

WELCOME TO YSGOL PENYFFORDD



CROESO I YSGOL PENYFFORDD

To inspire a love of learning now and forever

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Ysgol Penyffordd
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Dear Parents and Carers,

Welcome to Ysgol Penyffordd

This booklet aims to answer the questions you may have about how our school is organised and to help you understand more about Ysgol Penyffordd. As a school, we look forward to sharing this period of your child's life with you.

At Ysgol Penyffordd we aim to provide a rich curriculum and a variety of experiences which will give your child the skills, knowledge and enthusiasm to enable them to become confident life-long learners.

We hope you will encourage your child to contribute to the life of the school and you will support the many enriching activities and events provided here.

We hope that your partnership with the school is a long and happy one.

Yours sincerely

Mrs Jayne Mulvey
Headteacher



OUR SCHOOL

Our vision, mission and core values, co-written by pupils, staff and governors are as follows.

Vision

To inspire a love of learning now and forever.

Our Mission Statement

To establish the foundations of life.

We intend to achieve our vision and mission through core values.

Core Values

Respect
Challenge
Curiosity
Enjoyment
Pride
Nurture



Our School

Ysgol Penyffordd is a mixed, English-speaking, Primary school in the village of Penyffordd in Flintshire, close to the border of England. In September 2013, Abbot's Lane Infant School and Penyffordd Junior School amalgamated to become Ysgol Penyffordd but still existed on two separate sites. Penyffordd Juniors was situated on Penymynydd Road whilst the infant site was on Parc Crescent. In September 2019, the two schools finally came together after the completion of our new school building, situated just behind the original Abbot's Lane school. The pupils, staff, parents and governors have worked tirelessly to create one school which values EVERY child in our care.

Organisation

Children spend eight years in their primary school and each age group is classified as follows:

Age:	Year
3-4 years old:	Nursery (morning or afternoons)
4-5 years old:	Reception
5-6 years old:	Year 1
6-7 years old:	Year 2
7-8 years old:	Year 3
8-9 years old:	Year 4
9-10 years old:	Year 5
10-11 years old:	Year 6

The number of pupils on the roll and the number of children in each year group govern the arrangement of the classes. This often changes from year to year. Class sizes are kept as balanced as possible. Within each class, pupils are taught individually, as a group, or as a whole class but always according to their needs and abilities.

STAFF INFORMATION

Head Teacher - Mrs Jayne Mulvey

Deputy Head Teacher – Mrs Claire Griffiths

Deputy Head Teacher – Miss Elizabeth Crompton

Teachers

Mrs Emily Sconce

Miss Sarah Green

Mrs Emma Davies

Mrs Victoria Foley

Miss Sophie Shaw

Mrs Claire Griffiths

Mr. David Young

Miss Elizabeth Crompton

Mr. Ross Wardle

Mr. Fraser Holland

Mr Graeme Mulvey

Mrs Lucy Crawshaw

Mrs. Jan Papper

ANCO

Mrs. Jan Papper

Learning Support Assistants

Mrs Jill Batchelor, Mrs Laura Woodward, Mrs Jacqueline O'Regan, Miss Laura Stilgoe, Miss Rachel Mills, Mrs Luan Davidson-Brookin, Mrs Gaynor Bonar, Mrs Gurjinder Panesar, Mrs Tamsin Harrison-Royle, Mrs Jessica Vaughan, Miss Lizzie Jones, Mrs Jane Littler, Mrs Jo Walshe, Mrs Lindsay Winkworth, Mrs Tiffany Shaw, Mrs Michelle Hurley, Mrs Erin King, Mrs Alex Trevor, Mrs Gaynor Wilkes

Administration Staff:

Secretaries - Mrs Andrea Irvine and Mrs Claire Edwards

Caretaker - Mrs Debbie Williams

Cleaners- Mrs Wendy Sides, Mrs Angela Roberts and Ms Mandy Shenton

Cook - Mrs Wendy Shaw

Catering Assistants – Mrs Jane Martin and Mrs Diane Blackman

MDSA's

Mrs Gurjinder Panesar, Mrs Luan Davidson-Brookin, Mrs Laura Woodward, Miss Mrs Jill Batchelor, Mrs Jacqueline O'Regan, Miss Laura Stilgoe, Mrs Tamsin Harrison-Royle, Mrs Jessica Vaughan, Mrs Jane Littler, Mrs Jo Walshe, Mrs Lindsay Winkworth, Mrs Michelle Hurley, Mrs Erin King, Mrs Alex Trevor, Mrs Tiffany Shaw, Mrs Caroline Caine, Miss Lizzie Jones, Ms Mandy Shenton.

Parents in Partnership

We welcome parents and carers into Ysgol Penyffordd believing we are partners in the education of your children.

There are many opportunities for parents to become involved in the work of the school and to gain a greater understanding of its work. Parents' time and expertise can be used in many ways in school and is greatly valued. Police checks and DBS checks are carried out on all adults helping in school. If you are ever able to help, especially on a regular basis, please contact your child's teacher.

Communication with parents/carers

The school communicates with parents/carers in various ways e.g. newsletters, questionnaires, interviews, gwasanaeth (assembly) and informal evenings. We have a website (www.ysgol.penyffordd.org) for the school in order to provide further information about what goes on within school. You can also follow us on twitter @YsgolPenyffordd and via our new text messaging service.

Parents/carers are invited to Parents' Evenings twice a year. Every year parents/carers are invited to attend our sports day and open evenings as well as children's performances.

There are opportunities throughout the year when parents/carers can meet the staff and governors in an informal setting during gwasanaeth, Literacy and Numeracy workshops, Respect weeks, Parents in school sessions, Christmas and Summer fairs, FOPs events, open evenings as well as parents' evenings.

The school has set in place a Home School Agreement which is sent home with the child on entry to the school.



Breakfast Club

Breakfast Club is available for all children, at a charge of £2.05 per day. Doors open at 8.05am and breakfast will be available. All children need to be booked and paid for onto breakfast club in advance via the School Gateway App.

After-School Club - Rascals

The club provides care for pupils from Reception to Year 6 after school. You may book a retained place with S4YC. Details of fees and arrangements are available on request.

Friends of Ysgol Penyffordd

FOPS (Friends of Ysgol Penyffordd) is a parents and teachers association. As a registered charity, FOPS provide invaluable support to the school through organising many events

involving parents/carers. The money raised provides extra facilities and equipment for the pupils. FOPS hold regular meetings in school and if you are interested in attending or becoming a committee member please contact the Chairperson. FOPS need the support of parents to ensure it is able to continue to enrich the lives of your children. You can play a part in many ways:

- Become a committee member.
- Support and attend FOPS events.
- Volunteer to help at an event, as one-off or on a regular basis.



Many hands do make light work!

Become a Governor

The Governing Body of the school is made up of people from a variety of backgrounds. Some of the Governors are parents. The school governors comprise of a group of individuals, who are elected, nominated or co-opted and are representative of parents and teachers, the Local Education Authority and the local community. If you are interested in becoming a school governor, please inquire if there are any vacancies. At school governors work with the Headteacher and are responsible for setting the strategic direction of the school. Meetings are held at least once each term and committees meet in addition to main body meetings.

Every two years an Annual Parents' Meeting may be held when the Governors' Annual Report is discussed and questions about the work of the Governing Body can be raised. If you would like to be a school governor please contact the Headteacher to find out about any vacancies.

Chairperson: Mr Mark Rothero

Vice Chair: Mrs Pat Ransome

Clerk to the Governing Body: Mrs Helen Mossman

Parent Governors

Paul Archer

Paul Povey

Jill Pye

Mark Rothero

Teacher Governor

Claire Griffiths

Staff Governor

Jo Walshe

Flintshire Governors (appointed by the Local Education Authority):

David Williams

Vacancy

Penyffordd Governors (appointed by the Village Council)

Pat Ransome

Community Governors (invited to join by other members for their specialist skills/experience)

Jim Foley

Sue Lewis

Joining our school

To join our Nursery or Reception classes applications should be made via Flintshire County Council on 01352 704068/704073 or you can apply online at www.flintshire.gov.uk. Any forms should be returned to County Hall in Mold.

For parents/carers of children seeking to join the school in other years, please contact the Headteacher. The School Admission Policy (developed with guidance from the LA) is available on request.

Appeals

Every effort is made to make a place available for your child in our school. However, schools have a limit on the number of children they can take. This figure is set by the LA and agreed with the School Governors and Headteacher. If the number of children wanting a place is below the set figure, all will be admitted. There may, however, come a point when there are too many children of that year group for them all to be given a place. If this should happen priority will be given to children according to a list of carefully agreed criteria, which are published in the Admissions Policy. If a place is not available on application you have the right to put your case to an Admissions Appeal Panel. An independent panel will hear your case. It has the power to override the decisions of the LA in some circumstances.

The relevant address for all matters relating to admissions is: The Admissions Officer (Education), Flintshire County Council, County Hall, Mold CH7 6ND

Starting School for the first time

Starting school at any age is a very important time for you, your child and the school. We all need to work together to make their start smooth and rewarding.

Parents are invited to Induction Evenings for Nursery and Reception intake. Nursery age children are invited to an open morning in the term prior to entry. Nursery children spend half a day in the Reception class as part of the transition process in the Summer term.

The Head Teacher and the staff at the school pride themselves on the quality of the arrangements in place to ensure a smooth transition from Foundation Phase to Key Stage Two.

This was judged to be 'good' by Estyn inspectors in February 2015. 'There are effective arrangements for pupils to transfer from the Foundation Phase into key stage 2...

These arrangements ensure good levels of continuity and progression in pupils' learning and wellbeing.'



Joining the school later on

Sometimes children join the school when the term has started or later on in their school life. We make every effort to make sure that they are welcomed, looked after, and monitored so that they quickly make friends and can find their way around the school. Teachers give pupils time to settle in before making an assessment of their academic ability. This assessment, together with records from the previous school will enable your child to have the best start in our school. Parents/carers are asked to contact the school if their child has a problem settling. We promote the partnership with parents.

Moving on – transfer to secondary school

At the end of their primary school career, children transfer to a local secondary school. The vast majority of children go on to Castell Alun High School a mixed comprehensive school (11-16), about four miles from Penyffordd. Free bus transport is available. Our school has particularly close links with Castell Alun. Teachers from the High school visit to talk to the Y6 children about the school and it is an opportunity for children to ask questions. There is close liaison between the teaching staff of the schools. During the year children complete a range of transition activities in preparation for their transfer. Each year, in the Summer Term, Y6 children spend several days at Castell Alun working with both secondary and primary teachers, meeting new friends in new forms and getting to know their new school. This is seen as a very positive process ensuring a smooth transfer.

GENERAL INFORMATION

School Hours

Nursery

Morning Session - 9.00am – 11.30am

Afternoon Session - 12.30pm – 3.00pm

Foundation Phase: Reception to Year 2

8.55am – 3.00pm

Key Stage 2: Year 3 to 6

8.55am – 3.15pm



Children from Year 1 to Year 6 have a morning break. All children from Reception to Year 6 have an hour's break for lunch. The school bell is rung to start the day at 8.55 am. We do welcome your child into school from 8:05am for breakfast club. All pupils are registered in the morning and afternoon. Please make sure your child arrives at school on time otherwise a late mark will be recorded. It is very important that good habits are formed early. Being punctual is very important and helps the day get off to a good start.

Absences

If your child is absent through sickness or any unavoidable cause, please could you inform the school by telephone before 9am in the first instance. This absence constitutes an authorised absence.

The Headteacher has a discretionary power to grant leave of absence for a family holiday or visit overseas, however, the Headteacher and Governing Body discourage such absence and you should not expect such leave to be granted as of right. Term time leave requests will be considered individually taking account of the child's age, the time of year, the nature of the holiday, the circumstances of the family and the child's previous attendance record and general educational progress. Permission will not be given if it is applied for after the visit or

holiday has taken place. Usually a child will not be granted more than two weeks leave in any school year. This is at the discretion of the governing body.

We appreciate that all family circumstances are different but we want children to be in school as much as possible. Absences during term time can seriously disrupt continuity of learning. The School must collect and report details of absences by law and so all absence levels are monitored closely.

School Uniform

School uniform is available by ordering online or in store from Forrester by Monkhouse, Mold. <https://www.monkhouse.com/c/1108/Penyffordd>

What a child wears to school reflects his/her attitude to learning. It portrays the school's ethos and shared positive values. By wearing the school uniform it will:

- provide a sense of belonging to the school community and a pride in representing it.
- provide equality of dress for all pupils
- encourage pride in personal appearance
-

Winter Uniform

- black or grey trousers or skirts
- white shirt and school tie.
- red sweat-shirts or cardigans
- plain white polo shirts or red school logo polo shirts to wear under sweatshirts

Summer Uniform

- black or grey trousers, skirts or shorts
- red gingham dresses
- white shirts/blouses/polo shirts

At all times, sensible, flat footwear is essential (**no trainers**).

P.E. Kit – Indoor P.E.

- white T. shirt
- plain black shorts
- floor work is done in bare feet
- (trainers may be worn if a child has a verruca.)
- No Jewellery

Outdoor P.E.

- T. Shirt
- shorts
- track suit (winter months)
- trainers
- No Jewellery

Swimming kit is required for Years 4 and 5
(Trunks preferred for boys and for safety's sake long hair should be tied back)



Jewellery and other adornment

The only items that are considered appropriate are watches, and studs or sleepers worn in pierced ears. The school does not approve of either jewellery or cosmetics unless for cultural reasons, and then only if approved by the Head Teacher. Please note that staff are not allowed to remove or look after jewellery for children. The safest place is at home.

Lost Property

Naming all items of clothing reduces the risk! Please name items of children's clothing. We do keep lost property for a reasonable period of time, but it is often difficult to identify items that are not labelled. If your child has lost something then please check in their classroom first, then check in the lost property. Displays of lost property are made before the end of each school year and if it is not claimed it is then sold or given away to charities.

MENU'S: WINTER 2019/20

WEEK 1 - WEEK (COMMENCING - 4TH & 25TH NOV, 16TH DEC 2019, 5TH JAN, 16TH FEB, 9TH & 30TH MARCH 2020)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PIZZA TUNA PASTA BAKE SWEET POTATOE SWEETCORN & COLESLAW PEAS & ICE CREAM	MEATBALL IN TOMATO SAUCE VEGETABLE PASTA WRAP PASTA/MEAT ROAST BROCCOLI NEWYDD BAKE OFF CAROLINE JULY'S CHOCOLATE & CINNAMON COOKIES	ROAST OF THE DAY SOUP & HALF BAGUETTE ROAST & BAKE SEASONAL VEGETABLES FRUIT SMOOTHIE/BAKED BRISQUIT SAUCE	LAGARONE FISH/CAKE POTATO WEDGES PEAS & SWEETCORN CHOCOLATE CAKE & CHOCOLATE SAUCE	CHICKEN NUGGETS COOKIES BITES CHIFFON PASTA/CAKE VEGETABLE STICKS COOKIES FRUIT/CAKE

WEEK 2 - WEEK (COMMENCING - 11TH NOV, 2ND DEC 2019, 6TH & 27TH JAN, 24TH FEB & 16TH MARCH 2020)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SOLOMONS COOKIN KEMA CURRY PASTA/CAKE SUMMER FRUIT CRUMBLE	BREAKFAST WRAP VEGETABLE PASTA POCKETS HASH BROWN BAKED BEANS FRUIT SMOOTHIE & CUSTARD	ROAST OF THE DAY TOMATO & PASTA BAKE ROAST & BAKE SEASONAL VEGETABLES FRUIT FLAVOURED	FISH FILLET MEAT FREE COTTAGE PIE POTATO WEDGES SWEETCORN FRESH FRUIT & YOGHURT	BEEF BURGER VEGGIE FISHER WRAP CHIPS VEGETABLE STICKS COOKIES BAKED BISCUIT

WEEK 3 - WEEK (COMMENCING - 18TH NOV, 9TH DEC2019, 15TH JAN, 5TH FEB, 2ND & 23RD MARCH 2020)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FISH FINGERS VEGETABLE TORTILLA STACK MEAT FREE COOKIES BAKED BEANS BURBERRY MUFFIN	NEWYDD BAKE OFF DANNIA EGGS OF BACON & COURGETTE MAC 'N' CHEESE POTATO WEDGES MIXED SALAD & COLESLAW FRUIT JULY'S ICE CREAM	ROAST OF THE DAY NEWYDD BAKE OFF VAL WELLINGTON ASSORTED BRUNCH QUICHE ROAST & BAKE SEASONAL VEGETABLES CHOCOLATE BROWNIE	SAGUANO VEGETABLE SAUSAGE & YORKSHIRE PUDDING FISH RANGE CHEESE OMELETTE CHEF POTATO CHOICE BAKED BEANS OR PEAS REDUCED FAT & SUGAR LEMON & LIME SMOOTHIE CAKE	CHICKEN BURGER DEEL WRAP CURRY VEGETABLE STICKS NEWYDD BAKE OFF JENNY SHRINE CHERRY & BAKIN DAT BISCUIT

...AVAILABLE 100% JACKET POTATOES, PASTA OR NOBLE POT, SELECTION OF SANDWICHES, FRESH FRUIT & YOGHURT & SALAD BAR.

School Meals

School meals are provided by Newydd Catering. The meals offered are nutritious and fresh produce is used. The menus are posted in advance. Payment for meals is through an online system (School Gateway). Please ask at the office for more details. If you think your child is eligible for free school meals, please contact the office for advice on this.

Bringing food to school

Children who do not have a school meal may either go home for lunch or bring a packed lunch. If your child forgets his or her packed lunch we will try and contact you. If we are unable to do so we will supply a school lunch and ask you to reimburse us later.

Head Lice

Head Lice can be a real problem in schools. Cases of head Lice should be reported to the class teacher. Advice on treatment is available from the school office if necessary. Please note that the School is not responsible for treatment. The Health Authority clearly places responsibility with parents. However, we do endeavour to keep parents / carers informed if there is an outbreak.

Returning to school after illness

Children returning to school after illness should clearly be fit to do so and free from infection. Please err on the side of caution when making a decision about your child returning to school. Children should be fit to participate in all school activities including outdoor games and playtime. Injury, asthma, respiratory complaints or circulation difficulties are of course exceptions. If in doubt the school is happy to advise. In the instance of stomach bugs, we ask that children do not return to school until 48 hours after they have last been unwell.

First Aid

Simple first aid is given at school when necessary. If an accident needs hospital attention we will make every effort to contact you first. Please ensure information from you is up-to-date so that you can be contacted.

Child Protection

Concerns regarding child protection are referred to the school's Child Protection Officer who is the Head Teacher who may then submit a referral to Children's Services. Copies of the Child Protection Policy which reflects the model in Circular 5/2008 are available from the school office.

Medicines

If your child needs medication during the day it will be administered by the Headteacher or teacher, only if written parental consent is given. Forms are available from the office.

Sun Protection

During warm summer months all children should have a named sunhat in school which they will be encouraged to wear when playing outside. School hats are available from Forrester Sports or you may provide your own. Wide brimmed hats or those which cover the neck are ideal. School staff are not permitted to apply sun cream to children but we would ask that you apply a long-lasting sunscreen before school in sunny weather. Children may re apply their own sun cream which must be provided in a clearly named tube or bottle.

Water Policy

At Ysgol Penyffordd we understand the need for children to drink water regularly throughout the day. Drinking water is available at the water coolers and are available throughout the day and at break times. Children must provide their own water bottles for filling at the water cooler.

Emergency Contact Information

Please ensure that your contact details are correct and up to date, and that the school is told about any health matters, especially allergies, relating to your child.

Dogs

Please **do not** bring dogs on to school premises (this includes the car park, playgrounds and pedestrian area), tie them to school fences or allow them to obstruct the pavement where children walk. No matter how gentle your animal is, children can be easily scared. Please don't allow your dog to foul pavements on the route to school. Bag it and bin it!

Smoking

Please do not smoke within the school grounds.

Road Safety

We actively encourage children to walk to school. For safety reasons we ask that: Motorists should respect the road markings in front of the school. We also ask you to refrain from parking your car too close to the road markings or opposite them, as this can create a hazard. The school car parks are strictly for staff only and entrances must be kept clear at all times. The drop off point is for the morning only and we ask that you keep to the one-way system. Please be respectful to other motorists and our surrounding neighbours.

Money

School dinners, snack and trips are paid for through the School Gateway App. Occasionally, events may be held that may require money to be brought to school, e.g., discos. Please ensure that all monies sent to school are in a secure envelope marked with your child's name, amount and the purpose of the money.

Complaints

Any complaints about school matters should first be brought to the attention of the class teacher, then to the Headteacher. If the complaint is not resolved, a formal complaint may be made firstly to the Chair of the Governing Body. Further guidance can be found in the leaflet ‘Compliments, Concerns and Complaints’.

CURRICULUM STATEMENT

Ysgol Penyffordd is currently working towards the implementation of the New Curriculum for Wales which sets out 4 Purposes. We want our children to be:

- Ambitious and capable learners, ready to learn throughout their lives;
- Enterprising, creative contributors, ready to play a full part in life and work;
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society;
- Ethical, informed citizens, ready to be citizens of Wales and the world.

The School’s Curriculum combines high standards with a broad and rich curriculum. We pride ourselves on providing engaging and inspiring experiences for all children. Our teaching and learning are pupil centred and topic based.

Literacy and Numeracy Skills

Underpinning all of your child’s learning, is the development of basic skills of literacy and numeracy.

Digital Competence

The framework encapsulates the skills that will help learners thrive in an increasingly digital world. At Ysgol Penyffordd, Digital Competence has been mapped into the curriculum which was designed in 2015 in accordance to Professor Donaldson’s review. It has been reviewed and updated in November 2016 with the new Digital Competence Framework.

Digital competence is one of 3 cross-curricular responsibilities, alongside literacy and numeracy. It focuses on developing digital skills which can be applied to a wide range of subjects and scenarios.

The 4 strands within the framework are Citizenship, Interacting and Collaborating, Producing and Data and Computational Thinking.

Thinking Skills

A particularly prominent approach to teaching at Ysgol Penyffordd is learning through the development of thinking skills combined with effective reflection of learning through self and peer assessment. This means that children are encouraged to play an active part in their own learning and their own assessment.

Welsh and the Curriculum Cymreig

The school aims to celebrate its Welsh culture and heritage. The teaching of Welsh is compulsory within all schools in Wales and in Ysgol Penyffordd it is taught by the class teacher. The school also operates a policy of “Incidental Welsh”, which encourages children to use Welsh in general conversation, for example, answering the Register, asking to go to the toilet, asking for pencils and simple discussions during playtimes etc. Telephone calls are now answered bilingually.

English

English underpins all aspects of your child's learning. An English lesson consisting of Speaking and Listening, reading and writing is included in each school day. In addition, English permeates the remainder of the children's learning throughout the school day and beyond.

Speaking and Listening

Talking is fundamental to a pupil's learning. Pupils are encouraged and helped to talk clearly, confidently and with expression in order to communicate ideas and feelings. Similarly, and just as importantly, is the need to listen to others and respond appropriately. All children are provided with opportunities in all areas of the curriculum to develop skills in speaking and listening.

Reading

One of the greatest gifts we can give a child is the ability to read. We believe that reading should be an enjoyable activity, and our approach to reading is based on this. At Key Stage 2 we extend and develop each child's reading skills, which have been developed during the Foundation Phase.

We aim to develop a love of reading and therefore encourage our pupils to take books home and share them with you.

Children need to be able to read with understanding, for pleasure and for information. Pupils' reading is structured and pupils are helped and guided towards suitable reading material. As the pupils go through the school, they are given more responsibility for this choice in reading. The school has a well-stocked library where pupils benefit from good quality reading materials both fiction and non-fiction. Each class has an opportunity to renew/replace their library book using a computerised barcode system. We encourage parents to make time at home to read with their child and to talk about the book.

Writing

Pupils are helped to develop the ability to express their thoughts and ideas and communication skills through the written word. Every attempt is made to ensure that pupils develop a command of basic English which includes punctuation, spelling, grammar and correct letter formation. We believe it is important that children see their work as having purpose and that they regard themselves as authors of their work. Opportunities are provided for pupils to develop the necessary writing skills required for different purposes and audiences. The link between reading and writing is strongly emphasised.

Children apply their literacy skills across the curriculum.

Mathematics

Maths at Ysgol Penyffordd is taught in a number of ways but much of the work is related to and supported by, practical activities in order to develop a sound basic knowledge and understanding in calculation, measurement, shape and data handling. We use the Inspire Maths and Numicon programme. We hope to develop pupil's confidence and enthusiasm alongside their ability to apply mathematical skills and knowledge to the world around them. Children apply their mathematical skills across the curriculum in different subjects.

Science

We aim to develop the pupils' scientific skills through first-hand experiences. Pupils are encouraged to solve problems by making close observations, planning, predicting, fair testing

and recording their findings in a systematic way. We hope also to foster responsible attitudes towards the environment and all living things.

Information and Communication Technology (ICT)

Through focussed ICT lessons we place emphasis on developing the children's skills in:

- Finding things out
- Developing ideas and making things happen
- Exchanging and sharing information
- Reviewing, modifying and evaluating work as it progresses

Parents are informed of the acceptable use of ICT. Both parents and pupils are asked to sign an agreement, ensuring the safety of our pupils.

Religious Education and Collective Worship

The aim of religious education is to enable pupils:

- To acquire knowledge and understanding of Christianity and the other principal religions represented in Great Britain
- To develop the ability to explore, to reflect on and to respond to human experience, drawing on their study of religion

Through Religious Education, pupils are given opportunities to reflect on the nature and role of beliefs, the attitudes and values underpinning these, and the practices and behaviours that arise because of them. Skills developed through the teaching of RE include developing self-awareness, respect for all, open-mindedness, appreciation and wonder.

RE is taught in all classes and follows the procedures and guidelines laid down in the document produced by SACRE. Parents have the right to withdraw their child from RE lessons and religious assemblies if they wish. You will need to talk to the Head Teacher before doing so. Alternative provision will be made for your child.

Our Collective Worship is Christian-based but not exclusively so. A regular religious assembly is held as a whole school. It is an important part of our school day. Visitors are invited to take our assemblies and Friday assemblies are special because we celebrate achievement and share good work. The school has no affiliations to any specific religious order but does have regular contact with the local church. We are extremely fortunate that our local church attends school regularly with 'Open the Book' volunteers, to retell stories from the Bible. Parents may request their child to sit out of these assemblies.



The Wider Curriculum

Personal, Social, Wellbeing and Cultural Development – Social and Emotional Aspects of Learning

PSWCD and Citizenship helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, including circle time, contributing fully to the life of their school and communities. In doing so they recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues. They find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Our School Council helps pupils to understand about local democracy.

Health Education

Many aspects of looking after ourselves are covered in the school's curriculum, we aim to give pupils a greater understanding of themselves by covering aspects of diet, hygiene and exercise.

Senedd – School Council, Eco Council, Digital Leaders and Criw Cymraeg

Ysgol Penyffordd recognises the importance of the pupil voice and making them part of the decision-making process. The school has 4 main groups for this. All of the pupils at the school, from Reception onwards are given a chance become part of these groups. The Councils represent the pupils and put forward new ideas, suggestions and ways of solving problems. Year 6 pupils within these councils make up a Senedd and oversee the running of these groups. Governors attend meetings organised by these groups.

Sex and Relationship Education

Ysgol Penyffordd school plays a central role in having a positive and sustained impact on children and young people's sexual health and well-being. All learners in Ysgol Penyffordd will receive high-quality sex and relationships education (SRE) as part of their personal and social development.

‘Effective school SRE programmes help learners to develop the skills and knowledge appropriate to their age, understanding and development. Learners are enabled to make responsible decisions about their relationships, sexual health and well-being’.

Welsh Assembly Government Circular 019/2010 Sex and Relationships Education in Schools

Sex and Relationships Education (SRE) will be taught within the context of the Framework for Children' Learning for 3 to 7 year olds, the Personal and Social Education (PSE) Framework for 7 to 19-year-olds as a basis for provision and the Science order.

By the end of year 6, the school will ensure that pupils are aware of the reasons for the physical and emotional changes during puberty including conception, pregnancy and birth.

Parents have the right to withdraw their children in Year 6 from Sex Education and should contact the Head Teacher if they wish to do so. The policy is available from the school office.

Extra - Curricular Activities

The school offers a wide range of extra curricular activities both during and after school. The activities cover sport, music and craft. We review the clubs regularly so that the needs of our current pupils are met. Our extended community facilities also include a Breakfast Club and a variety of after-school clubs. We also organise several trips to support the curriculum and invite a range of visitors into school.

Homework

Throughout their time at Ysgol Penyffordd pupils will be encouraged to spend some time at home following up work or completing tasks set by the teacher. Most of the time pupils will be able to complete the work on their own, but there will be times when they will need your help. Some tasks will require you to work with your child. The school has a Homework Policy which was formulated by Parents, Staff and Governors.

Visits and Visitors

An essential part of our pupils' learning at school is the day visits, residential visits and visitors to school. Ysgol Penyffordd is committed to offering this rich source of learning. However, there are times when the cost cannot be borne solely by the school. Voluntary contributions will be required to ensure that the activity takes place.



Charging for school activities

We are unable legally to charge for school activities which largely take place in school time. Sometimes however, funds are such that some worthwhile activities cannot take place without financial assistance from parents/carers. Schools can seek voluntary contributions for the benefit of the school or any school activity.

When organising school visits which enrich the curriculum and educational experience of the children, the school invites parents to contribute to the cost of the visit. All contributions are voluntary. If we do not receive sufficient voluntary contributions, we may cancel a visit. If a visit does go ahead, it may include children whose parents have not paid a contribution. We do not treat these children differently from any others. Often the school pays additional costs in order to support the visit.

Assessment and Record Keeping

Assessment is a continuous process that takes place in all areas of school life. Through on-going assessment, we hope to build a complete picture of a pupil's development, not only intellectually, but emotionally, socially and physically.

Assessment can take many forms. We assess through discussion and observation as well as using more formal procedures such as testing. Formal assessment is carried out twice a year in October and March. In addition, pupils from Year 2 to Year 6 take National Literacy and Numeracy tests in May. Children in Year 4 take a Cognitive Assessment Test (CATs). This allows us to track the progress of individual pupils and to provide intervention programmes if necessary or year groups and also helps us to identify strengths and weaknesses across the school.

Equal Opportunities Policy

Aims and objectives

- 1.1 We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination.
- 1.2 We promote the principles of fairness and justice for all through the education that we provide in our school.
- 1.3 We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

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

Copies of the Equal Opportunities Policy can be obtained from the school office.

Health and Safety Policy

The health, safety and welfare of all of the people who work and learn at our school are of fundamental importance. We aim to provide a safe, secure and pleasant working environment for everyone. The Governing body, along with the LA, takes responsibility for protecting the health and safety of all children and members of staff.

Full copies of the Health and Safety Policy are available from the school office

Pupil and Pastoral Support

Inclusion

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, minority ethnic and faith groups, travellers, asylum seekers and refugees
- pupils who need support to learn English as an additional language (EAL)
- pupils with special educational needs
- pupils who are disabled
- pupils who are significantly more able than their peers

- pupils who are looked after by the local authority
- Others such as those who are sick, those who are young carers, those who are in families under stress
- pupils who are at risk of disaffection and exclusion

Additional Needs Pupils

Provision for Pupils with Additional Needs include differentiated activities in class, group work and specifically chosen programmes of work. Advice and support are provided from county advisors at the Inclusion Assessment Service and Special Education, Learning Inclusion Service, Educational Psychologist and other agencies where appropriate. The Policy for Additional Needs is available to look at if you would like more information. Our Additional Needs Co-ordinator is happy to speak to you about general issues related to special needs if the class teacher cannot answer your questions.

More-able and Talented Pupils

It is important to understand what we mean by more able and talented pupils. More able pupils would demonstrate a higher ability than average for the class. Most able pupils will be working at two NC levels above the majority of children in the class. Talented pupils demonstrate an innate talent or skill in creative or sporting fields.

More able and talented children are identified through teacher assessment and judgements based on a variety of assessments. At all times the needs of the children, whatever their ability, are catered for through careful differentiation and task. This allows for the more able pupils to work with other pupils of similar ability.

Accessibility

The school has carried out an Accessibility Audit and is confident about meeting the needs of all pupils here. We provide parking spaces, toilet facilities, wide corridors and easy access to all school rooms. Any special requirements beyond this will be considered by the LA on request and are subject to physical and financial constraints.

Child Protection Procedures

In accordance with the All Wales Child Protection Procedures 2008, schools must make arrangements to safeguard and promote the welfare of children. Parents/carers should know that this requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. *'It is good practice to share information with families, and there should be a presumption of openness, unless to do so would compromise a child's safety.'* *All Wales Child Protection Procedures, 2008.* In the main, parents will be informed and where possible the Head Teacher will seek their consent to a referral to Social Care. This will only be done where such discussion will not place the child at increased risk of significant harm. Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children. The designated Child Protection person in school is the Headteacher.

Ensuring Good Behaviour

We have 3 main rules which have been agreed by staff, pupils and governors:

We Are Ready

We Are Respectful

We Are Safe

Matters of behaviour are dealt with initially by the class teacher or the 'on duty' member of staff. When a situation demands it, the Head Teacher takes responsibility for disciplinary measures. At all times pupils are encouraged to consider and be responsible for their own actions. Our aim is to make the pupil more aware of the necessity for self-discipline, self-awareness and self-control.

All members of the school team, Governors, parents/carers, staff and pupils are expected to implement and abide by the Code of Conduct in the Behaviour Policy. This is included in the home/school agreement which is sent to you when your child joins the school. We believe that adults are role models for behaviour in our school.

If your child has a problem at school

From time to time, in the children's lives, events may take place that are upsetting for them. If you are able to share information about your child's personal life with us it can be extremely useful in helping us to offer understanding and support. This will always be dealt with in the strictest confidence. If you think your child is experiencing any kind of difficulty at school, or if you have any concerns about aspects of school life, then you should talk to your child's teacher or the Head Teacher first.

Anti-bullying

We work with the children to develop positive relationships with everyone and equip them with the strategies they will need to deal with conflict. Children have many opportunities to learn how to work in a positive way with others and explore ways of overcoming difficulties. On rare occasions, however, situations arise which can cause unhappiness. Where a child is being repeatedly targeted or bullied, we need to work in partnership to try to resolve the issues which are making your child unhappy. Further guidance is available in our leaflet for parents and in our anti-bullying policy.

ESSENTIAL INFORMATION

DIRECTOR OF EDUCATION - Mrs C. Homard

Flintshire County Council

County Hall

Mold

CH7 6NB

01352 752121

Annexe 1- Performance Information

Foundation Phase Assessment Data 2019

FPI (Foundation Phase Indicator) : 81.1%	Outcome 6 -Higher Level
Outcome 5 – Expected level	
LCE (Literacy) : 81.1% O5	45.9% O6
MD (Maths) :86.5% O5	56.8% O6
PSD(Personal and social development): 94.6% O5	73.0% O6

*Greater proportion of pupils with significant learning, social and emotional needs than at KS2. Low baseline assessment at Reception for a large group of pupils. Very good progress is made by almost all pupils throughout the Foundation Phase.

CSI (Core Subject Indicator):97.2%	L 5 - Higher Level
L4 - Expected Level	
English:100% L4	63.9% L5
Maths:97.2% L4	44.4% L5
Science:100% L4	55.6% L5

Very good progress is made by almost all pupils throughout Key Stage 2.