



**FEDERATION OF CEIRIOG VALLEY SCHOOLS**

**Prospectus**

## A message from the Head teacher

Dear Parent/Guardian,

Choosing a school is an important decision and I do hope that the Information in this booklet will help you to understand more about life at the Ceiriog Valley federation of schools and what our schools can offer your child.

The federation believes in fostering a happy, secure and hard working atmosphere based on sound interpersonal relationships between children and staff. We constantly strive to create a school environment that is caring and stable.

Our main aim is to provide a safe, caring and stimulating environment where each child is respected as an individual and actively encouraged to do the best that he/she can, socially, morally and academically. For this to occur there must be a true partnership between teachers, parents and pupils. The school belongs to all of us.

The needs of every individual child are met by work, planned at the level which best suits the ability of the child. This is done within the framework of the Foundation Phase, the National Curriculum and the Literacy and Numeracy Framework.

The staff in the federation are dedicated to raising standards in all areas of the curriculum. We place a strong emphasis on basic skills (literacy, numeracy and information technology) and learning to learn.

To conclude, we hope to make your child's years in our care, happy memorable and rewarding. We hope to be able to help your child learn strategies to deal with new challenges. We hope that the supportive links between home and school will thrive and we look forward to a long and happy liaison.

Yours sincerely,

O. Corben

Mrs Olwen Corben B.A Hons, P.G.C.E.

Head teacher

## A message from the Chair of Governors

Dear Parents/Guardians,

On behalf of all of the governors of the Federation of Schools in the Ceiriog Valley I would like to take this opportunity to welcome you to our schools. There are three schools in the Valley, each with their own character; all coming together around a set of common values and high standards. We are also situated in one of the most beautiful valleys in Wales and each school makes good use of this wonderful asset.

The three schools offer stimulating and fun learning environments, supported by highly motivated staff who are justly proud of the experience they offer. The schools place a high value on sports, music, and eisteddfodau in addition to the expected curriculum, and offer a range of group activities within each school and across the three schools. You can really have the best of all worlds – a choice of three small rural schools with the advantages usually seen only in larger schools.

The staff are exceptionally dedicated and ensure individuals are respected and achievements and efforts praised; the Welsh language and culture is celebrated and forms part of daily life; the schools and the communities they serve are fully integrated, and all the opportunities afforded by learning in the Ceiriog Valley are fully realised. Our results are excellent.

I hope that you enjoy reading our prospectus. We are very proud of the schools in the Ceiriog Valley and would actively encourage you to visit and see for yourself the opportunities we offer. Staff, parents, and governors are all very approachable and would be delighted to show you around.

Yours sincerely

Keith Benning  
Chair of governors

The Federation of schools in the Ceiriog Valley are made up of the three schools -  
Ysgol Pontfadog, Ysgol Cynddelw and Ysgol Llanarmon.

<p><b>Pontfadog C.P. School,</b> Pontfadog, Nr Llangollen, Wrexham, LL20 7AH.</p>	<p><b>Ysgol Cynddelw,</b> New Road, Glyn Ceiriog, Nr Llangollen, Wrexham, LL20 7HH.</p>	<p><b>Ysgol Llanarmon Dyffryn Ceiriog,</b> Llanarmon Dyffryn Ceiriog, Nr Llangollen, Wrexham, LL20 7LB.</p>
<p>01691718347</p>	<p>01691718426</p>	<p>01691600278</p>
<p><a href="mailto:mailbox@pontfadog-pri.wrexham.sch.uk">mailbox@pontfadog-pri.wrexham.sch.uk</a></p>	<p><a href="mailto:mailbox@cynddelw-pri.wrexham.sch.uk">mailbox@cynddelw-pri.wrexham.sch.uk</a></p>	<p><a href="mailto:mailbox@llanarmon-pri.wrexham.sch.uk">mailbox@llanarmon-pri.wrexham.sch.uk</a></p>
<p>County Primary School</p>	<p>County Primary School</p>	<p>County Primary School</p>
<p>English Medium</p>	<p>Dual stream - Welsh and English medium</p>	<p>Natural Welsh school offering Welsh Medium and English Medium</p>
<p>The main part of the school was built in 1908 and now houses the Foundation Phase class with the newly renovated school kitchen and dining room, toilets and head teachers' office. One large mobile classroom houses the junior class. There is a good sized playground and a large field which includes a nature area and a willow dome. At the front of the school there is a small pond and a garden area.</p>	<p>The school was opened in 1982 and was originally 4 classrooms and a multi-purpose hall. We have added two mobile classrooms to the site for the Juniors and developed the inside into 2 Foundation Phase areas. The school is set in pleasant, spacious grounds. We are continually trying to improve our school and learning environment. We have an outside classroom which is used for many activities.</p>	<p>Ysgol Llanarmon Dyffryn Ceiriog is a small rural school in the upper Ceiriog Valley, a beautiful unspoilt valley steeped in history. The school comprises of the main building which houses the Foundation Phase, toilets, kitchen and dining area. Outside there are two mobiles, one for the junior pupils and one which is used as a library, office and additional needs area.</p>
		

## Aims of the Federation

The Federation of Schools in the Ceiriog Valley is made up of the three separate county primary schools sharing one head teacher and one governing body. The federation ensures that all schools remain separate by law retaining their own unique identity. This arrangement builds on the strengths of all three schools without them losing their individual identities.

The three schools have adopted a set of principles:

- ◆ The future provision of primary education within the Ceiriog Valley is the responsibility of the three schools within the valley. Where possible the three schools will act as a unified whole, without reducing the capacity for each individual school to maintain its own voice and determine its own future.
- ◆ The three schools recognise the pressure for efficiency savings but likewise recognise the individual characteristics and needs associated with specific areas of the Ceiriog Valley, and agree that these should be reflected in primary education provision.
- ◆ The three schools recognise the fundamental importance of primary schools within rural communities for the essential services and added value they provide beyond the provision of education.

## Our Vision

**'To provide a collaboration of safe, stimulating, learning environments where individuals are respected and achievements and efforts praised; where the Welsh language and culture is celebrated and forms part of daily life; where schools and the communities they serve are fully integrated, and all the opportunities afforded by learning in the Ceiriog Valley are fully realised.'**

We aim:-

To provide a caring community in which children are valued.

To aim to develop self-esteem and self-discipline.

To provide quality education through the medium of Welsh or the medium of English depending on parental choice.

The federation will emphasise the following:

- Literacy- reading, writing, speaking and listening in English & Welsh.
- Numeracy.
- Scientific knowledge and the ability to work as a scientist.
- The use of information, communication technology.
- Good learning behaviour.
- Thinking skills.
- Links with the Community.
- Broadening of opportunity for the pupils
- A broad, balanced and exciting curriculum for all pupils
- High standards of teaching and learning

Ysgol Pontfadog	Ysgol Cynddelw	Ysgol Llanarmon
<b>Head teacher</b> - Mrs Olwen Corben		
<b>Deputy Head teacher</b> - Miss Beth Evans (based at Ysgol Cynddelw)		
<b>Secretary</b> - Mrs Michelle Lewis		
<b>Teachers</b>		
Head of Teaching and Learning Miss Elizabeth Richards  Miss Katherine Wilson	Miss Hannah Parkinson Miss Claire Rayner Mr Peter Williams Miss Sian Roscoe (Part time) Mrs Gill Roberts (Part time)	Head of Teaching and Learning Miss Lora Williams  Mr Aron Cook
<b>PPA teachers</b>		
Mrs Mair Evans Mrs Nia Massey Mrs Eleri Owens		
<b>Teaching Assistants</b>		
Mrs Sheryl Henderson Mrs Jemma Davies Mrs Julie turner	Mrs Glenna Hughes Miss Joyce Jones Mrs Della Lloyd Mrs Judith Timney Mrs Angela Turner Mrs Carol Ward, Miss Iona Richards Miss Sara Davies, Mr Andrew Lyons, Mrs Kelly Outram	Miss Hannah Owen Mrs Rhonwen Tomlinson
<b>Caretaker</b>		
Mrs Linda Wright	Mrs Sharon Jones	Mr Geraint Edwards
<b>Cleaner</b>		
	Mr David Jones	
<b>Cook</b>		
	Mrs Sharon Jones	Mrs Nerys Jones
<b>Kitchen Assistants</b>		
Miss Anne Davies	Mrs Tina Barre	
<b>Lunchtime Supervisors</b>		
Mrs Helen Durnell	Miss Sara Davies Miss Claire Wall Mrs Kelly Outram	Mrs Eleri Owens
<b>Breakfast Club open from 8am</b>		
Mrs Kate Wright Mrs Claire Lloyd	Mrs Sharon Jones Mrs June Griffiths Mrs Glenna Hughes Mrs Della Llyod	Mrs Nerys Jones
<b>After School Club</b>		
	Mrs Michelle Lewis Mrs Suzanne Evans Mrs Glenna Hughes	
<b>Cylch Meithrin / Playgroup</b>		
	Mrs Suzanne Evans Miss Sian Roscoe	

# Federation Governors

Governor Name	Type of Governor	Email address
Keith Benning	Local Authority Appointed Chairperson	<a href="mailto:klb65@icloud.com">klb65@icloud.com</a>
Emyr Owens	Local Authority Appointed Vice Chairperson	<a href="mailto:emyrowens@hotmail.co.uk">emyrowens@hotmail.co.uk</a>
Renata Boston	Parent Governor Elected	<a href="mailto:renataboston@onetel.co.uk">renataboston@onetel.co.uk</a>
Deb Chesterfield	Parent Governor Elected	<a href="mailto:debkenton@tiscali.co.uk">debkenton@tiscali.co.uk</a>
Olwen Corben	Headteacher	<a href="mailto:mailbox@cynddelw-pri.wrexham.sch.uk">mailbox@cynddelw-pri.wrexham.sch.uk</a>
Sara Goode	Clerk	
Bethan Evans	Teacher Governor	<a href="mailto:beth-evans@cynddelw-pri.wrexham.sch.uk">beth-evans@cynddelw-pri.wrexham.sch.uk</a>
Glenna Hughes	Staff Governor	<a href="mailto:hughes.glenna@yahoo.com">hughes.glenna@yahoo.com</a>
Elizabeth Richards	Teacher Governor	<a href="mailto:mailbox@pontfadog-pri.wrexham.sch.uk">mailbox@pontfadog-pri.wrexham.sch.uk</a>
Aled Jones	Parent Governor Elected	<a href="mailto:Jmartin3006@btinternet.com">Jmartin3006@btinternet.com</a>
Lora Sockett	Teacher Governor	<a href="mailto:lora_wills_69@yahoo.co.uk">lora_wills_69@yahoo.co.uk</a>
Edith Jones	Community	
Tristan Duggelby	Elected Parent Governor	<a href="mailto:tduggleby@yahoo.co.uk">tduggleby@yahoo.co.uk</a>
Steve Duxbury	Elected Parent Governor	
Julie Jeffreys	Community	
Derek Vyse	Community	<a href="mailto:Derek.Vyse@elfed-hs.flintshire.sch.uk">Derek.Vyse@elfed-hs.flintshire.sch.uk</a>

## Admission Arrangements

Admission to the school is subject to the Local Education Authority's 'Policy and Procedure for Admissions to Schools', details of which are included on the Wrexham Website.

Nursery pupils are registered for admission in the February previous to the September they are due to start. Reception pupils are registered for admission in the November previous to the September they are due to start. Application forms are available from the Wrexham County Borough Council website or Wrexham County Borough Council and parents are informed by the Local Authority (the admitting authority) in April if a place is available for their child.

Early Entitlement: This is a government funded project. It provides an opportunity to learn by fun and play in a safe, secure and stimulating environment. Qualified staff will provide a variety of activities and experiences in all areas of a child's learning and development. Early Entitlement pupils start school in Ysgol Llanarmon Dyffryn Ceiriog and Ysgol Pontfadog in the January or April, the term after their 3<sup>rd</sup> birthday. The Early Entitlement class attend for two and a half hours from Monday to Thursday. At this present time Early Entitlement Education is only available in Ysgol Pontfadog and Ysgol Llanarmon. Children in Glyn Ceiriog can currently access Early Entitlement Education in Cylch Meithrin which is now based at Ysgol Cynddelw.

Nursery: Nursery Education is provided for two and a half hours per day Monday to Friday. Children are admitted to Nursery in the September following their third birthday.

Reception: Children are admitted in the September following their fourth birthday.

As a federation of schools we are used to admitting pupils mid-year and they are integrated within the appropriate age group.

Having reached the end of Year Six the pupils transfer to Ysgol Dinas Bran, Llangollen or Ysgol Morgan Llwyd, Wrexham. The good link which exists between the Federation and the Secondary Schools make the transfer at 11 years of age an easy one for the children.

### Visiting the schools

Parents are welcome to visit the schools. Appointments to see teachers are best made outside of school hours as an impromptu visit may disrupt a class lesson.

### Prospective Parents

Prospective parents are invited to contact the school to arrange a visit during school hours, not only to see the Head and staff, but also to sample the working atmosphere of the school.



# The School Day

Ysgol Pontfadog			Ysgol Cynddelw			Ysgol Llanarmon		
9am	10.30am	Session 1	8.55am	10.30am	Session 1	9am	10.30am	Session 1
10.30am	10.45am	Break	10.30am	10.45am	Break	10.30am	10.45am	Break
10.50am	12pm	Session 2	10.50am	12pm	Session 2	10.50am	12pm	Session 2
12pm	1pm	Lunch	12pm	1pm	Lunch	12pm	1pm	Lunch
1pm	2.30pm	Session 3	12.45pm/ 1pm	2.30pm	Session 3	1pm	2.10pm	Session 3
2.20pm	2.30pm	Infants Break	2.30pm	2.40pm	Infants Break	2.10pm	2.20pm	Infants Break
2.40pm	3.15pm	Session 4	2.40pm	3.15pm	Session 4	2.20pm	3.20pm	Session 4
<p>Juniors have a short toilet break in the afternoon</p> <p>The Free Breakfast club starts at 8am until 8.45 a.m. A member of staff will be on duty from 8.45 a.m. and until 3.25 p.m. each school day.</p>			<p>Juniors have a short toilet break in the afternoon</p> <p>The Free Breakfast club starts at 8am until 8.45 a.m. A member of staff will be on duty from 8.45 a.m. and until 3.25 p.m. each school day.</p>			<p>Juniors have a short toilet break in the afternoon</p> <p>The Free Breakfast club starts at 8am until 8.45 a.m. A member of staff will be on duty from 8.45 a.m. and until 3.25 p.m. each school day.</p>		

## Term dates 2015-2016

## Term dates 2016-2017

Training days	Tues 1st September 2015 Wed 2nd September 2015		Training Day	Thurs 1st September 2016 Fri 2nd September 2016	
School Opens	Wed 3rd September 2015		School Opens	Mon 5th September 2016	
Half Term	Fri 23rd October 2015		Half term	Fri 21st October 2016	
Term Open	Tues 3rd November 2015		Training Day	Mon 31st October 2016	
Last day	Fri 18th December 2015		School Opens	Tues 1st November 2016	
Training Day	Mon 4th January 2016		Last day	Fri 16th December 2016	
School Opens	Tues 5th January 2016		School Opens	Mon 2nd January 2017	
Last day	Fri 12th February 2016		Half term	Fri 17th February 2017	
School Opens	Mon 22nd February 2016	<b>Good Friday 25th March 2016</b>	Open	Mon 27th February 2017	<b>Easter Sunday 16th April 2016</b>
Last day	Thurs 24th March 2016		Last day	Fri 7th April 2017	
Training Day	Mon 11th April 2016	<b>Bank Holiday Monday 2nd May 2016</b>	School Opens	Mon 24th April 2017	
School opens	Tues 12th April 2016		Half term	Fri 26th May 2017	<b>Bank Holiday Monday 1st May 2014</b>
Last Day	Fri 27th May 2016		Open	Mon 5th June 2017	
School opens	Mon 6th June 2016		Last day	Fri 21st July 2017	
Last Day	Wed 20h July 2016		<b>Provisional Dates could be changed</b>		

## CLASS ORGANISATION

Ysgol Pontfadog	Ysgol Cynddelw	Ysgol Llanarmon DC
<p>There are two classes in Ysgol Pontfadog. One is a Foundation Phase class and one is a Junior class. The main language of the school is English with Welsh taught as a second language.</p>	<p>There are four classes in Ysgol Cynddelw. Two are Foundation Phase classes and two are Junior classes. Ysgol Cynddelw is a dual language school with two English medium classes and two Welsh medium classes.</p>	<p>There are two classes in Ysgol Llanarmon. One is a Foundation Phase class and one is a Junior class. Ysgol Llanarmon is a natural Welsh medium school, however, parents have the option of educating their child through Welsh or English medium.</p>
<p style="text-align: center;"><u>Foundation Phase</u> Mixed age class of Early Entitlement, Nursery, Reception, Year 1 and Year 2 Teacher – Miss Elizabeth Richards</p> <p style="text-align: center;">Teaching Assistant – Mrs Julie Turner</p>	<p style="text-align: center;"><u>Foundation Phase – English medium</u> Mixed age class of Nursery, Reception, Year 1 and Year 2 Teacher – Mr Peter Williams Teaching assistants – Mrs Angela Turner</p> <p style="text-align: center;"><u>Foundation Phase – Welsh medium</u> Mixed age class of Nursery, Reception, Mixed Reception, Year 1 and Year 2 Teacher – Miss Sian Roscoe Teacher – Miss Claire Rayner Teaching assistants – Miss Joyce Jones, Mrs Glenna Hughes and Mrs Carol Ward, Miss Sara Davies</p>	<p style="text-align: center;"><u>Foundation Phase</u> Mixed age class of Early Entitlement, Nursery, Reception, Year 1 and Year 2 Teacher – Mr Aron Cook Teaching assistant – Mrs Rhonwen Tomlinson, Miss Hanna Owen</p>
<p style="text-align: center;"><u>Key stage 2 Class</u> Mixed age class of Year 3, 4, 5 and 6 Teacher – Miss Katherine Wilson 1:1 support Teaching Assistants Mrs Sheryl Henderson Mrs Jemma Davies</p>	<p style="text-align: center;"><u>Key stage 2 – English medium</u> Mixed age class of Year 3, 4, 5 and 6 Teacher – Miss Hannah Parkinson Teaching Assistant – Mrs Judith Timney 1:1 support Teaching Assistants Mrs Kelly Outram, Mr Andrew Lyons</p> <p style="text-align: center;"><u>Key stage 2 – Welsh medium</u> Mixed age class of Year 3, 4, 5 and 6 Teacher – Miss Beth Evans Teaching Assistant – Miss Iona Richards</p>	<p style="text-align: center;"><u>Key stage 2</u> Mixed age class of Year 3, 4, 5 and 6 Teacher – Miss Lora Williams Teaching Assistant Part time Miss Hanna Owen</p>



## Curriculum

Our main objectives are:

- ◆ **The acquisition of skills**
- ◆ **The development of attitudes and awareness**
- ◆ **The acquisition of knowledge**

To achieve the above aims the needs and abilities of individual children must be paramount and a happy caring environment must be developed.

**The school curriculum comprises the following areas:**



**Literacy and Numeracy framework;  
Foundation Phase;  
National Curriculum;  
Personal and Social education; sex education;  
Skills development;  
Careers and the world of work;  
Religious education.**

## The Literacy and Numeracy Framework– A planning tool (LNF)

Through expectation statements, the LNF sets out the skills we expect learners to develop throughout their time in school, from ages 5 to 14, and is broken down into year groups. The LNF is split into components for literacy and numeracy, which are in turn split into strands. The literacy strands are:

- \* oracy across the curriculum,
- \* reading across the curriculum
- \* writing across the curriculum.

The numeracy strands are:

- \* developing numerical reasoning,
- \* using number skills,
- \* using measuring skills
- \* using data skills

Each strand is further split into elements, with literacy also broken down into aspects. The literacy component is available in both English and Welsh. In addition to being a curriculum planning requirement, the LNF is also to be used by teachers for formative assessment.

The LNF will be used to inform teachers' assessment of learners' literacy and numeracy skills and will be reported annually to parents/carers.



## Foundation



We believe in the following principles for our Foundation Phase children:

- Early childhood education is valid in itself and should not be seen merely as a preparation for the next stage of learning.
- Our provision for young children is holistic - the child is at the heart of any planned curriculum.
- Aspects of social, emotional, intellectual, creative, aesthetic, physical, spiritual and moral developments are interrelated.
- What children know and can do, their interests and what they understand is the starting point in their education.
- A well planned curriculum is provided to ensure appropriate provision for children who are at an early stage of their development and for those who are ready, and more able, to move forward.
- All staff are aware of the importance of understanding, inspiring and challenging children's potential for learning.
- The young child's education is seen as an interaction between child and the environment, both indoors and out.
- The adults and children to whom the child relates are of central importance to their development.
- Young children learn best when they are happy and have opportunities to actively explore their environment, using all their senses.

Young children learn best through first-hand experience.

"Tell me - I'll forget,

Show me - I'll remember,

Involve me - I'll understand!"

In the Federation we are committed to providing a meaningful, relevant, and motivating curriculum for our children, ensuring that we meet their specific needs and all-round development. Supporting us in achieving this is the Welsh Assembly Government's 'Framework for Children's Learning for 3 to 7 -year olds in Wales'. The statutory education programme is divided into seven areas of learning which must complement each other and work together to provide a cross-curricular approach to form a practical relevant curriculum.

Emphasis is placed on developing the children's skills across the areas of learning.

The seven areas of learning are:

- Personal and Social Development, Well-Being and Cultural Diversity (considered to be at the heart of the Foundation Phase)
- Language, Literacy and Communication Skills
- Mathematical Development
- Welsh Language Development (English Foundation Phase Classes only)
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

## The National Curriculum

All children from year 3 to 6-key stage 2, follow the programmes of study as laid down in the National Curriculum. The programmes of study and the National Literacy and Numeracy Framework are the basis of the school's schemes of work. Copies of these are available in school. The schools in the Federation give priority to **Literacy (English and Welsh)** and **Numeracy**, both of which are taught daily.

**Welsh** as a second language is taught in all the English Medium classes.

**Science, History and Geography** are taught as part of a topic framework over a four year cycle. **Art and Design Technology** are linked into this framework where it is suitable. **Physical Education** and **Music** are taught as single subjects each week and linked whenever possible. **Information Technology** is used across all subjects. All topics are monitored, evaluated and reviewed as and when needed.

### Key Stage 2

The school curriculum:

- focuses on the learner;
- ensures that appropriate skills development is woven throughout the curriculum;
- offers reduced subject content with an increased focus on skills;
- focuses on continuity and progression by building on the Foundation Phase and Key Stage 2.
- is flexible;
- supports Government policy, including: bilingualism, Curriculum Cymreig/Wales, Europe and the World, equal opportunities, food and fitness, sustainable development and global citizenship, and the world of work and entrepreneurship;
- Is planned from the Literacy and Numeracy Framework
- continues to deliver a distinctive curriculum that is appropriate for Wales.

### Arrangements for access to curriculum documents

Curriculum documents are available for your perusal on the federation website or from the school office.

The total teaching time per week as recommended by the Welsh Government is **21.5** hours for infants and **23.5 hours** for junior children. The school exceeds these requirements. This does not include time for registration, collective worship, playtimes or lunchtime. A variety of teaching styles and methods are used and children will be taught as a class, group, or individually, depending upon their need and the curriculum studied.

# Personal and Social Education

PSE prepares learners to be personally and socially effective by providing learning experiences in which they can develop and apply skills, explore personal attitudes and values, and acquire appropriate knowledge and understanding.

Specifically the aims of PSE are to:

- ◆ develop learners' self-esteem and a sense of personal responsibility
- ◆ promote self-respect, respect for others and celebrate diversity
- ◆ equip learners to live safe, healthy lives
- ◆ prepare learners for the choices and opportunities of lifelong learning
- ◆ empower learners to participate in their schools and communities as active responsible citizens locally, nationally and globally
- ◆ foster positive attitudes and behaviour towards the principles of sustainable development and global citizenship
- ◆ prepare learners for the challenges, choices and responsibilities of work and adult life.

We also provide outdoor learning activities for pupils. All junior pupils travel to Nantyr for Forest school activities.



## Sex and Relationships Education

The Purpose and Aims of Sex and Relationships Education in the Primary school

- Learn about the life cycle
- To keep children safe by helping them to recognise and respond appropriately to unacceptable behaviour by adults and other children.
- To help children understand the information and situations they come across and to put them in a values framework.
- To help children to communicate about matters to do with their bodies and relationships without embarrassment.

To provide information on:

- ◆ Loving relationships
- ◆ Names and parts of the body
- ◆ Appropriate and inappropriate touching
- ◆ Different kinds of families
- ◆ The process of reproduction
- ◆ The physical and emotional changes associated with puberty
- ◆ The development of the baby in the uterus and the birth
- ◆ The needs of babies and the responsibility of parenthood

Parents have the right to withdraw their children from the whole or part of SRE programmes provided in schools with the exception of the elements which are part of the National Curriculum. For further information please see the 'Sex and Relationships' policy.

## Skills Development

A framework has been developed by the Welsh Government to ensure the continuity and progression in the skills of thinking, communication, ICT and number for learners from 3 to 19 and beyond. These are skills that will enable learners of any age to become successful, whether in school, the workplace, at home or elsewhere, and they need to be firmly embedded into the experience of learners across all their learning. Their development underpins the requirements of employers and others, and will help to address current concerns about skills' shortages in Wales and other parts of the United Kingdom, Europe and the wider world.

## Welsh

Welsh is taught either as a first language in Ysgol Cynddelw or Ysgol Llanarmon and as a second language in Ysgol Cynddelw or Ysgol Pontfadog.. It is a matter of parental choice as to which language you would prefer your child to be educated in.

The schools in the federation place much emphasis on using the Welsh language on a daily basis and it is used regularly throughout the schools. As well as teaching the children the language of Welsh, we aim to foster in them an appreciation of Wales and it's culture.

First Language Welsh - Our success and that of other schools has shown that even if parents do not speak Welsh, there is no reason why a Welsh Medium Education should not be afforded to your child. It is a matter of parental choice. Children in this stream will receive their education through the medium of Welsh for the whole of the Foundation Phase (3-7yrs). They will then receive English lessons when they move to KS2 in Year 3.

Second Language Welsh – There are timetabled lessons which focus on a specific language pattern as well as a progressive plan of 'Everyday Welsh' used all through the school throughout the day.

All pupils have the opportunity to join the Urdd and take part in a range of activities in the Welsh Language.

## Religious Education and Collective Worship

Religious Education is provided in accordance with the National exemplar framework for religious education for 3 -19 year olds in Wales and county guidelines. RE is taught through themes and topic work. Topics will be based on Christianity and Judaism in Foundation Phase, adding Islam in Key Stage 2. We will also, throughout both key stages, include aspects of other world religions through stories and learning about special events and festivals.

The Education Reform Act (1988) requires schools to provide a daily act of collective worship for all registered pupils.

### Purpose

The Act of Worship will explore shared values whilst not discriminating against any particular belief. It should encourage children to share in the school's ethos and community values.

### Guidelines

Worship involves senses and feelings of beauty, wonder, pride, pity, smallness and greatness, sadness, loss, peace, thankfulness and stillness, and the creative senses in music and art.

Collective worship must be made available for every child.

It must take place daily and will normally include elements of Christianity but be non-denominational.

Elements from other faiths may be included as may be humanistic values. Moral and social values are incorporated within this framework.

## *SPORTS*

We aim to provide safe and stimulating experiences for pupils in a wide range of sports. We see sport as an important aspect of school life. At least two hours per week is dedicated to the development of physical activities.

Children in the Foundation Phase are introduced to many different physical activities such as outdoor activities, dance, gymnastics and games. Children in Year 1 and 2 are able to take part in swimming lessons. All Junior and Year 2 pupils will visit Chirk Swimming Pool to learn to swim in accordance with the requirements of the National Curriculum. Parents are asked to contribute £2.50 per week towards the cost of transport.

During the school year junior age children participate in many activities:- swimming, football, netball, rounders, tennis, cross country running, outdoor adventurous activities, rugby, cricket, hockey, dodgeball, benchball and athletics events. We take part in Athletics, Rugby, Swimming, Tennis, Cricket and Rounders competitions and in a Football and Netball league. Any child taking part represents the school and this is recognised as a privilege equal to academic and artistic achievement. It also fosters team spirit, the development of skills and an understanding of fair play.

Each year staff and parents offer extra-curricular classes/dragon sports for the children such as tennis, games, soccer, rugby and netball. These clubs are offered free of charge. Occasionally outside agencies such as Wrexham Football Club may offer clubs at our schools for a small charge.

### Federation Teams



## ASSESSMENT

Assessment is the means by which the progress of pupils is monitored.

### **Why do we assess?**

To define each pupil's ability: what the child knows, understands and can apply.

To reveal the pupil's strengths and areas for development.

To ensure early identification of pupils with additional needs.

To inform future planning and target setting: to ensure continuity and progression.

To communicate accurate information about the pupil that is useful to teachers, pupils, parents and other educational agencies.

To comply with statutory requirements.

To monitor, evaluate and review current practices.

### **Strategies for assessment:**

Observation – watching the pupil on task/playing.

Questioning/discussion with the pupil.

Photographing/videoing/audio taping work in progress.

Examining pupil's written work.

Marking the pupil's work, according to the Marking Policy.

Teacher devised tests for areas such as spelling, times tables.

Teacher assessments: On Entry and Baseline Assessment, Teacher Assessment at Year 2 and at Year 6.

Teacher Assessment during the year.

All Wales Reading Test (Welsh Medium) Suffolk Reading

NFER spelling test.

Non-statutory tests – NFER tests in Years 1 to 6.

Literacy and Numeracy Framework

National Literacy and Numeracy Tests

Tracking sheet

CATS tests in Year 4

PASS questionnaire in the Juniors

Fisher Family Trust data

All data is analysed and targets are set for individual pupils.

## SCHOOL REPORTS

The school will gather information about the educational development of every child and this will be recorded in their individual learning profile on a regular basis. During the first term, an initial meeting with parents takes place. This is an opportunity to discuss how your child has settled and to set targets for the term.

Before Easter a second Parents' Evening takes place. Parents may view their child's work and receive a full verbal report.

During the third term a full report is sent out to parents followed by an invitation to discuss the report.

**The Report** – a general review of the child's development in every subject. This report will consist of detailed remarks by the teachers and areas for future development in the core subjects.

## Additional Needs

When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have Additional Needs and require particular action by the school.

Every attempt is made to satisfy the needs of pupils with Additional Needs so that they can maximise their potential at school.

The schools in the federation aim to -

- Create an environment that meets the additional needs of each child;
- Ensure that the additional needs of children are identified, assessed and provided for;
- Make clear the expectations of all partners in the process;
- Identify the roles and responsibilities of staff in providing for children's additional needs;
- Enable all children to have full access to all elements of the school curriculum;
- Ensure that parents are able to play their part in supporting their child's education;
- Ensure that our children have a voice in this process.

Miss Claire Rayner is the teacher with responsibility for additional needs in the federation. Copies of our additional needs policy is available from the school office or on the website. In our federation she

- ♦ oversees the day-to-day operation of the policy;
- ♦ co-ordinates the provision for children with special educational needs;
- ♦ supports and advises colleagues;
- ♦ oversees the records of all children with special educational needs;
- ♦ acts as the link with external agencies and other support agencies.
- ♦ monitors and evaluates the special educational needs provision and reports to the governing body;
- ♦ manages in collaboration with the head teacher a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- ♦ contributes to the professional development of all staff.

## Staff who support with additional needs

Ysgol Pontfadog	Ysgol Cynddelw	Ysgol Llanarmon
Mrs Gill Roberts works with children with additional needs .	Mrs Gill Roberts works two mornings a week supporting children with additional needs.	Mrs Mair Evans works with children with additional needs .

## Catch up Literacy and Numeracy/

For key stage 2 pupils who struggle with literacy and numeracy and require a boost we run the Catch up programme in each school. This programme is available in Welsh and English. There is also a programme to boost literacy in the Foundation Phase which is called Blitz. Children requiring these



## Equality

We are committed to promoting equality of opportunity for all pupils, parents and stakeholders.

We will not unlawfully discriminate or tolerate unfairness based on any grounds.

We will do all we can to develop and sustain a safe and secure environment where all individuals are encouraged to learn and achieve their true potential.

*In the Federation we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.*

The Federation's support and guidance should enable all pupils to take full advantage of the educational opportunities offered. Our overall aim is to ensure that all our pupils reach their full potential both academically and socially. These ends are achieved through monitoring of progress and personal development, through individual support and advice, and through a climate in which pupils' well-

### The needs of the individual

Where there may be barriers to learning and participation, the school will seek to address these in a way which involves the parents, the children themselves and, where appropriate, outside agencies. The school is committed to a collaborative and inclusive approach.

The aims are to promote good personal, community and race relations.

Ysgol Cynddelw, Ysgol Pontfadog and Ysgol Llanarmon Dyffryn Ceiriog are committed to ensuring equal treatment of all its employees, pupils, parents, carers and others involved in the school community, with any form of disability and will ensure that people with a disability are not treated less favourably in any procedures, practices and service delivery. The school will not tolerate harassment of people with a disability, including any pupils who may be carers of parents with a disability. We firmly believe that every child matters.

The Disability Discrimination Act (DDA 2005) puts the public sector under a statutory duty to promote disability equality. The Duty ensures, for the first time, that public bodies tackle institutional disability-related discrimination.

# Security and health and safety

The governing body is committed to ensuring a high standard of health, safety and welfare for all staff, pupils, visitors and contractors, by ensuring the following -

- a) A healthy and safe environment throughout the school.
- b) Arrangements to ensure that no person is adversely affected by unsafe working practices, unsafe articles, unsafe substances or unsafe machine used in school.
- c) Provision and dissemination of health and safety information which is received from the LA and other sources.
- d) The provision of adequate health and safety training to all employees.
- e) Safe means of access and egress.
- f) Adequate welfare facilities for all staff.
- g) Procedures for emergencies such as fire, first aid and other school related incidents.
- h) Monitoring of health and safety standards in the school, together with a review of accident/near miss statistics.
- i) Access to specialist help with references to health and safety matters (LA).
- j) Encouragement for staff to participate in the promotion of health and safety standards in the school (promotion of joint consultation).

## Complaints procedure

Under the terms of Section 29 of the Education Act 2002 procedures have been laid down concerning complaints made by parents or others on specific items relating to the delivery of the National Curriculum or aspects of school life.

Any matter causing concern should be reported in the first instance to the class teacher. If after 10 days the issue has not been resolved a letter should be written to the Head teacher. The Head teacher will investigate the complaint and meet you. You will then receive a letter within 10 school days with the outcome. If the matter remains unresolved a formal written complaint must be submitted within five school days to the Governing Body. If the response of the Governing fails to satisfy the complainant the matter will then be referred to the Local Authority.



## School discipline

The schools in the Federation are caring communities in which children and adults are valued. We aim to develop self-esteem and self-discipline as research shows time and time again that these two aspects are crucial to good behaviour and successful learning.

We believe that all stakeholders need to work closely together to ensure that good learning behaviour is common to all our pupils.

In the Federation of Ceiriog Valley Schools we believe that adults and pupils have three basic rights:

The right to be safe.

The right to be respected.

The right to work.

Discipline is often only regarded within the context of punishment. We see it as an integral part of our relationships with children. By encouraging self-discipline and self-esteem we hope that each child will become a worthy member of the school and the wider community, and we look for parental support in trying to achieve our aims.

Through the positive approach of praise, encouragement and incentives, we seek to moderate and improve behaviour.

As with any establishment, we have a code of acceptable behaviour. Most of the 'rules' within it are borne from common sense, safety factors and the need to create a harmonious atmosphere in school. We aim to ensure that each child understands this code of acceptable behaviour, which is reasonable, sensitive and effective and always consistently and justly applied. Close co-operation with you, as parents, is important and invitations to discuss your child can all help to ensure that we work together on our combined responsibilities.

## Golden Rules for the Federation

Do...	Don't...
be gentle	hurt anyone
be kind and helpful	hurt people's feelings
be honest	cover up the truth
work hard	waste time
look after property	waste or damage things
listen to people	interrupt

All members of staff in the Federation have high expectations of children in their standards of behaviour. We expect all of our pupils to be caring, courteous, considerate and co-operative. We always aim to praise and encourage positive behaviour through our Praise/Reward Systems. Rewards may be as simple as a verbal acknowledgement from an adult, a sticker, certificate or a house point /golden coins leading to bigger rewards such as extra playtime, a superstar award and golden time.

## Sanctions

Where punishments or sanctions are necessary we have a step by step approach, this usually takes the form of 2 warnings followed by a reprimand and loss of Golden Time or withdrawal of certain privileges. The federation's good behaviour policy and anti-bullying policy can be viewed by parents on the school website or by appointment with the Head teacher.

### Behaviour Ladder



Some pupils may need additional sanctions or a behaviour plan to improve their behaviour.

## LINKS WITH HOME

The contribution of parents in assuring the best possible education is of paramount importance. The home plays a considerable part in the development of the child. Our Home/School Agreement provides a summary of expectations of all parties concerned. We believe that parents should be able to come to school at any time to discuss their child's progress. Any parent should contact the school immediately if there is a need for discussion with a member of staff. As a rule parents should contact the class teacher. The Head teacher can be contacted directly if the matter is of a serious nature.

**"If you have a concern, please tell us about it straight away."**

 <h3>Home School Agreement</h3>		
<p><b>Agreement for children</b></p> <p>To help myself at school, I will:</p> <ul style="list-style-type: none"> <li>✓ Always try to do my best in my lessons.</li> <li>✓ Always try to remember to be polite and thoughtful towards others.</li> <li>✓ Always try and enjoy school and will help other children do the same.</li> <li>✓ Always try to be a good friend.</li> <li>✓ Always try to follow our school Golden rules.</li> </ul> <p>Signed (pupil):</p>	<p><b>Agreement for school</b></p> <p>To help your child at school, we will:</p> <ul style="list-style-type: none"> <li>❖ Provide a safe, friendly atmosphere.</li> <li>❖ Encourage all children to do their best.</li> <li>❖ Ensure your child's physical and social well being at all times, and we will foster feelings of confidence, self-worth and belonging.</li> <li>❖ Deliver a balanced and carefully planned curriculum which meets the needs of your individual child.</li> <li>❖ Actively welcome parents/carers into the life of the school and will ensure that teaching staff are always available, by mutual agreement, to discuss any concerns you might have about your child's progress or general welfare.</li> <li>❖ Keep you informed about the school's policies and guidelines on behaviour and equal opportunities.</li> <li>❖ Ensure that any homework tasks given reflect your child's learning needs.</li> </ul> <p>Signed: Mrs O Corben (Headteacher)</p>	<p><b>Agreement for parents/carers</b></p> <p>To help my child at school, I will:</p> <ul style="list-style-type: none"> <li>• Ensure that my child attends school regularly and that absences are properly notified.</li> <li>• Ensure that my child arrives and where appropriate is collected promptly at the beginning and end of the school day.</li> <li>• Support the school's policies and guidelines on behaviour and equal opportunities.</li> <li>• Support my child with any homework given.</li> <li>• Ensure that my child goes to bed at a reasonable time on weekdays.</li> <li>• Attend Parent's Evenings and discussions about my child's progress at school.</li> </ul> <p>Signed (parent/carer):</p>

# HOMWORK

Every pupil is expected to do homework regularly. Homework tasks are usually linked to the work taking place in the class that week or term. The co-operation of parents/guardians is requested to ensure that homework is done conscientiously by their children. This will prepare them for homework in secondary school. Usually homework is given in the Learning log which gives the pupils a chance to show what they know about a specific subject i.e. show me what you know about multiplication.

Foundation Phase children have one piece of homework to complete every week as well as reading regularly.

In Key Stage 2 pupils will normally have homework in Literacy and/or Numeracy every week. When no official homework has been set, it should be remembered that this presents a splendid opportunity for pupils to read widely. The importance of regular reading cannot be over-emphasised. We ask parents to listen to their children reading at least three times a week and to sign their reading diaries.



## After school club

The After School Club is an independent self-funding club providing a safe, secure and fun environment for children, whose parents need to work, attend further education, attend appointments, are running late or just want their children to socialise with a variety of children. All income is used for the running of the club.

The club is based in Ysgol Cynddelw, with arrangements in place to transport children from Ysgol Pontfadog when needed. At this present time there is insufficient funding in place to transport children from Ysgol Llanarmon to the club.

It is **FREE** for children to be **registered** with the club; once your child/children are registered they are registered until they leave primary school, so no further forms need to be filled in (unless there is a change of address/ medical status/circumstances). Once registered the children can attend the club at any time, it does not have to be on a regular basis, and it can be only when we are needed, however, we do ask to book children in 24 hours in advance whenever possible.

The club is governed by CSSIW (Care and Social Services Inspectorate for Wales), and are regularly inspected to ensure conformity to regulations. As they are registered with CSSIW, some working parents are able to claim back some of the fees paid through Working Family Tax Credits.

The club is open from 3.15pm (end of school day) to 5.30pm.

Fees are:     3.15pm – 4.30pm   £5.00  
                  3.15pm – 5.30pm   £6.00

Only Pupils from 4 to 11 years old can attend the club.

## Charging and Remissions

The governors have decided a charging policy for the school based on DFE guidelines (Education Reform Act 1996).

The Ceiriog Valley Federation strives to enhance and enrich the learning experiences of our pupils. This not only adds to the enjoyment of the subjects they are taught, but to their understanding and experiences of the content. Many of the activities we undertake necessarily have a cost associated with them. Unfortunately, we are unable to provide them unless we ask our parents for voluntary contributions. Our charging policy, which has been agreed by the Governing Body of the school, sets out what we will charge for, how we will try and make it manageable for you as parents, and how we will assist those with limited income. Schools are not allowed to charge for activities which are part of the normal school day or part of the National Curriculum, but we can ask for Voluntary contributions.

Class trips and visits are organised regularly. Parents are then invited to make voluntary contributions towards the cost of these trips. Pupils will not be treated differently according to whether or not their parents have made contributions.

If sufficient contributions are not made it may be necessary to cancel visits or trips.

Residential visits that take place 'in school time' may include children entitled to claim remission for board and lodgings costs.

Parents may be asked to meet or contribute towards the costs of damage or loss of school property arising from individual pupil's behaviour.

**NO CHILD WILL EVER BE EXCLUDED FROM AN ACTIVITY IF PARENTS TELL US THEY HAVE DIFFICULTY IN PAYING.** Parents who find that they are unable to pay due to their financial circumstances, should contact the

Headteacher who will be able to assist them. The voluntary contribution parents are requested to make,



## Absence from school

It would be appreciated if parents could let us know as soon as possible the cause of absence from school – either by letter or phone. It is important that school is notified if a child is to be absent. If parents do not inform the school of a reason for absence then it will be marked as an Unauthorised Absence in our electronic register. Any prolonged absence will be highlighted on the computer and the Educational Social Worker will be informed.

Good attendance This is the key to a full education. We pride ourselves on the high attendance figures we achieve. We therefore expect an explanatory note or phone call, for any absence, immediately after the child returns to school. We ask that parents please try to take holidays during school vacations.

### Attendance figures 2014-2015

Ysgol Pontfadog	Ysgol Cynddelw	Ysgol Llanarmon
Attendance - 95.92%	Attendance - 96.12%	Attendance - 96.18%
Authorised absence - 3.61%	Authorised absence - 3.66%	Authorised absence - 3.22%
Unauthorised absence - 0.47%	Unauthorised absence - 0.19%	Unauthorised attendance—0.60%

2014-2015	Autumn term	Spring Term	Summer Term	Overall Total
Pontfadog	97.69	94.76	96.31	96.09
Cynddelw	96.07	98.41	95.88	96.12
Llanarmon	97.65	95.76	96.83	96.18

## TRANSPORT

Children under 8 years of age and living more than 2 miles from school who are in full time education and those over 8 years of age and living a distance of more than 3 miles from the school may qualify for free transport. Children may also qualify for free transport to the nearest Welsh medium school. Parents should obtain a form from the school or [www.wrexham.gov.uk](http://www.wrexham.gov.uk)

## MEDICAL INFORMATION

If a pupil has a serious or recurring medical problem please inform us and record it in the form in the parent's pack.

If a child is ill whilst at school, parents are contacted by telephone. Cuts and grazes are dealt with by the staff. If a child has an injury that requires hospital treatment we will first try to make contact with the parent or person specified in the emergency contacts list. If they are not immediately available the child will be taken to hospital by a member of staff. Please make sure that school is kept informed of current contact numbers for your child, as hospitals do prefer a parent to be present when providing treatment to a child.

### MEDICINES

Parents who wish prescribed medicines to be administered to their child must give clear instructions personally for this to be done. Please complete a Parental Permission Form available from the school and refer to the 'Administering Medicines Policy.' Medicines and tablets should be given to the class teacher for safekeeping. Children who suffer from asthma and have inhalers will have access to them but will be supervised if necessary. If a child has a severe allergy i.e. nut allergy, nearly all staff have been trained in the use of the Epi-pen.

### DENTAL INSPECTIONS

These mass checks occur fairly infrequently and parents are advised to make private arrangements.

### HOSPITAL/CLINIC/DENTAL APPOINTMENTS

Please give advance notice of the appointment in order for the pupil to be collected directly from the classroom.

## School Meals

In Ysgol Cynddelw and Ysgol Llanarmon meals are prepared on the premises. Meals for children in Ysgol Pontfadog are prepared in the kitchen in Ysgol Cynddelw and then transported to the school.

The school meals catering service in primary schools offer a fixed price two course menu, with a daily choice of two main course meals, or filled jacket potatoes and salad or a packed lunch, plus a freshly prepared pudding or fresh fruit and yoghurt.

Parents who feel that they qualify for free meals may obtain a claim form from WCBC website.

Dinner money should be paid weekly on a Monday or Friday.

Costs - Infant School Meal £2.20 Junior School Meal £2.25

If you wish, you may prefer to provide your child with a packed lunch. We ask that you try to support the school's policy by providing a healthy lunch for your child. We do not allow the pupils to eat sweets or fizzy drinks in school.

All Kitchens have a Food Hygiene Rating of 5

## Snacks

Ysgol Pontfadog	Ysgol Cynddelw	Ysgol Llanarmon
<p>Children in Ysgol Pontfadog may bring a snack of fruit to school.</p> <p>All children have access to water throughout the day.</p>	<p>Infant children are provided with a healthy snack of fruit and milk or water during break times. Full-time infant children pay £1.50 a week and the nursery children pay £1.50 a week for snack. Junior children can bring fruit from home or pay 30p a day for fruit from school. All children have access to water throughout the day.</p>	<p>Children in Ysgol Llanarmon may bring a snack of fruit to school or alternatively they can purchase fruit from school for 25p per day.</p> <p>All children have access to water throughout the day.</p>

## Toilet facilities

Ysgol Pontfadog	Ysgol Cynddelw	Ysgol Llanarmon
<p>At Ysgol Pontfadog there is one boys toilet including one cubicle, 2 urinals and 3 sinks. In the girls toilets there are 2 two cubicles and two sinks. There is a hand-dryer in each toilet Each toilet is checked in the morning and at lunchtime and cleaned after school</p>	<p>At Ysgol Cynddelw there is one boys toilet including 2 cubicles and 3 urinals. In the girls toilets there are 6 cubicles. Outside the toilets there are 8 sinks and four hand-dryers Each toilet is checked in the morning and at lunchtime and cleaned after school</p>	<p>At Ysgol Llanarmon there is one boys toilet including one cubicle, 1 urinal and 2 sinks. In the girls toilets there are 2 two cubicles and two sinks. There are hand towels to dry hands. Each toilet is checked in the morning and at lunchtime and cleaned after school</p>

# Child Protection

## Information for Parents and Carers

### Definition of Child Abuse

A child is abused or neglected when somebody inflicts harm, or fails to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. A child or young person up to the age of 18 years can suffer abuse or neglect and require protection via an inter-agency child protection plan.

On 1 September 2006, section 175 of the Education Act 2002 came into effect. This introduces a duty on local authorities, the governing bodies of maintained schools, and the governing bodies of further education institutions, to have arrangements in place to ensure they safeguard children and that such arrangements take account of guidance issued by the Welsh Government.

Where a professional has a concern about a child, they will, in general, seek to discuss this with the family and, where possible, seek their agreement to making a referral to social services. However, this should only be done where such a discussion and agreement will not place a child at increased risk of significant harm. That advice will be provided by the local social services department in consultation, where appropriate, with the police.

Parents/carers should be aware that schools have a responsibility to ensure the well-being of all pupils.

This responsibility means that the school:

- will have a child protection policy and procedures;
- should make parents or carers aware of its child protection policy possibly through the school prospectus, and that this may require their child to be referred to the statutory child welfare agencies, if they believe that the child or other children may be at risk of significant harm;
- should endeavour to work with parents/carers regarding the welfare of their child and remain impartial if their child is being, or has been referred;
- should help parents or carers understand that if a referral is made to social services or the police, it has been made in the best interests of the child and that the school will be involved in any protection enquiry or police investigation in relation to their child's welfare and educational progress; and
- keep parents or carers informed of the welfare and educational progress of the child.

Staff Responsible Headteacher- Mrs Olwen Corben

Miss C. Rayner- Cynddelw,

Mrs L Sockett-Llanarmon,

Miss E Richards-Pontfadog

## Results-Foundation Phase

The expected result for a child at the end of Foundation Phase-**Year 2** is **Outcome 5**. Some children may achieve Outcome 6 and some children may achieve Outcome 4 or less.

### Ysgol Pontfadog

Foundation Phase class - 2015 results

<b>Pontfadog</b>	Number of pupils	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Personal and social development, well-being and cultural diversity	2		50%			50%
Language, literacy and communication skills (in English)	2	50%			50%	
Mathematical development	2	50%			50%	

### Ysgol Cynddelw

Foundation Phase Results 2015

<b>Cynddelw</b>	Number of pupils	Outcome 4	Outcome 5	Outcome 6
Personal and social development, well-being and cultural diversity	20	5%	65.5%	30%
Language, literacy and communication skills (in English)	11	18.2%	36.4%	45.5%
Language, literacy and communication skills (in Welsh)	9	11.1%	66.7%	22.2%
Mathematical development	20	10%	60%	30%

### Ysgol Llanarmon

Foundation Phase Results 2015

<b>Llanarmon</b>	Number of pupils	Outcome 4	Outcome 5	Outcome 6
Personal and social development, well-being and cultural diversity	4		50%	50%
Language, literacy and communication skills (in Welsh)	3	33.3%	33.3%	33.3%
Language, literacy and communication skills (in Welsh)	1			100%
Mathematical development	4	25%	25%	50%

## Results-Key Stage 2

The expected result for a child at the end of Year 6 is Level 4. Some children may achieve Level 5 and some children may achieve Level 3 and below.

### Ysgol Pontfadog 2015 Results

	Number of	Level 3	Level 4	Level 5
Language, literacy & communication skills (in English)	0			
Mathematical development	0			
Science	0			
Welsh as a Second Language	0			

### Ysgol Cynddelw 2015 Results

	Number of pupils	Level 3	Level 4	Level 5
Language, literacy & communication skills (in English)	11		70%	30%
Language, literacy & communication skills (in Welsh)	4		75%	25%
Mathematical development	11		60%	40%
Science	11		60%	40%
Welsh as a Second Language	6		83.3%	16.7%

### Ysgol Llanarmon Dyffryn Ceiriog 2015

	Number of pupils	Level 3	Level 4	Level 5
Language, literacy & communication skills (in English)	1	100%		
Language, literacy & communication skills (in Welsh)	1	100%		
Mathematical development	1	100%		
Science	1	100%		

## Comparative data End of Foundation Phase 2015

	<b>Ysgol Llanarmon Dyffryn Ceiriog</b>				
	<b>Outcome</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Personal and social development, well-being and cultural diversity	<b>School</b>	<b>0.0</b>	<b>0.0</b>	<b>50.0</b>	<b>50.0</b>
	<b>Wales</b>	<b>0.9</b>	<b>3.8</b>	<b>42.7</b>	<b>51.2</b>
Language, literacy and communication skills (in Welsh)	<b>School</b>	<b>0.0</b>	<b>33.3</b>	<b>33.3</b>	<b>33.3</b>
	<b>Wales</b>	<b>1.1</b>	<b>8.7</b>	<b>57.3</b>	<b>32.4</b>
Language, literacy and communication skills (in English)	<b>School</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>100.0</b>
	<b>Wales</b>	<b>1.7</b>	<b>10.3</b>	<b>54.5</b>	<b>31.8</b>
Mathematical development	<b>School</b>	<b>0.0</b>	<b>25.0</b>	<b>25.0</b>	<b>50.0</b>
	<b>Wales</b>	<b>1.2</b>	<b>9.0</b>	<b>58.4</b>	<b>30.0</b>

	<b>Ysgol Cynddelw</b>				
	<b>Outcome</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Personal and social development, well-being and cultural diversity	<b>School</b>	<b>0.0</b>	<b>5.0</b>	<b>65.0</b>	<b>30.0</b>
	<b>Wales</b>	<b>0.9</b>	<b>3.8</b>	<b>42.7</b>	<b>51.2</b>
Language, literacy and communication skills (in Welsh)	<b>School</b>	<b>0.0</b>	<b>11.1</b>	<b>66.7</b>	<b>22.2</b>
	<b>Wales</b>	<b>1.1</b>	<b>8.7</b>	<b>57.3</b>	<b>32.4</b>
Language, literacy and communication skills (in English)	<b>School</b>	<b>0.0</b>	<b>18.2</b>	<b>36.4</b>	<b>45.5</b>
	<b>Wales</b>	<b>1.7</b>	<b>10.3</b>	<b>54.5</b>	<b>31.8</b>
Mathematical development	<b>School</b>	<b>0.0</b>	<b>10.0</b>	<b>60.0</b>	<b>30.0</b>
	<b>Wales</b>	<b>1.2</b>	<b>9.0</b>	<b>58.4</b>	<b>30.0</b>

	<b>Ysgol Pontfadog</b>					
	<b>Outcome</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Personal and social development, well-being and cultural diversity	<b>School</b>	<b>0.0</b>	<b>50.0</b>	<b>0.0</b>	<b>0.0</b>	<b>50.0</b>
	<b>Wales</b>	<b>0.3</b>	<b>0.9</b>	<b>3.8</b>	<b>42.7</b>	<b>51.2</b>
Language, literacy and communication skills in English	<b>School</b>	<b>50.0</b>	<b>0.0</b>	<b>0.0</b>	<b>50.0</b>	<b>0.0</b>
	<b>Wales</b>	<b>0.4</b>	<b>1.7</b>	<b>10.3</b>	<b>54.5</b>	<b>31.8</b>
Mathematical Development	<b>School</b>	<b>50.0</b>	<b>0.0</b>	<b>0.0</b>	<b>50.0</b>	<b>0.0</b>
	<b>Wales</b>	<b>0.3</b>	<b>1.2</b>	<b>9.0</b>	<b>58.4</b>	<b>30.0</b>

## Comparative data End of Key Stage 2 2015

Ysgol Llanarmon Dyffryn Ceiriog						
Level		3	4	5	6+	4+
English	School	100.0	0.0	0.0	0.0	0.0
	Wales	8.3	50.4	36.8	1.2	88.4
Oracy	School	0.0	100.0	0.0	0.0	100.0
	Wales	8.2	49.0	38.5	1.4	88.9
Reading	School	100.0	0.0	0.0	0.0	0.0
	Wales	9.0	47.9	38.3	1.6	87.8
Writing	School	100.0	0.0	0.0	0.0	0.0
	Wales	13.2	52.3	29.1	1.2	82.7
Welsh First Language	School	100.0	0.0	0.0	0.0	0.0
	Wales	9.2	54.2	33.2	0.7	88.1
Oracy	School	0.0	100.0	0.0	0.0	100.0
	Wales	7.8	52.9	36.1	0.9	89.8
Reading	School	100.0	0.0	0.0	0.0	0.0
	Wales	9.9	51.2	35.2	1.0	87.3
Writing	School	100.0	0.0	0.0	0.0	0.0
	Wales	14.8	56.8	24.3	0.6	81.8

	Level	3	4	5	6+	4+
Mathematics	School	100.0	0.0	0.0	0.0	0.0
	Wales	8.0	51.0	36.9	1.1	88.9
Science	School	100.0	0.0	0.0	0.0	0.0
	Wales	6.9	51.9	38.2	0.2	90.3

## Comparative data End of Key Stage 2 2015

Ysgol Pontfadog						
Level		3	4	5	6+	4+
English	School	0.0	0.0	0.0	0.0	0.0
	Wales	9.5	51.4	35.0	0.7	87.1
Oracy	School	0.0	0.0	0.0	0.0	0.0
	Wales	9.4	50.4	36.2	0.9	87.5
Reading	School	0.0	0.0	0.0	0.0	0.0
	Wales	10.0	48.0	37.7	0.9	86.6
Writing	School	0.0	0.0	0.0	0.0	0.0
	Wales	14.9	53.0	27.1	0.8	81.0

	Level	2	3	4	5	4+
Mathematics	School	0.0	0.0	0.0	0.0	0.0
	Wales	1.8	9.4	51.8	35.2	87.5
Science	School	0.0	0.0	0.0	0.0	0.0
	Wales	1.4	7.7	53.6	36.0	89.7
Welsh Second Language	School	0.0	0.0	0.0	0.0	0.0
	Wales	5.2	24.7	53.9	13.6	67.7

## Comparative data End of Key Stage 2 2015

Ysgol Cynddelw					
Level		3	4	5	4+
English	School	0.0	70.0	30.0	100.0
	Wales	8.3	50.4	36.8	88.4
Oracy	School	0.0	50.0	50.0	100.0
	Wales	8.2	49.0	38.5	88.9
Reading	School	0.0	70.0	30.0	100.0
	Wales	9.0	47.9	38.3	87.8
Writing	School	0.0	70.0	30.0	100.0
	Wales	13.2	52.3	29.1	82.7
Welsh First Language	School	0.0	75.0	25.0	100.0
	Wales	9.2	54.2	33.2	88.1
Oracy	School	0.0	25.0	75.0	100.0
	Wales	7.8	52.9	36.1	89.8
Reading	School	0.0	75.0	25.0	100.0
	Wales	9.9	51.2	35.2	87.3
Writing	School	0.0	75.0	25.0	100.0
	Wales	14.8	56.8	24.3	81.8

	Level	2	3	4	5	4+
Mathematics	School	0.0	0.0	60.0	40.0	100.0
	Wales	1.8	8.0	51.0	36.9	88.9
Science	School	0.0	0.0	60.0	40.0	100.0
	Wales	1.5	6.9	51.9	38.2	90.3
Welsh Second Language	School	0.0	0.0	83.3	16.7	100.0
	Wales	4.0	20.4	56.6	16.3	73.1

## COMPARATIVE DATA/RESULTS 2014 YSGOL PONTFADOG

At the end of the Foundation Phase pupils the average pupil should be working at Outcome 5. Teacher assessment will only be completed in 1 language of parental choice at the end of Foundation Phase. At the end of key stage 2 Year 6 pupils should be working at level 4. Teacher assessment is completed in Welsh and English at the end of key stage 2. English and Welsh is Of course all pupils are different and some do not reach this expected outcome or level and some pupils achieve higher than this. At Ffederasiwn Dyffryn Ceiriog we endeavour for every child to reach his or her full potential. The small numbers in year group have a huge impact on the percentages.

### School Comparative/Validation 2015 (End of Foundation Phase Outcomes - Pupils)



(Table 1 of 2 - PERCENTAGES)

Wrexham

Pontfadog C.P. School

		N	D	W	1	2	3	4	5	6	A
Personal and social development, well-being and cultural diversity	School	0.0	0.0	0.0	0.0	0.0	50.0	0.0	0.0	50.0	0.0
	Wales	-	0.3	0.2	0.2	0.3	0.9	3.8	42.7	51.2	0.2
Language, literacy and communication skills (in Welsh)	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Wales	0.0	0.1	-	0.1	0.1	1.1	8.7	57.3	32.4	0.1
Language, literacy and communication skills (in English)	School	0.0	0.0	0.0	0.0	50.0	0.0	0.0	50.0	0.0	0.0
	Wales	0.1	0.4	0.3	0.2	0.4	1.7	10.3	54.5	31.8	0.3
Mathematical development	School	0.0	0.0	0.0	0.0	50.0	0.0	0.0	50.0	0.0	0.0
	Wales	-	0.3	0.2	0.2	0.3	1.2	9.0	58.4	30.0	0.3

## COMPARATIVE DATA/RESULTS 2014 YSGOL CYNDELW

At the end of the Foundation Phase pupils the average pupil should be working at Outcome 5. Teacher assessment will only be completed in 1 language of parental choice at the end of Foundation Phase. At the end of key stage 2 Year 6 pupils should be working at level 4. Teacher assessment is completed in Welsh and English at the end of key stage 2. English and Welsh is Of course all pupils are different and some do not reach this expected outcome or level and some pupils achieve higher than this. At Ffederasiwn Dyffryn Ceiriog we endeavour for every child to reach his or her full potential. The small numbers in year group have a huge impact on the percentages.

### School Comparative/Validation 2015 (End of Foundation Phase)

#### Outcomes - Pupils

(Table 1 of 2 - PERCENTAGES)

Wrexham

Ysgol Cynnddelw



		N	D	W	1	2	3	4	5	6	A
Personal and social development, well-being and cultural diversity	School	0.0	0.0	0.0	0.0	0.0	0.0	5.0	65.0	30.0	0.0
	Wales	-	0.3	0.2	0.2	0.3	0.9	3.8	42.7	51.2	0.2
Language, literacy and communication skills (in Welsh)	School	0.0	0.0	0.0	0.0	0.0	0.0	11.1	66.7	22.2	0.0
	Wales	0.0	0.1	-	0.1	0.1	1.1	8.7	57.3	32.4	0.1
Language, literacy and communication skills (in English)	School	0.0	0.0	0.0	0.0	0.0	0.0	18.2	36.4	45.5	0.0
	Wales	0.1	0.4	0.3	0.2	0.4	1.7	10.3	54.5	31.8	0.3
Mathematical development	School	0.0	0.0	0.0	0.0	0.0	0.0	10.0	60.0	30.0	0.0
	Wales	-	0.3	0.2	0.2	0.3	1.2	9.0	58.4	30.0	0.3

### School Comparative/Validation 2015 (KS2 - Pupils)

(Table 1 of 2 - PERCENTAGES)

Wrexham

Ysgol Cynnddelw



		N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	4+
English	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	70.0	30.0	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.9	8.3	50.4	36.8	1.2	88.4
Oracy	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	50.0	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.6	8.2	49.0	38.5	1.4	88.9
Reading	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	70.0	30.0	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.9	9.0	47.9	38.3	1.6	87.8
Writing	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	70.0	30.0	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.6	2.7	13.2	52.3	29.1	1.2	82.7
Welsh First Language	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	75.0	25.0	0.0	100.0
	Wales	0.1	0.2	-	0.1	0.0	0.5	1.7	9.2	54.2	33.2	0.7	88.1
Oracy	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	25.0	75.0	0.0	100.0
	Wales	0.1	0.2	-	0.1	0.0	0.5	1.4	7.8	52.9	36.1	0.9	89.8
Reading	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	75.0	25.0	0.0	100.0
	Wales	0.1	0.2	-	0.1	-	0.5	1.8	9.9	51.2	35.2	1.0	87.3
Writing	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	75.0	25.0	0.0	100.0
	Wales	0.1	0.2	-	-	0.1	0.6	2.4	14.8	56.8	24.3	0.6	81.8
Mathematics	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	60.0	40.0	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.8	8.0	51.0	36.9	1.1	88.9
Science	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	60.0	40.0	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.4	1.5	6.9	51.9	38.2	0.2	90.3
Welsh Second Language	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	83.3	16.7	0.0	100.0
	Wales	0.2	0.6	0.3	0.1	0.1	1.2	4.0	20.4	56.6	16.3	0.2	73.1

Core Subject Indicator \*\*

School	100.0
Wales	86.1

## COMPARATIVE DATA/RESULTS 2014 YSGOL LLANARMON DYFFRYN CEIRIOG

At the end of the Foundation Phase pupils the average pupil should be working at Outcome 5. Teacher assessment will only be completed in 1 language of parental choice at the end of Foundation Phase. At the end of key stage 2 Year 6 pupils should be working at level 4. Teacher assessment is completed in Welsh and English at the end of key stage 2. English and Welsh is Of course all pupils are different and some do not reach this expected outcome or level and some pupils achieve higher than this. At Ffederasiwn Dyffryn Ceiriog we endeavour for every child to reach his or her full potential. The small numbers in year group have a huge impact on the percentages.

### School Comparative/Validation 2015 (End of Foundation Phase Outcomes - Pupils)



(Table 1 of 2 - PERCENTAGES)  
Wrexham  
Ysgol Llanarmon Dyffryn Ceiriog

		N	D	W	1	2	3	4	5	6	A
Personal and social development, well-being and cultural diversity	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	50.0	0.0
	Wales	-	0.3	0.2	0.2	0.3	0.9	3.8	42.7	51.2	0.2
Language, literacy and communication skills (in Welsh)	School	0.0	0.0	0.0	0.0	0.0	0.0	33.3	33.3	33.3	0.0
	Wales	0.0	0.1	-	0.1	0.1	1.1	8.7	57.3	32.4	0.1
Language, literacy and communication skills (in English)	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0
	Wales	0.1	0.4	0.3	0.2	0.4	1.7	10.3	54.5	31.8	0.3
Mathematical development	School	0.0	0.0	0.0	0.0	0.0	0.0	25.0	25.0	50.0	0.0
	Wales	-	0.3	0.2	0.2	0.3	1.2	9.0	58.4	30.0	0.3

### School Comparative/Validation 2015 (KS2 - Pupils)



(Table 1 of 2 - PERCENTAGES)  
Wrexham  
Ysgol Llanarmon Dyffryn Ceiriog

		N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	4+
English	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.6	1.9	6.3	60.4	36.6	1.2	66.4
Oracy	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.6	1.6	6.2	49.0	36.6	1.4	66.9
Reading	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.6	1.9	6.0	47.9	36.3	1.6	67.6
Writing	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.6	2.7	13.2	62.3	29.1	1.2	62.7
Welsh First Language	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0
	Wales	0.1	0.2	-	0.1	0.0	0.6	1.7	9.2	64.2	33.2	0.7	66.1
Oracy	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	100.0
	Wales	0.1	0.2	-	0.1	0.0	0.6	1.4	7.6	62.9	36.1	0.9	69.6
Reading	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0
	Wales	0.1	0.2	-	0.1	-	0.6	1.6	9.9	61.2	36.2	1.0	67.3
Writing	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0
	Wales	0.1	0.2	-	-	0.1	0.6	2.4	14.6	66.6	24.3	0.6	61.6
Mathematics	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.6	1.6	6.0	61.0	36.9	1.1	66.9
Science	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.4	1.6	6.9	61.9	36.2	0.2	60.3

Core Subject Indicator \*\*

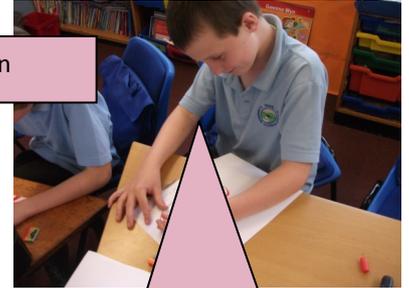
School	0.0
Wales	66.1

## Comments from the children



Millie

Ysgol Cynddelw is a good school because we are a happy and fun school. It's friendly, nobody gets left out. We have fun trips like visiting the Liverpool Museum, Cardiff and Glan Llyn.



Ethan

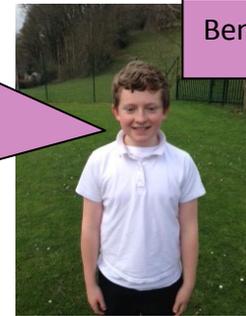
Rydw i yn hoffi gwneud gwaith laith yn yr ysgol, rydw i yn hoffi ysgrifennu am y penwythnos ac ysgrifennu stori.

Rydw i yn hoffi dod i'r ysgol i weld ffrindiau, 'dwi hefyd yn hoffi gwneud Dylunio a Thechnoleg oherwydd mae'n hwyl!



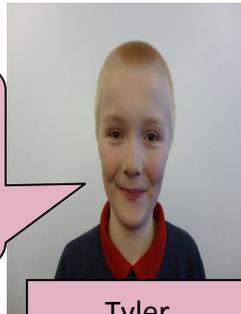
Adam

I love Pontfadog because the children are kind and friendly, the teachers are fun and enthusiastic and the work is challenging, which is good.



Benjamin

Ysgol Cynddelw is a brilliant school because it's got lots of clubs like chess, football, netball, rugby, Urdd, drama and infants club.

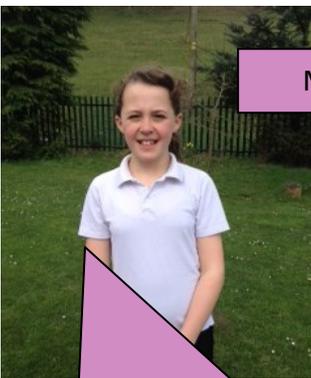


Tyler



Amber

I like doing homework. I like all the hanging things in the classroom. I like writing.



Maddy

Our school is fun and safe. My favourite thing to do is Art - painting, drawing and creating things for display.

I like going on trips. My favourite subject is number work. I look after Toffee and Fudge, our guinea pigs.



Samuel