



Llanbedr Church in Wales School

School Prospectus
2018-2019

Llanbedr Church in Wales School, Llanbedr, Crickhowell

This prospectus is designed to give you all the information, which you are likely to need about your child's school. We hope to cover every aspect of school life, but if you feel that there are any points, which have not been mentioned, please do not hesitate to ask.

Prospective parents are encouraged to visit the school and to talk to our staff. Schools are more than just buildings and facilities and the quality of the education provided by a school should be judged on the relationships between pupils and staff, and on the involvement and achievements of the pupils. We look forward to meeting you when you come to see our school for yourself.

Important Information:

School Address:

Llanbedr Church in Wales School
Llanbedr
Crickhowell
Powys
NP8 1SR

Telephone: 01873 810619

E-mail: office@llanbedr.powys.sch.uk

Website Address: www.llanbedr.powys.sch.uk

Head teacher:

Mrs Linda Green
BEd(HONS) MA NPQH

Chair of Governors:

Mrs Elaine Lusted
The Bungalow
Llangenny
Crickhowell
Powys. NP8 1HE
Tel: 01873 811183

The Governing Body

Chair of Governors: Mrs Elaine Lusted (Minor Authority /Community Council Governor)

Vice chair: Revd. Chris Bowler

Foundation Governors: Mrs Donna Jones
Mrs Vicki Walker
Mr Malcolm Thomas
Mrs Kelly Bromwell
Mrs Anne Rees

Parent Governor: Ms Liz Maglaras

LA Governor: Mr Dean Christy

Teacher Governor: Mr Gavin John
Head teacher: Mrs Linda Green

Clerk to the Governing Body: Mrs Anna Hughes



YR EGLWYS
YNG NGHYMRU



THE CHURCH
IN WALES



ESGOB ABERTAWE AC ABERHONDDU, Y GWIR BARCHEDIG JOHN D E DAVIES
BISHOP OF SWANSEA AND BRECON, THE RIGHT REV'D JOHN D E DAVIES

Dear Friends,

Although the majority of schools in England and Wales are maintained and run by Local Education Authorities, a significant number of them were founded by the Church and the Church still plays a significant part in the management of many.

Church Schools reflect the continuing commitment by the Anglican Church to the education, nurture and welfare of children, and Llanbedr School is part of the family of Church in Wales Schools in the Diocese of Swansea and Brecon. Currently, over 25,000 children are pupils in Church in Wales schools, over 2,000 of them in our own Diocese.

Church Schools have a special and legal responsibility to bring to the lives of their pupils a sound understanding of Christian principles and practice whilst at the same time seeking to serve, not only local Christian families, but also the community in which each school is set.

Like all schools, our Church Schools receive advice and support from Local Education Authorities. But, in addition, they also receive advice and support from the Diocesan Board of Education, the Diocesan Director of Education plus a team of committed Bishop's School Visitors, and each church school's Governing Body has 'Foundation Governors' appointed by the Church. All of these bodies and individuals play their part in the oversight and governance of the school, but they also share in the special role of ensuring that the Christian foundations of the school are maintained and developed in such a way that each and every pupil feels valued, cared for and safe, and, through experiencing sound Christian teaching and example, is enabled to become a caring and loving individual member of both the school family and the wider community.

I hope that your child or children will find Llanbedr School to be a place of happiness, learning and fulfilment.

With my very best wishes.

+John Davies
Bishop of Swansea & Brecon

Ely Tower, Castle Square, Brecon, Powys, LD3 9DJ

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General Background and Aims

The School

Llanbedr Primary School is a Church Aided School, which serves a wide area in the Vale of Grwyne including the villages of Llanbedr, Llangenny, Glangrwyney, Fforest Coalpit and Crickhowell.

The school is set in attractive grounds on the edge of the village of Llanbedr. It has a good-sized gymnasium/dining hall with kitchen attached, three classrooms one with secure outdoor play area for Foundation Phase, one office and a staff room plus a disabled toilet and access.

Outside we have a large areas of grass for play, a hard surface marked with various games, a large wooden gazebo, wooden climbing equipment and picnic benches, donated by the Friends of the school. The games field is used for a variety of team games and sports throughout the year. The grounds also contain attractive flowerbeds, a vegetable garden, a variety of maturing trees and a wild area with pond, which is be used for environmental studies

A Church School

As a Voluntary Aided Church School, we provide an education based on Christian principles. We expect children to be well behaved, to have regard for the feelings, hopes and expectations of other people, and to show care, courtesy and consideration in all that they do.

We maintain good discipline but we hope that our school is a place where children can learn and grow in a relaxed and caring atmosphere, which will encourage self-discipline and mutual respect for both pupils and teachers. These values are reflected in the daily life of our school and in the Home-School Agreement. (A copy of which is included at the end of this prospectus).

We have strong links with the churches of the parish. The rector, Reverend Chris Bowler leads Collective Worship weekly, and regularly comes into school to support the Religious Education curriculum. We hold our annual Harvest Festival in St. Peter's, the church of the parish of Llanbedr and also other special events such as Christmas Service, Easter and Leavers' Service. The children take great pride in being on St. Peter's flower rota twice a year. Staff attend in-service training, organised by the Diocese and the Year 6 pupils participate in the Leavers' Service at Brecon Cathedral, with all the other Church schools in the Diocese of Brecon and Swansea.

As a Voluntary Aided School we endeavour to reflect the obligations contained in the School Trust Deed. The Instrument of Government outlines the provision of Religious Education and Worship and contains the following ethos statement:

'Recognising its historic foundation and in accordance with its Trust Deed, the school will preserve and develop its religious character in accordance with the principles of the Church in Wales and in partnership with the Churches at parish and diocesan level.'

'The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.'

Collective Worship

As a Church-Aided School, we regard our daily act of collective worship as an integral part of the day. We put a great deal of effort into planning our worship so that it is meaningful for the children and offers opportunities for spiritual, social and moral development and reflection.

Our service is designed to make children from all faiths feel welcome; however parents do have the right to withdraw their children from collective worship if they wish.

The school's Vision and Mission Statement

Vision

Every child will achieve personal success in their learning and acquire the skills and confidence to prepare them for life.

Mission

The school aims to provide a happy, caring and stimulating environment. Governors, parents, staff and pupils have high standards. Every child will be treated as an individual, given the tools to be a lifelong learner, and taught to be independent and also succeed as a member of a group.

The pupils of Llanbedr Church in Wales School worked together to produce our aims below:

All Pupils show RESPECT:

Responsibility for ourselves, each other, our work and the environment.

Everyone has the same chance to achieve.

Sharing and caring for each other.

Potential is reached by trying our very best.

Expectations are high.

Christian beliefs and values.

Trust is achieved through honesty and making each other feel safe.

Academic Study and the Curriculum

We aim to provide a stimulating environment in which children are encouraged to discuss topics of a wide variety with adults and with their fellow pupils. We aim to fulfil the requirements of the national curriculum and give our children a sound platform in the core subjects. We foster a positive attitude toward academic study so that pupils can take on new challenges with confidence when they move on to Secondary School. As part of our Personal and Social Education and Sex and Relationships Education, we try to equip children for adult life by encouraging good personal qualities and mature attitudes to life.

Equal Opportunities

We are fully committed to the active promotion of equality for all children, families and staff in the school, and have an appropriate Equal Opportunities Policy. The school is committed to giving all pupils every opportunity to achieve the highest standards by:

- taking account of their varied experiences and needs;
- offering a broad and balanced curriculum;
- having high expectations of all pupils

Staff

Head teacher: Mrs Linda Green B.Ed (Hons) MA NPQH

Teachers: Mr Gavin John B.Sc. (Hons) P.G.C.E.
Mrs Joanne Davies B.Ed. (Hons)
Mrs A. Wood

Teaching Assistants: Mrs Lisa Lewis
Mrs Gaynor Fry

Peripatetic (Welsh): Mrs Lynne Allen

Secretary: Mrs Jackie Jones

Cook: Mrs Julie Deacon

Mid-day Supervisor: Ms Christie Hill

Cleaner in Charge: Mrs Nicki Jones

Music Tuition: Mrs Rigby

Drama Teacher: Mrs Clausen

Mandarin Teacher: Mr Sam

French Teacher: Ms Thomas

Classes in the School

At present we have 2 full time and 1 part-time teaching staff. The Headteacher also has a teaching responsibility. We are therefore able to maintain fairly small classes.

Class 1 and 2	Mrs Linda Green/Mrs Joanne Davies/Mrs Wood
Class 3	Mr Gavin John/Mrs Wood/Mrs Davies

We also have two teaching assistants:

Mrs L. Lewis
Mrs Gaynor Fry

The School Day:

We think that it is important that children should make a prompt start to school and we ask that they are brought to school between 8.50 a.m. and 9.00 a.m. Children should not be left at school earlier than this unless they attend Breakfast Club which begins at 8am.

Children arrive:	8.50 – 9.00am
Registration:	9.00 – 9.05am
Reading/ Spelling activities	9.05 – 9.15am
Collective Worship	9.15 – 9.30am

Session 1	9.30 – 10.45am
Morning Break:	10.45 – 11.00am
Session 2	11.00 – 12.00/12.15pm

Lunchtime – F. Phase:	12.00 – 1.00pm
- Juniors:	12.15 – 1.00pm

Registration/Word Work	1.00 – 1.10pm
Session 3 & 4	1.10 – 3.15pm

Extra-curricular Activities: 3.15 – 4.15 pm (Monday to Friday)

Weekly Lesson Time (excluding Registration and Collective Worship)

Foundation Phase	4 hours 15 mins daily – 21 hours 15 minutes weekly
Juniors (Key Stage 2)	4 hours 45 mins daily – 23 hours 45 minutes weekly

Admission Arrangements

As a Voluntary Aided School, the Governing Body is the responsible admissions authority. We follow the Powys County Council guidelines concerning entry into full-time education in Powys. We admit children to school (Reception) at the parents' request, on either a full or part-time basis at the beginning of the term following their fourth birthday.

Parents who wish their child to attend our school are asked to contact the Headteacher for an admissions pack. Applications for a place in the reception group of the following academic year should be made on the School's Application Form, and submitted to the Governing Body before 31st March. The admission number is 8. When the school roll reaches its maximum number, admission to further pupils may be refused. Parents of children, who have been refused, have the right to appeal to the Governing Body against the decision in the first instance and subsequently to Powys County Council.

Children are encouraged to attend school from the beginning of the term they achieve their fourth birthday. If parents wish, children may attend school part-time until they are five. We invite children to attend several sessions before starting school, and we find that this helps new pupils to make a smooth and successful start in the Foundation Phase. (Children are also offered taster days so they can experience the school for themselves).

A child can be admitted to school on a part-time basis from the beginning of the term following their third birthday.

When children are admitted at an older age, the procedure is much the same, but often they start at quite short notice, particularly when they have moved into the area.

If your child is 4 between:	They can start school in:
1 st January – 31 st March	The Spring Term
1 st April – 31 st August	The Summer Term
1 st September – 31 st December	The Autumn Term

Priority for Admission

1. Looked after children who are baptised members of the Church in Wales.
2. Looked after children of other Faiths.
3. Siblings (including half & step brothers, sisters and foster or adopted children) of children attending the School.
4. Children of Anglican families, living in the Vale of Grwyne group of parishes (Glangrwyney, Llangenni, Llanbedr Ystrad Yw, Patricio).
5. All children living in the Vale of Grwyne group of parishes.
6. Children of Anglican families living outside the Vale of Grwyne group of parishes.
7. Other children from outside the Vale of Grwyne group of parishes.
8. Children living nearest the School, measured by the shortest walking distance.

Preparing Your Children for School

From an academic point of view, it is important that you talk to your children, listen to them, and read them stories. Young children can help with cooking and other domestic tasks. Puzzles, drawing, painting, and other creative activities will help to stimulate your child's developing mind. When something has been made, encourage your child to talk about it. Always praise your child, praise works wonders with young children, particularly when it comes from the most important people in their lives. You can boost your child's confidence and help them to make a smooth start by letting them do things for themselves, e.g. dressing and putting on shoes, using a toilet and washing hands, using a knife and fork and tidying up toys.

Parental Involvement

Parents and grandparents are warmly welcomed into school to support lessons, listen to children reading and accompanying groups of children in educational visits. Any volunteer will need to undertake a DBS check, this is a straight forward and free process, that can be administered through the school. We have several parents who regularly volunteer and we are extremely grateful for the support they provide.

Homework

In our school, homework takes the following forms: Homework will be sent out on a Friday and should be in by the following Thursday. Homework set will depend on the age of your child.

Year Group	Homework
Nursery	Sharing/reading books/Topic
Reception	Reading books/Topic
1	Reading/Topic
2	Reading, Maths + Spelling/Topic
3	Reading, literacy, maths & spelling/Topic
4	Reading, literacy, maths & spelling/Topic
5	Reading, literacy, maths & spelling/Topic
6	Reading, literacy, maths & spelling/Topic

P.E. Games and Swimming

We are proud of our children's sporting achievements and through our physical education curriculum and extra-curricular activities we aim to develop the skills of co-operation, a sense of fair play and a sensible attitude to competitiveness. We also want our pupils to discover the positive effects that exercise has on the body and mind, and want to embed a love of physical activity, which will become lifelong.

Physical activities form an essential part of the curriculum for every pupil and we strongly encourage all pupils to participate. If there is a medical reason why a child cannot take part, we require a note of explanation from the parent.

Foundation Phase pupils need to have shorts and T-shirt in a P.E. bag and all items should be named. Key Stage 2 children need shorts and T-shirt for indoor P.E. lessons and warmer kit, trainers and football boots for outdoor games (optional). They need a swimming costume and towel for swimming. All items should be named.

Fruit and Water Bottles

Every morning at 10.45am, we have our morning playtime. The children in Class 3 are allowed to bring in a piece of fruit to eat at this time. We do not allow crisps, biscuits or chocolate. The Foundation Phase children are provided with a selection of fruit and a carton of free milk. We strongly promote the drinking of fresh water in school and children are encouraged to bring in water bottles at all times. A water fountain is provided in the children's cloakroom.

Behaviour and Discipline

We feel confident that all parents share the expectations that children behave well at all times, including during the journeys to and from school. Children should realise that a high standard of behaviour is expected of them.

We aim to create an environment in which children's self-esteem is nurtured and misbehaviour becomes a less attractive way of obtaining attention. Good behaviour is necessary so effective teaching and learning can take place. The rules of the school are kept to a minimum but children are encouraged to care for their environment, the building, furniture, equipment, books, and most importantly, each other.

Our aim is to praise rather than criticise, to celebrate their successes and endeavours, and highlight their good behaviour. However, if children choose to break rules they must realise that it is only fair that they must face up to the consequences of their actions. The guidance they receive in school and the examples they are set by adults at home will help to develop good behaviour. If we continually reinforce this then cases of serious misbehaviour will be rare.

The co-operation of parents is of course vital, and we will seek your support in dealing with any incidents of misbehaviour that are causing problems in school. If bullying worries your child at all, inform us immediately in order that it may be dealt with promptly.

Health/Safety Issues

Child Protection and Pupil Welfare

The school has a duty of care, and the right to take reasonable action to ensure the welfare and safety of its pupils. If a member of staff has cause to be concerned that a pupil may be subject to ill treatment, neglect or any form of abuse the school will follow the school's Child Protection Policy and Procedures. This may mean that we have to liaise with other external bodies. The school's Child Protection Officer is Mrs Linda Green and Child Protection Governor is Mr Malcolm Thomas.

No Smoking Policy

The whole school is a no smoking area. Staff, parents, and other visitors are expected to abide by this rule. KS2 pupils participate in lessons on the dangers of smoking, as part of their Personal and Social Education.

Illness and Medicines

If children are ill at school, we do our best to make them comfortable. Our policy is to contact parents promptly so that the child can be taken home immediately. We encourage full attendance at school, but when children are ill, it is usually better for all concerned, if they are cared for at home until they have fully recovered. In our experience, children who feel unwell rarely work effectively and can become distressed. If your child is absent, please send in a note or telephone the school to explain why, first thing, before registration.

Although it is better for children to be kept at home if they need regular medication, there are circumstances when it is necessary to give treatment in school. If a child needs continuous treatment, you can either come to school and give the medication yourself or sign an official consent form giving us permission (available through the school office). Do not send your child to school with over-the-counter medicines, as we are not allowed to administer these.

School Nurse

The School Nurse, calls at school regularly to discuss health problems. She undertakes hearing, sight, weight, and height tests with the children. She also talks to pupils and parents about various health issues.

The school dentist calls at school periodically to check children's teeth and to refer for treatment if needed

Asthma

Increasing numbers of children suffer from asthma and it is our policy is to ensure that asthma sufferers lead a full school life, whilst controlling their illness. If your child suffers from asthma in any of its forms, please use our entry information sheet to register them as an asthma sufferer. We monitor children carefully, particularly during physical activities and allow them immediate access to their medication, when necessary. It is essential that your child has extra medication that can be kept in school permanently. If a child has an attack, which does not respond to treatment within a reasonable time, we call the emergency services.

First Aid

The children are supervised throughout the day and their safety is always of prime concern when we are organising activities. If an accident occurs, a member of staff administers first aid. We have five members of staff who are qualified first aiders. In the case of minor injuries, no other action is taken, but if it is thought that medical treatment is needed, you will be informed so that your child can be taken to the doctor or hospital immediately. We are particularly concerned about injuries to the head or back. If you cannot be contacted, we will take the child for treatment or call in medical help.

Sex and Relationships Education (SRE) Policy

Children, who ask questions about sex or where they come from, are answered in an honest and sympathetic way, according to their age and maturity. The school nurse gives children in Year 6 more detailed lessons on sex and relationships education and we seek parental permission for children to attend these sessions. If you would like to see the content of these lessons or the Sex and Relationships Policy, then please contact the Head teacher.

You may, of course, withdraw your child from these lessons and if you wish to do so, we would be grateful if you could please inform the Headteacher in writing.

Health and Safety

The school has a detailed Health and Safety Policy, which outlines the measures that the Governing Body, Headteacher, class teachers and all staff take, to ensure that all pupils, staff, visitors and contractors are safe whilst on the premises.

Regular safety checks on equipment, fire drills, appliance testing are carried out routinely throughout the year. Activities that require additional safety measures, such as extra-curricular activities, visits or using specific equipment, are subject to detailed risk assessments.

School Security

All visitors to the school should enter at the main entrance to be greeted by the School Secretary or another member of staff. We ask you not to try other entrances, as these will be locked. Visitors are asked to sign the visitors' book on arrival.

School Uniform

Our school policy is that uniform is expected to be worn by all pupils. It helps all pupils to be smart in appearance and gives the school a sense of community.

S U M M E R	School Sweatshirt Plain white/red polo shirt White/red "school" polo shirt Navy/Black trousers/shorts Summer cap Sensible shoes/trainers	School Sweatshirt Plain white/red polo shirt White/red "school" polo shirt Navy/Black skirt/trousers/shorts Red gingham dress Summer cap Sensible shoes/trainers
W I N T E R	School Sweatshirt Plain white/red polo shirt White/red "school" polo shirt Navy/Black trousers Sensible shoes/trainers	School Sweatshirt Plain white/red polo shirt White/red "school" polo shirt Navy/Black skirt or trousers Sensible shoes/trainers

**Trousers can be jogging bottoms, as long as they are smart and mainly plain.*

- * No jeans
- * No jewellery – except for stud earrings
- * No heeled shoes
- * No make-up (including tattoos)
- * No hooded tops

School sweatshirts, polo shirts, jackets and hats can be purchased via an order form from the School Office.

It is very important that all clothes, bags, purses, sports kit, books and belongings are clearly marked with your child's name, so that we can return lost items with the minimum of fuss. Lost property can be reclaimed from a lost property box in the cloakroom department.

Children should not bring expensive items or unnecessary amounts of money to school. They should not bring toys, videos, DVDs or games and they are not allowed to swap or sell belongings in school. We do not allow software from home to be used on our school computers.

Nutrition and School Meals

We are very lucky to have our own cook on site who provides nutritious meals. Menus can be viewed on a termly basis and are on display for children on a weekly and daily basis. Pupils are able to make their options on the day. The choice includes a daily salad and fruit and a vegetarian option. The cost of a meal is £2.30 (for all aged children). The school operates a Parent Pay system where parents pay online or use a PayPoint card. Information on how to access the Parent Pay system is provided by the school.

We encourage children to eat school meals, not only because we think they are good value, but because we regard lunchtime as an important social meeting place where table manners, learned at home, can be reinforced amongst peers.

Children can bring a packed lunch to school, but we do not allow children to bring nuts, sweets, chewing gum or fizzy drinks to school.

Holidays

A list of school term dates is included at the end of this prospectus, and is sent out to parents annually. We strongly encourage families to take holidays during the official school holidays. Parents do not have a legal right to take children out of school on holiday and consequently any absence due to holidays during term time will not be authorised by the school.

Attendance/Absence

It is the duty of the parent to contact the school if a child is going to be absent for the day. We would ask parents to ring or e-mail the school secretary before 9.10a.m so that the child's teacher may be notified of the absence. If a child is not present in school and cannot give a valid reason for absence, we must mark the child as an "Unauthorised Absence" in the register. Numerous unauthorised absences may result in a visit from the Education Welfare Officer to discuss the reasons for repeated absence.

The governor's target for 2017-18 was 97% attendance.

For the year 2017/18, the actual level of attendance was 97.34%

Friends of the School

The Friends of Llanbedr School are a group of parents, friends, and teachers who raise extra funds for the school and organise social events for the children and their families. Events include an annual Christmas Fayre, an annual summer barbeque and fete, bingo, various raffles to name but a few. The Friends usually meet once a term and warmly welcome new recruits.

The Foundation Phase

We follow the Foundation Phase's "Framework for Children's Learning for 3 to 7-year olds in Wales". This document explains the statutory Areas of Learning in the Foundation Phase. These are:

- Personal and Social Development, Well-Being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development.

The Foundation Phase is an approach to learning for children from 3-7 years of age. It places great emphasis on children learning by doing and experimenting. Young children will be given more opportunities to gain first hand experiences through play and active involvement rather than by completing exercises in books. They will be given time to develop their speaking and listening skills and to become confident in their reading and writing abilities. New parents are given a copy of the Welsh Assembly Government's document "Learning in the Foundation Phase – A Guide for Parents and Carers". This will answer many of the questions parents will have about how and what their children will learn.

The National Curriculum

As children move on from the Foundation Phase, they follow the National Curriculum, which is taught throughout the rest of the school. The National Curriculum includes:

Core Subjects

- * English
- * Mathematics
- * Science

Foundation Subjects

- * History
- * Geography
- * Physical Education
- * Music
- * Design Technology
- * ICT
- * Art
- * Welsh

Additional Subjects

- * Religious Education

In 2014 the Literacy and Numeracy Framework was implemented in schools as cross curricular responsibilities and forms the basis of ensuring that pupils are able to apply literacy and numeracy skills independently across curriculum areas.

As part of the 21st Century schools requirements, as outlined in the Successful Futures document, the Digital Competency Framework came into effect in September 2016 to ensure that pupils acquire and apply digital skills effectively across the curriculum.

Particular themes cross subject boundaries: Health Education; Education for Sustainable Development and Global Citizenship; Economic and Industrial Understanding; I.C.T.; Personal and Social Education; Sport and the Arts. We also ensure that the curriculum has a distinctly Welsh aspect (Curriculum Cymreig).

In preparation for the New Curriculum (2020) pupils have been working within the six Areas of Learning: Maths and Numeracy, Literacy, Languages and Communication, Science and Technology, Humanities, Health and Wellbeing and Expressive Arts. As a church school we also teach Religious Studies as a separate subject area.

All children experience a wide range of teaching styles. These include whole class, mixed ability groups, pairs and individual approaches.

Children's progress is assessed regularly and support identified where necessary. Children have specific targets in Literacy and Numeracy and progress is tracked termly. The school also implements various intervention strategies i.e. "Catch Up" for reading and also intensive 1:1 support to ensure that pupils are on track to meet their targets. This supports our endeavours to improve the basic skills of all children in school.

Foundation Phase Outcomes

Reception	Children will generally be working within Outcomes 1 and 2.
Year 1	Children will be working towards Outcome 4.
Year 2	Children will be working towards Outcome 6.

National Curriculum Levels

YEAR 3	This is the beginning of Key Stage 2 and children will generally be working at Level 3.
YEAR 4	Children will generally be working at Level 3 and perhaps be working towards Level 4.
YEAR 5	Children will be working towards Level 4.
YEAR 6	Most children will have reached Level 4 and may be working towards Level 5 and 6 at the end of Key Stage 2.

English

Reading: Children have opportunities to read individually, in groups and as a class. They have books to take home and share with parents and they are also encouraged to borrow fiction and non-fiction books from the school library and mobile library. In the Foundation Phase, the main reading scheme is Oxford Reading Tree, however, a variety of different books are also available for reading at home. KS2 pupils also continue following The Oxford Reading Tree scheme before moving onto individual reading books. All children across the school participate in Guided Reading sessions with an adult. These sessions develop pupils reading skills and their understanding of the text.

Spelling: All of the children enjoy daily "Letters and Sounds" sessions. These sessions develop the children's phonological knowledge and their ability to blend and segment sounds. Older and more able children will learn complex spelling rules during these sessions.

Writing: Writing is used across the curriculum and as such is a very important skill. The children write a variety of genres including, reports, instructional writing, discussion, persuasion, recount and explanation. They also compose different styles of poem and write stories to develop creativity and imagination.

We encourage the children to have a pride in the appearance and layout of their work, with neat handwriting. Joined handwriting is introduced in the Foundation Phase and developed through the rest of the school.

We give priority to the development of literacy and numeracy skills. The school has achieved the Basic Skills Quality Mark four times, which recognises our commitment to all pupils reaching their potential in these basic skills. All staff are responsible for ensuring that this happens.

Mathematics

Daily mathematics lessons are taught across the school and these cover a range of themes: number, shape, space and measures, data handling and using and applying mathematical skills. Each lesson starts with a mental maths session. This is followed by differentiated themed activities. Children are also given the opportunity to use ICT programs linked directly to the topic.

General aims:

For the pupils to:

1. Experience and understand mathematical concepts.
2. Acquire and use written and mental computation skills.
3. Use mathematics in the real world and experience the satisfaction of solving problems.
4. Develop positive attitudes towards the subject.

Religious Education:

As a Voluntary Aided Church In Wales Primary School, we follow the Church In Wales Religious Education Scheme of Work. The Scheme of Work is based on six topics: The Bible, Festivals, Jesus, Christian Life and Values, The Church and Other Faiths.

General aims:

1. To develop a knowledge of the Bible and the Christian faith and a love of God.
2. To promote pupils spiritual, moral and cultural development.
3. To develop an awareness of self, and a respect of the rights and ideas of others.

Learning Strategies:

The children are introduced to the main concepts of the Bible and Christianity, their heritage and tradition. They learn about Judaism, and the existence of other world religions. Teachers aim to make Religious Education lessons as stimulating and relevant to pupils as possible.

Parents have the right to withdraw their child from Religious Education and if you are considering this course of action, please make an appointment with the Head teacher.

Additional Learning Needs

We are determined to meet the educational needs of all our pupils by promoting a caring and happy atmosphere where all children will be helped to gain the self-confidence and self-esteem, which are the prerequisites for educational and social development.

Some pupils will have a significantly greater difficulty in learning than the majority of children of their age. Some may have disabilities, which prevent or hinder them from making use of the facilities provided for our pupils. We will give pupils with additional learning needs, including More Able and Talented pupils, individual consideration and make special provision for them, working in partnership with others as necessary. The governors' intention is that the needs of all pupils are identified and met as soon as possible. All pupils whether they have additional learning needs or not, must have an equal opportunity to participate in the full curriculum of the school (including the National Curriculum) and all activities. Our Additional Learning Needs Coordinator is Mr Gavin John.

School Report Policy

We report to parents in a number of ways during the year.

1. Parents' evenings – which we hold twice a year.
2. Written reports at the end of the school year.
3. Contacting parents if there is a need for discussion on a child's progress.

Parents' Evenings

Our first parents' evening in November is an opportunity for you to find out how your child is progressing, possibly in a new class, after the summer break. In the spring term, we are able to talk in detail about the progress that has been made during the year. It is important to remember that if you feel your child has a problem at school, you should contact the school straight away and not wait for parents' evening.

Pupil Assessment

We are very proud of the academic standards that our children achieve. Our pupils transfer to secondary education as well-equipped, independent, and confident individuals.

In order to provide lessons appropriate to their needs, we assess pupils formally using various tests and assessment materials in reading, spelling, and mathematics. Teachers also assess pupils' achievements every day, informally and set challenging, yet attainable targets for the pupils to achieve.

At the end of each Key Stage, the children are formally assessed.

We have a duty to publish end of Foundation Phase and end of Key Stage 2 results in the Annual Report to Parents.

Pupils in Years 2,3,4,5 and 6 also take part in the National Reading Tests and Numeracy Procedure and Reasoning Tests in May. The detailed results are published individually for parents.

Target Setting

The Governors agree targets for the end of Key Stage 2 each year. We also set targets internally for the end of the Foundation Phase. The targets for June 2019 are:

Foundation Phase

The percentage of pupils expected to reach Outcome 5 or higher

	Language, Literacy	Mathematical Development	Personal & Social Dev.	Core Subject Indicator
Girls	100%	100%	100%	100%
Boys	100%	100%	100%	100%
Total	100%	100%	100%	100%

Outcome 5 is the expected level of the average Year 2 child.

Key Stage 2

The percentage of pupils expected to reach Level 4 or higher

	English	Mathematics	Science	Core Subject Indicator
Girls	100%	100%	100%	100%
Boys	100%	100%	100%	100%
Total	100%	100%	100%	100%

Level 4 is the expected level of the average Year 6 child.

Arrangements for Transport and Collecting Children from School

If you live in the usual catchment area of the school you can obtain free transport to school if you live more than 2 miles away.

A form to apply for free transport is available from the school. This should be returned to the Transport Department at Powys County Council. If you live nearer to the school than this your child may still be able to travel on the bus under the "Vacant Seat Payment Scheme", if there is room on the bus.

During drop off and collecting times a member of staff is at the gate at the beginning of the day at 8.50am and at the end of the day at 3.15pm. Children should be picked up promptly at 3:15pm.

If there is to be any change in picking up arrangements (time or person) we NEED to know in advance either by a written note, a telephone call or in person.

Eco School

Each year, we hold elections and appoint an Eco-committee. The committee comprises of children, parents, and teachers and governors, and aims to promote an environmentally friendly approach to the world around us in all our actions. Children are encouraged to recycle, not waste energy and to care for their environment. We have achieved the Bronze & Silver ECO Schools Award, and are working towards our 4th Green Flag.

School Council

The school has an active school council with representatives from the Foundation Phase, Yrs 3, 4, 5 and 6. The council has led the whole school in reviewing the school rules. We also plan to get the council involved in Ambassadors for Schools and work towards the Rights Respecting Schools Awards.

Educational Visits

All children have the opportunity to participate in educational visits with school. These visits may be residential or non-residential, and recent trips have included, Cardiff Castle, Brecon theatre, Longtown Outdoor Centre, Techniquet and the seaside. Parents are usually asked to contribute towards the cost of these trips, and we are grateful for all contributions we receive.

Charging Policy

By law, schools are not allowed to charge parents for activities which take place during the school day or which form part of the National Curriculum. Schools are allowed to charge for materials used in lessons such as design and technology, as long as the parents know beforehand and where the finished product is taken home. We are also allowed to charge for activities that take place mainly out of school hours, including entry fees, transport, and the cost of overnight stays. We can also charge for instrumental tuition. We try to obtain funding from a variety of sources but some activities, such as swimming or educational visits, could not go ahead unless we asked for voluntary contributions from parents. It is our policy to do this when we feel it is necessary but we try to keep costs as low as possible.

The governors have a remissions policy and if you are claiming income support you may like to contact the Head teacher to claim relief.

Breakfast Club

The school is fortunate to have a breakfast club at a cost of £1 per morning per child and all pupils are welcome to attend.

Breakfast Club runs from 8.00am – 8.50am – no admittance after 8.30a.m.

Complaints Procedure

We hope that all children are happy and thrive during their time with us. However, if you or your child has any problems or anything that you are unhappy about please discuss it with your child's class teacher or the Headteacher. If this does not resolve the matter, the Governors have a formal complaints procedure. Copies of this can be obtained from the School Secretary, Head teacher, or Chair of Governors. It is also available on the School Website.

Anti-Bullying

Llanbedr Church in Wales Primary School is committed to a policy of inclusion, equality and justice. We believe that bullying behaviour is totally unacceptable. We believe that where bullying is challenged effectively, pupils will feel safe and happy and we will demonstrate a school that cares.

Aims

Within Llanbedr Church in Wales Primary School we want;

- All children to feel safe and to learn, play and enjoy the company of others
- All children to be treated fairly, with respect and dignity
- To listen carefully to what children have to say and to treat all children's accounts with due seriousness

The nature of Bullying

There are many definitions of bullying, but it is generally accepted to be:

- Deliberately hurtful (including aggression)
- Repeated often over a period of time
- Difficult for victims to defend themselves against

Bullying can take many forms, but three main types are:

Physical – hitting, kicking, taking belongings

Verbal – name calling, insulting, making offensive remarks

Indirect – spreading nasty stories about someone, unreasonable exclusion from social groups, being made the subject of malicious rumours

Pupils' understanding varies with age e.g. infants may confuse bullying with arguing or something that they don't like generally- making it difficult to identify actual bullying. Junior children tend to develop a more mature understanding.

What should Parents do if they feel their child is being bullied?

Parental support is one of the keys to the success of our Anti Bullying Policy. Any parent contacting the school with a particular concern will always be taken seriously. The first point of contact for the parent is the child's class teacher.

If a parent doesn't feel that the class teacher has dealt with the situation adequately then the next stage of the complaints procedure is to contact the Headteacher.

The school has an Anti-Bullying policy which is reviewed regularly. A copy is available in the school office and can be accessed on the website.

HOME SCHOOL AGREEMENT

Name of Pupil: _____

The school's Agreement:

The school will:

- care for your child's safety and happiness;
- encourage your child to do his/her best at all times in all aspects of school life;
- encourage him/her to take care of their surroundings and to be considerate of others;
- provide a balanced curriculum so as to meet individual needs;
- keep you informed about general school matters;
- give your child a written report once a year and arrange parents' evenings twice a year;
- offer you the opportunity to become involved in school life at Llanbedr Church in Wales School;
- promote the Christian Ethos and nurture links between the school, home, parish, diocese and community.

The parent's agreement:

I/we will try to:

- ensure that my/our child comes to school regularly, on time and properly equipped and inform the school about any reason for absence;
- inform the school about any problems, which might affect his/her work or behaviour;
- support him/her with reading and other home learning activities;
- attend parents' evenings and other discussions about his/her progress;
- support school policies and guidelines for behaviour;
- get to know about my child's life at the school;
- appreciate the fact that Llanbedr is a Church in Wales Aided School with philosophies which are linked to the Church in Wales, and to try and support these aims whenever possible.

The Pupil's Agreement:

I will try to:

- come to school every day and on time;
- bring things I need every day and look after them properly;
- do all my classwork and homework as best I can;
- be polite and helpful to others;
- help look after the school;
- treat all pupils and adults with respect.

Teacher's signature: _____

Parent's signature: _____

Pupil's signature: _____ (where appropriate)

Please address all communications to the Headteacher.

Disability and Accessibility Plan for Llanbedr C in W School



1 Introduction

At Llanbedr C in W School we take account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

The Disability Discrimination Act (DDA) of 1995 aims to end discrimination against people with disabilities and to improve access in all areas of life. Since 2002, it has been unlawful for schools and Local Education Authorities to discriminate against pupils with disabilities in admissions and exclusions, in education, and in associated services.

From 1st October 2004 it is unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable access.

Our Accessibility Plan details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.

2 What is disability?

The Disability and Discrimination Act states that 'a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities'.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long term and substantial effect on pupils' everyday lives.

Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, and vice versa.

3

Aims

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children, and this of course includes pupils with disabilities.

We will ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education our school provides.

We will not treat a pupil with a disability less favourably than others because of the nature of his or her disability.

We will make all **reasonable adjustments** to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.

We will do our best to anticipate the needs of a pupil or staff member with disabilities before he or she joins the school.

4

Removing barriers

The school must make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged.

Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter.

The Accessibility Plan covers the measures we have already taken, and are still taking, to improve our school.

5

The physical environment

We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, when it becomes necessary and within the limits of the resources available. Where necessary, we will try to improve the following:

- access to the school, by installing ramps and handrails;
- movement around the building, for example by adaptations, such as improved colour schemes, for people with impaired sight;
- accommodation within the building, by providing toilets for disabled pupils, etc;
- furniture, by adjusting the height of tables etc;
- information and communication technology, by selecting appropriate hardware and software
- signage, by putting it in clear print.

6 The curriculum

We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We aim to find ways in which all pupils can take part in sport, music and drama. We aim to plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate, wherever possible.

We use language that does not offend, and we make staff and pupils aware of the importance of language. Our PSE programme, library, reading books and other resources contain positive images of people with disabilities. The school regularly reviews the way resources are matched to the needs of all the children. We differentiate accordingly and if necessary, to improve our provision, adjustments will be made to IT support, classroom organisation, the deployment of support staff, timetabling and staff training. Many of the adjustments we make are dependent upon individual needs. Individual Education Plans are effective and manageable.

7 Information

When necessary, information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user-friendly, such as Braille, audio tape, and large print, or it may be transmitted orally, or through lip-speaking or sign language, or through a recognised symbol system, or through ICT.

We always take account of disabilities, be they the pupils' or their parents'. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter.

8 Staffing

When advertising posts, or interviewing applicants, or deciding on appointments, the governors and staff will follow the necessary procedures, and will not discriminate against people with disabilities. Should a member of staff become disabled, the governing body will make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post. All members of staff are entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development.

This school will liaise with specialists to support individual pupils. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, doctors, the school nurse, social workers, and the staff of the voluntary and statutory agencies. We benefit from the LEA's advice, and its provision through the Hearing Impaired and Visually Impaired services.

9 Health and safety

Members of staff follow the school procedures both for the storage and for the administration of medicines to pupils.

The school has members of staff qualified in giving first-aid treatment, and the emergency services will be called, should they be required.

The health and safety of all school members is of paramount importance at all times.

10 Policy into practice

The governing body is responsible for the school's duty not to discriminate.

All members of staff are fully committed to the policy of not discriminating against pupils, parents or staff with disabilities.

Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

11 Monitoring

We have high expectations of all our pupils. We monitor a range of data to make sure that all pupils are making the best progress possible, and that no groups of pupils are underachieving.

We monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parental and pupil questionnaires.

Evaluations based on these data are then reported to the governing body, and an action plan will be drawn up if necessary.

12 Monitoring and review

The headteacher implements the school's accessibility non-discrimination policy on a day-to-day basis, and ensures that all staff are aware of the details of the policy as it applies to them.

The headteacher reports to governors annually on matters regarding disability discrimination.

This policy will be reviewed at any time on a request from the governors, or at least once every two years.