

**School Mission Statement**

***To happily learn together in a fair and caring school community, achieving our best at all times.***



**PONTYBRENIN PRIMARY SCHOOL**

**ADDRESS:** Glyn Rhosyn,

Belgrave Road,

Gorseinon

SA4 6HX Tel: (01792) 891151/891053

*E-mail: Pontybrenin.Primary@swansea-edunet.gov.uk*

*Web Site: pontybreninprimary.com*

*Twitter: @pontybrenin.com*

**GOVERNING BODY:** Mrs. Lisa Fox Chairperson

Mrs. Hayley James Vice-Chairperson

**LEA Representatives Teacher Governors**

Mrs. Caroline Hodson Mrs. Bethan Jones

Mr. Lloyd Selby Mrs. Sarah Bevan

**Parent Governors** **Community Governors**

Mrs. Rhian Austin Davies Mrs. Kate Pearce

Mrs. Claire Young Mrs. Verna U Jeffreys

Mrs. Hayley James

Mrs. Katie Thomas

Ms. Lara Davies

**Non-Teaching Governor**

Mr. Paul Rees

**CLERK TO GOVERNING BODY:** Mrs. Claire Davies

**HEADTEACHER:** Mr. Phillip Williams

**TEACHING STAFF:**

|  |  |
| --- | --- |
| **Staff member** | **Year group** |
| Miss C. Llewellyn | Nursery |
| Mrs. T. Matthews | Reception |
| Mrs. K. Daley | Year 1 |
| Mrs. J. Thomas | Year 1/2 |
| Mrs.H. Rowe | Year 2 |

|  |  |
| --- | --- |
| Mr. Chris Steyn | Year 3 |
| Mr. N. Hopkins | Year 3/4 |
| Mrs R. Price-Deer / Miss H. Chiapppa | Year 4 |
| Mrs. S. Bevan | Year 5 |
| Mrs. L. King | Year 5/6 |
| Mrs. A. Williams | Year 6 |
| Miss L. Alexander | Teacher 0.2 |

**SCHOOL ADMINISTRATION MANAGER:**  Mrs. C. Davies

**SCHOOL ADMINISTRATION ASSISTANT:** Mrs. C. Athernought

**TEACHING ASSISTANTS:**

Mrs. D. Ridgeway Mrs. C. Arthur Miss J. Davies Mrs. S. Davies

Mrs. M. Prada Mrs D Ridgeway Mrs. S. Broom Mr C Holden Mrs. R. Parfitt Miss L. Atkinson Mr. A. Salmon Miss E. Davies Miss K. Odstrcil Mr. P. Rees

**CARETAKER:** Mr. N. Livings

**KITCHEN STAFF**: Mrs. M. Watts Cook-in-Charge

Ms. Claire Heir Kitchen Assistant

Mrs. L. Viksnite Kitchen Assistant

# LUNCHTIME SENIOR Mrs. C. Athernought

**SUPERVISOR:**

**LUNCHTIME SUPERVISORY;** Miss K. Odstrcil Mrs. R. Parfitt

Mrs. M. Prada Mrs. S. Davies

Mr. C. Holden Mr. P. Rees

**BREAKFAST CLUB:** Mrs. C. Athernought (Senior Supervisor)

Mrs. P. Anderson

Mrs. D. Crocker

Mr C. Holden

**TYPE OF SCHOOL:** County Primary – Mixed (EM)

**AGE RANGE:** 3 - 11 years

**PUPILS ON** **ROLL:**  347

**LOCAL EDUCATION AUTHORITY:** City and County of Swansea

**CHIEF EDUCATION OFFICER:** Mrs. Helen Morgan-Rees

Education Department,

Civic Centre,

Swansea

SA1 3SN

**TELEPHONE NUMBER:** 01792 636000

## 

## LOCATION OF SCHOOL

The school, which was opened in 1977, is situated off Glyn Rhosyn, not far from the main Llanelli to Swansea road. The main building is of a single storey construction. There are also two newer classrooms, a self contained Nursery and an all-purpose hall. There are substantial hard and grass play areas. The school serves a reasonably compact area of mainly private housing. It has, at present, besides the Headteacher, 12 full time teachers including a Deputy.

## SCHOOL TIMES

Morning session 8.50 a.m. - 12.00 noon

Nursery (A.M.) 8.50 a.m. - 11.20 a.m.

Afternoon Session 12.55 p.m. - 3.20 p.m.

Nursery (P.M.) 12.50 p.m. - 3.20 p.m.

Every effort should be made to ensure that pupils are punctual in the morning, and are met **on time** at the end of the school day. The school has an excellent safety record.

In this regard, parents are earnestly requested:-

**NOT TO BRING/SEND THEIR CHILDREN TO SCHOOL BEFORE 8.40 a.m.**

**NOT TO BRING CARS/VANS ONTO THE SCHOOL PREMISES.**

Parking restrictions apply on the road leading into the school, so **PLEASE, IN THE INTERESTS OF SAFETY, DO NOT PARK ON THIS ROAD.**

## ADMISSIONS

We are always pleased to welcome a visit from parents who are considering a place for their child at this school. At present all children living within a school's defined area will be accommodated at the school following the parents' written request for a catchment place, providing the planned admission number for the year group has not been reached.

Preferred Placement requests will be granted where there are places available. The Local Authority is delegated the responsibility of admitting pupils (in any year group) up to the planned admission limit which is 45.

If there are more admission placement requests than places available, the following LEA arrangements will apply:

**Admission Criteria – Community Schools**

1. Children who are in the care of the Local Authority (LAC).
2. Children who live within the school’s defined catchment area. If there are more applications than places, the places will be allocated in distance order with those living nearest (shortest available walking route) receiving priority.\*
3. Children who have a brother or sister attending the school at the date of their admission.\*\*. If there are more applications than places, the places will be allocated in distance order with those living nearest (shortest available walking route) receiving priority.\*
4. If there are more applications than places, the places will be allocated in distance order with those living nearest (shortest available walking route) receiving priority.\*

Requests for children to transfer between schools at periods other than the normal transfer age will be determined by applying the above admission criteria.

The L.A. **will not** provide transport or make any contribution towards transport costs for children admitted from outside the school’s defined catchment area.

**Admission Procedures – Nursery places in Community Schools**

Parents will be asked to apply online or in writing, for a place for their child at the catchment school using the Admissions form.

Requests for admission will be granted provided there are places available. Where admission requests exceed the number of places available, as determined by the published Admission number, applications will be allocated by applying the LA’s admission criteria.

Children attending the nursery class will not have an automatic right of admission to full time education at the same school.Parents will need to apply for a place to the LA along with other applicants at the appropriate time.

Although the LA permits pupils to start Reception full time at the start of the year in which they become five, the law does not require a child to start school until the start of term following the child’s fifth birthday. Therefore, if a parent of a reception child wishes to defer entry until later in the school year a place must be allocated to this child and this place is not available to be offered to another child. Entry cannot however be deferred beyond the beginning of the term after the child’s fifth birthday nor beyond the academic year for which the original application was accepted.

Similarly, children transferring from primary to secondary education do not have an automatic right of admission to any school other than the catchment area school. There is a statutory limit of 30 for all Foundation phase classes.

**Waiting Lists**

The LA will keep a waiting list of unsuccessful applicants (from Reception upwards) ranked in order of priority according to the LA's admission criteria.  As places become available, these will be offered to parents who have requested that their child's name be kept on such a list.  The waiting list will only be kept until the Friday before the October half term.  Parents wishing to be considered for a place for their child after this time will need to make a new application.

For admissions during the year, outside the admission round, names will be kept on a waiting list for 3 months.  Parents wishing to be considered for a place for their child after this time will need to make a new application.

The LA will be under no duty to comply with preference expressed otherwise than in accordance with its arrangements.

**Note:** The admissions criteria does not apply to pupils with additional needs although the rights of parents to be involved in the placement of their child are protected in law.  The LA in consultation with parents and schools will determine the school at which education is to be provided.  The LA reserves the right to name a school which is not the catchment area school.

All applications for all other year groups must be made through the LA.

**Starting school**

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

The Curriculum is grounded in active learning and the development of skills-based learning. Parents/guardians can play a major role in fostering good attitudes to learning, developing good language skills and promoting good behaviour.

**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 find their way around the school. Teachers give pupils time to settle in before making an informal 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 and carers are asked to contact the school if their child has a problem settling. We are keen to promote an active partnership with parents.

**Moving On – Transfer to Secondary School**

At the end of their primary school career, children transfer to a secondary school. The vast majority of our children go on to Penyrheol Comprehensive, a mixed (11-16) Comprehensive School. Our school has particularly close links with Penyrheol and there is close liaison between the teaching staff of the schools. Each year, Year 5 and 6 children spend time in their new school working with the new teachers, meeting new friends and getting to know their new school. Pupils with additional needs will be given extra transition visits as needed. This is seen as a very positive process ensuring a smooth transfer.

Any parent wishing their child to attend the school can phone the school office to make arrangement to visit the school on 01792 891151.

**SCHOOL AIMS**

The Headteacher and staff combine:

* to create a happy and safe school environment which will promote the intellectual, emotional, physical, social, moral and spiritual development of each child to the maximum of his or her potential.
* to foster in every child a desire for learning and to encourage that learning through the acquisition of skills, concepts and knowledge which are within the new Curriculum for Wales.
* to educate every child to become a responsible member of society, especially the community in which he or she lives.

## SCHOOL ORGANISATION

Classes are presently organised in single and mixed age groups as follows:-

Nursery (am) Juniors Year 3

Nursery (pm) Juniors Year 3/4

Reception Juniors Year 4

Foundation Phase Year 1 Juniors Year 5

Foundation Phase Year 1/2 Juniors Year 5/6

Foundation Phase Year 2 Juniors Year 6

Split year groups are classified chronologically.

## *GENERAL SCHOOL CURRICULUM*

**Parents in Partnership**

We welcome parents and guardians into Pontybrenin Primary School 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.

**Communication with Parents/Guardians**

The school communicates with parents/guardians in various ways e.g. Parentmail, text messaging service, questionnaires, interviews, informal evenings, Google Classroom, Twitter and the Website. Parents/guardians are invited to Parents’ Evenings, sports days, open evenings as well as children’s performances.

The school has set in place a Home School Agreement and involves parents in policy decisions.

**Meeting the Needs of the Curriculum for Wales**

The Curriculum for Wales Framework is a clear statement of what we see as important in a broad and balanced education. At its heart is our aspiration for every child and young person in Pontybrenin, as defined by the four purposes of the curriculum.

The Framework gives us the opportunity to design our own curriculum within a national approach that ensures a level of consistency. It encourages schools to build their own vision for their learners within the context of the four purposes and the learning defined at a national level. It provides the space for our teachers to be creative and to develop meaningful learning through a range of experiences and contexts that meet the needs of their learners. Throughout the school emphasis is placed on the acquisition of the highest possible individual levels in Languages, Literacy and Communication, Mathematics and Numeracy, Science and Technology, Expressive Arts, Health and Well Being and Humanities. Children take part in National Reading and Numeracy testing at the end of each academic year. Throughout the year children are assessed in SWST spelling, Salford Reading and Hodder Basic Skills.

When designing and implementing our curriculum, we are considering the following key questions. How will our curriculum:

1. Enable our learners to realise the four purposes and equip them for ongoing learning, work and life?
2. Build high expectations and enable all learners to achieve their full potential?
3. Offer a broad and balanced education, which enables our learners to make links between the different areas of learning and experience (Areas) and apply their learning to new situations and to more complex issues?
4. Support progression along a continuum of learning and how are we working with others to ensure there is alignment between different points of transition within the 3 to 16 continuum?
5. Support our learners’ health and well-being, including their mental health and well-being?
6. Support our learners’ development of knowledge that is the foundation of being an informed citizen?
7. Recognise our learners’ identity, language(s), ability and background and the different support they may need given their particular circumstances?
8. Reflect the diversity of perspectives, values and identities which shape your locality and Wales and develop understanding of the wider world?
9. Build in co-construction with learners, their families and the wider community?
10. Enable our learners to make sense of growing up in contemporary Wales and of issues which will be important in the future, including well-being, sustainable development and citizenship?
11. Support our learners to critically engage with a range of information and to assess its value and validity?
12. Enable our learners to develop an understanding of their rights and the rights of others?

**Pastoral Care Arrangements**

School staff supervise morning and afternoon breaks. Supervisory and school staff are on duty for the lunch time break. For medical appointments etc. a note from a parent / guardian must be produced.

**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.

## *WELSH in the Curriculum for Wales*

Languages connect us with people, places and communities. This area is designed to equip learners, as citizens of a bilingual Wales in a multilingual world, with the ability to use Welsh, English and international languages. Meaningful learning experiences in a multilingual context go hand in hand with learning about one’s own cultural identity as well as the cultural identities of others. Engagement with this area can therefore foster in learners pride in their sense of identity and belonging to Wales as well as the world.

## SCHOOL DISCIPLINE AND RULES

The school aims to create a community, which is friendly and caring, with high expectations of good behaviour based on self-discipline and respect for others.

Everyone within the school is expected to behave in a reasonable and co-operative way at all times. The children are provided with school and class rules that help to achieve these objectives. The ‘Class Charter’ for each class is displayed in the classroom.

The school aims to reward positive behaviour and discourage negative behaviour. Any form of bullying is not tolerated. The school possesses both a Behaviour and an Anti-Bullying Policy. Punishments may involve loss of privilege. If persistent misbehaviour occurs parents are contacted. The school expects the home to work with the school in overcoming behavioural problems that might arise.

**SAFEGUARDING**

**KEY SAFEGUARDING PERSONNEL WITHIN THE SCHOOL ARE:**

* **THE DESIGNATED SENIOR PERSON CHILD PROTECTION – PHILIP WILLIAMS - Headteacher**
* **THE DEPUTY DESIGNATED SENIOR PERSONS CHILD PROTECTION – BETHAN JONES – Acting deputy Headteacher.**
* **THE LINK GOVERNOR FOR CHILD PROTECTION – CAROLINE HODSON**

The school has a Safeguarding and Child Protection Policy that reflects the model of the ALL Wales Child Protection Procedures 2023

In the event of the school needing to share info about a pupil with other agencies the parents will be contacted in order to get their consent. However, that contact and consent will not take place if by doing so it is likely to put the child at risk of further harm.

## RELIGIOUS EDUCATION

Religious education comes under the Humanities area of learning. At Pontybrenin, we believe that religious education plays a crucial role in nurturing our pupils' spiritual, moral, social, and cultural development. Our Religious Education (RE) curriculum is designed to help our learners develop an understanding and appreciation of different beliefs, values, and faiths within our diverse society. Our aim is to provide pupils with the knowledge and skills necessary to respect and engage with their own beliefs and the beliefs of others.  
  
Our Aims and Objectives:  
1. To enable our pupils to develop an understanding of religious beliefs, practices, and the influence of religion on individuals, communities, and society.  
2. To encourage pupils to reflect upon and critically evaluate their own and others' beliefs and values.  
3. To promote a respectful and inclusive learning environment that celebrates diversity and fosters positive attitudes towards different faith traditions and worldviews.  
4. To develop pupils' skills in empathy, dialogue, and critical thinking, enabling them to engage in respectful and informed conversations about religious and philosophical questions.

**COLLECTIVE WORSHIP**

It is a statutory requirement that there is a daily act of collective worship. This takes place during daily assemblies. Whole school collective worship takes place on a Monday and Friday. The Foundation Phase and Junior Departments have separate worship on Tuesday, Wednesday and Thursday. A celebration assembly where pupil achievement is recognised takes place on a Friday. All staff are involved in taking collective worship.

The school has established good working relationships with local churches and chapels and it is a privilege to welcome clergy and lay representatives into the school to take morning or afternoon worship.

## RSE (Relationships and Sexuality Education)

What is Relationships and Sexuality Education?

RSE is a mandatory requirement in the Welsh Curriculum for all learners from age 3 – 16, meaning that learners must receive this education. Parents/carers have no right to withdraw children from RSE lessons within the Curriculum for Wales.

RSE should provide children with the knowledge and understanding to maintain ‘healthy’ relationships of all kinds, which are built on trust and respect. It should allow them to know what a healthy relationship looks like, and what makes a good friend, as well as the understanding of different family structures and relationships within a family. The information which is crucial for a technologically advanced society will also be given. Learners will be taught about the laws in which protect them, their rights, and the rights of others in our ever-changing and diverse world.

RSE includes teaching about puberty, conception and personal hygiene; this will be taught by trained staff at the school, in partnership with the School Nurses.

With legislation, RSE at Pontybrenin will be inclusive and factually correct, while providing opportunities for the children to critically engage and respond to these areas. The code states that RSE must be ‘developmentally appropriate for learners, taking into account a range of factors such as the learners age, knowledge and maturity and any additional needs.’

## RECORDING OF PUPIL'S PROGRESS

Assessment is an ongoing process and provides the essential information for parents and other schools when required. National Reading and Numeracy tests are completed for Years 2 -6.

Assessments (SWST spelling, Salford Reading and Hodder Basic Skills) are used during a child’s time at the school so that teachers can track the progress of their pupils.

## ADDITIONAL LEARNING NEEDS PROVISION

Pontybrenin is a highly inclusive school and we believe that every pupil has an entitlement to a full and engaging range of curricular opportunities.

The ALN aims and principles of our school are:

• To provide a pupil centred approach where the views, wishes and feelings of the child are central to the planning and provision of support.

• To ensure early identification and intervention.

• To provide an inclusive education with differentiated activities suited to all children's needs and abilities, in a broad and balanced curriculum.

• To collaborate and work in partnership with parents, pupils and other agencies e.g. Educational Psychologist, Speech Therapists, Social Workers, School Nurse etc.

Pontybrenin’s approach to supporting additional needs is child centred, based on pupils’ individual challenges and pace of learning. We strive to encourage each child to achieve their potential and to recognise that every step on their road to success needs to be praised and valued. We have created a fully inclusive school ethos where all learners are given the opportunity to succeed, and have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning.

Any child identified by the class teacher as needing extra help, will have class work differentiated at a level appropriate to their need. All pupils will have access to Universal Provision strategies and resources, and their progress will be closely monitored. Where a child should continue to experience difficulty, the advice of the ALNCo (Additional Learning Needs Coordinator) will be sought in the first instance and, if necessary, outside agencies will be brought in. As part of our Person Centred approach, parents will be consulted and kept informed at each stage. Speech and language needs are screened and monitored closely using ‘Wellcomm’.

We are also very proud of our whole school ethos and understanding of social communication needs. Our Sensory room provides a safe space for those children who require a little extra emotional or sensory support, along with our Enhanced Inclusion Provision area for children with higher level needs. With the same whole school approach, pupils identified as More Able and Talented (MAT) are targeted at class level and may work with support staff in order to provide further extension and challenge.

## EQUAL OPPORTUNITIES

People should recognise the importance of religious beliefs and moral values as the main integrating force within individuals and society. Pupils are encouraged to respect the dignity of the individual and to understand his or her needs, irrespective of religion, race, nationality, colour or sex. We believe that an awareness of equal opportunities leads to good educational practice, including the review of teaching methods and materials.

## We aim:

* To promote equality of opportunity and respect for all men and women irrespective of race and sex.
* To develop respect for and tolerance of people of different gender, race, religion and way of life.
* The Governors and staff welcome staff, parents and pupils with Additional Needs into the school.

## CATERING FOR THOSE WITH ADDITIONAL LEARNING NEEDS

The Governing Body recognises that as far as possible, pupils with additional learning needs should join in with everyday activities with other pupils.

While the school operates a ‘no dog’ policy, guide dog are most welcome.

Parents or visitors who have difficulties understanding, or presenting oral or written communication can arrange for the provision of alternative methods (e.g. large print copies, meetings, etc.). The person concerned, or their appointed representative, should contact the headteacher to discuss arrangements.

## PASTORAL CARE ARRANGEMENTS

The school aims to create a warm, caring and secure atmosphere. Parents / guardians home and work telephone numbers are recorded. All accidents and illnesses are dealt with accordingly and relevant procedures followed; informing parents and staff. If immediate hospital treatment is required, resulting from an accident or illness, an ambulance will be called to take the pupil to hospital and parents will be contacted.

*Supervision*

During classroom lessons teaching staff exercise standard care and supervision. In some instances Teaching Assistants help in this area of supervision. During the morning and afternoon breaks the teaching staff also supervise the children. Supervisory Assistants supervise the children during the lunch break. The headteacher, and in his absence, the Deputy Headteacher, also involve themselves in supervising the children at lunchtime and when the children arrive and leave the school premises.

*Absences*

We are obliged to formally account for all absences so please be kind enough to send a note of explanation to your child’s class teacher after any absence, for whatever reason. You should also telephone the office on the first day of your child’s absence. We request that pupils are punctual at all times. Poor attendance, whatever the reason for it, affects your child’s progress at school. Children whose attendance is irregular miss, and sometimes never make up important learning experiences. Holiday absence during term time is discouraged and will be unauthorised due to the negative impact upon your child’s educational and social development.

*Accidents*

Any child suffering a minor accident in school will receive first aid in school by trained First Aiders. Comprehensive first aid boxes are kept at the school, although the use of drugs and creams is not permitted. A child who sustains a serious accident will be taken to the Accident and Emergency Department at Morriston Hospital and the parents informed immediately. Parents will also be contacted if the child feels unwell and wishes to go home.

***Emergency Contact Information***

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

## *Medication Policy*

Any request for the administration of medicine must be on a specific form, obtainable from the school office. No medication will be administered without the completion of this form. Please ensure that all medicines sent to school are as dispensed by the pharmacist i.e. in the original bottle/box with the original label.

## *Health Services*

From time to time the school nurse, dentist and hearing specialist will visit the school to carry out routine health inspections and hearing tests. Parents will always be informed when this is happening. When any problems are encountered, parents will be notified and advised to seek further help from either the school health service or their family doctor.

## EATING ARRANGEMENTS

The Welsh Assembly Government made a commitment to provide for all children of primary school age registered in maintained primary schools in Wales to have a healthy breakfast at school each day. This scheme is intended to improve the health and concentration of children to assist in the raising of standards of learning and attainment, and will seek to involve parents/guardians. It is not intended to replace breakfast already provided by parents/guardians, but to allow those children, who for whatever reason have not had breakfast at home, to have one in school.

We have introduced this initiative in Pontybrenin Primary and it runs every morning from 8.00 – 8.50 am. If your child enters before 8.20am, there is a fee of £1 a day. All children attending breakfast club must be booked in advance, via i-Pay.

At present, Swansea council is working towards implementing the Welsh Government’s commitment for every primary school pupil to receive a free school meal by 2024, therefore all children from Reception – Year 4 are entitled to a free school dinner. School dinners are provided and cooked on the premises. Dinner money is payable via i-Pay. Weekly dinner menus can be obtained from the City and Council of Swansea website or the school office.

Children who bring a packed lunch are accommodated in the school hall or classrooms. For safety reasons please do not give your child any drinks in glass containers to bring to school. Children having sandwiches are encouraged to take home their ‘left overs’ so that parents have some indication of what has been consumed.

To encourage healthy eating, pupils may bring their own fruit to eat at playtime if they so wish.

**SCHOOL UNIFORM**

We have a school uniform. The skirt and trousers are grey, a white polo shirt, and sweatshirts are maroon in colour. Year six pupils wear a black hooded top.

For P.E. and games, junior children are expected to change into suitable clothing.

**Foundation Phase** All nursery and Foundation phase pupils must wear shorts/jogging bottoms and T-shirts for P.E. lessons.

**Juniors** Shorts and T-shirts for P.E.

Track suits may help easy dressing on these days. Jogging bottoms may be worn as an alternative to the grey skirt and grey trousers.

School uniform can be purchased from Steve’s Custom Print and Embroidery services in Gorseinon or Picton sports, Llanelli.

Pupils are expected to be dressed appropriately when representing the school at special ceremonies and public performances.

As with all personal property it is strongly advised that all articles of clothing should be clearly marked or labelled with the name of the owner, as the school cannot accept responsibility for the loss of such items.

For safety reasons jewellery is best left at home. If jewellery does constitute a risk pupils will be asked to remove it especially during P.E. or Games lessons. Watches are worn at the child’s own risk. If a child has pierced ears then they should wear small studs to minimize the risk of ear lobes being torn as they move around the school or play in the yard.

## EXTRA CURRICULAR ACTIVITIES

*Concerts*

All children have the opportunity to participate in special concerts during the year, e.g. Christmas, St. David's Day etc. The limitations for space in the school hall means that some of these concerts take place at outside venues.

## *Sporting Aims and Activities*

Sport at Pontybrenin Primary School is viewed as contributing to a happy and motivating school environment. It provides the opportunity not only to promote physical activity and healthy lifestyles but also to develop positive attitudes embraced in the school philosophy. To this extent the following aims have been identified:

1. To provide a range of physical activities that have short-term and sustained levels of exercise.
2. To make pupils aware of the effects of exercise on the body such as the development of health, muscular strength, and the need for personal hygiene.
3. To develop the sense of belonging and participation in team activities.
4. To promote positive conventions such as fair play, honest competition and good sporting behaviour as individual participants team members and spectators.
5. To ensure safe practices in physical activities by establishing a safety ethos that emphasises the importance of; listening to instructions, following rules, wearing appropriate clothing and footwear, removing jewellery that is a safety risk to oneself and others, how to lift, transport, use and store equipment safely, warm up and recovery from exercise activities.

Physical Education lessons take place in the school hall or outside if the weather allows. The hall possesses a good range of equipment, some of which has been bought by the P.T.A. Games are also played in the school hall and on the school yard. Weather permitting the grassed area is also used.

In the summer term Sports Days are held for all pupils.

The school has played competitively against local primary schools in the following sports: soccer, cricket, rugby, netball, rounders, hockey and cross-country. Most staff have gained appropriate coaching qualifications, and some have also represented their respective sports at a local and national level. The school has a mini bus which transports children for away games.Junior pupils attend swimming lesson at Penyrheol Leisure Centre. It is part of the school philosophy that all children be given the opportunity to access these activities, at the appropriate level, irrespective of race and sex.

## *Educational Visits*

Each class makes a number of local visits during the school year, which are linked with their class projects. A risk assessment is undertaken before each visit and recorded on Evolve online risk assessment.

***OutdoorEducation Residential Experiences.***

All children from Year 3 – Year 6 get the opportunity for an annual outdoor residential experience. The philosophy behind this is based around children developing their independent skills away from home and developing a teamwork ethos with their peers and teacher. The residential activities are:-

Year 3 – St Madoc Outdoor Pursuits Centre – Llanmadoc

Year 4 – Pendine Outdoor activity Centre, Carmarthen – Land based activities  
Year 5 – Llain activity centre

Year 6 – The Urdd Centre, Llangrannog

## *Charging Policy For School Activities*

The school is only permitted to ask parents for voluntary contributions towards the cost of visits during school hours. The visits are of an educational nature linked to class projects, but unfortunately cannot take place if not supported by all parents. Charges may be made for board and lodging on any residential courses.

## *Individual Pupil Targets*

The class teacher discusses targets of next steps and parents are asked to support these.

## *Parental Involvement*

Parents are welcome to visit the school at any time to discuss their child's progress or welfare. Formal parental meetings are arranged twice during the course of the year, during the Autumn and Spring terms. Parents will be notified of these meetings by pupil post and notices. An annual printed report is given for all children during the Summer Term. There is a Parent Teacher Association that has provided additional equipment and facilities for the school. Every parent is automatically a member of the PTA. The PTA committee welcomes all parents to attend their meetings that are advertised via Parentmail.

## SECURITY AND SAFETY MEASURES

Nursery and Infant children must be brought to school and collected at the end of the school day by responsible adults. The class teacher must be informed about the arrangements for collecting children. The school operates a single entry system and all visitors to the school should report to the school office. Visitors arriving at the school by car are requested to exercise great care for the safety of parents and pupils walking to and from school. Car owners parking near the school are also urged to be considerate to local residents using the roads around the school.

No dogs are allowed on the school premises (except guide dogs).

Smoking is also prohibited on school property.

All the children and staff take part in regular emergency evacuation of the building i.e. fire drill. Please note that the school cannot be held responsible for the loss or damage of personal belongings. Parents are strongly advised to label their children’s clothes and other personal property. Year 5 and 6 pupils that walk home are allowed to bring mobile phones to school, but must be handed to the teacher at the start of the day.

## HOMEWORK POLICY

In the junior classes homework relevant to classwork e.g. spelling, language activities, research work, tables and mathematics is provided to reinforce work carried out in school. Homework will often be set on Google Classroom. In addition to the homework, extra activities may be carried out at home, at the discretion of the class teacher and request of pupils and parents.

In Foundation Phase homework is relevant to class work, with spelling, reading and tables being the main focus. Additional activities may be required to reinforce work carried out in school. This is sent home at the discretion of the phase leader.

## INFORMATION ABOUT HOW TO MAKE A COMPLAINT

If you have a complaint under Section 23 of the Education Reform Act (relating to the Curriculum, Religious Worship) the L.A. has prepared a formal Complaints Procedure, a copy of which is available from the school office. It is also published on the school website

In the event of any complaint you should first try to resolve the matter by making an appointment to discuss the matter with the Headteacher. The Headteacher will investigate the complaint and report the findings to the parent. In the unlikely event of continued dissatisfaction the complaint has to be dealt with through the school’s Complaints Policy, which is available from the school office.

## INSPECTION OF DOCUMENTS

The following documents are available for inspection by arrangement with the Headteacher:

* any published ESTYN reports on the school
* any school policies or schemes of work

# ATTENDANCE AND PUNCTUALITY

* *Make sure that your child goes to school regularly and arrives on time. Start these good habits at an early age, while your child is at primary school.*
* *If your child is ill, contact the school on the first day of your child’s illness. Staff will be concerned if they do not hear anything.*
* *Wherever possible, you should take your holidays during school holidays.*
* *Avoid taking your child on holiday at times when he or she should be taking exams.*
* *Your school will not to agree to a family holiday during term time. Any holiday absences will be marked as unauthorised absences.*
* *Unauthorised absences will be monitored closely and where appropriate the EWO and penalty notices will be utilized.*
* *Our target for attendance is 95%. Any children who have 90% or less will be monitored and scrutinised for reasons of absence.*

Below you will find the termly unauthorised absence statistics for the school for 2022/2023 for each of the year groups. An unauthorised absence is when the school has not received an oral or written explanation for a pupil’s non-attendance, or when an explanation is unacceptable. The school makes a reminder for an absence explanation by the standard letter or telephone call. Letters are also sent home concerning lateness. If no satisfactory explanation can be obtained for frequent absences or lateness the school Educational Welfare Officer can asked to call at the home in question.

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| **Period      :       Autumn Term 2022** | | | | | | | | | |
|  | | | | | | | | | |
| **Group** | **Total No of Pupils** | **Authorised Absences** | | | **Unauthorised Absences** | | |
| **No of Pupils** | **% of Pupils** | **% of Sessions** | **No of Pupils** | **% of Pupils** | **% of Sessions** |
| **Year R** | 47 | 43 | 91.5 | 7.8 | 28 | 59.6 | 2.8 |
| **Year 1** | 36 | 28 | 77.8 | 3.5 | 17 | 47.2 | 2.6 |
| **Year 2** | 42 | 33 | 78.6 | 4.4 | 16 | 38.1 | 1.9 |
| **Year 3** | 46 | 37 | 80.4 | 7.3 | 28 | 60.9 | 2.4 |
| **Year 4** | 43 | 33 | 76.7 | 3.7 | 24 | 55.8 | 2.5 |
| **Year 5** | 44 | 35 | 79.5 | 4.0 | 21 | 47.7 | 2.2 |
| **Year 6** | 45 | 31 | 68.9 | 5.0 | 30 | 66.7 | 3.3 |
| **Totals** | 303 | 240 | 79.2 | 5.2 | 164 | 54.1 | 2.5 |

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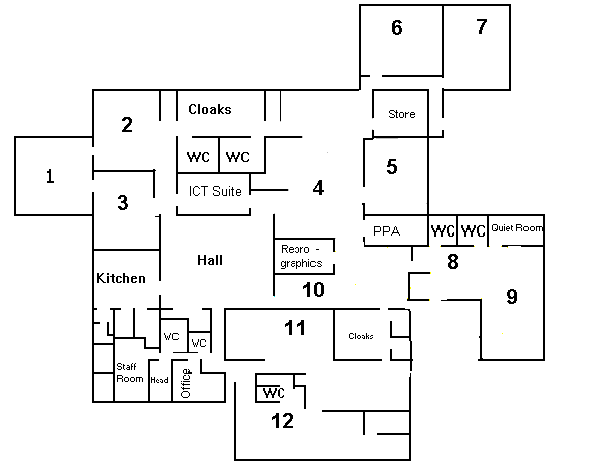
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| **Period      :       Spring Term 2023** | | | | | | | | | |
| **Group** | **Total No of Pupils** | **Authorised Absences** | | | **Unauthorised Absences** | | |
| **No of Pupils** | **% of Pupils** | **% of Sessions** | **No of Pupils** | **% of Pupils** | **% of Sessions** |
| **Year R** | 47 | 31 | 66.0 | 3.8 | 21 | 44.7 | 3.1 |
| **Year 1** | 35 | 21 | 60.0 | 3.2 | 14 | 40.0 | 1.4 |
| **Year 2** | 43 | 28 | 65.1 | 5.5 | 17 | 39.5 | 1.6 |
| **Year 3** | 45 | 33 | 73.3 | 6.4 | 26 | 57.8 | 2.5 |
| **Year 4** | 44 | 33 | 73.3 | 6.4 | 26 | 57.8 | 2.5 |
| **Year 5** | 44 | 28 | 63.6 | 4.7 | 25 | 56.8 | 3.4 |
| **Year 6** | 45 | 35 | 77.8 | 5.2 | 24 | 53.3 | 2.6 |
| **Totals** | 303 | 209 | 69.0 | 4.7 | 150 | 49.5 | 2.6 |

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| **Period      :       Summer Term 2023** | | | | | | | | | | |
| **Group** | | **Total No of Pupils** | **Authorised Absences** | | | **Unauthorised Absences** | | |
| **No of Pupils** | **% of Pupils** | **% of Sessions** | **No of Pupils** | **% of Pupils** | **% of Sessions** |
| **Year R** | 46 | | 25 | 54.3 | 2.8 | 37 | 80.4 | 7.4 |
| **Year 1** | 35 | | 25 | 71.4 | 4.4 | 23 | 65.7 | 4.4 |
| **Year 2** | 42 | | 27 | 64.3 | 3.8 | 25 | 59.5 | 4.7 |
| **Year 3** | 45 | | 33 | 73.3 | 3.9 | 36 | 80.0 | 5.0 |
| **Year 4** | 44 | | 35 | 79.5 | 3.9 | 37 | 84.1 | 6.4 |
| **Year 5** | 43 | | 31 | 72.1 | 3.2 | 26 | 60.5 | 4.1 |
| **Year 6** | 45 | | 38 | 84.4 | 4.5 | 34 | 75.6 | 6.1 |
| **Totals** | 300 | | 214 | 71.3 | 3.8 | 218 | 72.7 | 5.5 |

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**PLAN OF SCHOOL**

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No. 1. Year 3/4

No. 2. Year 4

No. 3. Year 3

No. 4. Year 5 & EIP

No. 5. Year 1

No. 6. Year 6

No. 7 Year 5/6

No 8/9 Year 1/2

No 10 Year 2

No 11 Reception

No 12 Nursery

