



Plasyfelin Primary School



'Striving for Success'

SCHOOL PROSPECTUS

SEPTEMBER 2023/24

HEADTEACHER: MR M JONES B(ED) MA (ED) NPQH



Ysgol Gynradd Plas-y-felin Primary School



Plas-y-felin Primary School

Lewis Drive
Churchill Park
Caerphilly
CF833FT

Tel: 029 20852523

Dear Parents

It gives me great pleasure to welcome your child to our school. My staff and I feel privileged to have the responsibility for your child's care and education right through all their primary years.

At Plas-y-felin Primary School we actively encourage home/school participation. We believe that education is a joint venture between home and school.

In these uncertain times, we have adjusted school life to ensure the safety of children and staff, adhering to social distancing and eliminating risks by vigilant hygiene and cleaning regimes.

We believe that communication is vital. We have a school website www.plasyfelin.co.uk, which is updated regularly with information. We also have 'Seesaw', which is an app which can be used for communication between parents and the individual teacher.

We usually offer an 'open-door' policy, but would ask in these times, if appointments can be made over the telephone. But please do not hesitate to contact us. We are here to help.

Yours sincerely

*Mr Jones
Headteacher*





General Organisation

The school has two buildings, consisting of Infant and Junior schools.

The Infant department building surrounds an open, paved patio area and consists of three large teaching areas and a large hall that is shared by the whole school. The organisation of these areas reflects the learning needs of the differing age groups taught. We refer to these teaching areas Nursery / Reception /Year 1 and Year 2

The Junior department building has a large hall shared by the whole school. Off the hall are three wings that house Year 3/4 (7-9 year old), Year 4/5 (9 -10 year old) and Year 5/6 (10 - 11 year old). The school usually runs a free of charge breakfast club in the junior hall and a paid after-school club in the Community Room at the front of the school.

Admission to the school

Parents considering sending their child/children to this school should contact the Headteacher who will arrange a suitable time for a visit to the school.

To attend Nursery your child will need to be 3 years old by 31st August to secure a part-time nursery place for the September intake of that year.

If there are available spaces in Nursery, we have Rising 3s – free provision for children, this means a child may be offered a place the term following his/her 3rd birthday.

In addition there is a play-group for children aged 2 ½ years plus which runs from 1-3pm, however, if your child attends Nursery in the morning we also offer a wrap-around from 11.30-3pm which provides your child with an afternoon session playgroup in '**PUDDLE-DUCKS**' Please note there is a charge for this service. Please contact school if you are interested in attending these sessions.

If your child is 4 years old by 31st August you will be offered full-time provision from September of that year.

Children enter Reception classes in the September following their fourth birthday. The school arranges transition visits from Nursery to Reception classes in the summer term, when the children will be able to acquaint themselves with the general atmosphere of the school.



Children transferring to Plas-y-felin Primary School from other schools at other stages of their school careers may be accommodated unless the school is full in terms of its recognised standard number/admissions limit or infant class size limit.

The school adopts the admission policy guidelines of the local Education Authority and all pupils will need to complete an admission form available from the school which is sent to County.

The Admissions Authority for the School is Caerphilly County Borough Council LEA. Applications will need to be made to The Authority's Admission Officer. School can provide you with an application form and once completed we can send it directly to Mrs West.

Transitions

Every September, with class numbers permitting, the children will move class, possibly to another area of the school. There will be continuity and progression of work, from one year to the next.

Over recent years pupil numbers have prevented straight year classes and we have organised mix year groups successfully. Within these classes, as in the past, individual needs are assessed and learning planned for his/her needs.

Meetings will be held with parents at the end of the Summer Term and information of your child's new class and change of routines will be given.

The children from Year 2 will visit the Junior department on numerous occasions for concerts, assemblies and to use the computer suite. The children return to the Infant department for the first morning of the Autumn Term and from there they will be taken over to their new classes by their new teachers.

During the summer term transitions visits to secondary school will take place. We tend to have a split between the secondary schools of St Martins and St Cenydd, with a few children also attending Bedwas Comprehensive School. Each school has a transition programme which enables the smooth transition from primary to secondary school.



Our Mission Statement

The school's adopted motto is:

Working Together for Success'
'Cydweitho am y Gorau'

The statement below sets out our vision for the school;

At Plas-y-Felin Primary School we aim to enable every child to achieve his/her potential and enthuse staff, pupils and parents with heightened aspirations in a supportive and safe environment. Preparing pupils to meet the needs of an ever changing world.

The key school aims are:

- 1. To provide an educational environment in which all pupils can achieve at their highest possible level.**
 - Provide a curriculum which is relevant, exciting and which motivates pupils.
 - Ensure that expectations of pupils are high.
 - Maintain a focus on teaching and learning as the core purpose of the school.
 - Ensure that all pupils maintain success and celebrate their achievements.
- 2. To develop personality, cultivate social skills and prepare pupils for lifelong learning.**
 - Encourage pupils to develop self-esteem and self reliance.
 - Help pupils to understand themselves and the world in which they live and develop an awareness of political, economic and environmental issues.
 - Provide a relevant programme of health education.
 - Develop in pupils a love of learning and help them to acquire appropriate learning and study skills in preparation for lifelong learning.
 - Encourage all pupils to participate fully in the life of the school, including extra curricular activities.
- 3. To provide the highest standard of care for everyone and expect a standard of behaviour appropriate to a civilised community.**
 - Ensure that the welfare of pupils and staff is a prime concern of the school.
 - Review the school's Health & Safety policy on a regular basis.
 - Provide a guidance and support programme for all pupils and staff.
 - Promote the school's Code of Conduct which encourages good behaviour based on respect for others, tolerance and self respect.
 - Maintain good behaviour through advice to teachers, a system of sanctions and rewards and referral of pupils to pastoral and senior staff.



4. To provide through the curriculum and other activities for the spiritual and moral development of pupils.

- To provide opportunities for discussion of spiritual and moral issues.
- Place spiritual and moral issues at the core of the school assembly policy.
- Ensure that there is an understanding of and respect for, different beliefs, life stances and cultural values.

5. To value all members of the school community equally and to provide equality of opportunity for all, irrespective of social background, ethnicity, gender or ability

- Ensure that all pupils have access to the full curriculum and extra curricular activities.
- Provide for pupils who have special needs.
- Attempt to provide for the interests and talents of all pupils so that they can make the best possible personal progress.
- Ensure that there is respect for, and understanding of, differing opinions, life stances and cultural values.
- Take firm action to deal with instances of prejudice or bullying.

Our school grounds provide an excellent environment for learning – this recognised by ESTYN Inspection May 2016 – Case study can be found on ESTYNs web site





Nursery sessions

Morning Sessions
Afternoon Session

9:00am - 11:30 a.m.
12:45pm-3:15pm

Infant Department

9:00 a.m.
12:45 p.m.

11:45 p.m.
3.10 p.m.

Junior Department

9:00am
1:05 p.m.

12:15p.m.
3:10p.m.





Members of Staff

Headteacher
Deputy Headteacher

Mr M Jones B(Ed), MA(Ed), NPQH
Mrs M. Morgan. B A MA (Ed)

Teaching Staff

Nursery Classes		Mrs Jones (Ed)
Class 1	Reception	Mrs Gatefield, Miss Howells
Class 2	Reception/Year 1	Mrs Tidy BA, PGCE
Class 3	Year 1	Miss Jones BA, PGCE
Class 4	Year 2	Miss Davies BA PGCE
Class 5	Year 2	Mrs Morgan BA, MA (Ed)
Class 6	Year 3	Miss Poulakis BA PGCE
Class 7	Year 3	Mrs Allin BA PGCE
Class 8	Year 4	Mrs Anderson BEd (Ed)
Class 8	Year 4	Miss Stainer BA(Ed)
Class 9	Year 5/6	Mrs Whelan BA (Ed) MA (Ed)
Class 10	Year 5/6	Mr Hartery BA PGCE
Class 11	Year 5/6	Mrs Raymond BA PGCE
C		
Teacher covering classes for (P.P.A.)		
Planning, Preparation and Assessment Mr Lewis, Mrs Boyle, Mrs Jones		
ALENCo Miss Howells and part time teacher in year 2		

Peripatetic staff

Music

Strings and Piano
Brass

Mrs. Jones (3.5 session)
Mr. Porter (1.5 session)



Teaching Support Staff

Classroom Assistant / Learning Support Assistants

Mrs. Hegarty
Mrs. Davies
Mrs Garcia
Mrs Jones
Mrs Lintern
Miss Prosser
Mrs Smith
Mrs Longvile
Mrs Holcombe
Mrs Symons

Mr Manning
Mrs Curtis
Mrs Nash

Administrative Staff

School Secretaries

Mrs. Hughes Full Time
Mrs Hazel 4 days

School Caretaker

Mr. Garcia

Lunchtime Supervisors

Mrs Newel
Mrs Cook
Mrs. Short
Mrs. Symons
Mrs Nash
Mrs Fullerlove
Mrs Jones
Mrs Holcombe
Miss May
Mr Manning
Plus TA Rota



The catering at the school is undertaken by Caerphilly Borough Catering.

The cleaning contract at the school is managed by Caerphilly County Borough Council.

Classroom Organisation

The school is currently organized into one part time nursery morning and afternoon sessions, class plus 12 classes. Class groupings take into account the number and ages of children attending the school. In line with guidelines issued by the Welsh Assembly, we aim for classes not to exceed 30 pupils. Our class range from 15 pupils to 24 per class. With high staff ratio for quality education and one to one time.

Within the infant department each of the large teaching areas have teaching bases with bays for various activities based on the new curriculum eg (role play, painting area, computer work and wet-play area), a quiet library area and toilet/cloakrooms. Space, furniture, resources and materials are clearly labelled to ensure that the three broad styles of whole class, group and individual teaching may take place efficiently and effectively.

Throughout the school time is devoted to training all children to collect and return resources they need to use, as well as expecting them to play their part in maintaining an orderly environment, These approaches only help to facilitate the development of social skills, independence and self-discipline amongst our pupils.

Resources

The resources needed for teaching the various subjects are carefully organized to ensure ready access for teachers and children. The six areas of learning AOLES are 1 Mathematical Development, 2 Language Development including Welsh and other languages, 3 Expressive Arts, 4 Humanities, 5 Science and Technology , 6 Health and Well being. Art resources are held centrally whilst physical education equipment is stored in the school halls and a large lockable container. Materials for English, Mathematics and IT are kept in individual classrooms and in resource areas. Within the Junior department all pupils have there own Chrome Books. The school has fully Wifi for inside and outside coverage. Each class has access to Ipads and laptops. All juniors classrooms has Apple TV.

All Junior pupils have their own Chrome books as part of their everyday equipment.

The school is fortunate to have available teaching assistant support and many curriculum and social intervention groups and individual catchup groups. Partly funded through PDG, EYPDG and EIG grants These intervention groups has helped raise attainment and give individual pupils the attention they require.

AOLe Leaders are responsible for managing and organising resources, and informing the head teacher of equipment and materials required. Priorities for spending are indicated in the school development plan with costs carefully aligned to curriculum targets and in the PDG spend plan.



Teaching Methods

With the new curriculum children start with the 4 core purpose and spiral out from there.

Various grouping strategies are used to organise teaching and learning. Children, are taught in, whole class, group and sometimes, due to specialised programmes, individual situations. Teaching styles and groups are chosen to *fit the purpose* and may vary according to the subject and learning needs of the child. A combination of direct and indirect techniques is used to foster children's learning. Demonstrations by the teacher and the children are used to illustrate and reinforce particular teaching points. Teachers also intervene at appropriate points to encourage the child to remain on task and to complete a piece of work. Mathematical/practical TAPAS and learning walls will be seen around the school. Displays and working maths walls are found in every classroom to aid the teaching of numeracy.

At all times children are given clear instructions of what is expected of them, especially to help them understand the importance of producing quality work. In addition to using talk as a medium for teaching, teachers give careful consideration to the use of I pads/Learn pads, white boards, work cards, worksheets, books, computer programmes/apps, visits, first hand experiences and tasks that require children, to handle materials, which vary and enrich the children's learning.

Work is planned over the long, medium and short term. Long term planning involves the headteacher, , staff and governors in determining the breadth, balance and specific units of work to be covered within the key stage.. Medium term planning, which is undertaken on a termly basis, is child-centred, with the children being in charge of the learning process.

Short term planning is completed in a weekly forecast, which identifies suitably differentiated tasks and objectives, the context for learning (individual, group or class) and specific resources to be used. Taith 360 aids this planning and tracking of Progress steps. In the early years (Nursery and Reception classes) short term planning is undertaken on a weekly/daily basis. The specified learning objectives are used to make teacher assessments. Strategies such as marking, talking with children and observing them at work are used to collect evidence for teacher assessment. The information is used to plan further learning and to give children feedback about their learning, their progress and achievements. AOLE Leaders are available to provide advice and support as required.

Tracking and Targeting of pupils progress.

INCERTS-Taith 360

Pupils are tracked through the school using an electronic computer based program call Taith 360 where progress can be recorded and skills coverage.

DCF Tracker

The systems are robust in nature and with other evidence such as National Tests, CAT's data Year 4, , Salford Reading Tests,Teacher assessments /pupils work and other systems the school takes ever child individual needs and requirements into account, to achieve the best for your child.



Learning is Fun!

In the **Infants -Progression Step 1 and 2 (3 –7 Year olds)** play is the vehicle through which young children gain access to the curriculum. Through play children are motivated to learn, they develop a sense of inquiry, they increase their power of concentration, they develop and consolidate their skills, they learn to communicate and co-operate with others. Play provides the opportunities for children's thinking to develop and for them to be self-motivating and independent in their learning. Through structured play the curriculum will be delivered and the learning clearly identified at the initial stages of planning.



Our extensive large forest school area provide an excellent environment for outdoor learning and Forest School activities. A strength at Plasyfelin





AOLE Areas of Learning

Expressive Arts
Health and Well-being
Humanities
LLC
Mathematics and Numeracy
Science and Technology

In the Reception class priority is given to teaching the skills of literacy and numeracy and to provide a rich programme which gives many opportunities to listen to good models of language. Children will be encouraged to speak clearly and confidently and to increase their vocabulary imaginatively.

Welsh is taught throughout this school. We encourage children to speak and sing in Welsh. A 'Welsh Assembly' is taken once a week in both infant and junior departments.

We have been awarded our **Cymraeg campus bronze award this June 2023**

The school is expected to develop children's knowledge and understanding of the cultural, economic, environmental historical and linguistic characteristics of Wales through it's curriculum. Through the schemes of work for each subject Curriculum Cymreig learning activities will be provided, the major focuses for this work will be in Welsh, and the other AOLE areas

Religion, Values and Ethics RVE is a statutory requirement of the curriculum for Wales and is mandatory for all learners from ages 3 to 16.

Religious Education is taught throughout the school and complies with the national guidelines. In addition to learning about the Christian faith, children learn about the major world faiths, customs and celebrations.

The school has been working on the Healthy Schools Award and gained the highest award in March 2024 😊



Assemblies

We are required to conduct 'acts of collective worship'. Within our school this is approximately 15 minutes per day in the infant hall, three times a week in the junior hall followed by classroom based where a story, song or artefact, usually provides the stimulus for discussion and reflection. Assemblies are broadly Christian and a whole school Celebration Assembly is held each Friday when individual achievements are recognised. Parents who wish their child/children exempted from these activities on religious grounds are invited to make their wishes known to the Headteacher.

Health/Sex Education

JIGSAW is used as a tool/resource to help aid the teaching and progression of this area of learning.

This subject is treated with sensitivity at Plas-y-felin Primary School. It is an integral part of our curriculum, linked to P.E., Games and Movement. Sex education is not taught as a specific area of our curriculum and is one component of personal, social and health education. The School Governors support an integrated approach that allows aspects of human growth to be discussed in the context of the Health Education and Science Curriculum. If you have any queries concerning this matter, please do not hesitate to contact the school.

Assessment

Primary school operate within Progression steps 1 to 3. 1 being age 3 to 7, 2 being 7 to 9 and 3 being 9 to 11.

Depending on pupils own journey they could be anywhere within this progression.

Assessment is on-going process that helps the class teacher identify the way forward for your child, through this process your child's learning needs is evident. Teachers will be working with your child assessing him/her in all aspects of the curriculum within the first weeks at school.

There will be a On entry/Baseline Assessment at 4/5 years of age (Nursery/Reception Class). At 7 years of age (Year 2 pupils to Year 6 pupils) outcomes of Teacher assessments in Reading, Numeracy and Reasoning are carried out twice a year.

National tests from year 2 to 6 take place in May in Reasoning, Reading and Numeracy. Results are then forwarded to parents.

Assessments of our children's skills help us to plan his/her next stage of learning. These assessments are an integral part of the learning process. Every child is tracked on Incerts an assessment data base and support individually and in groups is then given to your child where required.



Equal opportunities

At Plas-y-felin primary school there will be no discrimination on the basis of gender, colour, culture, origin or ability. All children in the school have equal opportunities.

Reporting to Parents

Twice a year you will be invited to meet with your child's teacher to discuss your child's process. During the Summer Term you will be given a written Annual Report. These are official times planned into the school year but parents can arrange to come to discuss any concerns they may have about their child's progress with the Headteacher and or class teacher at a time convenient to all.

Special Educational Needs

Many children have educational needs at some time during their school lives. Some have special needs because they find learning difficult, some because of specific difficulties or impairments and other have special needs because they are high achievers.

The school meets the needs of these groups through careful planning. In the case of children with registered difficulties, the provision is mainly made through individual education plans. These plans contain learning 'goals' and are planned with small achievable steps that allow the child to work at the appropriate level and speed best suited to them.

To support our pupils with special needs ALN code we aim to use the allocated space, time and resources, including the very important 'human resource' to the optimum.

NB. If you wish to read the school's Behaviour and Special Needs Policies they are available in the Main Reception Area and on the schools web site along with many other policies and useful pieces of information.



Behaviour and Discipline

We feel that good behaviour assists the school to function smoothly enabling children to achieve their full potential, respecting themselves as individuals and as collective members of our school community. On your child's entry to school our aim is to teach an awareness of right and wrong. Our school's policy is to use a positive approach of praise and encouragement to develop self-esteem and self-discipline in our pupils.

At Plas-y-felin we operate a positive reward system, a whole school system of Gold, Silver, Green, Amber, Red with sanctions and rewards (Golden Time). This operates on a positive with every child starting in the Green each day. If a child enters the Amber or Red during the day they have opportunities to get back into the Green. DOJO can also be used to promote positive behaviour and attitude to work.

Children are encouraged to comply with class and school rules and the school has a policy of sanctions and rewards for certain aspects of behaviour. On the rare occasion when poor behaviour is noted we:

- Undertake a total investigation of the situation fully and fairly
- Ensure a suitable sanction is given and understood
- Give opportunity for the child to say 'sorry'.

The range of sanctions will vary from verbal indications of disapproval to the ultimate - exclusion from school. Through our broad based skills curriculum we aim to help each child to demonstrate good manners, respect and consideration for others and their property - these aims are integrated in all areas of learning.

Parents will be expected to support the school when dealing with behavioural issues, this 'partnership' approach helps the child through what may seem a difficult period. In the vast majority of cases problems are resolved and children exhibit appropriate behaviour within school and achieve his/her potential.

Working Together - Home/School Partnership

Parents are encouraged to become involved in school activities such as home/school tasks/homework. These activities are planned by the teacher and may involve model making or perhaps collecting information about home/family anything that links to the class theme. You would be surprised at the talent we have amongst our parents!

Our Home - School Agreement (appendix b) is designed to provide an effective partnership between the school, the pupils and their parents. The agreement was developed through consultation with staff, pupils, parents and governors and will be reviewed as and when necessary. The agreement sets out the responsibilities of the school and is signed by the Headteacher and the Governing Body. Parents of all registered pupils at the school will be invited to sign this agreement as an acknowledgment of their role in the education process at Plas-y-felin.



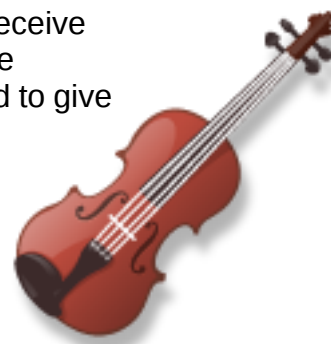
Homework

As part of our Home-School Partnership - class teachers will provide additional tasks as homework from time to time. The tasks asked of the pupils may include reading, factual or imaginative writing, learning or revising, fact finding or illustrating. Some tasks will be for children to complete independently and others may need your support. The early sharing of ideas between school, parents and carers promotes a culture of inclusive learning, where all involved are partners in the learning process. This is likely to raise both expectations and standards. These tasks will be dependent on the child's needs and will not be over demanding.

Understandably some parents feel there is little they can do to help with homework, but in fact there are many ways in which everyone can help their children: encouraging and supporting them; checking presentations, handwriting and spelling; testing what was set; to be learnt; listening to them reading what they have written; asking them to explain what they have been studying. These are all ways of helping your children to appreciate the importance of homework and to look afresh at the work done and so identify and correct for themselves mistakes or areas of misunderstanding. Of course children work at different speeds and so homework will take longer for some children than for others. If there is a repeated problem over homework, we encourage parents to get in touch with the school. Parents are encouraged to become involved in school activities such as home/school tasks. These tasks are planned by the class teacher and linked to the class theme.

The school operates a shared reading system, which is designated to help parents become purposefully involved in their children's reading development. Children are expected to take their reading book home each evening and parents are encouraged to record in a reading diary, what the child has achieved.

If a pupil is fortunate enough to be loaned a musical instrument and receive additional lessons in school, it is essential to complete regular practice sessions at home if progress is to be made. Upbeat music is employed to give all pupils an experience of music.



Extra-Curricular Activities

Educational visits and visitors to the school enrich the children's learning. In addition to these activities the school provides a programme of extra curricular activities which further enhance the children's learning. There is a range of clubs offered, catering for many interests.



School Uniform

We ask that all parents take up the option of wearing school uniform and as well as looking smart it is beneficial to their pocket.

At Plas-y-felin Primary School we have a distinctive school uniform.

The uniform consists of:

- Maroon, sweater /cardigan
- Maroon jogging bottoms / grey skirt / pinafore dress / trousers / shorts
- Light blue polo shirt / shirt / blouse

Sweatshirts, cardigans, polo shirts and fleeces (embroidered with the school badge) can be purchased from the school.

For Games / P.E. shorts and T- shirts (jogging bottoms during the winter months) and suitable footwear must be worn. These are available for purchase from school. However, it is important that all clothes are clearly labelled with your child's name.

On PE days, please send your child in wearing appropriate PE kit, for example a tracksuit and trainers. This helps speed up the physical exercising part as we are time limited.

Health Matters

- Accidents and Illness

If parents are aware of any allergies school should be notified on his/her admission to school and if diagnosis is made in later years it is vital school is informed immediately.

All areas in school are equipped with basic first-aid boxes and we have a number of qualified First Aiders on our staff. We try our best to deal with accidents when they occur but occasionally we contact parents if there is a need. In an emergency, however, the best interests of the child may be served by taking him/her for treatment immediately, e.g. to a casualty department. . Parents can discuss this issue if they have any objection.

Lunchtime

All school dinners are now FREE but you can still bring their own packed lunch.

Meal supervisors have charge of the children who stay in school during the mid-daybreak. Children staying for school meals or sandwiches are not allowed off the premises during the lunch-time period.

If you child requires a special diet please speak to one of our cooks. The cook provides a variety of special diets.

Healthy Snack

Nursery and Infant children may receive free school milk as well as a healthy snack at a cost of £1 per week this payable on Monday's. Year 3 to Year 6 are encouraged to bring a healthy snack (refer to Appendix d)

A fruit tuck shop is run by the junior pupils each day and fruit items cost 20p this has proved a great success.



Charging for School Activities

Educational visits are an important function for our children. All children will have the opportunity to take part in these activities. However, parents may be asked for a donation towards the cost and the school has the right to cancel the visit if it is not financially viable. To date we have had excellent support from our parents. As we want to avoid any child missing out on these valuable experiences, any parent who encounters difficulties should speak to the Headteacher as soon as possible so that suitable arrangements can be made. The Governing Body has decided that all coaches used on school visits must be equipped with seat belts, even though this may incur an increase in price, our children's safety is paramount.

Any transport provided for pupils to carry them between the school and any other place where the school or Local Education Authority has arranged for education is to be free of charge (e.g. local swimming baths). From time to time it is necessary to hold sponsored events to supplement our income and to support various charity causes.

Community Links

We see these links as very important to our pupils and take every opportunity to develop them further. We visit local stores, the fire station, places of worship, sorting office, library and the castle. These visits link in with the class theme.



Community Room

We have a Community Room for the use of voluntary groups, parents, outside agencies. We are hoping to extend the use of this room for groups within our locality. If you would like to use this room for a local group please contact the Headteacher.



School Security, Health and Safety

The safety and security of our pupils and staff is the main priority of governors. The school has taken action to install security fence and gates around the school. The gates will be locked once all the pupils are in school (this complies with fire/safety regulations). This arrangement will prevent any person gaining access to the school without reporting to the office.

This system means that anyone wishing to come into school for whatever reason, must enter through the main door where an intercom system will enable you to report to the office staff.

HALO system is used for adults to sign in and any late pupils to be signed in by parents with reasons.

Staff are asked not to allow anyone access through class doors. Every visitor must sign HALO when entering and leaving school. A visitor to school will receive a badge so that all staff will be aware that the person is no stranger and has been vetted on entry.

If there is a change in the person picking up a child it is the policy that parents of infant pupils to inform school class teacher or school clerk. Within the junior department notes can be made in his/her planner who will be picking your child up at the end of the school day. If you need to change these arrangements please let the Headteacher know immediately.

Car Park

In the interests of our pupils safety the school operates a barrier system at the main gate to the car park. The car park is for staff use only and taxi's organised by the L.E.A. for our special needs pupils.

Jewellery

There have been incidents in the past where items of jewellery have been lost, causing distress to the child concerned. Due to this and the health and safety issue during P.E. lessons the Governors have agreed, through consultation with the LEA and the Physical Education Advisor, to implement the following policy:





The wearing of certain types or styles of jewellery during activities in the playground and P.E. lessons may cause injury to the person wearing the jewellery or to others in the close vicinity.

Children will be allowed to wear:

- **One pair, or a single stud earring, to be worn in the ear lobe.**
- **A watch.**

These items of jewellery should be removed for all P.E. Lessons

Staff will let you know the days for the P.E. so that you may remove your child's jewellery in advance. P.E. is a very important and compulsory curriculum subject therefore you should comply with the rule to ensure your child does not miss a lesson. Staff will monitor attendance in P.E. Lessons.

Pupils who wear extra or unsuitable jewellery to school will be asked to remove it and it will be stored in a safe place until the end of the school day. In order to avoid possible injury and the loss of expensive items of jewellery we would ask all parents to support the school in the implementation of this school policy. These decisions have been taken to ensure the safety of the children and adults at our school and would thank you for your co-operation with these matters.

Parental Concerns and Complaints

From time to time as a parent you may have concerns relating specifically to your child or to more general school issues. Class teachers are able to deal with minor day-to-day issues relating to your child. Seesaw is a useful tool and teachers are on the gates at the end of each day, that you can approach. All other concerns should be addressed, in the first instance to the Headteacher.

Issues that remain unresolved, despite action/intervention by the Headteacher, may then be referred to the Governing body' of the school. This will be in line with the school's LEA Complaints Policy and Procedure. (see appendix e) A full copy of this document is available by request from the school.

Parents Association

Last year we had successful Parent Association (Friends of Plasyfelin) events with organised social and fundraising activities. The association allow parents and teachers to work together for the benefit of the whole school. Through their efforts, we are able to purchase valuable additional resources and to pay or coaches or school trips.

We hope many more parents will be encouraged to join in future years. There will be regular committee meetings and an Annual General Meeting at the start of the school year to which everyone is invited.

School Uniform

In the office area of the school, school uniform can be swapped and or taken for use. ASDAs is another good outlet for cheap uniform. You can also order via the office.

The Governing Body

Chair to the Governing Body.

The Governing Body met in September and elected a new chairperson namely Mrs K Lewis, Vice Chair Cllr S Cook. School governors serve for a period of four years and meet at least once a term. They make decisions



about how the school is managed.

Their responsibilities include:

- The school curriculum
- Manage the school budget
- Staff appointments
- Developing school policies
- Ensure statutory obligations are met

The Governing Body currently consists of

- Three LEA representatives
- Two teacher representative
- One staff (non-teaching) representative
- Five parents representatives
- Three co-opted representatives
- One minor authority representatives

If you have a child at school and are interested in becoming a parent governor please let us know.



Attendance

Our attendance at school is satisfactory but close work with the Education Welfare Officer is continuing to improve our figures.

Our attendance policy outlines our approach, pupils and classes are rewarded for excellent attendance. If your child is ill it is important that you contact school on the morning of the absence so that the right coding will be entered into the register. Registers are monitored regularly by the EWO Mrs Pewter who takes appropriate action which may involve a home visit, appointment at school and / or a letter of warning.

First day calling and texts are made by 10am if you haven't notified school by phoning or emailing the school.

(The Attendance Policy is displayed in the school reception area.)

We will be aiming to raise the attendance percentage and lowering the numbers of unauthorised absences over the coming year.





(Letter to Parents) Home-School Agreement

Our Home-School Agreement is designed to provide a framework for the development of an effective partnership between the school, the pupils and their parents.

Objectives of the Agreement

The objectives of our Home-School Agreement are: -

- * To set out the aims and values of the school;
- * To explain its responsibilities to its pupils;
- * To set out the school's expectations of its pupils;
- * To set out the responsibilities of the parents.

Principles underpinning the Agreement

- Our agreement has been developed through consultation with staff, pupils, parents and governors and will be reviewed as and when circumstances may demand. Any future amendments will also be the subject of consultation.
- This agreement sets out the responsibilities of the school and has been signed by the Headteacher and Class Teacher.
- Parents of all registered pupils at the school will be invited to sign this agreement as an acknowledgement of their role in the education process at Plas-y-Felin Primary School.
- Older pupils will also be invited to sign this agreement to acknowledge their understanding of what is expected of them.



**Plas-y-felin Primary School
Ysgol Gynradd Plas-y-felin
HOME-SCHOOL AGREEMENT**

This agreement recognises the importance of parents, staff and pupils working together in partnership to ensure that each pupil achieves educational success and personal fulfilment.

The School will do its best to : -

- ◆ create a pleasant, attractive and secure environment for children to work and play in;
- ◆ provide all children with a broad, balanced and stimulating curriculum;
- ◆ encourage children to do their best at all times and become self motivated;
- ◆ treat all children equally but value each one as a unique individual;
- ◆ encourage children to take care of their surroundings and others around them;
- ◆ listen to children and deal fairly with any problems they have;
- ◆ provide children with appropriate homework to support their learning, keep a register of completed tasks and mark and give feedback to pupils;
- ◆ keep parents informed about children's achievement, progress, behaviour and attendance and contact them as soon as possible if there are any concerns.

Teacher's signature Date

Headteacher's signature Date

The Parent / Guardian will do their best to : -

- ◆ support the school staff by encouraging hard work and good behaviour;
- ◆ ensure that their child attends school regularly and on time;
- ◆ inform the school promptly of any reason for absence;
- ◆ let the school know of any home circumstances which might affect their child's work or behaviour;
- ◆ support their child with homework tasks, that are set weekly, and other opportunities for home learning;
- ◆ keep in touch with their child's progress by attending parent's meetings etc.;
- ◆ ensure that their child is suitably dressed for school and has appropriate kit for PE;
- ◆ ensure that their child has an adequate breakfast and gets enough sleep.

Parent / Guardian's signature Date

The Child will try to : -

- ◆ always do his/her best;
- ◆ be polite, helpful and friendly and think about other people's feelings;
- ◆ look after the school and its equipment;
- ◆ make sure that homework is done on time;
- ◆ talk to his/her teacher or another member of staff about any worries;
- ◆ give parents letters from school promptly;
- ◆ not miss school and arrive on time.

Child's signature Date



Ysgol Gynradd Plas-y-felin Primary School

