

# ABERCYNON COMMUNITY PRIMARY SCHOOL



## PROSPECTUS 2024-2025



*Caring, Believing, Achieving*

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Please complete and returned these forms to school as soon as possible.



## CONTACT DETAILS

**Abercynon Community Primary School**  
**Ynysmeurig Road**  
**Abercynon**  
**Mountain Ash**  
**Rhondda, Cynon, Taff**  
**CF45 4SU**

**Telephone: 01443 743060**

**Email: [admin.abercynonprimary@rctcbc.gov.uk](mailto:admin.abercynonprimary@rctcbc.gov.uk)**

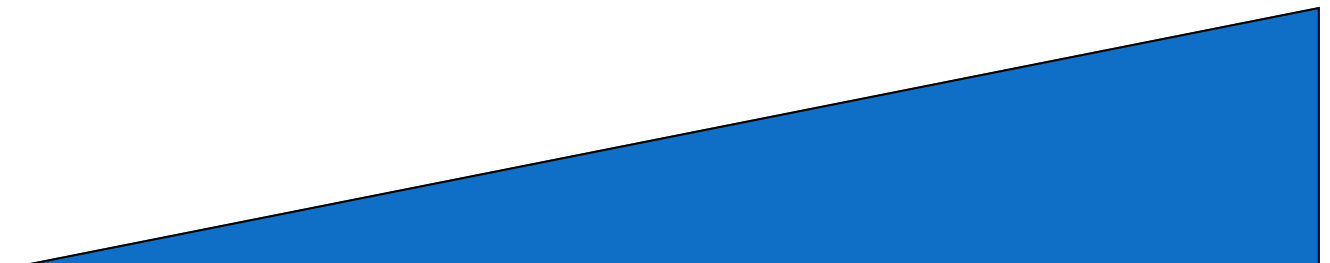
**Abercynon Community Primary School is a successful, modern and forward thinking three form entry school with over 350 pupils on roll, aged from 3 to 11 years old. We are located in the village of Abercynon in RCT which is to the north of Cardiff, Wales' capital city. Since opening in September 2013, our school has been at the heart of the community and the happiness and wellbeing of each child is central to the ethos of our school. Children are encouraged to co-operate with one another, respect diversity and treat each other as equals.**

**We are delighted that our school is categorised as a 'Green A1' school by the Welsh Government.**

**We are passionate about equipping our pupils with the skills they need to grow up in an ever changing world and to develop learning attitudes that will stay with them for life.**

**You are welcome to contact us if you require further information about our wonderful school or visit our website:**

***[www.abercynonprimary.org](http://www.abercynonprimary.org)***



# A WELCOME FROM YOUR HEADTEACHER



Dear Parents/Carers,

I would like to extend a warm welcome to all the children, their parents and carers, families, friends and members of the local community who are central to the life of Abercynon Community Primary School. Our whole school community abides by our core values of: Respect, kindness, listening, learning, doing our best and being safe which make our school a happy and harmonious place to learn and work.

We are proud to share the information in this prospectus with you and hope that you will find it helpful and informative and that it will give an insight into our school life, our curriculum, policies, activities and the kind of education your children will receive.

Our vision statement is 'ACP—'Caring, Believing, Achieving' and the desire to achieve this for every one of our children underpins all we do at our school.

Abercynon Community Primary is a welcoming, happy school where people are helpful, considerate and respectful of each other. Relationships and attitudes are positive and an environment exists in which working and learning becomes an enjoyable and fulfilling experience for all.

I feel privileged to be the headteacher of a school which is truly unique and which has such a strong involvement with its community.

We have an exceptional team of staff that are very proud of the accomplishments of the children and ensure they access a wealth of opportunities and rich learning experiences.

Thank you for your interest in our school. I look forward to meeting you in the near future and enjoying a happy and successful relationship with you over the coming years.

With kind regards,

Damion Jewitt

Headteacher

## OUR MISSION STATEMENT

*'Caring, Believing, Achieving'*

Our school values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

### Our Values:

Respect  
Teamwork  
Belonging  
Honesty  
Independence  
Positive

### Our Aspire Curriculum:

Ambitious  
Skilful  
Purposeful  
Inclusive  
Resilience  
Experiences

### We want our pupils to...

Be ready to learn.

Be ready to work.

Be ready to be citizens of Wales and the world.



## OUR MISSION STATEMENT

*'Caring, Believing, Achieving'*

**Abercynon Community Primary School** - a place where pupils feel happy, secure and ready to embark upon their personal learning journey, aspiring to be the best they can be.

As healthy, confident individuals, our pupils build positive and supportive relationships, showing care and respect for themselves and others. They learn about themselves and their feelings at different stages of their development in a safe and secure environment. Our school ensures that everyone is given a voice and the opportunity to be actively included in all activities, encouraging teamwork, enjoyment and fun through a range of enriching experiences. Developing leadership skills and responsibilities is also an important part of learning, creating role models for others. We nurture individual talents, celebrating success across the school community in order to boost self-esteem and inspire others. By being charitable, kind and thoughtful we develop empathy and respect for the well-being of others and the environment.

It is vital that our learners develop the fundamental skills of communication, mathematics and digital competence. From this, pupils are able to apply their knowledge and skills purposefully in a range of real-life meaningful contexts, allowing them to solve problems and explain their thoughts and ideas. Pupils build their resilience when facing challenges and develop confidence in themselves as learners, members of our school and in the wider community. They strive to achieve their personal best with the skills and mindset to reach their ambitions and take on the world as effective lifelong learners.

As ethically informed citizens our pupils develop their knowledge and understanding of the culture around them. We respect our differences, learning to have a fair and open view about different lifestyles and cultures in the wider world through inclusive learning experiences. Our school promotes children's rights and models rights and respect in all its relationships. Children learn how their actions impact others, developing and encouraging inquisitive minds through enquiry. We aim to build pupils' understanding of living sustainably throughout their life and how their choices affect the world around them.



# School Staffing Structure



Staff	Role
Mr D Jewitt	Headteacher
Mrs S Smith	Deputy Headteacher/Cedar Class Teacher
Mrs H Dennett	Blossom Class Leader
Mrs T Caruana	Foundation Leader/Willow Class Teacher
Mrs L Newman	ALNCO/Acorn Class Teacher
Mrs Hurley	Maple Class Teacher
Mr P Owen	Holly Class Teacher
Mrs S Parfitt/Mrs Marsh	Beech Class Teacher
Mrs Smith/Miss Evans	Cedar Class Teacher
Mrs A Edmunds/Miss Gobey	Redwood Class Teachers
Miss L Harrison	Rowan Class Teacher
Mr C Meredith	Oak Class Teacher/KS2 Leader
Mrs L Geary/Mrs C Davies	Hazel Class Teacher
Mrs C Doherty/Mrs C Davies	Elm Class Teacher
<b>Teaching Support Staff</b>	
Mrs Rigby	Mrs J Allen
Miss H Batterbee	Mrs L Richmond
Mrs S Williams	Mrs A Fear
Mrs M Hansen Spur	Mrs G Baker
Mrs M Campbell	Mrs D McNamara
Miss A Tyler	Miss E Thornagate
Mrs Z Caffell	Mrs P Szydrowski
Miss T Williams	Miss E O'Keefe
Miss B Walters	Miss M Jeins
<b>Admin</b>	<b>Site Manager</b>
Mrs T Jones	Mr A Harris
Mrs B Coombes	

# School Governing Body



Please find below details of how our Governing body:

**Mr Ian Mclean** Chair of Governors  
**Mrs Sally Moses** Vice Chair of Governors  
**Mrs Marcia Morris** Co-Opted Governor  
**Councillor Andrew Dennis** Community Governor  
**Mrs S Martin** Community Governor  
**Mrs N Pardoe** Parent Governor  
**Mr Rhys Howell-Jones** Parent Governor  
**Mrs Kelly Ursell** Parent Governor  
**Mr Seth Hughes** Parent Governor  
**Mrs Tonina Caruana** Teaching Governor  
**Mrs Maria Campbell** Non Teaching Representative  
**Mr Damion Jewitt** Headteacher

The Governors of the school are responsible for the staffing, finance, premises, curriculum and future planning of the school. They work very closely with the headteacher in making decisions about the school. At Abercynon Community Primary there are 12 governors:

- 4 are elected by the parents
- 3 are local authority appointees
- 3 are co-opted by the governors
- 2 are elected from the staff of the school

The headteacher is also a governor. Election for Parent Governors occur every 4 years.

There are no vacancies at present.

## Clerk to the Governing Body

Mrs Jan Jenkins  
Ty Trevithick,  
Abercynon,  
CF45 4UQ



# School Routines



Morning begins:	9:00am		9:00am	
	Foundation Phase		KS2	
		Time		Time
<b>Morning</b>	<b>Registration</b>	<b>5mins</b>	<b>Registration</b>	<b>5mins</b>
Session 1	9:05 – 10:30	1 hour 25mins	9:05 – 10:45	1 hour 40 mins
<b>Break</b>	<b>10:30 – 10:45</b>	<b>15 mins</b>	<b>10:45 – 11.00</b>	<b>15 mins</b>
Session 2	10:45 – 12:00	1hour 15 mins	11 – 12:00	1hour
<b>Lunch</b>	<b>12:00 – 1:00</b>	<b>1 hour</b>	<b>12:00 – 1:00</b>	<b>1 hour</b>
Afternoon begins:	1:00pm		1.00pm	
		Time		Time
		Time		Time
<b>Afternoon</b>	<b>Registration</b>	<b>5mins</b>	<b>Registration</b>	<b>5mins</b>
Session 3	1:05 – 2:20	1 hour 15mins	1.05 – 2:30	1hour 25 mins
<b>Break</b>	<b>2:20 – 2:30</b>	<b>10 mins</b>	<b>2:30 – 2:40</b>	<b>10 mins</b>
Session 4	2:30 – 3:15	45 mins	2:40 – 3:30	50 mins
Total teaching time per day =	4 hours 40 mins		Total teaching time per day =	4 hours 55 mins
Total teaching time per week =	21 hrs 15 mins		Total teaching time per week =	24hrs 15 mins
Total collective wor-ship per week =	45 mins		Total collective wor-ship per week =	45 mins



# Holiday Periods and Training Days

## School term times 2024-2025

Term	From	To
Autumn 2024	Monday, September 2 2024	Friday, October 25 2024
<b>Half Term</b>	<b>Monday, October 28 2024</b>	<b>Friday, November 1 2024</b>
Autumn 2024	Monday, November 4 2024	Friday, December 20 2024
<b>Christmas Holidays</b>	<b>Monday, December 23 2024</b>	<b>Friday, January 3 2025</b>
Spring 2025	Monday, January 6 2025	Friday, February 21 2025
<b>Half Term</b>	<b>Monday, February 24 2025</b>	<b>Friday, February 28 2025</b>
Spring 2025	Monday, March 3 2025	Friday, April 11 2025
<b>Easter Holidays</b>	<b>Monday, April 14 2025</b>	<b>Friday, April 25 2025</b>
Summer 2025	Monday, April 28 2025	Friday, May 23 2025
<b>Half term</b>	<b>Monday, May 26 2025</b>	<b>Friday, May 30 2025</b>
Summer 2025	Monday, June 2 2025	Monday, July 21 2025

### INSET TRAINING DAYS

**Monday 2nd September 2024**

**Friday 20th December 2024**

**Monday 6th January 2025**

**Monday 10th February 2025**

**TBC**

**Monday 21st July 2025**

. Mon 2 Sept 2024 and \*Monday 21 July 2025 will be designated INSET days for all LEA Maintained Schools. The remaining four INSET days to be taken will be at the discretion of each individual school following appropriate consultation with staff. \*It is intended that this INSET Day will either be taken on Mon 21 July 2025 or at an alternative time for example in the form of twilight sessions.



## Behaviour

Abercynon Community Primary School prides itself on being a happy school. We have a few rules and these aim to enable our community to work safely and harmoniously together. All guidance and rules are based upon the principle of self-respect and consideration for others. Rules which outline what a pupil must not do are kept to a minimum and are designed to ensure pupils' safety and an orderly atmosphere in which all pupils can thrive. Positive guidelines and clear expectations are set.

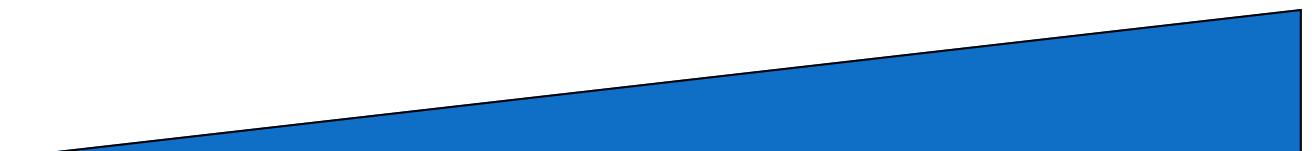
Our system of rules and sanctions provides a framework of reference when implementing our school policy on behaviour. It allows teachers to become proactive when planning for discipline, just as we would when planning the academic curriculum. This works on the principle that both teachers and children need and want clear rules. School rules are agreed with pupils and are prominently displayed and referred to.

The school rules are drawn up with the children and staff. There are rewards for good behaviour and effort and sanctions are applied when rules are broken or behaviour deemed unacceptable. Children may be disciplined by any teacher.

### **Examples of unacceptable behaviour:**

- racist language and behaviour
- sexist language and behaviour
- bullying – verbal or physical
- fighting
- aggressive behaviour towards adults – verbal or physical
- aggressive behaviour towards children – verbal or physical
- provoking others into behaving badly
- rudeness to any adult on the school site
- loss of control or temper
- leaving the classroom/school without permission
- defacing/damaging school property

The School employs a number of sanctions to enforce the school rules and to ensure a positive learning environment. We employ each sanction appropriately to each individual situation. We expect good behaviour at all times and negative behaviour that threatens others or disrupts lessons is not tolerated. Sanctions are employed when a child presents some difficulties. We aim to encourage children to accept responsibility for their own actions and try to help them understand the consequences of their behaviour and the reason why certain behaviour is unacceptable. Should the school experience very difficult or persistent misbehaviour you will be invited to school for a constructive meeting where you and the school can agree how best to help your child. Exclusions will only be used as a last resort when all other actions have failed.





The School has a School Council Committee elected by and initiated by pupils and one of their responsibilities is to support the promotion of an atmosphere of positive behaviour and the school's stance on bullying. The School does not tolerate any form of bullying and takes all reports of bullying seriously, undertaking an investigation of each reported case.

The ethos of the school is one where positive rewards outweigh sanctions and where self-discipline is the key to effective learning. The headteacher and staff are aware of the value of working in partnership with the home.

We seek your co-operation in supporting the Behaviour Policy and will ask you to sign the School/Parental Homeschool agreement. We also rely on you to ensure good attendance and punctuality and for support in our efforts to encourage good patterns of behaviour. There is a wide range of celebration and reward systems to promote and celebrate good behaviour.

We are committed to providing the highest standards in protecting and safeguarding the welfare of children in our care. We recognise there is a need in line with the 1996 Education Act to intervene when there is an obvious risk of safety to pupils, staff and property. For the most part this is achieved through the fostering of good relationships and the normal application of positive behaviour management to support and intervene. However, in exceptional circumstances this may involve the use of reasonable force.

Bullying affects everyone, other children, teachers, midday supervisors and parents. It is our intention at Abercynon to make it quite clear to all pupils that we do not tolerate bullying in any shape or form. Children are encouraged to report incidents of bullying and intimidation. This reporting should be **IMMEDIATE** when the nature and level of intimidation is such that the victim is physically hurt or distressed.

When isolated incidents occur, children are encouraged to follow this 4 step approach:

**IGNORE** the individual or group who are teasing. This is often difficult, but usually effective if it can be sustained.

If ignoring fails. **ASK** the individual or group to stop being unkind to others.

If teasing continues, **WARN** the participants that if they continue they **WILL** be reported to a member of staff.

If steps 1, 2 and 3 have not been effective and teasing continues, **REPORT** the incident to a member of staff.

### Equal Opportunities

Abercynon Community Primary aims to ensure that all pupils have access to the National Curriculum regardless of race, academic ability or gender. A variety of strategies are used to ensure that learning opportunities are matched to the needs of individual pupils. This includes the matching of teaching styles and learning opportunities to children's interests and abilities, the use of differentiated tasks and the appropriate use of support staff.

Abercynon Community Primary has a policy on Equal Opportunities (available on request from the school Administration Clerk). It sets out how the school ensures that no one is disadvantaged because of their race, religion, home background or gender.



## **Attendance and Punctuality**

Parents should ensure that children arrive on time. Punctuality is important. Please assist your child in developing this good habit and ensure that they are in the school yard at 8.50 a.m. The school cannot take responsibility for children who arrive at school earlier than 8.45am. Staff are on hand for a period of 10 minutes before and after school.

Punctuality and regular attendance at school are vital. Children who arrive after the register after 9.15am are deemed late therefore they will be recorded as late on the register. Please write a note when your child returns to school after absence or inform us by telephone. The school is required by law to keep a note of absences for every pupil. Absences fall into two categories:

Please write a note when your child returns to school after absence or inform us by telephone. The school is required by law to keep a note of absences for every pupil.

Absences fall into two categories: An authorised absence is recorded when the school has been informed of the pupil's absence and the reason for

absence does comply with the list of reasons generally accepted by the Local Authority. An unauthorised absence is recorded when the school has

not been informed of a pupil's absence, or when the reason for absence does not comply with the list of reasons generally accepted by the Local Authority. A fine may be issued to a parent of a child who takes more than 10 days unauthorised

absence from school within a term. The Attendance Welfare Officer has to visit parents in cases where there are frequent absences. This applies to both

authorised and unauthorised absence.

## **Late collection of children**

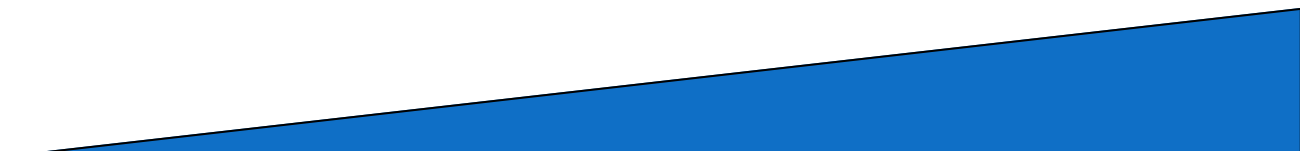
Should unforeseen/exceptional circumstances prevent your child being met on time please try your best to telephone and alert us to the situation. In this event your child will be taken to the Secretaries' office by the Main Entrance where s/he will be supervised until your arrival. There are formal procedures where this time extends beyond a reasonable time regularly.

Children who have to attend a medical, dental or hospital appointment should show the class teacher the appointment card. Whenever possible these appointments should take place outside school hours. Family holidays taken during term time are authorised absences up to a period of 2 weeks per school year. Any additional holidays would normally be unauthorised.

Attendance figures for the school are provided in the appendix of this brochure.

## **Leaving school early**

Occasionally parents request that their child/ren be dismissed from school during the school day. We are happy to co-operate with such requests. However, to avoid confusion and in the interests of safety requests should be in writing. Requests relayed verbally by the children will be refused.





## **Our Languages Literacy and Communication Vision**

### **Our pupils will :**

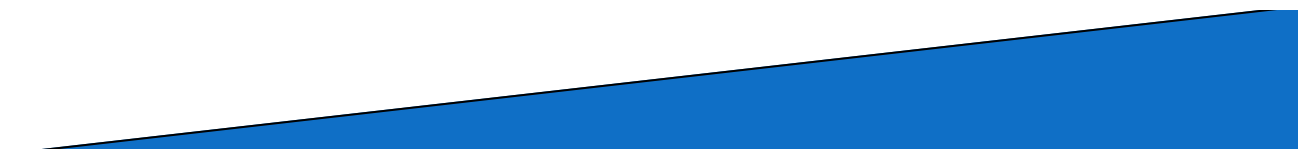
- Secure strong foundations in acquiring and learning the basic skills of receiving and expressing themselves as literate users of the English language.
- Feel a strong sense of belonging through their use of the Welsh language.
- Be proud of who they are, where they come from and develop a love of languages from the experiences they are immersed in.
- Build on the firm foundations to acquire other languages, and learn to make connections between these languages.
- Explore their place in the wider world through the languages they learn to use, showing adaptability and resilience in the face of challenges.
- Develop the confidence and skills to articulate themselves clearly and use their languages creatively and expressively.
- Collaborate in discussion through effective listening, being respectful of views and opinions of others.
- Be enthused and engaged in literature, appreciating the joy and knowledge that reading can bring to their lives, opening up windows to the world.
- Develop a strong sense of empathy and respect for others through the literature and languages they are immersed in.
- Use their own and the imaginations of others to craft their own creations across the range of languages they learn.

### **Welsh at Abercynon**

During the Foundation Phase, children should learn to use and communicate in Welsh to the best of their ability. Children should listen to Welsh being spoken and respond appropriately in familiar situations, using a range of patterns. They should be encouraged to communicate their needs in Welsh and should be increasingly exposed to Welsh. Skills are developed through communicating in a range of enjoyable, practical planned activities, and using a range of stimuli that build on and increase children's previous knowledge and experiences, in safe and stimulating indoor and outdoor learning environments. The children's oral experiences should be used to develop their reading skills and they should be encouraged to choose and use Welsh reading materials. They should listen to a range of stimuli, including audio-visual material and ICT interactive software in Welsh. Children should be given a range of opportunities to enjoy mark-making and develop their writing skills in Welsh. Language skills learned in one language should support the development of knowledge and skills in another.

At Key Stage 2, learners build on the skills, knowledge and understanding acquired during the Foundation Phase. This progress is achieved through an integrated programme of oracy, reading and writing. Learners are presented with experiences and opportunities that interrelate the requirements of the Skills and Range sections of the programmes of study.

Learners become confident, coherent and engaging speakers, working as individuals and as members of a group. The experiences presented to them include opportunities to take part in drama and role-play activities. They develop as active and responsive listeners in a wide range of situations. Throughout the key stage, they experience a progressively wide range of demanding texts, for enjoyment and information, so that they can develop into fluent and effective readers. They become competent writers, writing clearly and coherently in a range of forms and for a range of purposes. They acquire a growing understanding of the need to adapt their language to suit purpose and audience. They work with increasing accuracy and become reflective and evaluative in relation to their own and others' achievements



## Our Mathematics and Numeracy Vision

At Abercynon we LOVE mathematics and all aspects of number work! We strive to promote positive, engaging, explorative and challenging mathematical experiences to our pupils. We teach Maths through a variety of activities that are linked into real life situations - children have to see the value of numbers and see that we need them to get through life on a daily basis. Numeracy at its heart develops the five mathematical proficiencies - Conceptual understanding, Communication using symbols, Fluency, Logical reasoning and Strategic competence.

When studying mathematics pupils will encounter challenges, and when overcoming these challenges pupils are required to develop resourcefulness and resilience. When we study mathematics we aim to develop communication and mathematical thinking, where problem solving is a core aspect. Mathematical communication is precise and logical and will be useful in everyday life. We use big maths strategies to underpin a range of skills and develop pupil confidence and understanding.

We aim to develop logical and critical thinking as we believe these skills are integrated and transferable into all areas of the curriculum, life in general and to the world of work. Mathematics involves solving problems and begins by analysing the requirements, before then asking questions and evaluating information. In the development of solutions, learners identify potential approaches and develop arguments, justifying their decisions.

## Health and Wellbeing

Pupils' health and well-being underpins all aspects of their lives. At Abercynon Community Primary School, we strive to provide our pupils with a sense of belonging, developing positive relationships with staff and peers alike through real-life, authentic, engaging experiences. Understanding our emotions is an essential part of being able to make progress. We support pupils with regulating their emotions through a range of strategies. Our pupils are content, able to engage with their learning and open to suggestions for improvement. Our overall aim is that we all recognise how to be healthy in body, mind and spirit.

## Our Science and Technology Vision

At Abercynon Community Primary School our vision is to give children rich opportunities to be curious about the world around them through experiential learning. To ask questions and apply scientific knowledge to a variety of learning opportunities, whilst understanding the impact of our actions on the world. We must allow our learners to think creatively through designing and engineering tasks in order to become enterprising problem solvers. Our children will be provided the experience to enable them to become global citizens and therefore overcome the challenges of the environment that we face today and in the future. We will provide our learners with opportunities to explore the properties of all living things and understand how a change of matter can impact their environment as well as benefit individuals and industries. Children must recognise how the computational process has changed the way we live and how it can help us make informed decisions - learners must also understand the responsibility of their own digital footprint.



Our pupils will:

- Become critical problem solvers by delivering with a platform that provides progression and depth.
  - Develop their curiosity through enquiry based learning which enables them to seek answers to big ideas
  - Engage in a wide variety of digital learning in order to discover and use algorithms to solve real world problems.
  - Understand the importance of exploration by being resilient to overcome challenges within their learning.
  - Enhance their understanding of how their choices can impact themselves and others.
- 
- Think dynamically to design and create a variety of products which will allow our learners to collaborate towards a creative vision.

## Our Humanities Vision

The Humanities Area of Learning and Experience is one which aims to explore the imagination of awe and wonder at a global scale. As 21st Century educators at ACP we encourage our learners to become curious and ethically informed about the world in which they live, how it has changed and how it may change in the future. Children understand the purpose and value of the meaning of their lives and how this may change over time.

Through our inclusivity we aim to ensure that our children can understand the importance of being a respectful member of a diverse society. We aim to encourage children to be responsible by promoting values and identity in ways which can enrich their sense of what it is to be human. Children develop sensitivity, empathy and to recognise the feelings and opinions of others. We aim to expose learners to a range of historical periods on a local, national and global scale, making the links that support the development of a detailed chronological 'map' of the past.

A hands on and active approach is used to inspire the inquiring minds of children. This will help children to explore big questions, become critical thinkers and problem solvers. It is our intention that all pupils, irrelevant of needs, make sense of their physical world and their community. Through immersive opportunities, children will explore, observe and investigate people, places and the environment.

Children are to be aware of the changing environment and the natural world and have an understanding of the harmful practices which can prove a threat to these environments. Children commit to sustainability in order to prevent the deterioration of our planet and create a global community where every citizen makes a valuable contribution. Children are able to develop these skills and apply them in a range of different contexts.



# Our Expressive Arts Vision

Our pupils will :

- Engage, motivate and encourage learners to develop their creative, artistic and performance skills to the full.
- Learn and experience and encourage the development of knowledge, skills and values that can help learners grasp the opportunities and meet the challenges that arise in their lives.
- Create or as audience, engage with the expressive arts, to gain an understanding and an appreciation of cultures and societies in Wales and in the world. Such engagement can equip learners with the skills to explore cultural differences through time and place.
- Express through this inclusive approach.
- Experience and engage physically, socially and emotionally, to support their well-being, self-esteem and resilience. This can help them become healthy, confident individuals, ready to lead fulfilling lives as valued members of society.
- Develop their ability to appreciate the creative work of other people, but also their own creative talents, artistic skills and performance skills.
- Explore, refine and communicate ideas while thinking creatively and engaging their imagination and senses.
- Visits theatres and galleries and enjoy the expertise of external practitioners into the classroom.
- Foster critical inquiry that can lead to change. Together, these skills can support learners to become enterprising, creative contributors, ready to play a full part in life and work.
- Explore complex issues, to challenge perceptions and to identify solutions. Gain a better understanding of their own cultural identity and that of other people, places and times. From this experience they are supported to become ethical, informed citizens of Wales and the world.
- Gain confidence, which can contribute directly to enriching the quality of their lives.

## Admissions to School

The admission of children to schools is controlled and administered by an 'Admissions Authority'. In the case of Primary schools in RCT, the admissions authority is Rhondda Cynon Taf Borough Council also known as the Local Authority (LA). Within the County Borough each school has its own designated catchment area. Most parents/carers send their child to the 'local' school, but some parents/carers exercise their right to state a preference for a different school. In all cases parents/carers of pupils who are due to change schools in September will need to indicate, in writing, their preferred school. Pupils who live in a defined catchment area of a school no longer have an automatic right to attend that school unless a written application is made. An appropriate form will be sent to all relevant parents/carers which will need to be returned to: Admissions, Schools Department, Ty Trevithick, Abercynon in order to match parents'/carers preferences with the availability of places at the school of their choice. In the vast majority of cases, we are able to accommodate parents' preferences for admission into our school. There is an appeals procedure (to an Independent Appeal Committee) in place for parents of any pupil who is refused a place at our school. Further information relating to the school's policy on admissions can be found on our Website where you can find further information regarding ages for starting school and admissions for pupils with disability.

## Parents visits to the School

At Abercynon Community Primary Primary School we understand that choosing a school for your child is a big decision. Should you wish to visit the school to see our facilities then we would kindly ask you to contact the school office when a date and time can be arranged for you to visit the school. We welcome any request to visit the school. Please note that, in most cases (apart from exceptional circumstances), visits will be arranged outside of school hours when pupils are not on site. This is in order to secure the Safeguarding of our Pupils. Nursery parents are invited to a New Intake meeting in the Summer Term, to visit our Nursery ahead of their Child starting in January and September. These dates will be communicated to you.

## Communication with Home

At Abercynon Community Primary we send home regular newsletter with news and key dates. The school communication platform/app 'ClassDojo' is used for updates, newsletters and reminders of events. Teachers send home curriculum overviews each term, so that you know which themes they will be covering, and also letters relating to school trips. Our website also has all the information required about life at Abercynon Community Primary School.

## School Rules

Each class sets their own class charter at the start of each new school year. They are based on our Values and the United Rights of the Child. In addition to this, promotion of the UNCRC is highlighted through the school through various posters and displays. We also advertise the 'Childline' number for pupils who may require it.

## Relationships and Sex Education at Abercynon Community Primary School

Abercynon Community Primary School is committed to adopting a Whole School Approach to high-quality provision of Relationships and Sexuality Education (RSE) for all learners. Therefore, it is important that this policy has been developed in consultation with a range of stakeholders including the active engagement of learners.

The purpose of this policy is to provide all stakeholders (learners, staff, parents/carers, governors, and external organisations), information about the provision of RSE in our school.

RSE allows for all learners to grow and develop in a safe environment to understand how to become healthy adults who are critical thinkers, whilst developing positive and healthy relationships with others. It is important that learners are able to explore, develop and nurture positive attitudes towards equality, gender diversity and respectful relationships. This RSE Policy supports wider approaches to preventing violence against women, domestic abuse, and sexual violence (VAWDASV), harmful sexual behaviours, and peer-on-peer harassment and abuse.

## Religion, Values and Ethics & Collective Worship at Abercynon Community Primary School

At Abercynon Community Primary School we understand that pupils who join us may come from a range of cultures and religions. Religious Education at our school is taught in a non-denominational way. The main focus of RE and Collective Worship at our school is Christianity, with some focus given to other world faiths. We also explore Welsh Culture and Health during our regular Collective Worship sessions. RE/Collective Worship is an area of the curriculum where parents have the right to withdraw their child wholly or in part from, and alternative provision will be made for those children who are exempt. Any request to withdraw a child from religious education or collective worship should be made to the Head teacher

## Homework

Homework is an ideal way for us to keep parents up to date with what is being taught in school and for parents to be involved in supporting their child's progress. Homework tasks in KS2 are set through the use of Menu tasks—a choice of starter, main or desert and Pupils are given the freedom and independence to explore and complete learning in ways that they so wish. Reading should also be considered, as homework and your child will be provided with reading books to bring home regularly, in order to develop their reading skills. Pupils have logins to HWB and Google classroom to catch up with work or link to online educational sites.

## School Visits

Since the Education Act of 1988, schools have been unable to charge parents for school trips and educational visits, which take place largely during school hours. However, to enable these visits to continue, we are allowed to ask for voluntary contributions. To date, we have had excellent support from our parents and the children have, therefore, continued to benefit from some very valuable experiences on a regular basis. I trust that we will continue to receive this support from every parent, to enable these trips to continue. As a school we will give notice of a proposed trip and if needed payment will be taken in instalments. We will use sample letter guidelines as issued by Welsh Government.

## Site Security

Abercynon Community Primary School has invested in ensuring that the school site is safe for Pupils and Staff. There are a number of ways we have achieved this including:

- Security fencing
- CCTV installed across the site to ensure all activity is monitored and recorded.
- Exterior lighting installed to provide adequate light during darker months.
- ID badges and visitor badges used throughout the school
- Fob controlled access to main entrance.
- If you wish to discuss site security further then please contact the Head Teacher who can provide you with more infor-

## Complaints Procedure

The Governing Body of Abercynon Community Primary School take all complaints very seriously as we are committed to providing high-quality education. We aim to make the school's complaints procedure easy to follow with three easy steps:

- Step 1 – Informal Stage You must contact the Headteacher of the school first as the vast majority of complaints are resolved at this stage.
- Step 2 – Formal Stage All complaints will need to be in writing and addressed to the Chair of the Governing Body. They will be thoroughly investigated and a response will be made in writing.
- Step 3 – School Complaints Committee If you are unhappy with the investigation you must write to the school and request the Clerk to the Governing Body, who convenes the Complaints Committee of the Governing Body to review your complaint.

## Medical Concerns

In the majority of cases, the school is unable to administer medication. However, if a child returns to school with a doctor's consent, the Head teacher may agree to administer the required lunchtime dosage if necessary. Where medicine is brought to school, the following conditions must apply:

- A written permission slip must be submitted
- The child's name must be clearly visible on the container
- The dose must be clearly stated on the container
- The medicine must be kept, medicine cabinet in the school office

## GDPR

As a public body, there are certain tasks that will require us to process your child's information under the basis of 'Public Task'. During your child's time at school, we will process a large amount of information about them, in order to provide them with the best possible care and support within their education. At Abercynon Community Primary School data protection is given a high priority, and we do all we can to ensure that your information is held securely. As part of this prospectus pack you will find a guidance booklet entitled 'Your Child's Data' which gives a simple explanation to how our school processes your child's data. This is also available on our website. Please find below a brief overview of how we establish Data Protection procedures within Abercynon Community Primary School.

## Processing Data

At Abercynon Community Primary School there are 6 core objectives that we adhere to when processing information about our pupils. As a school, we will ensure that all information held about your child will be;

1. Processed lawfully, fairly, and in a transparent manner;
2. Collected for specific, explicit and legitimate purposes;
3. Adequate, relevant and limited to what is necessary;
4. Accurate and, where necessary, kept up to date; 5. Kept in a form no longer than is necessary 6. Processed in a manner that ensures appropriate security of the personal data.

## The collection of Personal Information

The school collects information about pupils and their parents or legal guardians when they enroll at school. The school also collects information at other key times during the school year. Information is also received from other schools when pupils transfer. The school processes the information it collects to administer the education it provides to pupils. GDPR RDDC 25 For example:

- Providing effective educational services to individuals;
- Monitoring and reporting on pupils educational progress;
- The provision of Welfare, pastoral care and health services;
- The giving of support and guidance to pupils, their parents and legal guardians;

## Personal Information Held

The sort of personal information that will be held includes;

- Personal details such as name, address, date of birth;
- Pupil identifiers and contact details for Parents and Guardians
- Information on Performance in internal and National assessments
- Information on the ethnic origin and National Identity of pupils
- Medical information needed to keep pupils safe while in the care of the school
- Information on attendance and any disciplinary action (e.g. exclusions)
- Information about the involvement of Social Services within individual children.

Organisations who may share Personal Information held by the school, LEA and the Welsh Government on pupils, their parents or legal guardians may also be shared with other organisations when the law allows, for examples with;

- Joint Education Services (JES)
- Other education and training bodies, including schools, when pupils are applying for courses, training, school transfer or seeking guidance on opportunities;
- Bodies doing research for the Welsh Government, LEA and schools, so long as steps are taken to keep the information secure;
- Central and local Government for the planning and provision of educational services;
- Social services and other health and welfare organisations where there is a need to share information to protect and support individual pupils.
- Various regulatory bodies, such as inspection authorities, where the law requires that information to be passed on so that they can do their work;

## Your Rights

You have certain rights under Data Protection Act, including a general right to be given access to personal data held about your child. The presumption is that by the age of 12 a child has sufficient maturity to understand their rights and to make an access request themselves if they so wish. A parent would normally be expected to make a request on a child's behalf if the child is younger. If you wish to access personal data regarding your child, then please complete a 'Subject Access Request' form, available on the school website. Please note that in some instances, particularly where Child Protection cases are involved, you may not be entitled to view all information held on your child for legal purposes.

## Keep us up to date

It is very important that you keep the school informed of any changes to personal information, such as address, mobile number etc. This will allow us to maintain our records in line with Data Protection guidelines. We may need to check that the information we hold about your child is accurate.

# ABERCYNON COMMUNITY PRIMARY HOME-SCHOOL AGREEMENT



*'Caring, Believing, Achieving'*

-As far as is possible the School will provide the following opportunities for your Child:

- to continue to offer a broad, balanced and relevant curriculum, which complies fully with the requirements of the National Curriculum, Skills Curriculum, and the Foundation Phase.
- to continue to provide a high standard of educational and personal guidance to help your child achieve his/her full potential
- to continue to promote the sound development of the pupils' spiritual, moral, cultural and social attitudes and to ensure that a positive and caring ethos permeates all aspects of school life
- to be safe and to learn in a comfortable, friendly and stimulating environment
- to receive encouragement and to achieve success
- to be listened to, to be respected and to be treated equally

- As far as is possible the school will, for you as Parents, provide the following opportunities:

- to be partners in your child's education, working together on all home and school activities
- to be kept informed about your child's progress and to attend Parents Evenings in order to discuss your child's progress
- to be listened to and to be respected and to have any concerns dealt with promptly and sensitively.

As far as is possible the School will expect from both pupils and parents the following:

- support for the standards the School seeks to achieve, its ethos and the Teacher's role
- regular and punctual attendance
- promotion of harmonious relationship between children for example, respect for race, religion, colour, gender, ability or disability
- support in promoting and fostering good standards of discipline and behaviour and attitudes
- to be listened to and to be respected
- to bring to the teacher's or Headteacher's attention any concerns they may have which could affect the interests and well being of pupil(s)

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

(Parent of \_\_\_\_\_

Class: \_\_\_\_\_

Child (if appropriate): \_\_\_\_\_

