

HANDBOOK



Ysgol Bro

Plenydd

2017 – 2018



Dear Parent / Guardian,

A warm welcome to Ysgol Bro Plenydd! This handbook was prepared in order to provide parents and parents of prospective pupils with useful information about the school.

This should be a happy time in your child's life when he or she is similar to an inquisitive sponge, ready to receive new information and ideas and looking in wonderment at the surrounding world. Your child is entitled to the best educational opportunities that we can provide.

My aim at Ysgol Bro Plenydd is that we foster confident pupils who will enjoy learning and who have been equipped with the skills necessary to enable them to become lifelong learners in today's world. A child will need to be able to face the challenges of independent learning, collaborate with others and apply investigative skills to every situation.

I want pupils to leave the school with fond and happy memories of their time here but also as confident individuals who are prepared to face the next challenge.

I believe it to be essential that your child is happy at school and feels that he/she belongs to the welcoming, stimulating, safe and hard-working community that we as teaching staff endeavour to nurture here.

It is also important that our pupils are part of a disciplined community that teaches conduct of the highest order. Learning respect, tolerance and empathy towards others is a priority.

Every child at the school is also part of a wider community. It is my aim that each child gets to know and appreciate the Welsh culture that is a part of this school's community. Every child is also a global citizen and developing a concerned conscience about the plight of our fellow man and planet is all-important. The future is in our children's hands.

I strongly believe that collaboration and the sharing of a vision and principles between the home and school is vital. Your child's education is a partnership between yourselves and ourselves and we will do everything we can to promote your understanding of the teaching process and what you can do at home to promote your child's education.

Yours sincerely,

Carys Hughes [Headteacher]



Ysgol Bro Plenydd



Ysgol Bro Plenydd

Y Ffôr

Pwllheli

Gwynedd

LL53 6UP

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E-mail:

CarysHughes2@gwynedd.gov.uk

Headteacher: Mrs Carys Hughes B.A.

Chair of the Governing Body:

Mrs Natalie Coles—Williams



School Organization 2014-15

There are three classes at the school this year. Here is a list of those classes and the team of staff at Ysgol Bro Plenydd:



Foundation Phase Class:

Teacher: Mrs Hayley Allanson

Higher-level Assistant: Mrs Netta Pritchard

Assistants: Miss Cari Ann Jones

Miss Alaw Pugh

Years 2 and 3 class:

Teacher: Mrs Mererid Prys Owen

Assistants: Miss Cari Ann Jones

Miss Alaw Pugh

Years 4, 5 and 6 class:

Headteacher/Teacher: Mrs Carys Hughes

SEN Assistants:

Mrs Catherine Martin

Mrs Dona Povey Jones

Lunch-time Supervisor:

Mrs Ann Parry

Cook: Mrs Ellen Jenkins

Kitchen Assistant: Miss Bethan

Temporary Caretaker: Mr Eirion Morris Jones

Cleaner: Mrs Beryl Jones

Clerk: Mrs Jane Eleri Jones

Dinner Money Clerk: Ms Mandy Hughes



Type of School

This school is a County Primary School [Nursery, Infants and Juniors]. It is a day, bilingual, co-educational school. It is a

The School's Location

Ysgol Bro Plenydd is situated by the main road in the village of Y Ffôr, approximately four miles north of the town of Pwllheli. The school was opened in 1912 as one of two 'open air schools' established at the time by the old Caernarvonshire Council. Before it was opened, the children of the area were educated at the old Plasgwyn school on the outskirts of the village. In the year 2000, a new extension was added to the school which included an extra classroom, a toilet for the disabled and an extensive reception area. In the same year, a hard-surfaced play area was secured for the children of the Foundation Phase. Behind the school there is a large community playing field. Between 9.00 a.m. and 3.30 p.m., its use is restricted to the school. The Governing Body, together with the Parents' Association collaborate with the school to ensure an environment that supports and enriches the learning experiences offered here and also listen and respond to the children's wishes on how to improve the environment.

School Hours

Nursery Pupils: 9.00 a.m. – 11.00 a.m.

Infants and Juniors:

Morning Session 9.00 a.m. – 12.00 p.m.

Morning Break 10.40 a.m. – 11.00 a.m.

Lunch-time 12.00 p.m. – 1.00 p.m.

Afternoon Session 1.00 p.m. - 3.30 p.m.

Afternoon Break 2.15 p.m. - 2.30 p.m.



Bringing and Collecting Your Children

The school is open to the children from 8.40 a.m. every morning. Access is not allowed before this time and responsibility is not accepted for supervision.

The school is a Green School and the school's Green Group encourages parents to walk to school or share cars when bringing and collecting their children.

Because the main road outside the entrance is so busy, the school's Governing Body in consultation with Gwynedd Council's Safety and Transport departments, allows parents to use the One-way System through the yard at Ysgol Bro Plenydd and Ysgol Hafod Lon to bring and collect their children. At the beginning of every school year, parents will be invited to agree to the system's rules and conditions before being given the right to use it. A copy of the conditions for using the One-way System can also be found on the school's website.

Admission Policy

An application for admission to the school must be made by contacting Gwynedd Education Authority. For a place at the school, applications must either be submitted directly to the Council or via the school before 1st April every year. The relevant application forms will be available at the school care of the Headteacher or from the Schools' Service. More information is available on Gwynedd Council's website: www.gwynedd.gov.uk.



Children are admitted to the Nursery Year on a part-time basis in September following their third birthday. Parents of prospective pupils are invited to meet the class staff and see the school at a special meeting during the term prior to their children starting here.



Before the children start full time in the Reception Year at the school in September following their fourth birthday, parents have to submit a second application to the Authority. Applications are assessed in accordance with guidelines set out in the admission policy.

Transition to the Secondary School

At 11 years of age, pupils transfer to Ysgol Glan-y-môr. Strong links have been forged with the secondary school and through bridging arrangements, pupils receive opportunities to visit the school on numerous occasions before transferring in order to get to know the teaching staff and building. The Head of Year 7 as well as language teachers visit Year 6 at Ysgol Bro Plenydd during the term before transferral.

Health and Safety

The best possible care is taken regarding the safety of the child while at school. If a child is ill or has an accident, parents are contacted. If needed, the emergency services are contacted or we will take the child directly to Bryn Beryl Hospital or Ysbyty Gwynedd. We will request you to fill in a Parents Permission Form for Urgent Treatment at the beginning of every new educational year.

Medication is administered to children only in special cases, having received written instruction from a parent in accordance with school policy. Pupils are allowed to carry their own asthma inhalers, the parent having applied in writing. The relevant forms are available at the school via the Headteacher and a copy of these and the policy are available on the school's website.

A pupil is not allowed to leave school before the end of the school day without permission. If the usual arrangements need to be changed, the parent will have to contact the Headteacher or relevant teachers in advance.

Every visitor to the school during the day is required to ring the buzzer by the main entrance to gain access into the school. Visitors are expected to sign the visitors' book on arrival and sign out again at the end of the visit.

The school has a fire alarm and burglar alarm which are regularly tested. Fire drills are held every term. The emergency assembly point is the Main School Yard.

The school has a designated First Aider as well as a named person who regularly receives training. First Aid boxes are situated at three points at the school and their contents are checked on a regular basis.



Environment and Ethos

Ysgol Bro Plenydd is a happy school that constantly does its best to ensure that each pupil feels that he/she belongs to the school's family. We take pride in the fact that most visitors to the school recognize the homely, friendly and disciplined atmosphere that exists here. The happy and hard-working atmosphere is based on a mutual relationship of respect and care between teachers and pupils and between pupils. This enables pupils to display a positive attitude and develop self-confidence and a positive self-image, both personally and in their inter-



AIM

The purpose of the school is to create situations and provide resources that will enable all children to become rounded personalities, to develop and apply all their talents. These situations and resources will provide for each child according to age, ability and interest, and will enable them to become responsible members of a bilingual community, members who will be able to contribute to it and partake of it, and live in peace and fraternity together.

This involves:

- 1) enabling each child to develop to his/her full potential;
- 2) ensuring that each child is introduced to the Welsh heritage;
- 3) giving each child the opportunity to develop as a full member of a rapidly-changing community.

The School's General Objectives:

- 1) To make each child feel happy and safe in a homely environment.
- 2) To give each child the opportunity to develop to his/her full potential in every aspect of the curriculum and Skills Frameworks.
- 3) To present an education that is meaningful and relevant to the pupil's experience in the community.
- 4) To promote and develop bilingualism.
- 5) To provide every pupil with an equal opportunity.
- 6) To promote contact and co-operation with parents.
- 7) To nurture respect towards belongings and towards other persons.
- 8) To encourage contact with the community.
- 9) To emphasize behaviour, courtesy and appearance.
- 10) To nurture devoted and enthusiastic teachers.

Home/School Agreement

We have a Home/School Agreement that states what the school expects from parents and pupils regarding commitment to supporting the school, as well as the school's commitment to collaborating and providing the best service to parents and pupils so that each pupil has the best opportunities to learn and develop. The agreement is circulated to each child's home at the beginning of the academic year. A copy is also found on the school's website.



Attendance, Punctuality and Absence

At Ysgol Bro Plenydd, we believe that attendance and punctuality are incredibly important to educational and social development.

If children are not at school, they miss out on valuable experiences, opportunities to learn and achieve their true potential.

See our website for our pamphlet for parents: **'Mae'n Bwysig Bod Yma !'** [It's Important to Be Here].

Every child is expected to arrive at school by 8.55 a.m. to start the school day at 9.00 a.m.

When a child is ill or is unable to attend for other reasons, please contact the school to inform us of this and complete an absence form on your child's return to school. Absence booklets are available at the school and on our website.

Absences

In accordance with Welsh Government guidelines, the school records absences in two ways:

Authorized or unauthorized absences.

Authorized absences are explained absences and which are valid in the view of the school, e.g. illness and medical appointments. Up to 5 school days of family holidays are permitted in one school year, permission having been granted at least 10 school days in advance. Every application is considered on its own merits by the Headteacher.





We do however strongly urge parents not to draw their children out of school during the school year as continuity is all-important to ensure effective learning and develop confidence.

Unauthorized absences are absences that are unexplained or absences without a valid reason in the school's view.

The school records attendance electronically. The record is available centrally and is checked on a regular basis by the Education Welfare Officer.

The school will correspond with the parents of a child who has a pattern of unsatisfactory attendance. The Education Welfare Officer may visit the home of any parents whose child's attendance rates are deemed to be of concern to the school and Education Authority.

Attendance Rates for 2016 –2017

Attendance for the Year: 95.3%

Girls: 94.6%

Boys: 95.8%

Authorized Absences: 4.5%

Authorized Absences - Girls: 5.1%

Authorized Absences - Boys: 4%

LEARNING AND TEACHING

The Welsh Language

Welsh is the main medium of life and work in the Nursery Year and Foundation Phase so that the pupils develop a firm foundation in the language. English is officially introduced at the end of Year 2 in the Foundation Phase.

Welsh is also the main medium of life and work in Key Stage 2, with an increasing use of English as pupils progress through the school so that by the end of Year 6 they are completely bilingual.

We believe that it is a privilege for our pupils to be able to participate in their education through two languages.

The Curriculum

The lessons taught at the school are planned in relation to the requirements of the Foundation Phase, National Curriculum 2008, The Literacy, Numeracy and Digital Frameworks and the locally agreed Religious Education Syllabus.

The aim of the school is to present a curriculum that will enable our pupils to:

- * develop the elementary skills of speaking, listening, reading, writing and numeracy
- * have the opportunity to study and interpret the environment
- * develop happy and healthy social attitudes
- * receive rich and varied experiences



The curriculum followed by children of Nursery, Reception, Year 1 and 2 is called the **Foundation Phase**. In the Foundation Phase, the focus is on learning through play. We will provide opportunities for pupils to develop their skills by encouraging structured play activities that are woven into the learning experiences.

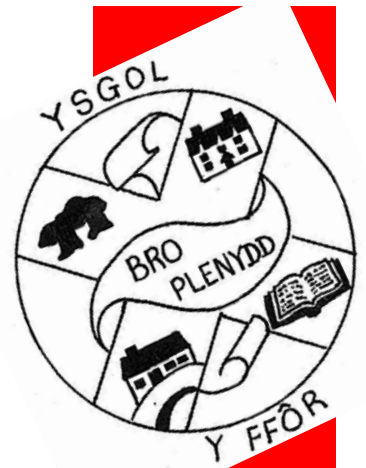
The curriculum for children aged 3-6 is known as **Curriculum 2008**, and includes mathematics, Welsh, English, science, technology, humanities [history, geography and religious education] and the expressive arts [art, music and physical education]. Foundation Phase and Key Stage 2 lessons are planned according to the **Literacy and Numeracy** and **Digital Framework**.

The non-statutory **Skills Framework for 3 to 19-year-olds** is used to plan the development of thinking skills and ICT as part of lessons.

Further information about the Literacy and Numeracy Framework is available on the school's website. All documentation relating to the Ysgol Bro Plenydd Curriculum can be viewed at the school through arrangement with the Headteacher.

Work Pattern

We endeavour to ensure that the education we provide encourages the cultural, moral, intellectual and physical development of each child, and that the nature of the curriculum as a whole is differentiated, broad and balanced. To respond to these requirements, class organization is flexible with work sometimes provided on the basis of age. At other times children of various ages comprising of more than one school year will work together on the same task.



The children will be taught as a class unit led by one teacher.

Learning experiences will be planned carefully and in a structured way, ensuring that there are broad and balanced experiences across the curriculum. Thematic methods are employed to provide cross-curricular experiences, with the intention of providing a child-focused education.

A daily literacy and numeracy hour is held at Ysgol Bro Plenydd.



Rydym yn cael hwyl



yn yr haul



The Foundation Phase

The Foundation Phase places great emphasis on promoting children's skills and understanding, personal, social, emotional, physical and intellectual well-being so as to develop the whole child. The Foundation Phase places great emphasis on children learning by doing. By 'playing' with ideas, experimenting, taking risks, solving problems and making individual decisions, in small and large groups, the children will practise and reinforce their learning. This is carried out in indoor and outdoor environments that are fun, exciting, stimulating and safe in order to encourage the children's natural curiosity to explore and learn through first-hand experiences. The Foundation Phase environment promotes discovery and

PERSONAL AND SOCIAL DEVELOPMENT AND WELL-BEING

Personal and Social Development and Well-being and Cultural Diversity lies at the core of the Foundation Phase. This Area of Learning focuses on children learning about themselves, their relationships with other children and adults. They are encouraged to develop their self-esteem, their personal beliefs and moral values. The Foundation Phase supports the cultural identity of all children, to celebrate different cultures and help children recognize and gain a positive awareness of their own and other cultures. Children are supported in becoming confident, competent and independent thinkers and learners.



LANGUAGE, LITERACY AND COMMUNICATION SKILLS

This Area of Learning focuses on children being immersed in language experiences and activities. Their skills develop through talking, communicating and listening. They are encouraged to communicate their needs, feelings and thoughts and retell experiences. Some children will communicate by means other than speech. Children refer to their intentions by asking questions, voicing/expressing opinions, reacting to situations and making choices through a variety of media. They are encouraged to listen and respond to others. They have opportunities to choose and use reading material, understand conventions of print and books and are given a wide range of opportunities to enjoy mark making and writing. Pupils' oral experiences are used to develop their reading skills. They listen to a range of stimuli, including audio-visual materials and interactive ICT software.



MATHEMATICAL DEVELOPMENT

This Area of Learning focuses on children developing their skills, knowledge and understanding of mathematics through oral, practical and play activities with an emphasis on solving problems. They use numbers in their daily activities and develop a range of flexible methods for working mentally with number, in order to solve problems from a variety of contexts, moving onto using more formal methods of working and recording when they are developmentally ready. They develop their understanding of measures, investigate the properties of shape and sort, match, sequence and compare objects and create patterns and relationships.

They use appropriate mathematical language to explain their reasoning. Skills are developed by communicating through a range of enjoyable and practical planned activities and using a range of stimuli that build on pupils' previous knowledge and experiences. They receive the opportunity to present their work in a variety of ways, practically, formally and creatively.



KNOWLEDGE AND UNDERSTANDING OF THE WORLD

This Area of Learning focuses on children experiencing the familiar world through enquiry and investigation. Children are given experiences that increase their curiosity about the world around them and to begin to understand past events, people and places, living things and the work people do. By using each of the senses, they learn through exploration, enquiry, experimentation, asking questions and attempting to find answers. They learn to demonstrate care, responsibility, concern and respect for all living things and the environment. They learn to express their own ideas, opinions and feelings with imagination, creativity and sensitivity.



CREATIVE DEVELOPMENT

This Area of Learning focuses on children developing their imagination and creativity through the curriculum. Their natural curiosity and disposition to learn is stimulated by everyday sensory experiences. Children engage in creative, imaginative and expressive activities in art, craft, design, music, dance and movement.



DEVELOPING THE WELSH LANGUAGE: BILINGUALISM AND MULTICULTURALISM

Schools currently developing 'Language, Literacy and Communication Skills' through the medium of Welsh will not have to teach the bilingual element of the Framework but the children do receive opportunities to learn about the various cultures and customs in the world and to learn to respect others.



PHYSICAL DEVELOPMENT

This Area of Learning focuses on children's physical development. Enthusiasm and energy for movement is continually promoted through helping them to use their bodies effectively, by encouraging spatial awareness, balance, control and co-ordination and developing motor and manipulative skills.

Children are encouraged to enjoy physical activity and their developing sense of identity is linked closely to their own self-image, self-esteem and confidence. Children are introduced to the concepts of health, hygiene and safety and the importance of diet,



National Curriculum 2008 for Key Stage 2

At Key Stage 2 [7-11 years of age], learners build on the skills, knowledge and understanding acquired during the Foundation Phase by following Curriculum 2008, the Literacy, Numeracy and Digital Framework and the Skills Framework.

Language: Welsh and English Oracy, Reading and Writing

Language is the foundation of every child's learning. Without it, the child cannot make sense of the surrounding world nor respond to experiences.

Our aim is to instil in each child a positive and constructive attitude towards language so that he/she is able to use it with increasing confidence and accuracy when speaking, listening, reading and writing.

We will introduce the child to the Welsh and English literary traditions in their various forms so as to foster an interest and pleasure that will, hopefully, remain with the

Speaking and Listening

We will develop the child's ability to listen in collective situations, as part of a group and as an individual. We believe that this is a valuable and important skill to develop in a child. Only by listening attentively will the child understand and learn. Listening can provide pleasure and enjoyment and helps us respond at an increasingly intellectual and creative level to the world around us.



Our aim is to nurture children to be increasingly comfortable and confident when speaking in all situations. We emphasize the importance of speaking clearly, comprehensibly and correctly. We also endeavour to instil in the child an awareness of the correct and appropriate language to use when responding in various situations.



Reading

This skill is essential to the development of every one of us. Our aim at Ysgol Bro Plenydd is in the first instance to make every child a reader so that he/she derives enjoyment from reading for pleasure and entertainment. We will also nurture children to become correct and intelligent readers so that they can use the skill to glean information and enrich their understanding of the world in which they live. The child's ability to respond critically to aspects of texts will also be developed.

Writing

We will provide opportunities for the child to write in response to a wide range of experiences and situations. The child will develop his/her skills of writing creatively and factually for various purposes. The child will be taught about the various writing forms and their characteristics, nurturing their skill to be able to select the appropriate medium for writing. The child's ability to write with increasing accuracy will be developed as he/she progresses through the school.



Mathematics / Numeracy

Skills: numerical reasoning , numerical skills, measuring skills, geometrical skills, algebra skills, data skills



Using mathematical skills is an essential part of everyday life and mathematical concepts can be found everywhere in the world around us.

Our aim at Ysgol Bro Plenydd is to nurture an enjoyment of mathematics in each child as well as a healthy and positive attitude towards the subject.

Developing clear thinking strategies, using mathematical language to explain and discuss and the ability to reason are the subject's essentials. Our aim is that the child's ability to do so with confidence and ease will increase as he/she progresses through the school.

The Literacy and Numeracy Framework

The Literacy and Numeracy Framework has been statutory in schools in Wales since September 2013. Assessing a child's progress against the Framework's skills will be statutory from September 2014.

Every school year will study the Framework alongside the Curriculum. Comprehensive information about the Framework as well as a copy of it is available on the Learning Wales website.

The school's information pamphlet on the Framework is available on our website.

Science

Skills: Communication, Enquiry - planning, developing and reflecting

Range: Interdependence of organisms, The sustainable Earth, How things work

The child is surrounded everywhere by science. During his/her time at Ysgol Bro Plenydd, the child's investigative skills will be developed through experiences that will require him/her to observe, predict and experiment. We will aim to develop clear and logical ways of thinking so that the child is able to plan and form conclusions successfully.

Through various themes the child's understanding of the following will deepen:

living things and life processes

how things work in the surrounding world

the properties of materials and their suitability for various purposes.

Information and Communication Technology

Skills: Find and analyse information, Create and communicate information

This is a subject which is developing at great pace. Recent developments enable the child to be in contact with his/her world continuously. At the school, we aim to develop the skills above cross-curricularly. ICT, similarly to Literacy, Numeracy and Thinking, is a skill that can be developed through the medium of every curriculum subject.



Humanities:

Religious Education

- Skills:** Engaging with fundamental questions, Exploring religious beliefs, teachings and practice[s], Expressing personal responses
- Range:** The world - the origin and purpose of life, the natural world and living things, Human experience - human identity, meaning and purpose of life, belonging, authority and influence, relationships and responsibility, the journey of life, Search for meaning - non-material/spiritual knowledge and experience regarding the non-material/spiritual



Although the school does not have formal links with any denomination, the school's religious education curriculum is based on Christianity.

Religious education at Ysgol Bro Plenydd is presented in accordance with the LEA's agreed syllabus. Religious education at the school attempts to make children aware of the religious background and acceptable standards in terms of conduct and morality in this country.

Developing a knowledge of religions and recognizing the importance of religion to people's lives helps develop tolerance and respect and should help nurture responsible attitudes among children towards their own community and the wider world.

The Education Act provides for those parents objecting to their children taking part in services or religious education lessons to make arrangements with the Headteacher for the children to be excused from participating.

Collective Worship

A daily service is held in accordance with the requirements of the Education Act 1986. The whole-school service is held in the Library and services are also held in classes. This service contributes to the ethos and atmosphere of the school. An attempt is made to ensure that the services are relevant to the children's everyday lives, and to act as a means of developing positive aspects in the children's involvement with each other, such as empathy, care and respect. The main emphasis is on the Christian religion but other world religions are also discussed.



History Skills: Chronological awareness, Historical knowledge and understanding, Interpretations of history, Historical enquiry, Organization and communication

Range: Study, Carry out, Ask and answer the questions

Knowing about the past helps the child make sense of the present. History is taught through various themes, aiming to provide interesting and enjoyable experiences. In their history lessons, the children will learn about significant people, events and places from the past. The child will understand that some things have changed while others remain the same. They will have the opportunity to learn where to discover evidence about the past and to compare periods in history.

Geography

Skills: Locating places, environments and patterns, Understanding places, environments and processes, Investigating, Communicating

Range: Study, Carry out, Ask and answer the questions, Communicating



Through investigative work in the classroom and fieldwork, the child will develop an active interest in places in the world around them. They will study their own locality in Wales, the wider world, diverse environments and geographical events in the news. The children, and global citizens, will develop a conscience regarding their environment, and the importance of sustainability.

The Arts: Art/Music/Drama and Movement

We believe that the arts have an extremely important role to play in each child's development. At Ysgol Bro Plenydd, there is an opportunity to participate in art, music, drama and movement activities.

Art

Skills: Understanding, Investigating, Making

Range: Understanding, Investigating, Making

Children receive the opportunity to study the work of artists, craftspeople and designers, to conduct creative investigations and do their own art work. Using a variety of materials and processes, they communicate their ideas and feelings through the medium of a visual, tactile and sensory language. We believe that exploring, appreciating and enjoying art enriches learners' lives.



Music

MUSIC

Skills: Performing, Composing, Appraising

Range: Performing, Composing, Appraising

The children will develop the skills of singing, playing and practising instruments; they will create music spontaneously, compose and arrange music; and they will listen to and appraise music. The children learn to improve their performing, composing and appraising work by developing and using their mind and their communication skills.



Instrumental Lessons

The school offers harp and brass instrument lessons from Cwmni William Mathias music company. Peripatetic teachers visit the school every week to conduct lessons. There is a harp at the school and it is possible to hire one for practice purposes through a special scheme. The children receiving brass instrument lessons are able to hire instruments through Cwmni William Mathias. The school pays a considerable proportion of the costs of lessons and requests a contribution of £30 per term per child.

Lessons are offered to children of Key Stage 2 only. The children make good progress and under the scheme it is possible to join an orchestra which meets at Ysgol Glan-y-môr, Pwllheli. Regular practice at home is essential !

Design and Technology

Skills: Designing, Making - food, rigid and flexible materials, systems and control

The pupils will have an opportunity to fulfil and represent ideas from their imagination through illustrations, plans, models, displays and computer simulations. It is an exciting experience for each child to see his/her initial idea developing and growing to fruition.



ICT and Thinking Skills Framework

A non-statutory 'Skills framework for 3 to 19-year-olds in Wales' has been developed in order to provide guidance about continuity and progression in developing thinking, communication, ICT and num-

Developing Thinking

Children develop their thinking across the curriculum through the processes of planning, developing and reflecting.

Digital Framework

The Digital Framework has been in practice in schools in Wales since September 2016 when the government asked schools to develop understanding of it and start planning towards implementing it. From September 2017 onwards schools are expected to integrate the framework into the curriculum. Extensive information regarding the Digital Framework is available on the Learning Wales website. The Framework concentrates on digital skills that can be used in various subjects.

Physical Education

Skills: Health, fitness and well-being activities, Creative activities, Adventurous activities, Competitive activities

Range: Health, fitness and well-being activities, Creative activities, Adventurous activities, Competitive activities

Physical education is important in order to develop confidence and enjoyment in children towards physical activities. The hope is that a lifelong routine of physical activity will start at the school. This will lead to health and fitness as well as an opportunity to socialize through activities.

We aim to provide one hour per week of Physical Education activity in the Foundation Phase and approximately one and a quarter hours in KS2.

FP gymnastics lessons will take place in the school hall and at Canolfan Hamdden Dwyfor [leisure centre] for KS2.

Swimming lessons for KS2 are provided at Canolfan Hamdden Dwyfor. A contribution towards bus costs to Pwllheli is requested every week.

Games, athletics and orienteering lessons are provided at the school. A member of staff has received instruction on orienteering and the school has an orienteering map in order to develop outdoor and problem-solving activities.



There is also an effort to participate in various sports such as football and netball matches, skipping challenges, Fitness Club and hockey.

KS2 children meet the rest of the catchment area children every term at Canolfan Hamdden Dwyfor or at Clwb Chwaraeon Pwllheli [sports club] for competitive sports and games.

Clwb Cerdded Plenydd [walking club] attempts to organize two walks a year in various locations so that the children enjoy the experience of an extended walk in the outdoors.

Pupils from Years 5 and 6 visit the Beacon Centre at Caernarfon for a climbing session.

In addition, after-school clubs offer various

Learning Across the Curriculum

At Key Stage 2, the children's knowledge and understanding of Wales, their personal and social development and well-being and their awareness of the world of work should be promoted.

The 'Cwricwlwm Cymreig' 7 – 14

Learners aged 7 to 14 should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.



Personal and Social Education

Learners should be given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and prepare for lifelong learning.



Sex Education

As part of Personal and Social Education, we introduce Life/Sex and Relationships Education throughout the school. The work presented corresponds to the DCELLS Personal and Social Education Framework 2008 and to the Gwynedd Healthy Schools' Scheme. In accordance with the school's policy, we will add responsibly and developmentally to the children's experiences of their bodies and their relationship with the world around them. By doing this, pupils will be better equipped to deal with puberty, developing skills and self-esteem to grow in confidence.

The school uses the Sense DVD and Gwynedd Healthy Schools' 'Tyfu' [Growing] pack.

A copy of the school's Sex Education policy is available at the school and on our website and a parents' information sheet is also available explaining what is presented to children in the different years.

Parents are entitled to withdraw their children from those aspects of Sex Education that do not form part of the Science Curriculum. Parents are not obliged to explain the reasons for withdrawing their child.

What sort of learner is your child?

At Ysgol Bro Plenydd, we endeavour to provide every child with a high standard of education. Our expectations of our staff and children are high.

Education is not just about learning facts. As part of their learning, the children get to know themselves well as learners. We nurture children to develop an understanding of how they learn.

The children become aware of their strengths and how they learn best, knowledge which is important to them as learners.

Homework

Homework is occasionally provided in the Foundation Phase. The homework is usually based on the essentials of learning and sometimes on investigative work that arises from the theme or perhaps from creative work.

Homework is regularly set for children in KS2.

Homework will usually include tasks in the fields of numeracy and literacy where tasks are set to correspond to the work done in class at the time or work already accomplished in order to practise and keep concepts alive in the child's mind and support and promote skills.

The children will work on a particular theme in class and, occasionally, will be given investigative work to carry out at home on various aspects of the theme. When this happens, it is hoped that the home will co-operate to encourage the child's work.



Reading

Every child at school is encouraged to become a reader. In the Foundation Phase, the Reading File will be sent home regularly every week so that the children practise and share their reading with parents.

KS2 children are encouraged to borrow books from school to read regularly and are expected to keep a record of their reading.

Parents are asked to encourage their children to read regularly and ensure they do their homework punctually and to the best of their ability.



Reading Clubs

Every child is given the opportunity to join the Books Council's book club and to receive Cip and WCW magazines.

Assessment

The school will assess every child's progress on a continuous basis in accordance with the school's Assessment Policy. At the end of the Foundation Phase and KS2, each child is awarded an outcome/level in the core subjects. At the end of every school year, a comprehensive report is provided on each child's progress.



Assessment for Learning

Assessment for Learning is an ongoing process and continuously provides new information that helps the teacher plan the child's next learning pathway. This information will come from the teacher when assessing a piece of work by the child, from the child as he/she assesses his/her own work or from another child or other group assessing the child's work.

Policy of Additional Learning Needs



At Ysgol Bro Plenydd as in every other school, there may be children who have additional learning needs. This does not necessarily imply that these children are not children with ability, or that they have a permanent problem. Several factors may impact a child's educational development, and it is important that parents notify us of any factor that may affect their children's educational development. Extremely able children also have Special Needs, as this school is well aware.

The school's Policy of Additional Learning Needs is based on the National Code of Practice.

The Stages:

If the teacher is of the opinion that a child has problems, or is very able, he/she will find ways of helping that child. The teacher will hold a discussion with parents.

If the teacher is of the opinion that the child is not making progress, he/she will discuss the problems with the Special Needs Co-ordinator, i.e. the person at the school who ensures that the plan works effectively. **At this school, the co-ordinator is Ms Nia Tecwyn Jones.**

Following discussions with the parent, the child will be placed on the school's Special Educational Needs register. The school creates a One Page Profile for every pupil. However if the child is placed on the School Action + stage an Individual Education Plan [IEP] will be created.



This is a positive step as the school and parents collaborate to help the child. The progress made will be monitored after a certain amount of time. If problems decrease, the child's name will be taken off the list. This stage is called School Action. If problems persist, the parents and school could decide to place the child on the next stage, i.e. School Action Plus.

This will be noted on the register. This means that the school will write to the Education Authority to request advice on how to help the child. The child will usually be seen by a Special Needs Advisory Teacher or Educational Psychologist. This could mean giving the child additional attention. On School Action Plus, the school and parents again prepare a special individual scheme of work for the child. Progress will be reviewed after a certain period. If the child overcomes the problems, he/she could be returned onto School Action or even taken off the list.

The Education Authority may decide to provide additional support for the child while on School Action Plus. This stage is called Stage 3* [three star]. This provision is reviewed regularly.

If everyone involved feels that there is a need to conduct a very detailed assessment of the child's difficulties, a decision could be taken to proceed to a Statutory Assessment. On this stage, the Education Authority has a very detailed method of gathering information about the child.

Once parents have agreed on this stage, information will be gathered and the Education Authority has up to six months to draw up and prepare a plan that denotes ways of assisting the child [this is referred to as a Statement of Special Educational Needs].



If the parents agree to the Authority's plan, the child will then be placed on a Statement [the highest stage]. If the parents disagree with the plan, there are channels open to discuss this with the Authority. Throughout all of these stages, parents are invited to discuss with the school and be provided with copies of individual education plans. The aim at all times is that the school and parents collaborate to help the child.

The school's policy of special needs can be viewed at the school by asking the Headteacher. If you have any questions, please ask the Co-ordinator or Headteacher.

Language Policy

Gwynedd Education Authority implements a policy of bilingualism in all Gwynedd schools.

The objective is to develop children to become confidently bilingual so that they become full members of the bilingual community to which they belong.

Ysgol Bro Plenydd is a naturally Welsh-language school and staff and pupils strive hard to retain the school's Welsh ethos and atmosphere. We look forward to welcoming the parents who are new to the language to participate in the culture.

We hope that you will respect this culture and take pride in the fact that your child is able to be part of it as it will enrich so many of your children's learning experiences. We respect your right to use the language of your choice, and you will receive bilingual correspondence from the school.



When new children come to the school who do not speak Welsh, it will be ensured that they are happy and at home before making every possible effort to teach them Welsh. This will be done as soon as possible so that they can take their place naturally in the life of the school and community. Arrangements will be made for the child to attend the Language Unit at Llanybi for a term, where an intensive and thorough provision is available led by experts. Transport will be provided to convey the children from door to door.



Gwynedd Welsh Language Charter

The Gwynedd Welsh Language Charter is implemented throughout all the County's schools. Its aim is to safeguard the special bilingual culture that exists here in Gwynedd. Each school has developed its vision in relation to the Charter and is working towards its awards: bronze, silver and gold. This year, Ysgol Bro Plenydd will work to maintain its gold status.



Extracurricular Activities

Ysgol Bro Plenydd offers a programme of extracurricular activities that includes the Urdd, various clubs and visits as well as supporting Y Ffôr Chaired Eisteddfod.



Urdd

A branch of the Urdd has existed at Y Ffôr for many years. The village Urdd branch meets in the hall of the Ganolfan community centre on Thursday afternoons immediately after school. The branch is run by volunteer parents with the school's support.



Every child who is a member of the Urdd has recently had the opportunity to compete in arts and crafts and sports events.

Clubs

There is an opportunity for children to join various after-school clubs. Up till now, folk dancing, gardening, French, football and netball clubs have been held. Every child in the school's two eldest classes is a member of Clwb Cerdded Plenydd



Visits

The teachers organize visits to enrich the themes studied in class. The school's eldest class will have the opportunity to visit Plas Tan-y-bwlch, Maentwrog every year on a residential visit.



Y Ffôr Chaired Eisteddfod

Every child at the school supports our village eisteddfod by competing in the art section every year. At the evening meeting of the eisteddfod, children of Year 6 form a retinue to greet the winning poet.



Policy of Charging Payment

The school requests contributions towards the costs of the bus taking the children to Canolfan Hamdden Dwyfor for gymnastics and swimming lessons. Contributions are also requested towards the travel costs of educational visits or the cost of an admission ticket or training. The school also requests contributions towards the costs of instrument lessons from Cwmni William Mathias.

The parents will be sent the relevant information in advance. The school is always willing to discuss when parents are concerned about paying any costs.

Equal Opportunity

Our aim is to provide an equal opportunity for every pupil at Ysgol Bro Plenydd. It is felt that language, religion, age, gender, ability, background, skin colour or physical disability should not impair a child's opportunity to engage in the school's full curriculum and all its activities.

Children are distributed into groups according to ability and age and are of mixed gender. An attempt is made to ensure that there are opportunities for every child within every curricular subject through tasks that are suited to their ability whether individually, in pairs or groups.

We consider every individual to be equal and that everyone should be respected.

We believe discrimination based on language, gender, religion, background, age, skin colour, ability or physical disability to be totally unacceptable.

We aim for every member of the school community whether a pupil, member of staff, governor or parent to give of their best to promote equal opportunities for all at the school by contributing personally to attempting to create a happy and caring environment which generates self-respect and a respect of others.

Our aim is to avoid any discrimination and lack of equal opportunity in the school's administration, curriculum and socially.

Participation

The School Council provides opportunities for pupils to contribute to what goes on at the school by voicing their opinions and making decisions. By listening to the child's voice, the school becomes a happier place. It is also a means for teaching staff and governors to get to know the children's wishes regarding their school.

The children will also be given opportunities to participate through the:

Fairtrade Group Language Group

Green Group

Road Safety Officers Group

Young Ambassadors and the Fitness Group.

Fairtrade

The school supports, promotes and uses Fairtrade produce wherever possible. A copy of the policy in full is available at the school.



Healthy School / Green School

The school participates in the Gwynedd Healthy Schools and Eco Schools schemes.

Through activities in both schemes, the children come to realize the importance of healthy eating and developing fitness as well as issues involving sustainability, recycling and energy saving.

The school is working towards the Green Schools' silver award and Phase 4 of Healthy Schools.

Rules of Behaviour at Ysgol Bro Plenydd

Every pupil is expected to behave sensibly, responsibly and courteously while at school.

At Ysgol Bro Plenydd every child is expected to:

address members of staff using their title, e.g. Miss, Mrs, Mr, Auntie

respect the school's yard and playing field

place litter in the bin

respect the interior of the school building and all its resources

respect the property of their peers

clear up and put away their own property and the school's resources

show respect and courtesy towards adults [all staff and visitors]

respect each other and show care and empathy

talk quietly within the building

walk within the building

behave appropriately in the dining room

listen to and obey teachers' instructions

put any money or valuables in the care of a member of teaching staff



The following are prohibited:

- stealing**
- bullying**
- lying**
- swearing**
- violence**
- fighting**
- rudeness**
- interrupting**
- loitering around the class**
- disrespecting school resources**
- harassing other children**
- disrupting lessons/peers' wish to work**
- leaving a room without a teacher's/lunch-time supervisor's permission**
- leaving school premises without the Headteacher's permission**
- running inside the building**
- bringing toys to school without permission**
- eating sweets or crisps during break-times [fruits are permitted]**

At the beginning of every school year, the children of every class will meet to draw up the class rules for the year. Fostering self-discipline is an important element in the education provided at the school.



Discipline

A school cannot operate effectively to ensure an education of the best quality and educational and moral development without firm and fair discipline.

All teachers at this school have a responsibility for discipline. It is ensured that every member of teaching staff is aware of and fosters the same expectations and standards in terms of behaviour throughout the school and that they are aware of the school's rules and expectations. Where behaviour is concerned, the support and cooperation of parents is essential. A child must realize that the school and home promote the same standards and that both have high expectations.

The Governing Body possesses the following documentation regarding discipline:

A Statement of Principles regarding Ethos and Upholding Behaviour

Policy on Behaviour and a Plan to Promote Positive Behaviour

Policy on Discipline

Anti-bullying Policy.

In accordance with the recommendations of Gwynedd Schools' Service, the Behaviour and Discipline Policies and Plans of Ysgol Bro Plenydd are based on the **Incredible Years – C. Webster-Stratton** programmes.



Anti-bullying Policy

At Ysgol Bro Plenydd, we believe that everyone here has the basic right to receive their education without being belittled, oppressed and insulted. The staff and children work together to create a happy, caring environment, where children can enjoy their learning. Bullying in any form will not be tolerated. It is everyone's responsibility to deal with any instances of bullying quickly and effectively. We have an anti-bullying policy in place to respond to this.



Pastoral Care and Safeguarding Children

The Headteacher is primarily responsible for the school's pastoral arrangements. Every child is placed in the care of a class teacher but the whole staff endeavour to take responsibility for the well-being of all pupils at the school.

Every member of staff at this school is responsible for safeguarding and protecting the children in their care. If there are concerns about neglect or physical, emotional or sexual abuse, staff have a duty in accordance with the County's Child Safeguarding Procedure to report the matter to the school's Child Protection Co-ordinator.

The Co-ordinator may consult professional colleagues as well as relevant agencies such as Health and Social Services. Following this, the school may have to officially refer the child to Social Services in accordance with the County's protocol and guidelines. Depending on the nature of the allegations, it might not always be appropriate to discuss the matter with parents before referring a child. Social Services and the Police are responsible for investigating allegations.

THE SCHOOL'S CHILD PROTECTION GUIDELINES

As part of the child protection system, the teachers and ancillary staff at this school have a duty to identify signs of possible abuse or neglect and to refer their concerns to responsible persons at the school or Social Services immediately.

Concern for a child:

The Responsible Persons for Child Protection at Ysgol Bro Plenydd are: Co-ordinator:

Mrs Carys Hughes, Ysgol Bro Plenydd, Y Ffôr
Contact phone number: 01766 810 625

Second person: Mrs Mererid Prys Owen, Ysgol Bro Plenydd [01766 810 625]

Governing Body's Child Protection Designated Person: Chair of the Body: Dr Arfon Williams, Ty'n Rhos Penarth, Chwilog, Pwllheli
Contact phone number: 01766 810 465

Through Social Services' Child Referral Team: Contact phone number:

01758 704 455

Authority's Contact:

Mrs Delyth Griffiths

01286 682 056

The Governing Body or Authority's contact person should be contacted if the child protection allegations involve the Headteacher.



Looked-after Children

The achievement of looked-after children in education is supported and promoted in accordance with the school's policies. The **Headteacher is the designated person.**



Disability and Access

The school's plan ensures ease of access for pupils and parents with disabilities. Special arrangements are made between the school and home when a pupil with disabilities or additional learning needs starts at school. Please contact the **Headteacher for more details.** The school is sensitive to the needs of pupils with disabilities and makes every effort to include them in all aspects of the school's life and work. The content of the plan can be read by **contacting the Headteacher.**

Swimming Lessons

Years 3-6 receive swimming lessons at Canolfan Hamdden Dwyfor on Thursday mornings during the Autumn and Spring Terms. The school pays for using the centre and for the instructors. We kindly request a contribution of £16 per child per term to pay bus costs. **This arrangement cannot continue without these contributions.**

Toilets

In accordance with the Education [School Premises] Regulations 1999 the school provides toilets and hand basins for pupils as follows:

Pupils over 5 years of age: 1 toilet/hand basin for every 20 pupils

Pupils under 5 years of age: 1 toilet/hand basin for every 10 pupils. The school's toilets are cleaned on a daily basis.

School Uniform

This school has an official school uniform, but children are not compelled to wear it. It is felt, however, that a school uniform engenders pride in the school as well as a sense of belonging. As a result, neatness of dress is encouraged at all times.



TERM	GIRLS	BOYS
Winter	Grey skirt or black school trousers, white polo shirt, Ysgol Bro Plenydd sweatshirt or cardigan	Black or grey school trousers, white polo shirt, Ysgol Bro Plenydd sweatshirt
Summer	Grey skirt, Ysgol Bro Plenydd red polo shirt Red and white gingham dress	Black or grey school trousers or school shorts, Ysgol Bro Plenydd red polo shirt

Ysgol Bro Plenydd sweatshirts, cardigans and red polo shirts together with other items can be purchased at Llŷn Sports, Pwllheli.

It would be appreciated if every child wore black shoes to come to school.

Every item of clothing should be clearly marked with the child's name.

School Dinners

Dinners are prepared in the school kitchen by the cook, Mrs Ellen Jenkins and her assistant, Bethan. The Gwynedd Schools' Service menu is followed, which is specially planned with a balanced diet in mind.

Dinner money is collected by Ms Mandy Hughes, the dinner money clerk, on Fridays. The school will provide special envelopes for dinner money. School dinner costs £2.50. The school would prefer to receive a cheque rather than cash. However, the exact amount in cash would be accepted. During the Autumn Term 2017 the Education Authority will be setting up an electronic payment system that all parents can use. Parents can make applications for free school meals confidentially through Gwynedd Council's Benefits Section. Confidentiality is also maintained at the school.

Healthy Lunchbox

You are asked to ensure that the content of the lunchbox follows the rules of a balanced diet in the same way that the Schools' Service dinner does.

A lunchbox should not contain sweets. The school permits only one sweet item in the box such as a biscuit or cake. Crisps are permitted once a week only. Water or fruit juice is allowed, but no fizzy drinks.

Milk

Free milk is offered to all Foundation Phase children. Milk is available to order at the school for KS2 children.



The School's General Rules

A child should not arrive at school before 8.40 a.m. Children are not allowed on school premises nor in the building unless there are teachers present. **The teaching staff do not take responsibility for any child arriving before this time.**

The school finishes at 3.30 p.m. for all pupils. Those children walking home are escorted to the road along the little path. Those children whose parents wait for them are escorted to the kitchen gable-end.

Children are not released into the care of unknown persons. Therefore, if somebody unfamiliar to the school is fetching your child, you are asked to inform the school in advance. You are also asked to inform us if your child is going home with another child to a party or to play.

In the mornings, the little path will be accessible to pedestrians. We kindly ask every pedestrian to use it.

Vehicles are not allowed onto the school yard during the day [9.00 a.m. - 3.00 p.m.]. Therefore, if you are fetching your child from school during that time, you are asked to park outside the school gates.



Because Ysgol Bro Plenydd is situated at the side of a narrow and dangerous main road, the Governing Body permits a unique system of allowing parents to bring their cars onto the yard to bring/ fetch their children to/from school. The future of the system depends on how safe it is. The rules on using the system will be sent to all parents at the beginning of every new school year.



Music and physical education lessons will not start immediately at the beginning of term. We will inform you by letter of their start times.

Physical education lessons are held regularly every week. Children are expected to bring suitable clothing and footwear which have been clearly labelled to change into for these sessions.

Every child is expected to take part in physical education lessons. If the child is not participating, the parent should provide the school with a written explanation.

The school will not take responsibility for any personal belongings lost or damaged in any way while in the school building.

Children are not permitted to use the infants' playground after school hours. Every child is entitled to use the playing field and main yard after school hours.

Every child is expected to go out to play on the yard during break-time, unless the weather is unfavourable. Every child is expected to dress appropriately for the weather.

Every child is expected to respect all school equipment and use it correctly when on loan to the home.

All the child's personal belongings, i.e. items of the child's uniform and bag should be clearly labelled with his/her name.

If school property or part of the building is damaged due to a child misbehaving, the parent is expected to pay the cost in full or in part.



Support Services

The school nurse and dentist visit the school occasionally. The hearing test service also visits. A child can be referred to the Language and Speech Therapist through the school.

Parents are asked to inform the school of any disability or disorder that could impair their child's development. Full information means that we can plan the best provision for the child.

Complaints Procedure

The Local Education Authority, in accordance with the requirements of Section 29 of the Education Reform Act 2002, has established a procedure to consider complaints concerning the way the school, Governing Body and Education Authority operate in relation to the school's curriculum and other related matters.

Many complaints can be dealt with swiftly and effectively through an informal chat with the class teacher or Headteacher. This is the first logical step. Should you remain dissatisfied, a formal complaint could be submitted to the Chair of Governors via the school. The Governors have established a sub-panel to deal with any complaints and has adopted the procedure recommended by the LEA for handling complaints.

In the unlikely event that you feel that your complaint has not been dealt with efficiently, you should submit your complaint in writing to the LEA.



Home and School Link

The school will correspond regularly with parents to transfer all sorts of information about arrangements, activities and events. You are kindly asked to read all correspondence carefully. The school's website also contains useful information and every letter will also appear on it.

Parents will be invited to parents' evenings during the Autumn and Spring Terms. During the Summer Term, an open day will be held for the children of the two younger classes and a parent and teacher evening for the eldest class.

The school will informally publish a report on pupils' targets and performance during the first two terms and a full annual report at the end of the Summer Term.

Closing the School

We will make every effort to keep the school open for our pupils. Sometimes, however, due to adverse weather or an emergency, the children might have to be sent home early in which case you will be informed immediately. The Headteacher will sometimes have to take the decision first thing in the morning to close the school for the day. Such information will be available on Gwynedd Council's website and on our website. If you are in any doubt, please phone us immediately.



Ysgol Bro Plenydd Governing Body



The role of the governors is crucial to the school's development. They take decisions on how the school is run. The full Body meets at least once a term.

Governors are appointed to assist to:

1. decide what is to be taught;
2. bring children's behaviour up to standard;
3. interview and appoint staff;
4. decide how the budget is to be spent.

Governors can be:

1. parents;
2. teachers and ancillary staff at the school;
3. local councils' representatives;
4. co-opted representatives.

A parent-governor:

1. has a child at the school;
2. is elected by school parents;
3. serves a four-year term, the same as every other governor.

Parent-governors are essential in bringing the parents' views to the Governing Body as a whole, but they can discuss matters as individuals. They are of equal status to other governors and are entitled to vote.

You as parents will elect three parent governors for a four-year term.

The Governing Body for 2017—2018

Chairperson: Mrs Natalie Coles Williams

Clerk: Ms Nerys Davies [independent of the Body]

School Staff: Mrs Carys Hughes

Mrs Hayley Allanson

Ancillary Staff: Vacant

Parents— Ms Sian Prytherch

Mr Arwel Owen Mrs Natalie Coles-Williams

Local Councillor: Mr Peter Read

Co-opted: Mr John Gareth Parry

Mrs Kathleen Roberts

Community Council: Mr Steffan Jones



Parents' Association

The Parents' Association's main aim is to support the enriching experiences that Ysgol Bro Plenydd organizes for its pupils.

This work becomes increasingly difficult every year as a result of cuts to school budgets.

The money raised annually by the Parents' Association is essential to support the school's activities.

The Association meets every term to discuss ideas and organize fund-raising events for the school. The Association welcomes every parent to become an active member.

Personal Information

When registering their child at the school, every parent submits personal information. The school will also send out a personal information update form at the beginning of every new term.

If there are any changes to your child's personal details during the school year, please inform us of this as soon as possible.

TERM AND HOLIDAY DATES FOR THE SCHOOL YEAR 2017—2018

Autumn Term

September 1st and 4th , 2017 -- Teaching Staff INSET

September 5th - October 27th, 2017 - school open to pupils

October 26th—INSET

October 30th – November 3rd, 2017 - Thanksgiving Holiday

November 6th, 2017—INSET

November 7th - December 22nd, 2017 - school open to pupils

December 25th, 2017 - January 5th 2018 - Christmas Holiday

Spring Term

January 8th - February 9th, 2018 - school open to pupils

February 12th – 16th 2018 - Half Term Holiday

February 19th, 2018 - INSET

February 20th— March 23rd— school open to pupils

March 26th– April 6th, 2018 - Easter Holiday



Summer Term

April 9th – May 25th, 2018– school open to pupils

May 7th, 2018 - May Bank Holiday

May 28th – June 1st, 2018 - Half Term Holiday

June 4th – July 20th 2018– school open to pupils



Contacting Us

The school operates an open-door policy, therefore if you have any concerns about any aspect of your child's life or work at the school, please contact us immediately.

As we are always busy, we would appreciate it if you could contact us to arrange a mutually-convenient time for a discussion.

Carys Hughes
[Headteacher]



