



# **Shirenewton Primary School**

**Ysgol Gynradd Shirenewton**

**Learning Together, Achieving for Life  
Dysgu Gyda'n Gilydd, Cyflawni am Oes**



**Prospectus 2020/21**

**Shirenewton Primary School is a community primary school within the Local Education Authority of Monmouthshire.**



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Co-Head Teachers: Mrs Jill Mitchell &  
Mrs Jayne Edwards

Chair of Governors: Mr Derek Farley

EAS Challenge Advisor: TBC

## Welcome to Shirenewton Primary School

On behalf of all the pupils, staff and governors we would like to welcome you to Shirenewton Primary School. We sincerely hope that you and your child enjoy your time with us as we continue the learning journey nurtured at home. All involved at Shirenewton work very hard to make our village school a happy, exciting and creative place for our children to flourish and grow. We are a caring and friendly school who strive to attain high educational standards as we equip the children for life in the 21st Century.

The following booklet aims to provide information for parents regarding the policies and practices of the school. All policies reflect our commitment to equal opportunities. As the policies are lengthy, we have given a flavour of them here but if you would like further detail, please contact school and we can provide you with a copy of the complete policy.

We are very proud of the education we provide at our school and the achievements of all our pupils and staff; for more information, please telephone to arrange a visit or check out our website:

[www.shirenewton.monmouthshire.sch.uk](http://www.shirenewton.monmouthshire.sch.uk)



Jayne Edwards



Jill Mitchell

&

Co-Headteachers

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# "Learning Together, Achieving for Life"

Education is a journey of discovery, filled with opportunities to unlock individual potential and talent. It is the responsibility of all concerned to work together to ensure the road travelled is rewarding and leads to fulfilment for the individual.

At Shirenewton Primary School we all work together for the benefit of the children. Every individual works towards the continued improvement and development of the school, in order to provide the best possible all round education for the children you entrust to us.

## Our Vision

**Learning Together** ... we aim to develop into creative and enterprising individuals who, through a wealth of exciting experiences and challenges in a vibrant learning environment, develop into respectful and inquisitive learners who care about the local community, Wales and the wider world.

**Achieving for Life** ... we aim to become happy and confident, well rounded individuals who have a life-long love of learning, realising our true potential.

## Values

Values which we aim to instil in our pupils are Kindness, Honesty, Respect, Fairness, Co-operation and Perseverance. These were chosen by our pupil committee the 'Community Ambassadors' and are the focus of assemblies and lessons throughout the year.

## Aims

- ✓ To provide a safe, happy and secure environment where all children feel valued, experience success and are able to achieve their full potential, regardless of their differences.
- ✓ To enhance a learning community where everyone works in partnership to develop an ethos of care, respect and consideration for each other and where the views of the individual are encouraged and respected.
- ✓ To be at the heart of the community and a place where children learn to be caring, responsible citizens with a growing awareness of health and well being and the importance of environmental sustainability.
- ✓ To be a school where the highest standards of achievement and behaviour are expected and celebrated.
- ✓ To provide a varied, balanced and evolving curriculum that celebrates individuals' learning styles, talents and interests, whilst promoting stimulating, lively, enquiring minds and a natural curiosity about the world in which they live.
- ✓ To allow individuals to develop their confidence and self discipline, in order to become independent, reflective learners and thus initiate a lifelong love of learning

## School Description

Shirenewton Primary School is situated in the village of Shirenewton, four miles from Chepstow in Monmouthshire. The school was opened in 1985 and caters for boys and girls aged four to 11 years. Approximately 52 families attend from outside the school's traditional catchment area. The school serves an economically advantaged area with currently none of the pupils entitled to receive free school meals. Many pupils come from professional backgrounds.

Currently there are 200 pupils on roll, organised into seven classes according to age, three in the Foundation Phase and four in key stage 2. There is no nursery facility attached to the school but the school has close links with the village playgroup. The teaching staff are ably supported by an experienced team of Learning Support Assistants. The adult:pupil ratio in Reception is 1:10. In Year 1 and Year 2 the ratio is 1:15.

The majority of pupils come from homes where English is spoken as a first language. Nearly all pupils are of white British ethnicity. There are three children who are looked after by the local authority. Less than 10% of pupils are identified as having additional learning needs and four pupils have statements of special educational needs.

### **School Leadership & Management**

Mrs Mitchell & Mrs Edwards are co-Headteachers, working in partnership to lead and manage the school. Mrs Edwards works in Shirenewton half a day a week - in addition to this, she is the Chepstow Cluster Co-ordinator (for half a day) and is a Partner Challenge Advisor for the EAS for two days. The co-Headteachers and the TLR staff make up the Senior Leadership Team of Shirenewton Primary.

### **Chepstow Cluster**

The Chepstow Cluster is entirely focused on school improvement across all the schools in the local area (Shirenewton, The Dell, Thornwell, Pembroke, St Mary's and Chepstow Secondary School). It enables us to support each other as we examine what we need to do improve the outcomes for our all children aged 3-18 years. We are able to work more effectively and efficiently as heads by collaborating on policy, initiatives and administrative tasks. The partnerships that have developed between the six schools are mutually beneficial for all staff. Staff have been involved in joint training, interschool visits and sharing practices and procedures. Peer observations have allowed teachers to confidently share their practice and gain ideas from each other. Year groups have linked together and have planned rich activities to support their year groups in improving pupils' outcomes. The cluster co-ordinator has provided the vision to collaborate effectively - leading, coaching and supporting each school enabling it to develop its own school improvement journey and identity.

### **Estyn**

We were inspected by Estyn during March 2019 and were judged to be an EXCELLENT school in our "Leadership and Management", "Teaching and Learning Experiences" and "Wellbeing and Attitude to Learning". Please take time to read the full inspection report and our 'Best Practice' case studies: 'Learning through play to support independent learning', 'Collaboration across a cluster of schools' and 'Literacy brings results' on the Estyn website.

### **Categorisation**

Every school in Wales is categorised in terms of its pupil performance and the schools leadership. This categorisation allows the Local Authority, the Education Achievement Service and Welsh Government to identify schools that are self improving and/or high performing so they can then share their practice and support other schools. There are four categories: Green, Yellow, Amber and Red. Schools in the Red category require the most support and Green schools are self-improving schools with high standards that require the least support. During the Autumn term every school is judged in terms of its leadership capacity where a letter A to D is allocated (with A being the strongest).

Shirenewton has been given the following judgements: 'A' for leadership; and is a "Green School." This judgment confirms Estyn's judgements in November 2011 that leadership and our prospects for improvement are excellent. This is something all the staff, pupils, parents and governors of the school can be very proud of!





## **How the Vision and Values Are Maintained**

Communication is the key to success.

We employ a range of methods to maintain good communications for all those who work in and for the school, including verbal, written and questionnaires.

Verbal methods include face to face meetings and telephone calls with staff, Governors, Co-Headteachers and PTA in both formal and informal settings.

Written communication is through the Co-Headteacher's weekly newsletters, other letters concerning specific issues, notes in the home reading log book, email, twitter, the school website, class blogs, reports, posters and our messaging service 'Schoop'.

Questionnaires are used on different occasions throughout the year with all concerned to ascertain views and opinions on a range of issues.

Feedback is regularly provided on specific issues ensuring all parties are kept fully informed of developments throughout the year.

We aim to involve all stakeholders, including the children, in the decision making process. We believe all pupils should be fully involved in this process and we operate six highly successful pupil committees including School Council, Eco Committee, Healthy Schools Committee, Digital Leaders, Criw Cymraeg and Community Ambassadors. The House Captains and Vice Captains are the school's 'Prefects'. Children vote for their class representatives annually and they, in turn, ensure they give credence to the wishes and aspirations of the class. We also have a Pupil Leadership Team who write an application form in response to a job advert and are interviewed for the role. They oversee the work of the pupil committees, conduct learning walks, pupil peer observations and report back to the SLT. This provides valuable experience in becoming responsible citizens of the future.

## **Celebrating Success**

Every week we celebrate the achievements of our pupils in a dedicated celebration assembly. As a school community we are very proud of the awards we have achieved together. These include:

Read Write Inc Model School

Welsh Network of Healthy School Schemes National Quality Award

Quality Standard

Eco Schools Platinum Award

Pioneer School

Enterprise Troopers: Silver Award

Cymraeg Campus: Bronze Award (Welsh Language Charter)

These awards are a reflection of the life and purpose of the school as we continually strive to provide an excellent learning environment for the children in our care.





Pupils' Comments about the School

We have excellent resources in our school like i-pads, books, kindles and laptops which makes learning more fun! By Ellie

I think Shirenewton is probably the best place to go to school because the teachers and children make it a fun place to be. By Oliver

Teachers have high expectations to keep you behaving well and doing your best learning. By Imogen

We have all good stuff around to play with indoors and outdoors. By Caitlin

What we do well is the teachers encourage us and are kind and helpful. The way the school has lots of bright displays and it makes learning fun. By James

I like the sports we do. We get to go swimming every week and we have a very good PE teacher called Owen. By William

We get to do fun activities like Nature Ramblers, Mad Scientists, World Explorers, Master Chef, Football. You can choose the ones you want to do. By Oliver

I think this is a fantastic school. I like how the school gives everyone a chance in everything and asks their opinions. By Will

I think that the school is a lovely environment for us to learn. I think that the equipment and the way the school works in general really helps me to learn and do well in my work. The teachers are really kind and they help and encourage us. They make learning fun. By Seren

Teachers are kind and helpful. School is really good. I get to play with my friends. By Jude

## **The Staff Team**

The following people work hard to ensure the vision of the school is upheld and constantly strive to develop excellence for the children in our care.

Mrs J Edwards	Co-Headteacher - Strategic development of Shirenewton, Financial Management, Safe Guarding trainer, Chepstow Cluster Co-ordinator
Mrs J Mitchell	Co-Headteacher - Strategic development and day to day leadership and management of the school, Assessment and Recording, Health and Safety, Safe Guarding, MAT Co-ordinator, Pupil Leadership Team, Performance Management and Staff Development.
Mrs N Burgham	Reception Class Teacher, Literacy, Language & Communication Co-ordinator, School Council
Mrs H Stephens	Year 1 Teacher, Welsh, Modern Foreign Languages & Cwricwlwm Cymreig Co-ordinator, Criw Cymraeg Committee
Mrs S Perry	Year 2 Teacher, Mathematics and Numeracy Co-ordinator, Healthy Schools Co-ordinator
Miss M Tymms	Year 3 Teacher, Humanities & RE Co-ordinator, Eco Committee
Mrs S Burbidge	Year 4 Teacher, TLR for Professional Learning Lead, KS2 Leader, Science & Technology Co-ordinator, Digital Leaders Committee
Mrs E Graham	Year 5 Teacher, Expressive Arts Co-ordinator
Miss C Whyte	Year 6 Teacher, Health & Wellbeing Co-ordinator, TLR for ALNCo, Community Ambassadors Committee
Mrs M Buchan	PPA and cover Teacher (part time 2 days)
Mrs A Dennehy	PPA and cover Teacher (part time 2 days)
Mrs S Humphreys	Higher Level Teaching Assistant – PPA in Foundation Phase teaching PE, dance, games and music, Breakfast Club Assistant and Healthy Schools Committee (part time 3 days)
Mrs K Farley	Higher Level Teaching Assistant, TLR for Leader of Pedagogy & Environment, FP Leader, RWI Reading Leader (4 days)
Mrs S Topley	Learning Support Assistant
Mrs K Brace	Learning Support Assistant (1:1) and Eco Committee (4 days)
Mrs N Smith	Learning Support Assistant (1:1), Emotional Literacy Support Assistant (ELSA), Senior Midday Supervisor (4 days)
Mrs M Prosser Davies	Learning Support Assistant (1:1)
Mrs M Whittington	Learning Support Assistant (FP), Breakfast Club Assistant & School Council (part time)
Mrs L Cox	Learning Support Assistant (FP), Breakfast Club Assistant, Criw Cymraeg Committee (4 days)
Mrs L Burgess	Midday Supervisor and Learning Support Assistant (1:1)

Mrs L Morcombe	Learning Support Assistant (1:1), Emotional Literacy Support Assistant
Mrs B Saysell	School Administrative Officer (2 days)
Mrs G Partridge	School Administrative Officer
Mr N Reynolds	Caretaker/Cleaner
Mrs M Phillips	After School Club Leader
Mrs P Hodges	Midday Supervisor and Breakfast Club Assistant
Mrs S Jones	Midday Supervisor
Mrs S Arnold	Midday Supervisor
Mrs L Cole	School Cook
Mrs E O'Neill	Catering Assistant

## History of the School

Shirenewton Primary School is a modern building with pleasant, spacious grounds, situated in a delightful rural setting in Monmouthshire. It lies between the villages of Mynyddbach and Shirenewton with a panoramic view taking in the Severn Bridge. The present school opened in 1985 as an amalgamation of several small schools in the area, including Mynyddbach, Devauden, Itton, Earlswood and Llanfair Discoed.

## Directions



If you are travelling by car, the easiest route is via the A48. Take the turning at Crick signposted Shirenewton. Once you reach the village you will see a public house on the right called the Tredegar Arms. At this junction turn right then immediately left. Follow the road for a little way until you see a right turn for Mynyddbach. Take this road and you will see the entrance to the school approximately 30 metres on the right.

Once in the school grounds, you will find a staff car park on the left of the turning circle and a visitors' car park on the right hand side of the turning circle.

Alternatively, the school can be reached from the all-weather footpath, which runs from Tan House Court at the bottom of Shirenewton, or from the road opposite Redd Landes.

Entry into school is along the footpath in front of the building. There is an intercom situated on the left which a member of staff will answer and release the door for you to enter.

## Parking

We have a visitors' car park for parents to park in. Please drive carefully on site, follow the signs and use the path to walk down to the main school entrance.

## The School Building

The school is comprised of a large, multipurpose hall with a fully equipped canteen to the rear. There are seven classrooms and a central library. In both the Foundation Phase and Junior areas there is a shared area for creative activities. The Junior area boasts a small quiet room called The Study, housing laptop and Chromebook trolleys. In the Foundation Phase area an additional room offers space for pupils to use as a cafe to eat their snack and do cooking activities. It is also used as a quiet area for small group and individual work.

There are well-equipped cloakrooms for both Foundation Phase and Key Stage 2 and the Junior children have separate girls and boys changing rooms for PE.

There are sheltered areas attached to most classrooms and the creative areas, affording shade in the summer and shelter in the winter. There is a wooden chalet on the Junior yard which houses a nurture 'cwtch' area, a music zone and an additional space for group work.

The school toilets were upgraded in the summer 2011 when all toilets, sinks and cubicles were replaced. The School Council chose the flooring and canvassed their peers to select themes for each area. They helped some artistic parents design and paint the rooms. The caretaker cleans the toilets daily to a high standard.

## School Security

All visitors enter the school site via the main reception entrance, gaining access via a release lock **mechanism operated from inside the office.**

All external doors are fitted with key codes. This ensures all individuals within the building can get out easily and only school staff who know the door code can gain access into the building.

The school has a security fence around the border of the grounds and playing areas.

## **Health and Safety Arrangements**

The co-Headteachers and Governors carry out a Health and Safety audit each Autumn term which feeds into an action plan reported to the authority. This is supplemented by regular checks made by the caretaker and the county. Staff are aware of their responsibilities to risk assess and report any concerns to the Headteachers. There is a comprehensive Health and Safety Policy and Risk Assessment Procedure together with an Educational Visit policy and risk assessments. Mrs H Stephens, Mrs Buchan, Mrs Farley & Mrs Burbidge are trained in First Aid and Mrs Buchan maintains a medical log and risk assessments for pupils and staff.

## **The School Grounds**

The school is well positioned and enjoys spacious grounds. There are separate playgrounds for Foundation Phase and Junior children. The Foundation Phase classes all have direct access outside onto patio areas to develop outdoor learning. Foundation Phase and Key Stage 2 have outdoor Adventure Trails with safety surface for the children to play on. There is also a performance theatre, mud kitchen and welsh cwch cottage located on the Foundation Phase yard. The Juniors have a green-screen stage area, role play shed and giant chess board.

The grounds have been extensively developed and include two woodland walks. These are used to enhance the curriculum. At the far end of the fields there is an area set aside for a range of different habitats to encourage wildlife and mini-beasts for the children to study. We have a large playing field which is used for rugby, football and athletics. Adjacent to the school grounds the Fields Association meadows are used by classes to further enhance their learning about the environment.

We also have an amphitheatre, which is used for outdoor performances and as an extension to the classroom for music and drama. The two log circles allow staff to extend learning into the outdoors. There is a small tree nursery in the grounds developed by the children with the Forest Education Initiative including fruit trees producing apples and plums. Each key stage has vegetable plots and share a poly tunnel to grow plants in.

We have developed a very effective and popular bird feeding and nesting area. The nest box is linked to a camera to allow the children to observe the occupants.

The Gardening Club, Eco Committee and willing parents help us maintain and develop the outdoor areas.





### **Learning and Teaching**

All children are encouraged to reach their full potential. As a school we foster children's ability to think independently and creatively, developing skills they can transfer between all areas of the curriculum. The children engage in group activities which encourage discussion, negotiation and positive working relationships. Children are encouraged to develop a range of transferable skills, through problem solving activities. They are taught about the variety of methods that enable individuals to become effective learners. Time is provided for children to reflect on their particular learning styles and how they can improve. We build from the principle that when effectively motivated and appropriately challenged, all learners are able to develop. Our classroom environments, alongside the range and quality of opportunities provided, ensure children become effective and confident learners.

### **Assertive Discipline**

This policy was developed by the staff and children in school. It sets out the expectations, rewards and consequences of behaviour. The policy reflects the United Nations Convention on the Rights of the Child. The policy includes expected behaviour for both pupils and adults in the school. The policy is discussed with children on a regular basis as part of our comprehensive Personal, Social and Health Education policy (see separate policy section).

To support this we have a comprehensive system of rewards. This system includes 'Golden Tickets' offered by class teachers, learning support assistants, Head Teacher, midday supervisors etc. Once a week there is a celebration assembly where children are awarded Head Teacher Certificates. All awards reflect the expectations the school has of the children, thereby reinforcing the vision and values. All awards are given according to the individual merit of the child. Praise is a common feature of the school and is a positive means to eliminate any incidents of poor or unacceptable behaviour.

### **Home-School Agreement**

This sets out in simple terms the expectations we have of children and parents and what parents and children can expect from school. It has been designed by staff and pupils and has been approved by the Governing Body. It is intended to be a contract of behaviour in order to ensure positive relationships and standards are maintained.

### **Collective Worship**

All children gather together daily to participate in an act of Collective Worship. The content of the sessions is mainly Christian in nature; however, children have opportunities to understand the values and morals from other religions.

Parents may write to request that their children be excluded from these sessions.



## Curriculum Statement

Being a Pioneer School we helped develop an innovative new curriculum for Wales, therefore, our schemes of learning haven't been completely governed by the Foundation Phase and National Curriculum 2008, LNF and the 2015 revised Areas of Learning for several years. We regularly monitor our programmes of learning through the school's self-evaluation processes and targets for school improvement are related to the curriculum. The Areas of Learning and Experience (AoLEs) we are currently working towards are: Mathematics & Numeracy; Language, Literacy & Communication (inc Welsh and Modern Foreign Languages); Expressive Arts; Health and Well-Being; Science & Technology; Humanities (inc RE).

There are 4 core purposes for the new curriculum, designed to help all children and young people to become:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world , ready to be citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

## Foundation Phase



The Foundation Phase is a framework for children's learning from 3 to 7 years. It encompasses all learning, building upon and extending previous learning experiences, knowledge and skills of the child.

At this stage the foundations for all subsequent learning are established. Children learn best when they feel happy, safe and secure in their learning environment. This is achieved through the exploration of practical based activities, which gradually become more directed according to stage and ability.

Play/active learning is fundamental to the Foundation Phase; activities are fun and stimulating. Well-planned play helps children to think and make sense of their world. Through experiential learning children will have opportunities to develop and extend their linguistic and communication skills, allowing them to investigate, to explore, to problem solve and think creatively.





Educational provision for young children is holistic; building on what the child can do, therefore putting the child and not the curriculum at the centre of learning.

Young children learn most effectively when they are actively involved in first hand experiences both indoors and outdoors.

The Foundation Phase Curriculum underpins all learning by supporting, fostering, promoting, consolidating and developing children's skills. As a Pioneer School we have been extending our excellent Foundation Phase practice into Key Stage 2. We plan under the new Areas of Learning Experience and focus on the development of skills across the curriculum:

**Literacy Skills** - oracy, reading and writing

**Numeracy Skills** - numerical reasoning, number, measuring, geometry, algebra & data skills

**Digital Competency Framework**

**Thinking Skills** - planning, developing and reflecting

### **Language, Literacy & Communication (English)**

In Foundation Phase children learn to read and write using Read Write Inc which is a fully integrated and dynamic literacy programme. It is a synthetic phonics scheme that ensures early success in reading, writing and spelling. It provides a systematic approach to teaching reading, writing and comprehension, with lively pupils' resources which include phonics storybooks. The children read and write for an hour each day, grouped according to their phonic knowledge and reading ability.

#### **Reading**

The children:

- ☐ learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- ☐ learn to read words using sound blending
- ☐ read lively stories featuring words they have learned to sound out
- ☐ show that they comprehend the stories by answering 'Find It' and 'Prove It' discussion questions

#### **Writing**

The children:

- ☐ learn to write the letters/letter groups which represent the 44 sounds
- ☐ learn to write words by saying the sounds and graphemes
- ☐ write simple sentences
- ☐ compose stories based on picture strips
- ☐ compose a range of texts using discussion prompts

#### **Oracy**

Children are assessed so they work with children at the same level. This allows them to take a full part in all lessons. They work in pairs so that they:

- ☐ answer every question
- ☐ practise every activity with their partner
- ☐ take turns in talking to each other

RWI lessons take place Tuesday to Friday and on Mondays the pupils develop their extended writing skills during 'Big Write'.

In Key Stage 2 English is taught as an integral part of the curriculum. It is the means by which children communicate and can demonstrate their knowledge and understanding. The three main areas of focus in English are Oracy, Reading and Writing.



The curriculum provided is rich and stimulating. The children are taught how to plan and draft their written work and, once complete, are encouraged to edit and re-draft. Full use is made of a wide variety of resources to enable children to develop their potential, including computer software. The children are given opportunities to speak in front of, and write for, a wide variety of audiences, thus giving depth and purpose to their work.

We operate spelling journals throughout school. These involve children in developing independent spelling lists monitored by teachers. The words come from the children's work and topic lists. The children complete their journals every day and in KS2 bring their spellings home to practise, using a variety of fun activities to help them remember the particular spelling.

Children read in groups and individually within class to continue to further develop reading for understanding. We have a well stocked school library and each class has timetabled sessions to further develop their library skills. Here at Shirenewton we nurture a love of books and literature and provide a variety of high quality materials to stimulate the children. We run a 'My Book Blog' system where pupils can respond to, write recommendations and play activities related to books they have read. Our success is evidenced by the children's obvious enthusiasm and enjoyment and the high standards we achieve!

Once a week all pupils from Y1-6 do 'Big Writing' activities to help uplift their writing to the next stage by writing an extended prose. The night before, a 'Big Talk' task is 'schooped' which encourages conversation at home to help prepare them for the writing activity the next day.

### **Welsh & International Languages**

Shirenewton Primary School is an English medium school in a predominantly English speaking area, however, there is a rich history of Welsh culture. The school is committed to encouraging pupils to learn Welsh as a second language by giving them opportunities throughout Foundation Phase and Key Stage 2 to develop their oral skills competently and to develop them as effective readers and writers through dedicated welsh lessons as well as incidental opportunities to use welsh in play situations and cross curricular opportunities. Tric a Chlic is used to teach Welsh phonics and reading strategies in Foundation Phase. Having achieved the Cymraeg Campus Language Charter Bronze Award last year, we are currently working towards the Silver Award.

Children have the opportunity to learn French and Spanish in extra-curricular clubs and during enrichment sessions. French, Italian German and Spanish are delivered weekly during conversational sessions from Y3-Y6.

### **Mathematics & Numeracy**

In Foundation Phase, Maths is taught in accordance with the skills outlined in the Foundation Phase Curriculum and the National Numeracy Framework. At the heart of our Maths teaching is an approach called 'Big Maths'. 'Big Maths' is based upon the principle that there are 4 core skills that lie at the heart of numeracy. These core skills form the platform for virtually all other maths skills and are affectionately known as CLIC: *Counting, Learn its, It's nothing new!* and *Calculations*. Because it is so important for all children to make progress in all 4 core skills, 'Big Maths' involves teaching through the CLIC phases every day in a fun, engaging and lively manner.

In addition to Big Maths, children are taught mathematical concepts in small groups daily. The class teacher initially assesses every child to see what stage of their mathematical development they are at. Children are then grouped and taught concepts appropriate to their needs through exciting practical games and activities (indoors and outside!) as well as recording more formally in books.

We aim to teach pupils the mathematical skills they can use increasingly in real life situations and in other areas of the curriculum such as Science and Geography. In Key Stage 2, every class receives each week four hour-long maths lessons in the classroom, plus three additional half-hour numeracy "Big Maths" sessions. Big Maths is delivered at five different levels across the key stage to suit every learner's stage. This helps secure understanding of key number principles and facts and includes popular fun tests with a firm focus on competing with their own previous best score, as well as with each other. At the beginning of Key Stage 2, pupils are expected to secure basic addition bonds, and are encouraged to practise at home to learn tables up to 10x10 by the end of Y5.

We think children learn best when they use a multi-sensory approach to move from concrete to abstract thinking in procedural mathematics. Our teaching uses a variety of visual aids e.g. bead bars, place value cards, number charts, counting sticks; concrete manipulatives e.g. cubes, counters, coins, place value cards; oral repetition of language and procedures; partner talk and partner teaching to secure understanding; use of whiteboards as well as exercise books to write responses. We match teaching and learning activities carefully to the needs of our learners and plan lessons from a variety of sources including Abacus and teachers' websites, as well as Big Maths. We also teach children to reason about mathematical problems, to select the right maths to solve problems, and to record their mathematical thinking so that other people can understand their decisions. Activities are again carefully selected to suit learners' progress from a variety of sources, including Badger Maths. As well as encouraging children to learn tables at home, pupils can take home a maths game each week and we also set regular homework via a web-based programme called "MyMaths". Pupils can complete tasks online which are set by their teacher. Tasks are marked automatically and pupils, parents and teachers can view their progress.

### **Science & Technology**

Science is linked to topic work and in upper KS2 is also taught discreetly. The planning focuses on the teaching of the skills that the children need to learn. Key scientific skills are developed through hypothesising, predicting, planning and carrying out investigations, observing and measuring, presenting results and drawing conclusions. Wherever possible the local environment is used.

Children are encouraged to:

- enquire, explore and observe so that they can ask questions about themselves and their environment
- test and experiment in order to progress towards answering their own questions
- communicate and record their findings
- draw conclusions and evaluate evidence gathered

Children use ICT on a daily basis from reception through to Year 6. Computers play an important part in learning in every area of the curriculum. Children use programmes that make learning fun, which are specifically designed for children in each year group and which compliment numeracy, literacy and topic work.

In addition to tailor-made programmes, children also learn and extensively use standard commercial applications such as Microsoft Office, which includes Word (word processing,) Excel (spreadsheets) and PowerPoint (presentation software) and a range of "2 Simple software" (including art packages). Children also use the Internet extensively to research class based topics. Our aim is for the children to become fully confident in the workings of the Internet and related safety issues. All classrooms and a number of central areas have Internet connection. The upper junior children use email and messenger.

Each classroom is equipped with an Interactive White Board which greatly enhances children's learning. The school has approximately 40 Laptops, 90 i-pads and 15 Chromebooks, with a 100Mb broadband recently installed. There is a range of other ICT equipment for the pupils to use including kindles, digital cameras, mini camcorders, microphones, dictaphones, microscopes, walkie talkies & remote control and programmable toys.

We have a detailed e-safety policy with agreements for pupils and parents to sign up to. The e-safety policy can be viewed on our website. We have successfully implemented the Digital Competency Framework.

Design technology allows children to combine practical problem solving and use of materials available to them, to solve problems in a man-made environment. Pupils are involved in activities which allow them to discuss, plan, design, make and evaluate artefacts, systems and environments using a wide range of materials including: textiles, graphic media, construction materials and food.

The children are given opportunities to work individually and as a member of a group. They are encouraged to use the appropriate vocabulary for naming and describing the equipment, tools, components and processes used. Health and safety is paramount and the children will be taught the safe use and care of tools and equipment. Design technology is developed and achieved through a range of other subject areas and topic approaches.

## **Health & Wellbeing**

Health and Wellbeing includes PE, mental, physical and emotional wellbeing, sex and relationships, healthy eating & cooking, substance mis-use and learning for life.

Every child will undertake a wide variety of games and sports as they progress through school. Through games lessons children learn to practice and develop their small and large ball skills, team and invasion games and hitting skills. Children can further develop their skills through participation in a number of lunchtime and after school clubs. Attribute Sports coaches are employed to teach PE, games and dance to children from Year 3 to 6. They also run an extensive range of after school clubs, which focuses on netball, rugby, football, athletics, cricket and hockey as well as the concepts of enjoyment and fair play.

We use a range of strategies to support emotional wellbeing including PSE lessons, circle time, SEAL activities & assemblies, support groups (including circles of friends & slinky groups) and have two trained ELSAs who work with individuals as and when needed. FP pupils select their own "Enrichment" activities each term and KS2 have weekly "Amser Ffit Hwyl" sessions where they can choose from a variety of HWB sessions: yoga, pilates, mindfulness, origami, lacrosse, dodge ball and just dance.



Junior children take swimming lessons at Chepstow Leisure Centre. This comprises tuition from qualified instructors. Achievement is recognised through the Monmouthshire Swimming Awards scheme.

The Sports Council conducts regular sports surveys and enhance opportunities for pupils to play a variety of sports.

In addition there are a number of inter school tournaments the children participate in including cross country, football, netball, swimming gala and athletic competitions.

We aim to promote the highest standards in skill, enjoyment, fair play and conduct.



## **Humanities (inc. RE)**

Through learning about the past we can understand the present and make a better future. Pupils are engaged and inspired to find out about and understand the past through visits to places of interest, dress up days and use of a wide range of resources. In Key Stage Two pupils study a range of historical topics such as Ancient Egypt, World War Two, Celts and Romans, The Tudors and The Victorians as contexts for topic learning. Pupils are encouraged to lead their learning by choosing areas of study within each period. Through the topic activities many opportunities are created for pupils to demonstrate literacy and numeracy skills across the curriculum.

We have a concentric approach to learning about places. We start with plans of the classroom and from there move out to the school, the grounds, the village, neighbouring villages, Wales, Europe and developing countries.

We observe and record the weather, study local rivers and land forms. We make full use of the environmental facilities the school has to offer. The children develop understanding of the world and global citizenship and how we can all play our part in sustainable development.

Teaching of Religious Education enables pupils to show tolerance and understanding of others. Throughout the school, they study aspects of all the major world religions. Traditions of the Christian, Jewish, Muslim, Buddhist, Hinduism and Sikh faiths are explored developing the children's understanding of different cultures, traditions and religions. Teaching and learning is developed through themes such as weddings, naming ceremonies, sacred books and lives of leaders.

## **Expressive Arts**

Expressive Arts includes Art, drama, music, dance, film and digital media. We aim to foster an enjoyment of the expressive arts in each child and help them to grow in confidence, developing their own unique style. The children are given opportunities to explore and experiment with a wide variety of different materials, developing more complex ideas and using more sophisticated tools and techniques as they progress. The children's achievements are celebrated in a variety of displays in school.

Music is a vibrant and enjoyable aspect of the curriculum. All children are given the opportunity to perform, compose and appraise music. The curriculum ensures children develop a range of skills and abilities using their voice, tuned and un-tuned instruments.

The curriculum is supported by Gwent Music Support Service which provides tuition for individual children for brass, woodwind, guitar, violin, cello, singing and piano. They also provide specialist support through workshops where children are introduced to specific aspects of music and instruments from their own and other cultures. In FP, Music is taught as part of PPA cover arrangements. Reception work with a range of percussion instruments including Samba drums, Y1 all learn to play the violin and Y2 learn to play woodwind.

The children are given many opportunities to perform as individuals, partners, groups or classes in school and through county initiatives. Pupils are encouraged to showcase their musical ability during assemblies every week. This provides a context and motivation for their learning!

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## **Cwricwlwm Cymreig**



Children in our school are given the opportunity to experience those features which give Wales its own distinctive social and cultural identity. Efforts are made to establish Welsh as a second functional language in the life of the school, through the incidental use of the language and bilingual signs. Cwricwlwm Cymreig permeates the whole curriculum through the study of land use in Wales, Welsh history, singing Welsh songs, Welsh country dancing and trips to local places. We also hold an Eisteddfod every year to celebrate St David's Day where children can participate in poetry, art and musical events.

### **More Able & Talented**

Shirenewton Primary School takes great pride in helping all children reach their full potential, from those who need extra support for everyday learning, to those who are more able and/or talented in one or more areas and need this to be fostered and developed. More able is a term which describes achievement at a very high level, often accompanied by very well developed thinking and learning skills. Talented is usually taken to refer to one or more specific talents, such as sport or music and is not necessarily across all areas of a pupil's learning. The most able, more able and talented children can be thought of as pupils within each year group who achieve, or have the potential to achieve, significantly in advance of the average for the year group in our school. We aim to encourage teachers to provide opportunities for all children to fulfil their potential, by providing challenging classroom environments in which children are enabled to become independent learners, critically aware of their progress and potential, through reflection on and review of individual learning targets.

### **Inclusion, Additional Learning Needs, including Disabled Access and Equality**

A child may experience additional needs support for long or short periods of time. The staff at the school work closely with parents to identify and meet the needs of these children. Our ALN co-ordinator is Miss Whyte. Parents who wish to share a concern should approach one of the co-Headteachers in the first instance.

The school has a policy, in line with the Special Needs Code of Practice for Wales, and procedures are followed before involving external agencies.

We feel that children with additional needs should be integrated into mainstream classes wherever possible. Additional support is given where a need is identified by the school, home and Local Education Authority. At present the school has a number of learning support assistants for special needs, as well as general learning support assistants.

All reasonable adjustments are made to the environment, teaching and learning activities to ensure children with disabilities are not disadvantaged. Any child admitted to school with a disability will have access to support in line with the Local Education Authority policy. Details relating to individual children are discussed with parents prior to the child starting school. This ensures that the school can be fully prepared for the child, ensuring a smooth transition into school life.

The school ensures that any parent with a disability will have equal access to all events and communications, reasonable adjustments would be made as appropriate.

### **Disability Equality Action Plan**

	<b>Targets</b>	<b>Action</b>	<b>Time scale</b>	<b>Goal</b>
<b>Short term</b>	Provide appropriate training for staff to support pupils with additional learning needs and medical issues	Staff meeting	ongoing in Sept each year	Staff trained and confident in issues of health and safety
<b>Medium term</b>	Develop further links with the community - invited speakers, volunteer help, look at roles of people in	Head to invite speakers to school Draw up a list of speakers	ongoing	To maintain existing working links To have a list of regular visitors/speakers

	the community	Links with parish magazine Links with history society Links with field association Increase links with church Maintain existing links		Regular working links with the local community to enhance the pupils learning
<b>Long term</b>	To prioritise areas of the school entrances, exits and pathways for the purpose of fitting handrails and ramps, as identified by the accessibility audit. This will be built into the building development plan for successive years	Review the availability of resources in the delegated budget and discuss with the LA under the schools capital funding programme	On-going	To install ramps as appropriate to meet the needs of pupils

### **Equal Opportunities and Race Equality**

The school regularly monitors and updates its Equal Opportunities policy and procedures to ensure that no child is disadvantaged according to race, gender, ability, disability ethnicity or religion. The School Council have been involved in the new Equalities Plan and have written a child-friendly version. The schools equality plan is in line with The Equality Act 2010. Our objectives for 2020/24 are:

**Objective 1:** To monitor and analyse pupil achievement by gender, disability & race and act on any trends or patterns in the data that require additional support for pupils.

**Objective 2:** To acknowledge the richness and diversity of the people of Wales by promoting cultural development and understanding through a rich range of experiences both in and beyond the school.

**Objective 3:** To review levels of pupil engagement in expressive arts extra curricular and enrichment activities, according to gender and additional learning needs to ensure equity and fairness in access.

**Objective 4:** In delivering the curriculum, ensure resources and experiences promote positive, non-stereotypical images/ role models of all groups in order to overcome preconceived ideas of gender, ethnic origin, culture or religion.

### **Personal and Social Education**

At Shirenewton School we have a whole school approach to promoting personal and social well-being of children. They are given a variety of opportunities to develop a sense of self worth and to relate effectively to each other. Through a variety of situations children are equipped to become more informed, confident and skilled in order to take an active and responsible part in society. Our teaching of this aspect of the curriculum encourages positive attitudes to society and participation in the community and the democratic process. These skills are put to practical use through the workings of the pupil committees: School Council, the Eco-committee, Healthy Schools Committee, Digital Leaders, Criw Cymraeg and Community Ambassadors.

Another important aspect of the curriculum is sustainable development. To further understanding of these issues the children are involved in developing a tree nursery, developing and maintaining recycling initiatives and attendance at Forest School. The school has made tremendous progress in the development of the Forest School experience and there is now a programme of study in place for each year group.





### **Circle Time**

An important aspect of this element of the curriculum is a technique known as circle time. In these sessions all children have the opportunity to express their feelings and thoughts in a supportive and caring atmosphere. The staff operate the sessions so that children feel comfortable and are in no way pressured to speak if they do not want to. It is in these sessions that the mainstay of the school value system is highlighted, i.e. respect for each other. These sessions have been used successfully to cope with building a sense of belonging to a community, friendship issues, change and growth, worries and anxieties. These all form the basis of our efforts to ensure children are emotionally intelligent.

### **SEAL – Social and Emotional Aspects of Learning**

SEAL is whole school approach which is interlinked with many aspects of PSE & Circle time. It is a structured resource which is embedded within the whole school ethos. Themes will be introduced through a school assembly and then class teachers deliver one discreet lesson a week for that half term, to teach children the skills that they can apply and continue to develop. SEAL should have a big impact on confidence, self-esteem, behaviour and consequently standards of achievement.

To support the safety aspect of the curriculum, the school has good links with the police, fire service and road safety officers. The Foundation Phase children are visited regularly by “Mrs Tufty” and have been participating in Kerbcraft activities. The local community police officer PC Finister discusses issues with children from both key stages, including safety and safe places to play, stranger danger, acceptable behaviour, our community, Internet safety, etc.

### **Learning Beyond The Classroom**

At Shirenewton School we provide children with a range of opportunities to foster personal growth. We have six different pupil committees who are elected in a secret ballot by their classmates. They are made up of a boy and girl representative from Y2 to Y6. The committees meet regularly and are actively involved in the decision making process in school. Issues from the committees are communicated to pupils, governors and parents by the children and their minutes are on the school website. The pupil committees include

- School Council
- Eco-committee
- Healthy Schools Committee
- Criw Cymraeg
- Digital Leaders
- Community Ambassadors

We also have a group of Prefects who are elected House and Vice Captains and support positive behaviour around school and a Pupil Leadership Team who oversee the pupil committees and support the work of SLT.

In addition each year the children are involved in activities which include the following:

- 'Delve and Discover' days
- Visitors to the class linked to current topic work
- Sporting competitions and festivals
- Theatre visits
- Residential visits
- Musical presentations
- Environmental competitions
- Working with the Forestry Commission
- Recycling projects
- Educational visits
- Literacy competitions
- Comprehensive school links
- Museum visits
- Visits to the Church
- Visiting poets/story tellers
- Special assemblies
- Sports day
- Safe cycling
- Swimming

### **Extra-Curricular Clubs**

There is also an impressive list of extra-curricular clubs which includes:

Orchestra	French	Minecraft
Chess	Athletics	Football
Choir	Sewing	Netball
Safe Cycling	Spanish	Gardening
Multi-Sports	Tag Rugby	Coding
Welsh Club	Country Dancing	Arts and Crafts



### **Relationships & Sex Education**

The objective of Relationships and Sex Education (RSE) in Shirenewton School is to help and support pupils through their physical, emotional, moral and spiritual development. Effective RSE is also essential if young people are to make responsible and informed decisions about their lives. A successful programme will help pupils learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. It should prepare them to develop considered attitudes, values and skills which influence the way they behave.

The RSE programme is taught by class teachers in mixed gender groups the school nursing team helps to enrich the delivery of RSE but does not replace RSE within the taught curriculum. Outside agencies are made aware of their role within the delivery of RSE and are provided with a copy of the school's SRE policy.

Personal and social development, wellbeing and cultural diversity is at the heart of the foundation phase. The Foundation Phase curriculum allows schools to ensure that any RSE is age-appropriate, and tailored to the specific needs of pupils. In the Foundation Phase, there is appropriate emphasis on helping pupils to understand how they develop in early childhood. The focus is on encouraging pupils to value themselves and to develop positive attitudes. Pupils also learn about relationships with peers, friends and family and how to recognise and communicate their feelings.

At Key Stage 2 the RSE programme will enable learners to understand the physical and emotional changes that take place during and to understand the importance of keeping the mind and body safe and healthy. In Key Stage 2 Science, pupils should be given opportunities to study the names, positions, functions and relative sizes of a human's main organs.

All the girls in Years 5 and 6 are made aware of systems of support available to them in school should they begin menstruating.

Parents are made aware of the times these lessons will occur and are given the option to withdraw their child if they so choose. Parents can find a copy of our relationships and sex education policy on the website and can preview any video material we show the children.

### **Charging Policy Statement**

Educational visits are offered to all children in school. These may be residential, day visits or visiting theatre companies or organisations to school. The purpose of such events is to enhance the learning opportunities for the children.

To support covering the cost of such visits and events it is often necessary to ask for voluntary contributions from parents. These contributions cover all fees associated with the trip or event. No profit is made on such trips or events.

The school may need to cancel such trips and visits if contributions do not cover the costs.

Any family on free school meals who has difficulty meeting such contributions is exempt from making a contribution.

The school can make arrangements for collecting contributions on a weekly basis in order to make the contributions more manageable, depending on the cost of the trip/visit. We only accept cheques for payments over £25.

### **Assessment, Reporting and Target Setting.**

As your child progresses through school the staff make assessments as to the expected progress and learning styles your child is developing. In Reception this starts with the Foundation Phase Profile which looks at language, mathematical, physical and personal and social development. Year 2 and Key Stage 2 pupils complete a national standardised reading test and two numeracy tests (procedural and reasoning) in May each year. In addition, the children in Year 4 complete the cognitive analysis assessments.

To support these formal procedures, all staff assess children during learning sessions in order to ensure they are providing the right level of challenge.

All this information is used to feed into the individual tracking system. The system will ensure we are aware of any significant peaks or troughs in the child's progress.

All assessments are analysed to determine the child's development as well as highlighting any possible areas for development across the curriculum.

At the end of the year you will receive a detailed report about your child's progress. The information reflects the levels of development attained based on the teacher's comprehensive knowledge of the child through the processes outlined above.

Each year the Governing Body with the Head Teacher sets teacher assessment targets and projected targets for the ends of Foundation Phase (Year 2) and Key Stage 2 (Year 6). A summary of assessment results for 2017/18 and comparison of targets and actual results are detailed at the end of this prospectus.

### **Wet Weather Playtimes**

Children are requested to bring in raincoats and wellingtons on rainy days as they will have access to outdoor play. This ensures all children have fresh air and school has the chance to ventilate. The exception is very heavy rain! On these days the children enjoy a range of activities in their class.



### **Breakfast Club**

We run a Breakfast Club from 8.00am - there is a £1 charge for childcare for pupils who arrive from 8:00 to 8:30am (payable via the online Parent Pay system). Pupils who attend between 8:30 to 8:40am are entitled to attend for free. Children go to their classes at 8.50am. The Club is operated by school staff. To enrol just complete an application form that is available from the school office.

### **After School Care**

An After School Club operates on the school premises. This runs from 3.30pm to 5.55pm each weekday. This operates independently from the school and provides a care facility for working parents. Once enrolled the children enjoy a variety of activities and are provided with a healthy snack and drink to keep them going until tea-time! There is a charge for this child care facility. For details of how to register your child for any of the sessions, please contact school.

### **Home-School links**

We pride ourselves on the warm and friendly atmosphere we nurture in school. Parents are welcomed into school and we are always grateful for the support we receive from parent helpers.

There are many instances where parents are invited into school, namely seasonal celebrations and concerts, assemblies, open mornings, museum afternoons, workshops and school visits.

We hold two formal parents' evenings each academic year and a third evening which is a less formal open evening. These are valuable opportunities for you to discuss your child's learning and development with the class teacher. However, parents are welcome to make appointments to see one of the Headteachers at any time if they are concerned about any aspects of their child. All issues are dealt with sensitively and positively. Equally, staff will contact parents if they are concerned about the child.

The children are encouraged to complete tasks set for home learning projects. These may include reading, creating models, written work, number work or research. The tasks set are in line with National Assembly Guidelines concerning the amount of time children in different year groups are expected to spend extending their learning through extra activities set by school. At all times we are sensitive to the needs and demands of family life.

Your support in completing the activities is of great benefit to your child's development. If at any time you are experiencing difficulties, please do not hesitate to contact school. Some useful strategies you may wish to try are, providing a quiet environment, having suitable space in which to work and choosing a time when there are few distractions and neither you nor your child are tired.

We endeavour to provide parents with an overview of the current topics to enable you to support your child as opportunities may arise. This may be in the form of family visits, use of the internet and library, searching out old photographs or talking with relatives.

Our aim for the home-school partnership is that it will develop genuine co-operation based on mutual trust and respect, which in turn gives confidence and encouragement to your child.

As responsible adults with the common aim of providing a safe and secure environment for our children, there is an expectation that they will behave well in school, on school buses and on any school trips. At all times children are encouraged to be respectful, courteous and well-mannered. The children in our care are taught to be patient, tolerant and caring. The development of self-discipline is best achieved through partnership between home and school. If at any time the behaviour of your child gives us cause for concern we will contact you in order that we can work together to deal with the situation. This is true of all situations whether they occur at lunchtime, during class or when using school transport.

Any situation which arises in school will be dealt with professionally and in confidence. We work hard to establish positive links and provide reassurance over parental concerns. Do not hesitate to contact school and be assured that you and your child's views will be taken seriously.

### **Child Protection and Safeguarding**

All staff are trained in identifying signs which may indicate a child protection issue. The co-Headteachers, Jill Mitchell & Jayne Edwards, are the designated Safe Guarding Officers. In their absence, Mrs Burbidge is the Deputy Safe Guarding Officer and Mrs Jane Eickhoff is the link governor for Child Protection. There are thorough systems in place, based on the All Wales Child Protection Procedures manual, to deal with all incidents.

In such circumstances, the safety of the child is paramount and is therefore put before the needs of the parents. Although efforts are made to contact parents to discuss issues, advice will initially be sought from the Social Services Duty Officer. The school will then follow their recommendations.

Fortunately, such incidents are rare and the information is not intended to alarm parents, but to demonstrate the high quality of care that is provided for the children.

### **GDPR**

The school is the Data Controller for the General Data Protection Regulations and the Local Authority act as the Data Protection Officer.

The Data Protection can be found on the school website along with the Privacy Notice.

### **Looked After Children (LAC)**

The schools policy for looked after pupils (children in public care by the local authority) details the arrangements made for such pupils including person support plans. Each pupil in care will have a Care Plan that will include a Personal Education Plan (PEP) that is developed jointly by the Social worker and Designated Teacher. This will identify specific areas of concern and include achievable targets. The LAC co-ordinator is the Co-Head teacher Jill Mitchell and the link governor is Mrs Jane Eickhoff. Our aim for all children is to ensure that they reach their potential and we use assessment data to target their progress carefully and ensure support is provided in a timely manner for this vulnerable group.

### **Anti-bullying policy**

Children and staff have worked together to produce a policy which highlights strategies children and staff can use to overcome any issues related to bullying.

We value good relationships between individuals. Every allegation of bullying is taken seriously. We take the attitude of believing the child as central to dealing with the issue.

We are all aware of the negative effects bullying can have on individuals and so we work hard to create an environment which is free from fear and to develop a culture which encourages children to tell.

Bullying is unacceptable and will not be tolerated. We will also take account of incidents which occur outside of school, but may have an impact on the children when in school (policy is available on the website).



## **Complaints Procedure**

There may be an occasion when something happens in school that you are not happy about. Our complaints procedure is a way of ensuring that **anyone** with an interest in the school can raise a concern, with confidence that it will be listened to and if well founded, dealt with in an appropriate and timely fashion.

The following is a summary of our full complaints procedure (our full policy is available on the website).

This is what you should expect to happen:

- A full copy of the procedure is available from school and the website.
- Your complaint will be dealt with fairly and impartially, and as quickly and effectively as possible.
- It will be thoroughly investigated.
- Your complaint will be kept confidential, with only those involved in investigating and making a decision being made aware of the details of the complaint. It is likely, however, that the person who is being complained about will be told of the complaint.
- If the complaint involves pupils (as complainant or witness), arrangements will be made for them to be accompanied at all stages by a parent, guardian or an adult of their choice.
- Any evidence given by a child will be done so voluntarily and with the agreement of his/her parent, if they are under the age of 16. Every effort will be made to make the child feel comfortable and to ensure that their voice is properly heard.
- You will be kept informed of progress throughout the process.
- All anonymous complaints will be recorded and may be investigated.

## **Medical**

Please ensure the school is informed of any medical needs your child has. The staff receive regular training to deal with basic first aid and the administration of emergency medication, such as inhalers and epipens.

The information you provide is included in the child's records and any emergency procedures which may be needed are maintained in a central place for staff to access.

The children will receive medical examinations as routine. Parents are notified by the Health Authority and you are permitted to be present during the examination. Parents are always informed if there is a need for follow up treatment. The school nurse operates drop in sessions for parents each half term, or you can make an appointment through school if you would like to see her at a more convenient time.

Inhalers and epipens are allowed in school along with agreed medication for epilepsy and diabetes etc. If at any time your child needs occasional medication (such as hay fever treatments, antibiotics) parents may come to school to administer it. You may also complete a medical form for medications to be given to your child, however staff are under no obligation to administer medication so check with the clerk first.

If your child has had diarrhoea and/or vomiting we request that they are kept at home for 48 hours before returning to school.

At all times we ask that parents keep the school informed of any emergency contact numbers. This allows us to contact you quickly should your child have an accident or need hospital treatment.

## **School Transport**

A large proportion of our children use the school transport. Arrangements for this are made with Monmouthshire County Council. Parents are urged to familiarise themselves with the operators involved in case of any change of circumstance, especially in bad weather.

On arrival at school, children make their way to their playground. Doors open for admission to school at 8.50am. At the end of the day the bus registers are rechecked and the children concerned are taken to the buses.

If your child is not going home on the bus for any reason, please send a dated note into school advising us of the alternative arrangements. If your child has a friend visiting after school who does not travel on the bus, please make alternative arrangements to collect them. Your co-operation in this matter is greatly appreciated.

The school has very limited space for parking. We rely on the goodwill of parents to utilise other options. In the past these have included car sharing, access to concessionary travel arranged by the LEA or dropping off in a safe place close to school.

### **Attendance**

The registers will be marked at 9am. Any child arriving after 9am and before 9.15 will be marked as late. Any pupil arriving after 9.15 will be marked as late after registration (this is classed as an absence and will need an authorising reason for the absence to be authorised).

If your child is absent for any reason please inform school by 9.30am. We will follow up absent children after this time if we have not had some form of message.

All registers are checked regularly by the Educational Welfare Officer. Any irregularities are followed through. If you have any issues relating to getting your child to school, please do not hesitate to contact school and we can work together to overcome the issue.

We do not encourage families to take holidays in term time. Any requests for time off during term time for holidays will be considered in relation to the pupil's attendance for 12 months preceding the request.

Our attendance target for 2019/20 was 96%. Due to Covid19 we do not have to report on attendance for the 19/20 academic year and do not need to set a target for the 2020/21 academic year.

### **Exclusions**

The temporary exclusions during 2019/20 involved two pupils and there were no permanent exclusions.

### **Litter**

We are very proud of our school grounds and every effort is made to maintain them in excellent condition.

The Litter in Schools Environmental Protection Act 1990 makes it an offence to drop litter in school. The school caretaker checks the grounds regularly and staff ensure the playground is litter free at the end of each break. The children respond responsibly to this.

Dogs are discouraged from school grounds at all times. Thank you in anticipation of your co-operation.

### **Admissions**

Children are admitted into school in the Autumn term of the school year they reach their 5<sup>th</sup> birthday. The LA deals with all school admissions.

All class sizes are determined by the National Assembly for Wales's initiative to reduce class sizes. No child must be taught in a class where the ratio is more than 30 pupils to 1 teacher.

In the Summer term all parents of new reception children are invited to an open evening. This provides an opportunity to meet staff, view the school and ask questions. Parents are invited to view the school and meet with a senior member of staff prior to applications for admissions are made, these meetings are by appointment. Following this the children attend taster sessions. Arrangements are different this year due to Covid19.

We are sensitive to the needs of children starting school for the first time. We make every effort to ensure they feel safe, secure and welcome. Staff visit nurseries and playgroups throughout the year so that when the children visit us they see a familiar and friendly face.

Mid-year admissions are made via the LA, please see Monmouthshire County Council website for details.



Parents are encouraged to visit the school and talk to a senior manager prior to application to the LA. Pupils are supported through prior visits and buddies are arranged for pupils. Children with additional needs or a disability may have additional support and any plans or reasonable adjustments made or finalised prior to admission to ensure the best possible start for all our pupils.

### **Collecting children from school**

At the end of the school day all children are supervised, in order that all concerned with their care, know with whom they are going home. If you are unable to collect your child, please inform school and provide the name of the person who will collect them instead. FP parents meet their children from the classroom doors and KS2 pupils join the 'walking bus' and meet their parents in the car park.

### **School lunches**

Healthy cooked meals are provided in the canteen each lunchtime for children who wish to dine there. A monthly menu is displayed in school, on the website and sent home. Any changes to the menu are communicated via the weekly newsletter. Vegetarian options are available daily. Parents need to pay for school dinners via Monmouthshire's Parent Pay system.

If you would prefer to send in a packed lunch from home please label lunch boxes clearly and only use unbreakable flasks or cartons for drinks.

### **Free school milk**

All Foundation Phase children are entitled to free school milk. Please send in a letter if you do not wish your child to have school milk.

### **Snacks**

We operate a healthy eating policy in school. To encourage this we offer fruit in the mornings for 30p per day. This is collected termly from you. Pupils may bring in their own healthy snack from home but we request it is nut-free as we have a few pupils in school who have nut allergies.



### **Free school meals and clothing grants**

These are available to families who are eligible. For further information: [www.monmouthshire.gov.uk](http://www.monmouthshire.gov.uk)

**Recommended school uniform** – most of the items are available from supermarkets and many other retailers (as we are a Fairtrade school we hope you will spend a little more and buy fair trade cotton products). Items with the school logo on are available from [www.myclothing.com](http://www.myclothing.com).

- Blue sweatshirt - with school badge
- Blue or white polo shirt
- Grey skirt or pinafore
- Grey trousers
- Blue/white gingham summer dress
- Dark, sensible shoes
- Blue or white roll neck top
- Grey shorts (boys and girls)

For P.E:

- T shirt - red, yellow or blue, dependant on which colour house they are in (you will be informed which house your child belongs to before they start school: Wye=Blue; Usk=Yellow; Severn=Red)
- Shorts - black, navy or white
- Plimsolls/trainers

Sensible tracksuit

Miscellaneous Items:

School bag  
Reading bag  
Woollen hat  
Summer cap  
Fleeces

Please ensure all items are clearly marked with your child's name.

We do not encourage the wearing of jewellery for health and safety reasons. If your child has pierced ears please ensure they wear studs for school and are able to remove them themselves for Physical Education sessions.

### **Transfer to Secondary School**

At the end of the Summer term, pupils in Y6 usually transfer to Chepstow Comprehensive School. Forms are sent to parents towards end of Autumn/ beginning of Spring term.

Chepstow school works very closely with Shirenewton and all its cluster primaries to ensure a smooth transition. Staff from the comprehensive visit the children here and the children also have a transition fortnight where they spend two whole weeks in July in their new school experiencing a typical Y7 timetable. The school has a well developed pastoral programme which supports the children before and after entry to school.

### **The Governing Body**

The Education Reform Act 1988 has made Governors, in partnership with the Head Teacher, responsible for the oversight of the school. This includes discipline, curriculum, appointments, finance, health and safety, special needs and community use of the school.

Our Governors meet regularly to discuss all issues relevant to the school. Parent Governors are elected every four years. The Governors hold an Annual General Meeting when they report directly to the parents.

The Governors are very active in promoting the school and have the children's best interests at heart when making decisions.

Contact details for governors is available through the school office.

### **Parent Teacher Association**

We have an extremely active PTA. Parents are automatically members and there is no fee.

The purpose of the association is to advance the education of the children by providing support for those things that will enhance the curriculum. Activities and meetings are arranged throughout the year and parents are regularly informed. Typical activities include a Christmas Fayre, termly discos, coffee mornings, egg rolling with the Easter Bunny, family quiz night, film nights, Summer Fete and Hog Roast.



Playing Fields



Foundation Phase Playground and Log Circle



Forest School



Woodland Walk



Juniors Adventure Trail



Junior 'Quiet playing area'

### **Session Times**

#### **Foundation Phase**

8.50 am - school opens

9.00am - 9.05am - registration

9.10am - 10.15am - teaching time

10.15am -11.15am - 'Over to you time' - pupils access Foundation Phase enhanced provision and groups of children have their fruit and milk in the café during this play based teaching time.

11.15am -12.15pm - teaching time

12.15pm -1.35pm - lunch

1.35-1.40 - registration

1.40pm -3.00pm - teaching time & outdoor activities

3.00pm - 3.15pm - collective worship

3.15pm -3.30pm - teaching time

This gives a total of 23 hours and 5 minutes teaching time each week which exceeds National Assembly guidance of 21 hours each week.

#### **Juniors**

8.50 am - school opens

9.00am - 9.05am - registration

9.05am -10.15am - teaching time

10.15am - 10.30am - collective worship

10.30am to 11 am - teaching time

11am to 11.15am - break

11.15am -12.35pm - teaching time

12.35pm - 1.35pm – lunch

1.35-1.40 - registration

1.40pm to 3.30pm - teaching time

This gives a total of 23 hours & 55 minutes teaching time each week, which exceeds National Assembly guidance of 23 and a half hours each week.

### **Term Dates 2020/21**

Term	Start	Half Term Starts	Half Term Ends	Term Ends
Autumn	Tues 1st Sept 2020	Mon 26th Oct 2020	Fri 30th Oct 2020	Fri 18th Dec 2020
Spring	Mon 4th Jan 2021	Mon 15th Feb 2021	Fri 19th Feb 2021	Fri 26th March 2021
Summer	Mon 12th April 2021	Mon 31st May 2021	Fri 4th June 2021	Tues 20th July 2021

There will be a several closure days for staff training over the course of the year (INSET Days) - tbc

### **SUMMARY OF SCHOOL DEVELOPMENT PLAN FOR 2020/21** (Please ask co-HT for a copy of full SDP)

Priority	Success Criteria
<b>To further embed a breadth of learning in line with the core purposes through the development of AoLEs with a specific emphasis on DCF.</b>	<p><b><u>New Curriculum;</u> <i>Develop an effective curriculum that maps back to the 4 core purposes and 12 principles</i></b></p> <ul style="list-style-type: none"><li>• Ensure each topic has opportunities for pupil led learning</li><li>• Promote critical thinking, creativity and enterprise whenever possible</li><li>• Revise &amp; re-establish KS2 Life Skills</li><li>• Further develop the teaching and learning of international languages</li><li>• Continue to keep parents informed about new curriculum developments</li></ul> <p><b><u>Science</u></b></p> <ul style="list-style-type: none"><li>• Embed the use of red dot close the gap marking in science</li><li>• Use of target stickers to ensure opportunities to self/peer assess</li></ul> <p>Develop the reflection strand in science</p> <ul style="list-style-type: none"><li>• Use the skills poster statements to enable pupils to have an awareness of their learning journey and targets they are working towards</li></ul> <p><b><u>Technology</u></b></p> <ul style="list-style-type: none"><li>• Audit skills and needs of pupil, staff and parents</li><li>• KS2 teachers to make full use of new Chromebooks across the curriculum</li><li>• Digital leaders to run coding sessions teaching how to use new coding equipment</li><li>• Teachers to plan and use new coding equipment</li><li>• Parents invited to attend ICT Open Morning to see pupils using coding equipment</li><li>• Digital Leaders to run workshops for parents on E safety and other identified needs</li><li>• Provide greater opportunities to develop DCF skills independently</li><li>• Digital Leaders to run a masterclass for Governors on Hwb</li></ul> <p>DCF skills to continue to be taught discretely as well as above</p> <p><b><u>Expressive Arts</u></b></p> <ul style="list-style-type: none"><li>• Show evidence of Expressive Arts learning in relation to the What Matters</li></ul> <p>Further develop link with secondary schools and invite specialists in to impact on the delivery</p>

	<p>of EA</p> <ul style="list-style-type: none"> <li>Review Expressive Arts curriculum as part of cluster peer review &amp; action targets identified</li> </ul> <p><b>Humanities</b></p> <ul style="list-style-type: none"> <li>Review Humanities curriculum as part of cluster peer review &amp; action targets identified</li> <li>Invite religious visitors of different faiths to assembly</li> <li>Further develop RE through community links <ul style="list-style-type: none"> <li>Chepstow school staff</li> <li>Parents &amp; villagers</li> </ul> </li> <li>Visits to places of worship and/or visitors from religious leaders</li> </ul>
<b>To further develop a strong Welsh ethos by embedding the use of conversational Welsh and Tric a Chlic and providing a wider range of enriching activities</b>	<p><i>Successfully achieve the Cymraeg Campus Language Charter - Silver Award</i></p> <ol style="list-style-type: none"> <li>1. Establish a visual Welsh ethos</li> <li>2. The advantages of learning Welsh</li> <li>3. Using Welsh in the classroom</li> <li>4. Using Welsh outside the classroom</li> <li>5. Welsh in assemblies</li> <li>6. Using ICT/DCF to enhance learning</li> <li>7. Enrichment activities</li> <li>8. Developing reading</li> <li>9. Welsh across the curriculum</li> <li>10. Developing a positive attitude</li> </ol>
<b>To continue to maintain standards in English &amp; Maths and Literacy &amp; Numeracy across the curriculum, whilst improving standards of presentation and handwriting</b>	<p><b><u>Maths &amp; Numeracy</u></b></p> <ul style="list-style-type: none"> <li>Embed maths taught in 'authentic real life' context</li> <li>Further develop opportunities to develop numeracy skills through all AoLEs</li> <li>Continue to plan and embed Muddy Maths Mania activities</li> <li>Increase opportunities for outdoor maths in KS2</li> <li>Implement Financial Skills Development Programme for KS2</li> <li>Invite governors, parents and community members in to school to share expertise and work on different elements of Enterprise</li> <li>Embed a free flow of independently accessible resources for children</li> <li>Develop greater celebration of maths learning on display in classes and corridors</li> <li>Ensure staff are confident in teaching Big Maths levels and provide training where appropriate</li> <li>Establish system of "Maths Buddies" to enable targeted learners to practise quick recall of number facts</li> </ul> <p><b><u>English &amp; Literacy</u></b></p> <ul style="list-style-type: none"> <li>To extend opportunities for pupils to write at length across the curriculum, ensuring genre coverage is broad and varied with clear progression across the school</li> <li>Continue to focus on legible handwriting and neat presentation</li> <li>Continue to promote a reading for pleasure culture widening knowledge of authors</li> </ul>
<b>To further develop health, wellbeing and equity for a</b>	<ul style="list-style-type: none"> <li>Secure progress for learners with ALN</li> <li>To improve provision for our most able learners and ensure more able and talented pupils reach their full potential:</li> <li>Continue to monitor and promote good attendance:</li> <li>Continue to promote the Health, Wellbeing &amp; Equity for all</li> </ul>
<b>To embed professional learning and leadership in line with the National Mission.</b>	<ul style="list-style-type: none"> <li>Establish a culture of self-improvement through self-evaluation, research and developing practice:</li> <li>Professional development of all staff supporting growth as leaders of learning:</li> <li>Professional Learning Lead to prepare staff for the new curriculum:</li> <li>Continue to develop the school as a learning organisation &amp; grow leadership by establishing a culture of inquiry, innovation and exploration</li> <li>Continue to develop an inclusive 3-19 education continuum for Chepstow Cluster by embedding collaborative working</li> <li>Develop strategic role of governors in supporting school with journey towards to curriculum reform and the national mission</li> </ul>

## **END OF KEY STAGE ASSESSMENTS 2020**

Due to Covid19 end of key stage assessments for Year 2 and Year 6 did not take place.

### **Glossary of Acronyms**

<b>ALN</b>	<b>Additional Learning Needs</b>
<b>ALNCo</b>	<b>Additional Learning Educational Needs Coordinator</b>
<b>AoLE</b>	<b>Area of Learning Experience</b>
<b>CPA</b>	<b>Chepstow Primary Alliance</b>
<b>CSI</b>	<b>Core Subject Indicator</b>
<b>DCF</b>	<b>Digital Competency Framework</b>
<b>EAL</b>	<b>English as an Additional Language</b>
<b>EAS</b>	<b>Education Achievement Service</b>
<b>ELSA</b>	<b>Emotional Literacy Support Assistant</b>
<b>FP</b>	<b>Foundation Phase</b>
<b>FPI</b>	<b>Foundation Phase Indicator</b>
<b>FS</b>	<b>Family of Schools</b>
<b>eFSM</b>	<b>Eligible for Free School Meals</b>
<b>HLTA</b>	<b>Higher Level Teacher Assistant</b>
<b>HOR</b>	<b>Higher Order Reading skills</b>
<b>IT / ICT</b>	<b>Information (Communications) Technology</b>
<b>INSET</b>	<b>In Service Training</b>
<b>ILP / IEP</b>	<b>Individual Learning Plan (FP) / Individual Education Plan (KS2)</b>
<b>KS2</b>	<b>Key Stage Two</b>
<b>LA</b>	<b>Local Authority</b>
<b>LLC</b>	<b>Language, Literacy &amp; Communication Skills (in English)</b>
<b>LEA</b>	<b>Local Education Authority</b>
<b>LNF</b>	<b>Literacy and Numeracy Framework</b>
<b>LSA</b>	<b>Learning Support Assistant</b>
<b>MAT</b>	<b>More Able and Talented</b>
<b>NACE</b>	<b>National Association for Able Children in Education</b>
<b>NNF</b>	<b>National Numeracy Framework</b>
<b>PPA</b>	<b>Planning, Preparation &amp; Assessment</b>
<b>PSDWBCD</b>	<b>Personal and Social Development, Wellbeing and Cultural Diversity</b>
<b>PTA</b>	<b>Parent Teacher Association</b>
<b>RWI</b>	<b>Read Write Inc</b>
<b>SEAL</b>	<b>Social and Emotional Aspects of Learning</b>
<b>SEN</b>	<b>Special Educational Needs</b>
<b>SDP</b>	<b>School Development Plan</b>

<b>SLT</b>	<b>Senior Leadership Team</b>
<b>TAPAS</b>	<b>Tracking and Assessing Pupils Mental and Written Number Skills</b>
<b>TASC</b>	<b>Thinking Actively in a Social Context</b>
<b>TLR</b>	<b>Teaching &amp; Learning Responsibility</b>