

ABERCYNON COMMUNITY PRIMARY SCHOOL

Annual Report to Parents 2018 – 2019



Dear Parent/Carer,

Another year has passed and the Governing Body continues to work closely with the school to ensure that it is a happy and safe place for your children to learn.

Each year the Governing Body are required by Welsh Government regulations to compile a report on the activities the school has completed each year. The report includes information on the work of the governors and the school, how to become a parent governor and key information such as academic success and attendance rates.

The governors work very closely with the school in supporting and challenging the school on its process of continuous improvement. Each term the Head teacher provides the Governing Body with a report on the school's progress towards meeting its targets. Committees meet regularly throughout the year and Governors are invited into school for learning walks to ensure Abercynon continues to be a successful school.

As a long serving Governor, I have total admiration for the effort and hard work that goes into making a successful school. If you are interested in becoming a Governor I would encourage you to apply when the next vacancy arises.

As a Pioneer school, we have led the way and supported many schools across Wales in implementing the new curriculum for Wales.

I would like to say that none of this would be possible without the support of you, our parents, grand-parents and carers. It is you who help with homework, read with your child, provide uniforms and support us during concerts, fund raising events, fetes and all the other parental engagements that you make a success with us.

The governors and I would like to thank the team of staff led by Mr Jewitt for their dedication and commitment again over the past year. I would also like to thank my fellow governors for their contributions to the school and the 'Friends of ACP' for their support and financial contributions to the extras that enhance the life of the school and contribute to the community feel of the school.

I look forward to another year of support as we help our fantastic, friendly and hardworking pupils through our vision of 'Always Creating Potential.'

Best wishes,

Mrs. S Martin
Chair of the Governing Body

Always Creating Potential



Staffing at Abercynon Community Primary School – 2018/2019

At Abercynon Community Primary School, we have a dedicated team of staff who are committed to providing our pupils with the best education possible. Please find below our staff structure for September 2018:

| | |
|---------------------|---------------|
| Head Teacher | Mr. D. Jewitt |
| Deputy Head Teacher | Mrs S Smith |

| | |
|--------------|----------------|
| School Clerk | Mrs Corns |
| School Clerk | Mrs T Williams |
| Site Manager | Mr Harris |

Teaching Staff for 2018-2019

| | | |
|----------------------------------|--------------------------|---------------------------|
| | Mrs Dennett | Nursery (Blossom) |
| Early Years/ Foundation Phase | Mrs Smith | Reception (Acorn) |
| | Mr Meredith | Reception/Year 1 (Willow) |
| | Miss Roberts | Year 1 (Elm) |
| | Miss Sage | Year 2 (Maple) |
| | Mrs Caruana | Year 2 (Holly) |
| | Mrs Scannell | Year 3 (Cedar) |
| Key Stage 2 | Mrs Edmunds/Mr Griffiths | Year 3/4 (Redwood) |
| | Mrs Smith | Year 4 (Sycamore) |
| | Mrs McKay/Mrs Knight | Year 5 (Rowan) |
| | Miss Parfitt | Year 5 (Beech) |
| | Mr Owen | Year 6 (Oak) |
| | Mrs Pritchard | ASD Unit (Hazel) |

Teaching Support Staff/Additional Practitioners and Intervention Staff 2018-2019

| | | |
|----------------------------------|--------------|----------------|
| | Mrs L Jones | Mrs S Williams |
| Early Years/ Foundation Phase | Mrs C Jones | Mrs Hurt |
| | Mrs Byard | Miss A Thomas |
| | Miss A Jones | Mrs Middlemiss |
| | Miss Jeans | Mrs Dunning |
| | Mrs C Thomas | Mrs Davies |
| Key Stage 2 | Mrs Fear | Mrs M Williams |
| | Mrs Rigby | Mrs Bance |
| | Mrs Taylor | Mrs A Williams |



Our Governing Body

| Name | Category of Governor | Appointed By | Retirement Date |
|---------------------------------------------------------------|----------------------|-------------------|----------------------------------------|
| Mr. A. Caffery Mrs Marcia Morris Mrs E George | LA | Council Members | 16-10-2022 22-02-2020 10-07-2021 |
| Mrs S Morgan Mr K Myers-Sleight Mrs H Hearse Vacancy | Parent | Parents | 23-07-2021 02.05.2021 27-09-2022 |
| Mrs S Martin (Chair) Mrs S. Moses Vacancy | Community Governors | Governors | 27-02-2020 06--04-2022 |
| Maria Campbell | Staff | NonTeaching Staff | 30-09-2022 |
| Mrs. T. Caruana | Teacher | Teaching Staff | 05-04-2020 |
| Mr. D. Jewitt | Head Teacher | | ----- |

When fully constituted this governing body is made up as follows

| | | | |
|-----------------------------|---|-----------------------------------------|----|
| LEA Representatives | 3 | Community Governors | 3 |
| Parent Governors | 4 | Teacher Governor(s) | 1 |
| Staff Representative | 1 | Minor Authority (if applicable) | 0 |
| Headteacher | 1 | Total | 13 |

Resolutions

There were no resolutions passed at the last meeting.

Election of Parent Governors

The next election of parent governors is due to take place **November 2019**. If, however, any Parent Governor(s) resign before this date arrangements will be made for an election to be undertaken at the appropriate time.



Excellent Results!

Once again, we have achieved a very impressive set of results for our end of key stage assessments. The results in both Foundation Phase and Key Stage Two show that we are performing really well against LEA, Consortium and Wales averages. We are really pleased with the progress that we are making as a school. Staff have worked extremely hard during 2018-19 and will continue to do so in the forthcoming year to ensure that every pupil reaches their potential.

Foundation Phase Data

Below is a table showing the results for end of Foundation Phase outcomes.

FOUNDATION PHASE – YEAR 2

Within the Foundation Phase (N—Y2), we assess pupils in 3 key areas. These are called Foundation Phase Indicators and include the areas of:

- ☐ Personal and Social Development
- ☐ Language, Literacy and Communication
- ☐ Mathematical Development

A child leaving Year 2 should leave with at least an Outcome 5. If a child attains Outcome 5 in all 3 areas then this is classed as 'attaining FPI'.

Our attainment of FPI for 2018/2019 is 80%. The National Welsh Average is also 80%

Foundation Phase Data Outcome 5+

| Outcome 5+ | 2017 | 2018 | 2019 | Wales |
|------------|-------|-------|------|-------|
| PSD | 95.45 | 97.62 | 97.5 | 92.2 |
| LLC | 95.45 | 90.48 | 82.5 | 82.0 |
| MDT | 93.18 | 92.86 | 87.5 | 84.7 |
| FPI | 90.91 | 88.37 | 80 | 80 |

Foundation Phase Data Outcome 6+

| Outcome 6+ | 2017 | 2018 | 2019 | Wales |
|------------|-------|-------|------|-------|
| PSD | 59.09 | 76.19 | 92.5 | 57.4 |
| LLC | 31.82 | 38.10 | 35 | 32.5 |
| MDT | 31.82 | 30.95 | 30 | 32.3 |





End of Key Stage Assessment

KEY STAGE 2 – YEAR 6

Within Key Stage 2 (Y3 – Y6), we assess pupils in 3 key areas.

These are called Core Subject Indicators and include the areas of:

- ⇒ English
- ⇒ Maths
- ⇒ Science

A child leaving Year 6 should leave with at least a Level 4 in each area. If a child attains Level 4 in all 3 areas then this is classed as 'attaining CSI'.



Our attainment of CSI for 2018/2019 is 90.3%. The National Welsh Average is 87.8%

Below is a table showing the results achieved during the academic year 2017-18 for our Year 6 cohort.

There was one pupil in our ASD class, so results are shown as whole school and mainstream. These results are excellent, and are above Local Authority and Consortium averages.

Key Stage Two Data - Level 4+

| | 2017 Whole School | 2017 Main- stream | 2018 Whole School | 2018 Mainstream | 2019 Whole School | 2019 Mainstream | Wales |
|--------------|-------------------------|-------------------------|-------------------------|--------------------|-------------------------|--------------------|-------|
| English | 88.24 | 90.91 | 93.55 | 96.67 | 90.6 | 93.5 | 89.7 |
| Maths | 91.18 | 93.94 | 93.55 | 96.67 | 90.6 | 93.5 | 90.7 |
| Sci- ence | 91.18 | 93.94 | 93.55 | 96.67 | 96.9 | 96.8 | 90.8 |
| CSI | 88.24 | 90.91 | 90.32 | 93.33 | 87.5 | 90.3 | 87.8 |

Key Stage Two Data – Level 5

We are extremely proud to report that we have maintained our Level 5 standards.

| | 2017 Whole School | 2017 Main- stream | 2018 Whole School | 2018 Mainstream | 2019 Whole School | 2019 Main- stream | Wales |
|--------------|-------------------------|-------------------------|-------------------------|--------------------|-------------------------|----------------------|-------|
| English | 32.35 | 33.33 | 38.71 | 40.0 | 39.4 | 40.6 | 44.5 |
| Maths | 38.24 | 39.39 | 48.39 | 50.0 | 43.8 | 45.2 | 45.8 |
| Sci- ence | 35.29 | 36.36 | 45.16 | 46.67 | 43.8 | 45.2 | 44.01 |

School Categorisation

The National School Categorisation System aims to give a clear and fair picture of a school's **progress** and provide information on how well a school is performing compared with others across Wales. There is a three step process to categorisation.

The **first step** looks at the performance of the school This is measured taking into account the end of Foundation Phase and end of Key Stage 2 results over the last three year and overall progress the school has made. It also considers the attendance rate at the school and the level of pupils 'eligible for free school meals' (over a three year average).

The **second step** is where the Consortia Challenge Adviser evaluates the school's capacity to improve further, taking account of evidence about the standards achieved and the quality of leadership and teaching and learning.

The **third step** looks at the outcomes in step one and step two and these are combined to decide on the school's support category. The final categorisation is a colour code that shows the level of support a school needs – green, yellow, amber or red .



The school has been categorised as follows:

| | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|
| In 2017-2018 we were categorised as being a YELLOW school, now in 2018-2020, we have been categorised as a GREEN school (this is a provisional categorisation until National Categorisation has been completed). | Support Category 2017-2018 Yellow School | Support Category 2018-2019 Green School | Support Category 2019-2020 Green School |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|

School Council



Two elected year group representatives (4 in Year 6) from Y2-6 serve for the whole year to allow consistency and continuity. Meetings are held regularly. The children take part in activities such as setting targets, visiting the council chambers and representing the school on interview/visits etc. The council was involved in leading discussions about the new playground equipment and updating reading resources. They were also responsible for setting up playground buddies and spending money of their own allocated budget.



Target Setting

Governors have worked with the Headteacher to set targets for the forthcoming years. The process of agreeing targets is based on the following principles:

- ★ Targets should be challenging, realistic and manageable;
- ★ They should be school specific, reflecting an informed evaluation of each year group of children;
- ★ In order to be meaningful, targets should be considered over a time span of more than one year;
- ★ Class teachers have a crucial role to play in the setting of targets and are fully involved in the process.

In line with these principles, teachers use the wide range of information they have about each child in their class to set an individual target level in national curriculum tasks and tests. This is a whole school initiative and teachers work hard to ensure that each individual target is challenging, but realistic. These individual targets are collated to form aggregate targets for each year group. The targets were set in the Autumn term, and subsequently agreed by the Consortium. These targets are agreed annually.

Attendance Information

Attendance is extremely important to us at Abercynon Community Primary School. We run lots of initiatives for our pupils to encourage good attendance. Please find below our percentage attendance for each term and the year totals.

Regular attendance at school is essential if children are to reach their potential. In accordance with Welsh Government Guidelines, pupils are entitled to 10 discretionary sessions a year; however holidays during term time have an adverse effect on a child's progress at school. We seek to ensure that children appreciate the importance of coming to school regularly. Our family engagement officer Miss Ganesh works for the school to monitor the attendance of pupils and, where concerns arise, attendance and wellbeing are notified and home visits will be made to ensure that pupil attendance is quickly addressed.



| Autumn | Term | 2018 | |
|--------------------|------|--------|----------|
| Overall Attendance | Auth | Unauth | Possible |
| 94.5% | 4.7% | 0.8% | 100% |
| Spring | Term | 2019 | |
| Overall Attendance | Auth | Unauth | Possible |
| 95.1% | 4.1% | 0.8% | 100% |
| Summer | Term | 2019 | |
| Overall Attendance | Auth | Unauth | Possible |
| 92.2% | 4.8% | 3% | 100% |

We remind all of our Parents/Carers that family holidays should be taken during school holiday periods. Any holiday time taken during term time should be requested, using our 'Holidays in Term Time' application form available from reception.

SCHOOL DEVELOPMENT PLAN 2017-18

Governors are responsible for drawing up (in conjunction with the staff) the School Improvement Plan. The plan identifies the direction the school will take over a 3 year period, in delivering the curriculum. The Plan is regularly monitored and revised to take account of progress made and any changes to curriculum requirements.

The SIP for the 2018-19 academic year is currently being considered and approved by Governors and implemented by the staff. The targets set include short, medium and long-term aims. Progress against the targets is reviewed regularly by the Governing Body.

Progress made on the School Improvement Priorities 2018/2019

Literacy - to raise standards, attainment and progress in Literacy, Language and Communication as Pioneer School. Trialing new ideas, teaching styles and assessment in preparation for the new curriculum. It has been exciting to introduce Spanish and further develop the Welsh curriculum through the Siarter Iath programme. We set up a new Curiculwm Cymrieg council with the children to promote this. Some of our pupils were involved in a cluster project to develop a Welsh radio station.

Maths and Numeracy – To improve standards in numeracy through focus on Big Maths clic groups, new online programme and early intervention and support. We trained staff in First Class Maths which has helped children in Foundation Phase who are need extra support. We have group children to develop their mental maths and computation skills which has had a positive effect on results.

Wellbeing: To focus on closing the gap between free school meals and non free school meals children. To support the emotional needs of children through mentoring , ELSA and Thrive. We have closed the gap between EFSM and NEFSM children and we successfully introduced a Thrive, further developed ELSA and increased opportunity for mentoring through our family engagement officer.

Pioneer Work: To continue to lead as a Pioneer School in preparation for the new curriculum for Wales. We have received funding to support a member of staff who worked directly with Welsh Government and the Local Authority to develop the new curriculum and support other schools. We have been successful in implementing pupil lead learning and developing HWB as a digital tool to enhance learning.



School Improvement Priorities 2018/2019

Priority 1: Literacy: To raise standards in Literacy through developing new Literacy and Languages approach (Welsh and Spanish). To further develop oracy and reading skills through focused activities, intervention and novel approach to learning in Key Stage 2.

Priority 2: Maths and Numeracy: To further develop problem solving through adopting a more practical approach to mathematics across the school.

Priority 3: Wellbeing: Continue to develop intervention support, develop opportunities for family engagement through a family engagement officer, analyse pupil's social and emotional needs through the Wellbeing Compass survey and prepare for the new Additional Needs Bill to support pupils with specific difficulties. To further develop pupil voice through increased number of councils that can meet, set targets and help improve the school.

Priority 4: Pioneers: Continue to be a lead school working with the local authority and the Welsh Government. To lead on the Languages , Literacy and Communication element of the new curriculum and network with other schools.

Healthy, Safe pupils

As in previous years, we continue to support and promote our pupils' health and wellbeing. The development of healthy lifestyles is of high priority in our school. Children take part in a range of activities to ensure that they feel safe and staff and Governors receive the necessary child protection training. We have a good PSHE curriculum addressed through class sessions, assemblies and circle time. In surveys children highlight very positive attitudes to school life and report that they feel safe and happy at Abercynon Community Primary School. The school continues to have a robust safeguarding and child protection procedure in place, including safer recruit-



School Lunches

School lunches are always nutritionally balanced by our catering team and we actively encourage parents to supply pupils with a healthy packed lunch, where school dinners are not taken. Pupils are encouraged to eat a piece of fruit for break time and all pupils have regular access to water in their classes. Foundation pupils will also receive milk during their morning break. Fizzy drinks, chocolate, sweets or foods high in



Provision of Toilet Facilities

The school provides sufficient toilets for the number of pupils on roll. These toilets are cleaned on a daily basis, with extra checks carried out at lunchtime.

Policies

All statutory policies have been reviewed and copies of these are available on the school website and upon request. Please contact the school with any other queries that you may have.





Admission/Transition Arrangements

The County Borough Council is the Admissions Authority for all schools (other than Church schools where the schools governing body is the admissions authority) within the Authority's boundary. The schools admission arrangements are, therefore, operated in line with the Authority's policy on school admissions which is contained in the publication Starting School book. The book is made available to parents at the point of their application for their child's admission to school. The contents of this book can also be accessed online on the Authority's web-site. Pupils will usually remain in the school until they complete year six and then transfer to secondary school. This school is a feeder school for **Mountain Ash Comprehensive School**, however, pupils may apply to attend any secondary school they choose subject to compliance with the Authority's admissions policy.

HEALTHY EATING

The school is part of the Healthy Schools Initiative and has achieved the first three 'Healthy School Leaf awards and is working on the fourth phase. The school follows guidance from the Appetite for Life Plan.

The Catering school meals service and Breakfast Club provision meets the WG Appetite for Life agenda. Pupils who do not have school meals are encouraged to think about the contents of their packed lunch through a range of class based activities and assemblies.

The school promotes healthy eating and lifestyle through assemblies, special events and through the work of the School Council and Eco Council

Pupils have access to water fountains throughout the day and all Foundation Phase pupils have milk daily And a piece of fruit is available each day (£6 per term). At KS2 a healthy snack is available from our Year 6 run tuck shop (30p per item) or alternatively, children are encouraged to bring in a healthy fruit snack for mid-morning break.

The school takes part in the Healthy Board's tooth brushing scheme with Nursery & Reception pupils.



ESTYN Spring 2015....

'There is a good working relationship between all staff and pupils at the school, which leads to a positive learning environment in all classes.'

'The school is a very caring community.'

'The school provides a broad and balanced curriculum that stimulates and engages

all pupils effectively. Teachers provide good opportunities for pupils to develop their literacy and numeracy skills across the curriculum.'



Leadership and School Improvement

At Abercynon Community Primary School leaders have children's safety, welfare and learning at the forefront of all decision-making. Each member of staff work as a strong team to improve and raise standards. Pupil voice, through the School and Eco Councils, and parent consultation through regular meetings and surveys, mean that the whole school community is part of the consultation and decision making process.

The Headteacher and the Senior Leadership Team work with all aspects of the school community to identify priorities, plan and action developments for these and to closely monitor impact and outcomes. The Governing Body monitors school improvement priorities through regular visits to the school for meetings and observations; it also spends time on scrutiny of documentation and ensures that the Headteacher and staff are regularly and rigorously appraised. In all, the 'Team' ethos at Abercynon Community Primary School is key to the successful learning of all our children.



Post Inspection Action Plan.

The school was inspected in April 2015 and received 2 GOOD grades. There were 4 recommendations following the inspection and these are included in the School Improvement

School Policies

The school has a large number of Policy documents covering both curriculum and non-subject areas. These documents are constantly being reviewed and revised by staff/ governors to incorporate changing trends and legislation. Copies of these policies are available in the Headteacher's office. These policies are available to view on request.



Assessment

The school operates a structured assessment and record keeping system enabling teachers to be aware of levels of attainment of all children in line with the National Curriculum guidelines and to plan the next stages of learning. The school also uses the Incerts program which tracks pupils' attainment and produces detailed reports for parents. The school's policy on Assessment, Recording and Reporting is updated regularly. All of the children from Year 2 to Year 6 sat the national tests in literacy and numerical reasoning and numeracy procedural tests in May.



Nursery Dept.

Our nursery varies from a 46 place unit in the Autumn term 2018.

Children are admitted into our Nursery department in the term following the term after their third birthday, if places are available. The class is staffed by a HLTA and Teaching Assistants. The children transfer to their chosen Primary School in the September following their fourth birthday. Applications must be made for admission into Abercynon Community Primary School as having a place in the Nursery does not give parents an automatic right to a Reception place.

Foundation Phase and Key Stage 2 Departments.

The children are admitted into Reception in the September following their 4th birthday. The Foundation Phase department is organised into 5 classes. The Junior department (Key Stage 2) is organised into 6 classes

All Foundation Phase classes have a teacher and a Teaching Assistant and Key Stage 2 classes are staffed by a teacher who is supported at various times during the week by Teaching Assistants. There are also 4 intervention teachers supporting the children with schemes like Speech Link, Literacy Launchpad, Read Write Inc, First Class Maths and Catch Up Reading.

OUR COMMUNITY SCHOOL

A community school is one that: 'provides a range of services and activities', often beyond the school day, to help meet the needs of its pupils, their families and the wider community. Across Wales many schools already provide some community services including adult education, study support, ICT facilities and community sports programmes'. The development of community school is not just a short-term project or initiative, but a real opportunity for schools and communities to work together in new ways for the future benefit of children, young people and adults. Abercynon has a strong and well supported community with the school at the heart of the local area. At our school we have a Breakfast Club, family engagement clubs provided by Miss Ganesh and a voluntary run playgroup. We have close links with our Church, Liaison Police Officer, PC. Rogers, who visits school regularly to speak to pupils regarding, Safety, Drug Awareness etc. Year 6 pupils have received first aid training. Children have developed good links with the local care home and we were worked closely with the community and the council to provide a Christmas tree and lights for Abercynon. The special remembrance day service is always well supported and each year the pupils make wooden crosses and plastic poppies to commemorate the soldiers and families effected by war. The PTA remains committed and provides the school with excellent financial support for major projects such as new play areas and reading resources. Children and parents are extremely generous and this year have raised thousands of pounds for Ty Hafan, Comic Relief, Macmillan Cancer Support, Autism Awareness, Children in Need, The Poppy Appeal and Save the Children Christmas Jumper day.



| | <u>Total Spent</u> |
|---------------------------------------------------------------|---------------------------|
| Teachers (including Headteacher/Deputy Head/Teachers) | £621,229 |
| Manual Workers (Site Manager/Supervisory Assistants/Cleaners) | £ 48,395 |
| A.P.T+C (School Clerks/Teaching Assistants/Relief Teachers) | £ 401,043 |
| <u>Premises Related</u> | |
| Repairs to Building (including ground maintenance /security | £ 27,506 |
| Energy | £ 27,511 |
| Rates | £ 35,803 |
| Water | £ 3,332 |
| Cleaning Materials & Cleaning Contract | £ 23,012 |
| <u>Supplies and Services/Other Expenses</u> | |
| School Equipment and Furniture (Capitation) | £ 26,715 |
| Postage | £ 225 |
| Telephones | £ 1,053 |
| Insurance | £ 2,375 |
| Clerking Governing Body/Financial Administration/Personnel | £ 7,744 |
| Use of District Facilities | £ 3,666 |
| Miscellaneous | £ 157,014 |
| <u>Total</u> | £ 1,386,623 |
| INCOME | £ 242,057 |
| Miscellaneous | £ 0 |
| <u>Total</u> | £ 1,144,566 |



Access for disabled pupils

The Governing Body is mindful of the requirements of the Disability Discrimination Act (DDA) 1995 and the Special Needs and Disability Act (SENDA) 2005 in drawing up the School Improvement Plan and the day to day operation of the school site. The school is committed to ensuring that all pupils are able to participate in the school curriculum and (where they desire) in activities such as after school clubs, leisure and sporting activities and educational visits. All aspects of accessibility, including access to written information are included in the planning process.

We are an inclusive school and the Governing Body ensures access for pupils and adults with disabilities. Action will be taken to ensure that disabled people are treated fairly and all reasonable adjustments will be made to give more favourable treatment where appropriate. The school has an Equalities Policy and Action Plan which are available for parents to

Equalities statement

At Abercynon Community Primary School we aim to provide a happy, caring environment in which all children can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all staff, pupils, parents and carers and the wider community.

Our school is committed to eliminating any unlawful discrimination on grounds of Race, Gender, Transgender, Religion or Belief, Disability or Sexual Orientation, Pregnancy or Maternity Marriage or Civil Partnership by creating an environment where every individual, regardless of ability or background, is able to participate and is valued fully as a member of the school community. Being opposed to all forms of discrimination and prejudice we promote a positive attitude towards differences and expect respect for people of all backgrounds. This is highlighted in our school rules.

Stereotyped ways of thinking are the result of ignorance and may result in low self-esteem and limited aspirations. The school values and encourages involvement of people from all sections of the local community and through this involvement aims to provide positive images, which challenge stereotyped thinking.

Any language or behaviour which is racist, sexist, homophobic, disablist or potentially damaging to any group will not be tolerated and will be challenged and monitored. The school takes its responsibility to monitor, record and report on racist incidents seriously. Information derived from monitoring will be used to plan whole-school strategies to combat incidents.



School Sport and Extra-Curricular Activities

Pupils enjoy a variety of sports as part of the school curriculum. Pupils have participated in Indoor Athletics, Indoor 5-a-league, rugby festivals, basketball sessions, Urdd gymnastics, hockey sessions to name but a few. In addition the school runs after school sports clubs and a variety of extra-curricula activities each term for pupils of the Foundation Phase and Key Stage 2. We run a netball, football and a rugby team that have competed well this year. Our football team were joint winners of the Roffi Cup and was runners up in the Glasbrook.

Academic Year 2019/2020

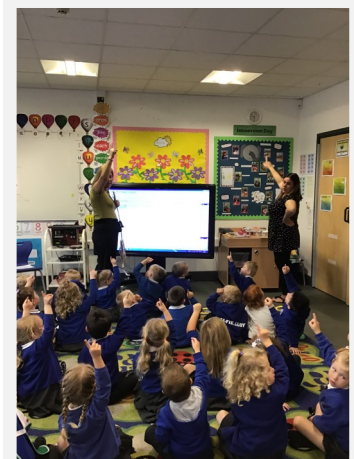


| Term | Start | Half term | | Finish |
|--------|-----------------------------------|---------------------------------|---------------------------------|----------------------------------|
| Autumn | Monday 2nd Sept '19 | Mon 28 th Oct '19 | Fri 1st Nov '19 | Fri 20 th Dec '19 |
| Spring | Monday 6 th Jan '20 | Monday 17 th Feb '20 | Friday 21 st Feb '20 | Fri 3rd April '20 |
| Summer | Monday 20 th April '20 | Monday 25 th May '20 | Friday 29 th May '20 | Monday 20 th July '20 |



Monday 2nd September 2019 is an INSET Day and there will be 4 further INSET Days in the academic year and one additional INSET to be confirmed, these are as follows:

| INSET Days for the Year |
|--------------------------------------|
| Monday 2nd September 2019 |
| Monday 23rd September 2019 |
| Friday 25 th October 2019 |
| Monday 23rd March 2020 |
| Monday 20th July 2020 |



| | Infant Department | Junior Department |
|------------------|-------------------|-------------------|
| School starts: | 9.00am | 9.00am |
| Registration: | 9.05am | 9.05am |
| Break: | 10.40 - 11.00am | 10.45-11am |
| Lunchtime: | 12- 1pm | 12.- 1pm |
| School finishes: | 3.15pm | 3.30pm |

Nursery sessions:
The morning session runs from 9.00 - 12pm
The afternoon session runs from 1 - 3.00pm



Should you have any queries please do not hesitate to contact the [Headteacher on 01443 743060](tel:01443743060) or e-mail : admin.abercynonprimary@rctcbc.gov.uk
Website: www.abercynonprimary.org

Always Creating Potential