

# SCHOOL INFORMATION BOOKLET

## 2011- 2012

CREIGIAU PRIMARY SCHOOL  
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### **Head teacher**

Peter Evans, B.Ed., Dip.Ed. M. Ed.

### **Deputy Head teacher**

Delyth Kirkman, B.A., L.R.A.M.

### **Clerk to the Governors**

Mrs. Helen Terry, B.Sc.

### **Chair of Governors**

Mrs. Hayley Dunne

### **Vice-Chair of Governors**

Mrs. Tracy Veale

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## **Teaching Staff**

### **Names (in alphabetical order)**

### **Responsibility**

Mr. L. Balbini, B.A.	Physical Education Science
Miss B. Cridland, B.A.	Information Technology Welsh 2 <sup>nd</sup> Language
Miss H. Davies, B.Ed.	Assessment in the Foundation Phase Assisting with P.S.E.
Mrs. E. Dyfri Evans, B.Mus.	Head of Welsh Section Music Assisting with Mathematics
Mrs. E. Evans	Religious Education Assisting with Language
Miss S. Griffin, B.A. (Ed.)	History School Library (English K.S.2)
Mrs. G. Griffith, B.A. (Ed.)	Design and Technology Assisting with Information Technology
Miss B. Harries, B.A. (Ed.)	Special Educational Needs (SEN) Personal and Social Education
Mrs. C. Hurford, B.Ed.	Geography Assisting with Science
Mrs. R. Hussey, B.A.(Ed.)	Partnership with Industry Assisting with Design and Technology Netball
Mr. P. Ivins, B.D.S.	Teacher in charge of the English Section Mathematics Assessment, Recording and Reporting
Mrs. D. Kirkman, B.A. L.R.A.M.	Deputy Head Teacher In-service Training (INSET) More Able and Talented (MAT) Welsh 1 <sup>st</sup> Language
Mrs. Rh. Lynch, B.Mus.	Assisting with S.E.N. Language Support
Mrs. K. Rees, B.A.	Art Assisting with S.E.N.

Mrs. L. Thomas, B.A. (Ed.)

Foundation Phase  
Assisting with Music

Mrs. F. Willmott, B.A.

English  
Assisting with Physical Education

### **Staff Covering for Planning, Preparation and Assessment Time**

Mrs. R. Downs, B.Ed.

(0.3) K.S.2 English Section  
Assisting with English

Mrs. R. Lynch, B.Mus.

(0.1) F.P. English Section  
(0.1) F.P. Welsh Section  
(0.1) K.S. 2 Welsh Section

Ms. S. Smith, B.A.

(0.3) F.P Welsh Section  
(0.3) F.P. English Section  
(0.2) K.S.2 Welsh Section  
Assisting with History

### **Non-teaching Staff**

#### ***Teaching Assistants:***

Mrs. K. Bowler, B.N.  
Ms. S. Cornwall  
Mrs. T. Cozens, N.N.E.B.  
Mrs. J. Good, B.Sc.  
Mrs. E. James, NVQ  
Mrs. C. Jones, B.Sc.  
Mrs. S. Jones, HND  
Miss S. Moore  
Miss L. Phillips, C.A.C.H.E.  
Mrs. A. Price  
Mrs. C. Roberts, N.N.E.B.  
Miss R. Smith, BTEC  
Mrs. S. Stone, B.A.  
Mrs. K. Tewkesbury, N.N.E.B.  
Mrs. A. Webb, B.A.  
Mrs. C. Wilkins, B.Sc., M.Sc.  
Mrs. J. Willis, BTEC

#### ***Administrative Staff:***

Mr. D. Dawkins  
Mrs. I. Matthews  
Mrs. L. Reed, B.A.  
Mrs. H. Terry, B.Sc.

#### ***Caretaker:***

Mr. P. Williams

#### ***Handyman:***

Mr. W. Davies

<b>Cook:</b>	Mrs. B. Brown
<b>Canteen Assistants:</b>	Miss S. Haberfield Miss L. Laferla
<b>Dinner Supervisors:</b>	Mrs. H. Bailey Mrs. M. Devine Mrs. L. Disbrey Mrs. S. Goodwin Mrs. A. Impey Mrs. J. Johnson Mrs. K. Powell Mrs. M.Thomas
<b>Crossing Patrol:</b>	Mr. J. Davies Mrs. A. Impey

### **Main abbreviations used:**

F.P.	:	Foundation Phase (formerly nursery & Key Stage 1 / infants)
I .E.P.	:	Individual Educational Plan
I.N.S.E.T	:	In-service Training
I. P.P.	:	Individual Play Plan
K.S. 2	:	Key Stage 2 (formerly the juniors)
M.A.T.	:	More Able and Talented pupils
P.S.E.	:	Personal and Social Education
S.E.N.	:	Special Educational Needs

## **1. Pre-Admission Arrangements**

We recognise the importance of a smooth transition from home to school and to this end a programme of visits is organised for pre-school children during the Summer Term prior to their starting school in the following September.

A school information booklet, together with an admission form, is given to the parents of all children wishing to attend the school. A meeting for parents of new entrants to full-time education is held in July when the Head teacher and the Head of the appropriate Section outline the school's ethos and main policy statements.

## **2. Admission**

### **(a) English Section and Welsh Section**

In September, the children are admitted according to age in groups of six to eight pupils. The first group starts full time on Tuesday 6<sup>th</sup> September; the

second group on Thursday 8<sup>th</sup> September; the third on Tuesday 13<sup>th</sup> September and the last group on Thursday 15<sup>th</sup> September. This allows the teacher to give the children the personal attention, which is so necessary at this stage. Parents may bring their children into the yard in the morning until they have settled happily in school. Later in the term, parents are encouraged to leave their children at one of the entrances to the school which is supervised by a member of staff.

**(b) Nursery**

The nursery is part-time, i.e. either a morning session or an afternoon session, alternating each week for Welsh and English Nursery. A maximum of 32 places is available in both the Welsh Nursery and the English Nursery. In September, we admit the children in groups over a four-week period. Parents should bring and collect their children from the Nursery gate. Group 1 starts on Tuesday 6<sup>th</sup> September; Group 2 on Tuesday 13<sup>th</sup> September; Group 3 on Tuesday 20<sup>th</sup> September and Group 4 on Tuesday 27<sup>th</sup> September.

**3. A Summary of the School's Curriculum Statement**

**(A) Aims**

Pupils may receive their education through the medium of Welsh or English, depending on the wishes of the parents. Equal status is given to both languages and equal importance is attached to each stage of education from the beginning of the Foundation Phase to Year 6. All staff and children are of one school and while each Section is taught by teachers selected for this special task, this school is one community with no sense of division. The school should be a true and healthy microcosm of a bilingual society and take an active role in the community.

We aim to make our school a happy and exciting place, where children will feel secure and confident and where they will develop to their full potential intellectually, emotionally, socially, spiritually and physically. We hope that our school provides a caring and supportive community where each child will realise this potential. From these secure beginnings, we hope our children will emerge confident, responsible and considerate citizens. The curriculum for the under sevens is based on the Foundation Phase curriculum, whilst at Key Stage 2 (K.S.2), the National Curriculum 2008 dictates much of what a child will learn. An aim of our school is to present this work using a variety of methods, in a way which will be interesting and challenging for the children. The curriculum should:-

- provide a broad and balanced curriculum which promotes the moral, spiritual, cultural, mental and physical development of pupils and prepares them for the opportunities, experiences and responsibilities of adult life;
- ensure that pupils with special educational needs (of all kinds) can have access to a broad and balanced curriculum;
- provide learning opportunities which motivate and challenge all pupils in a way that recognises their interests, aptitudes, experiences and enthusiasm;
- be permeated by the principles underpinning the curriculum Cymreig;

- be manageable for schools to implement;

There are also characteristics distinctive to Foundation Phase. The seven areas of learning are:

- Personal and social development, wellbeing and cultural diversity
- Language, literacy and communication skills
- Mathematical development
- Welsh language development
- Knowledge and understanding of the world
- Physical development
- Creative development

There are also characteristics distinctive to K.S.2. The Curriculum 2008 places great emphasis on the development of skills and should:

- provide all pupils with a statutory core of language, mathematics and science and ensure that all pupils continue to develop the essential skills of communication, literacy and numeracy
- ensure breadth of learning in non-core foundation subjects and increasingly provide pupils with an understanding of the range of intellectual disciplines which shape the curriculum.

The children's education will include:

- (a) Language:** (Welsh in the Welsh Section / English in the English Section and Welsh Key Stage 2 Section) where the development of speaking, listening, reading and writing skills are taught.
- (b) Mathematics:** with the aim that children achieve a high standard in numeracy and other mathematical skills developed from their knowledge of number, space, shape, measures and handling data. Pupils should then apply these skills with confidence and understanding when undertaking practical, real-life and investigational activities.
- (c) Science:** to gain knowledge and understanding of science where possible through scientific enquiry.
- (d) Information Technology:** the aim is that children will develop the ability to use I.T. equipment and software confidently and purposefully across the curriculum. Pupils should use and develop their I.T. skills for both collaborative and independent learning.
- (e) Geography and History:** which will stimulate the children's interest in their surroundings and in the variety of physical and human conditions on the earth's surface and foster their sense of wonder at the beauty of the world around them. It will introduce children to an understanding of the past and its interpretation and in turn help them to develop a sense of identity.
- (f) Design Technology:** where children will be equipped with the necessary skills to enable them to operate effectively and creatively.
- (g) Art:** where children will be given experience in the use of a variety of media. They will be given opportunities to use art as a means of communications and learn about the works of other artists and craft workers.

- (h) **Music:** children listen to music, sing and make music with a variety of as musical instruments.
- (i) **Physical Education:** children learn health related exercise through a range of movement and skills related to gymnastics, dance and games. Swimming is also provided for Year 5 and Year 6 pupils.
- (j) **Welsh (English Section):** Welsh is taught as a second language throughout the English Section. Greatest emphasis is placed upon the acquisition of speaking and listening skills, but children are encouraged to write and read in the language.
- (k) **Religious Education:** an integral part of the curriculum. In addition to classroom lessons and the daily act of worship, the children are involved in the preparation and presentation of assemblies' which cover moral and spiritual aspects. The school is not affiliated with a particular religious denomination. Religious Education is provided for every pupil in the school, but pupils whose parents do not wish them to attend religious worship are excused on receipt of a written request.
- (l) **Sex & Relationship Education:** Sex and relationship education is considered to be part of the child's personal, social and health education and, as such, is introduced as part of the thematic work carried out throughout the school. It involves discussions about caring, feelings, friendships, keeping safe and healthy, making decisions, family life and care of the body. Children's questions are answered honestly, with sensitivity and with due regard to the age of the child.

**(m) Special Educational Needs (SEN)**

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Because of the range of special needs – from the least to the most serious, a proportional range of provision is required, ranging from very little to an intensive level of support. One of the main aims of this school is to ensure that every pupil reaches his / her potential and learns to the best of his or her ability. In order to achieve this aim it is important that children with SEN are identified early so that appropriate support may be given.

When a child is identified as having special educational needs the school should intervene as described below at;

School Action: Support provided by the school e.g. language support teacher

School Action Plus: Support provided by the school together with advice / support from specialist teachers working for the Local Authority.

Statement of Educational Needs: Statementing proceeds when the Local Authority decides that the needs are significant and / or complex and have not been met by measures taken by the school or may require resources which cannot be "reasonably provided" by a main stream school.

The majority of learners will not pass through all school-based stages of assessment and provision. In most cases action taken at one stage will mean a child will not have to move to the next stage. These interventions are not steps on the way to Statutory Assessment and a Statement. Most learners will require less not more support when the interventions work successfully.

**Although there are four categories of SEN as listed below, many of these will be inter-related:**

1. Communication and Interaction
2. Cognition and Learning
3. Behavioural, Emotional and Social Development
4. Sensory and/or Physical

***Individual Educational Plans (I.E.Ps.) will be drawn up on a termly basis for pupils identified with SEN***

- ❖ Up to 3 or 4 key targets additional to differentiated curriculum.
- ❖ Should identify teaching strategies, review dates and success criteria.
- ❖ Group I.E.Ps. are acceptable, but individual evidence will be required should the child need further action.

### **(B) Organisation**

Classes are not streamed, but for some part of each day, pupils are placed in groups according to their stage of development. The staffing arrangements make it necessary for there to be more than one year group in certain classes.

### **(C) Assessment**

Most assessment will take place during the course of normal classroom activities which have been planned in relation to National Curriculum programmes of study and attainment targets. Assessments will help the teacher to determine how well the needs of pupils are being met and thus enable each pupil to develop to his/her full potential.

In addition, at the end of K.S.2 of the National Curriculum, children will be assessed in English, Welsh, Maths and Science by Teacher Assessment, as laid down in the respective Assessment Orders. As from September 2011 all schools will have to start completing a Foundation Phase Child Development Assessment Profile for pupils in the Nursery and Reception classes. Non-verbal tests are undertaken with Years 3 and 6 as part of the 'Value Added' data gathering procedure. Objective tests in reading, spelling and maths are done with all K.S.2 pupils. These results are recorded electronically and are used to track the progress of pupils.

### **(D) Homework**

Homework is given to pupils at the discretion of the class teacher. This may include activities, such as reading, completion of work, spelling or specific 'home' task. Parents are asked to complete the 'My Reading Record' booklets and to return them to school on the required day.

### **(E) Policy Statements and Schemes of Work**

These are available for all aspects of school life including the curriculum and are reviewed periodically.

### **(F) Planning of Work**

Teachers plan work over a two or three year cycle. A detailed programme of work is produced for every class at the beginning of each term. These

programmes of work cover every area of the curriculum as well as a section on parental involvement. Many of those areas of learning are incorporated into a theme. Each teacher produces a flow chart for his/her theme. A synopsis of the term's work is produced and given to the parents at the start of each term.

Members of staff also produce a weekly forecast of work. This, together with the termly programme, is seen by the Head Teacher and the appropriate Head of Section.

**(G) Extra Curricular Activities**

Many members of staff give of their free time in order to provide activities for pupils. These include choir, orchestra, netball, football, rugby, cricket, Urdd activities, gardening and newspaper club.

Cardiff and Vale Music Services (CAVMS) provide music lessons in trumpet, trombone, saxophone, flute, clarinet, cello, violin, harp, percussion, piano and guitar. These activities take place during school hours and after school and are available for Year 3 to Year 6 pupils. Parents are required to pay for this tuition with the cost dependent on the size of the group. Facilities also exist for the hire of instruments on a termly basis.

**4. Term and Holiday Dates for 2011 / 2012**

<b>Term</b>	<b>Term Begin</b>	<b>Half Term Begin</b>	<b>Half Term End</b>	<b>Term End</b>
<b>Autumn 2011</b>	Monday 05.09.11	Monday 24.10.11	Friday 28.10.11	Tuesday 20.12.11
<b>Spring 2012</b>	Tuesday 03.01.12	Monday 13.02.12	Friday 17.02.12	Thursday 05.04.12
<b>Summer 2012</b>	Monday 23.04.12	Monday 04.06.12	Friday 08.06.12	Friday 20.07.12

**Inset days:**

**Monday 5<sup>th</sup> September 2011**

**Tuesday 3<sup>rd</sup> January 2012**

**Monday 23<sup>rd</sup> April 2012**

**Friday 4<sup>th</sup> May 2012**

**Friday 22<sup>nd</sup> June 2012**

**Thursday 19<sup>th</sup> July 2012**

**Friday 20<sup>th</sup> July 2012**

School will be closed on **Monday 7<sup>th</sup> May 2012** for May Day Bank Holiday

## 5. School Times

Foundation Phase: (Nursery):	9.00 a.m. 12.45 p.m.	- 11.45 a.m. - 3.30 p.m.
Foundation Phase: (R, Y1 and Y2):	9.00 a.m. 1.20 p.m.	- 12.10 p.m. - 3.25 p.m.
Key Stage 2 :	9.00 a.m. 1.20 p.m.	- 12.10 p.m. - 3.30 p.m.

***It is important that pupils arrive in school by the start of a session. There are four members of staff on duty on the yard from 8.50 a.m. One of these will be on duty at the gate at the bottom of the wide path. The English Section children arriving this way into school should be handed over to staff at the gate.***

***Nursery pupils should be handed over to staff at the gate outside the Nursery.***

***The Welsh Section pupils that arrive at the Welsh Foundation Phase cloakroom should be handed over to staff at the door.***

***Children should therefore arrive in school between 8.50 a.m. and 9.00 a.m.***

**No responsibility can be taken for pupils who arrive in school before 8.50 a.m.**

## 6. Pastoral Care

### Rules and Discipline:

Each teacher is responsible for the pastoral care of the pupils in his/her class. Each teacher is supported by the teacher in charge of the Section as well as the Head Teacher. The school aims to develop a positive climate based on quiet yet firm insistence on high standards of behaviour. All pupils are expected to behave in a responsible manner both to themselves and others showing consideration and courtesy, with respect for other people and property. Parents' support of the school rules listed below is expected:-

- (1) Treat others as you would like to be treated yourself
- (2) Give of your best in all school work and activities
- (3) Always be polite to others
- (4) No running in school or on the paths around the school
- (5) Try to be as helpful as you can to others
- (6) Look after books, instruments and equipment
- (7) Keep the school tidy and free from litter
- (8) Put up your hand to answer or ask a question

7. **School Dress** (Important review to be undertaken regarding the makeup and quality of the current uniform)

***Although it is not compulsory, wearing the school uniform is seen as a very important part of the school ethos and it is hoped that all pupils will wear it because:-***

- (a) it is cheaper than the designer clothing and avoids a 'fashion competition' that can occur between pupils
- (b) it adds to the sense of belonging to the school.

A list of items supplied by J.M. Textiles is enclosed. Some of these items are also available from other shops and stores.

***N.B. J. M. Textiles sell the uniform in the hall during parent evenings***

**Physical Education** : Plimsolls, black shorts and plain white T-shirt (this avoids the pressure on parents to purchase the latest kit for a team)

**Games** : Appropriate kit for football and netball. Trainers, shorts and T-shirts will be sufficient for summer term games, and athletics. During the autumn and winter term, tracksuit bottoms are recommended.

All kit should be brought to school in a bag on which the child's name is clearly shown. Parents are requested to use the smallest bags possible, as there is very little room to store the holdall type of sports bags. A written note to the class teacher is requested if your child is to be excused Physical Education or Games because of illness, etc.

**N.B. We would advise that all items of personal clothing bear the owner's name.**

8. ***Health and Safety***

- (a) Complaints have been received that on schooldays, during peak period times as well as on other school special event days, indiscriminate and illegal parking of motor vehicles takes place. This not only puts ***your child*** at risk, but also causes inconvenience and annoyance to local residents. Examples of inappropriate parking are as follows:-

- ❖ Vehicles being parked on both sides of Tregarth Court, Tregarth Road and Tynant Road, preventing the flow of traffic including for emergency vehicles.
- ❖ Vehicles being parked and driven along pavements
- ❖ Vehicles being parked across entrances to residents' homes.
- ❖ Vehicles being parked at the mouth of road junctions.

In order to achieve our aims and objectives, the South Wales Police Officers and Traffic Wardens will, when necessary, vigorously enforce the law against offenders in order to ensure the safety of all children.

The school has adopted the county's initiative on 'Park Safe – Walk Safe'. This encourages parents to park some distance from the school

and then walk their children to the school, alleviating congestion and the possibility of accidents.

**(b) Collection of Foundation Phase Children at the End of the School Day**

(1) No parent should arrive on the school premises before 3.20pm.

(The yard is used for games).

(2) English Section: parents should collect their children from outside the relevant classrooms.

Welsh Section: parents should collect their children from the area outside the main entrance.

(3) Young children (not of school age) should not be allowed to wander onto the yard, classrooms or play on the grass verges. (Remember that the K.S.2 pupils are being taught until 3.30 p.m.!)

(4) Parents of pupils in more than one Foundation Phase class should meet the younger/est child. The older child will be sent to you.

(5) Parents should leave the school as soon as they have collected their children. Please ensure again that the children are not allowed to play on the yard on the grass verges or climb the schools trees as they leave the school.

**(c) Collection of Nursery Children at the End of the School Day.**

As above, except that the children are collected from outside the Nursery gate and that Nursery parents should not arrive before 3.25 p.m.

**(d)** K.S. 2 pupils should be collected at the school gate

**(e)** For safety reasons, i.e. cars and delivery vehicles entering the car park, pupils should enter the school at the pedestrian gates and keep to the paths around the school following the yellow painted footsteps. **They should NOT cross by the main gate.**

At the end of the school day, English Foundation Phase parents may take their children along the wide path and cross by the entrance to the car park. These gates will be closed from 3.20 - 3.35 p.m. approximately.

All English K.S. 2 children should leave the school premises the same way as they entered.

The Welsh section and the Nursery also walk up the path along the side of the car park.

**At no time should children be allowed to walk across the car park, trample on plants or climb the trees.**

Parents of Foundation Phase pupils are also kindly requested to leave the school premises as soon as possible to avoid congestion at 3.30 p.m. when the K.S.2 children leave.

**(f)** All visitors should report to reception and sign in. This includes parents entering the premises between 9.00 a.m. and 3.20 p.m.

**(g)** Smoking is not permitted anywhere on the school premises.

## 9. Equality Act 2010

This act combines equality issues related to e.g. gender, race, disability etc. including the disability scheme and access plan. These are available from the school and are also posted on the school website in the policies section of the menu: [www.creigiauprm.cardiff.sch.uk](http://www.creigiauprm.cardiff.sch.uk)

## 10. Administration of Medicines

Medicines should generally be administered at home. In exceptional circumstances, the teachers are prepared to give medication if authorised by a note from the parent. All medication should be handed to the teachers.

**Staff cannot be held responsible for missed dosages.**

## 11. Illness or Injury

Parents should ensure that the school has **three** emergency contact telephone numbers on the admission form so that if a child is ill or injured, a parent or nominated adult may be contacted. When the school fails to make contact, the child will be cared for at the school and professional medical attention will be sought if necessary. It is the responsibility of parents to notify the school if there are any changes of contact numbers.

## 12. Absences (Parents should report all absences to the school before 9.15 a.m.)

Parents should ensure that their children arrive in school regularly and punctually (between 8.50 a.m. and 9.00 a.m.). The school has very few unauthorised absences and the average weekly attendance is approximately 95%.

Parents are requested to send a note to the class teacher on the child's return to school giving the reason for any absence, e.g. illness, dental appointment, etc. Parents whose children return home for lunch but are absent for the afternoon session, are asked to inform the school. (This is a precautionary measure in case something happens to the child between home and school).

## 13. School Meals

Cooked dinners and 'healthy bites' are provided at a cost of £1.80 a day. Dinner money should be paid on a Monday (or at the start of the school week if different). We would prefer payment by cheque (made payable to **Cardiff County Council**) on a half-termly basis and you will be advised in advance of the amount due. However, if it is not possible for you to pay in this way, we will also accept cash or cheques on a weekly basis.

If you are paying for more than one child, you may pay by one cheque, but please specify the children's names, classes and lunch days on the back. Meals not taken due to absences (e.g. for trips or sickness) do not have to be paid for. You will be notified of any credits accrued for absences and these should be *deducted* from the following half term's payment. If you receive a debit note, however, this sum should be *added* to the following half term's payment.

Calculations are based on the information recorded daily on the dinner registers. It is most important, therefore, that your child is aware when he / she is having lunches so that the information recorded is accurate. **N.B. All other cheques, e.g. school visits, should be made payable to 'Creigiau Primary School'**

#### **14. Charging and Remission Policy**

A voluntary contribution will be requested from parents to cover the cost of certain visits and activities which the school organises. The school reserves the right to cancel any activity for which there has been insufficient response or support.

#### **15. School Milk**

School milk is provided free of charge for all Foundation Phase pupils by request.

#### **16. Home -School Links**

The school embraces technology as a way of communicating with parents and the community and is able to send emails and text messages to parents via 'Teachers 2 Parents'. The school website is also proving to be a useful means of communication. The school will respond to any e-mails within 48 hours during school hours and term time.

Three parent evenings are held each year during November, March/April and July. They are organised on an appointment system. One written report on each child's progress is sent home each year in July. Parents are welcome to make an appointment to discuss issues of concern at any time. Parents are invited to as many school functions as possible, e.g. Christmas Concert and Sports Day.

The Friends of the School have a page on the school website for further information.

We are fortunate in having very supportive Friends of the School Association which has funded many items for the school, including a mobile stage, audio-visual equipment, books, sports equipment, and benches for pupils, safety play area and interactive whiteboards, etc. The Association organises several events throughout the year for parents and pupils.

Parents who are interested in working voluntarily at the school are encouraged to do so. Parents work with small groups of children, alongside the teacher, in the classroom or activity areas. They are involved in practical activities, listening to reading, etc. The Heads of Section would be pleased to hear from parents who could offer to assist on a regular basis.

It is now a requirement for all schools to have a Home-School Agreement which is signed by parents, children and the school (see Appendices).

#### **17. Transition to Secondary School**

The majority of children transfer at 11+ to Ysgol Plasmawr from the Welsh Section, and Radyr Comprehensive from the English Section – depending in which catchment area you reside. Every effort is made to ensure that this is made as smoothly as possible. The children have the opportunity to visit the appropriate school during the year. Staff members from both schools visit us during the year to talk to the children and to answer any questions they may have. The Head teacher and staff visit both comprehensives regularly to discuss curriculum development and any other topics which will assist the children in settling happily at their new school.

***N.B. Children who live outside the catchment area cannot be guaranteed a place at Radyr Comprehensive or Ysgol Plasmawr.***

**18. Key Stages 1 and 2 Assessment Results:** A copy of these results will be sent to parents during the Autumn Term.

**19. Parents' Permission for Pupils to Use the Internet**

Unless we hear to the contrary, we will assume that parents are in agreement for their child / children to:

- ❖ have responsible access to the Internet according to the school's Internet Access Policy
- ❖ have their work published on the school website
- ❖ have their photographs on the website (pupils will not be identified by their full names)

**20. Grievance Policy and Procedures**

The Governors have accepted the Grievance Policy and Procedures as set out in Cardiff County Council's Human Resources Manual for Schools.

**21. Complaints**

Any complaints regarding the school should be made to the Head Teacher in the first instance. The vast majority of complaints are resolved amicably and informally using this method. Parents who feel that their complaints have not been dealt with adequately by the Head Teacher may write to the Chair of Governors with their complaint using the formal process. The full procedure is available on request from the school and can be accessed from the school's website.

Complaints of a minor nature may be made directly to the class teacher or the head of section in the first instance.

**22. Access to Other Information**

The school is required to make the following documents available at any reasonable time to Governors, parents or anyone else who wishes:

- (1) The L.A.'s curriculum statement
- (2) The Governing Body's statement of curriculum aims
- (3) Statutory instruments, circulars and memoranda sent to the school by the Department of Education and Science and by the Welsh Assembly Government
- (4) Any reports by ESTYN which refer to the school
- (5) The schemes of work and the syllabuses used in the school, showing how the National Curriculum will be provided
- (6) A copy of the L.A.'s arrangements for complaints about the school curriculum
- (7) The L.A.'s agreed syllabus for Religious Education
- (8) The Governing Body's most recent annual report to parents
- (9) Policies related to the 'Personal Social and Health Education' of the pupils

**Much of the above is available on our website.**

Where duplication of these documents is necessary, a charge will be made. This will be no more than the cost of providing the copy.