

St. David's Church in Wales
VA Primary School
Prospectus 2023-24



*'I keep the Lord always before me;
Because he is at my right hand I shall not be moved'*
Psalm 16

Colwinston

Cowbridge

Vale of Glamorgan

CF71 7NL

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www.stdavidscwprimaryschool.co.uk

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Co-Headteachers: Mrs C Hoffrock & Mr M Sinnett

On behalf of the staff, pupils and Governors,
welcome to St David's Church in Wales
Primary School

Croeso i Ysgol Dewi Sant

We look forward to you and your child enjoying your time with us as we continue the learning that you have nurtured at home. The school is like a family, supported within its extended family - the Christian church.

St David's was initially built in 1970 to amalgamate the three existing, small parish schools. In 2021, due to increasing demand for places, the original building was replaced with a new 21st Century School. This two-storey development consists of top class facilities and ultra modern learning environments. Within the grounds, are external hard and soft surface play areas, an orchard, wild flowers and the existing conservation area. State-of-the-art photovoltaic panels make it one of the first schools to focus on low carbon energy use.

We aim to “develop ambitious, capable learners, ready to learn throughout their lives; enterprising creative contributors, ready to play a full part in life and work; ethical informed citizens of Wales and the world; and healthy, confident individuals ready to live fulfilling lives as valued members of society.”

This prospectus aims to outline information regarding the policies and practices of the school. All policies reflect our commitment to equal opportunities and our resolve to eliminate discrimination of any kind.

As our policies are comprehensive, we have included a summary in this brochure and most are available to download from our website.

Some information which we hold may not be made public. For example, personal information. If you would like further details of our policies, in compliance with the Freedom of Information Act 2000, the school will be happy to provide the complete documents.

Mrs C Hoffrock & Mr M Sinnett
Co-Headteachers

Mr L Davies
Chair of Governors

We believe that learning at St David's Church in Wales Primary School is a consequence of a partnership that encompasses all stakeholders in our parish.

Our vision motto is

"Hand in hand, together we can.....

.....Law yn llaw, fe allwn gyda'n gilydd"

This embodies the diverse relationships that we feel are instrumental in empowering our children to become: **healthy, confident individuals; ambitious, capable lifelong learners; enterprising, creative contributors; and ethical, informed citizens** enriching their local and global communities.

Our school is invested in supporting the very best possible relational health between:

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies.

As a Christian school, this also includes modelling the strength of a relationship with God.

Isaiah 41:10 "I will strengthen you and help you; I will uphold you with my righteous right hand."



The "hand" in our motto is **Inclusive and Nurturing**, it is **Guiding and Motivating** children to independently **Explore and Reflect** upon their own bespoke learning journey.



The starting point and aspiration for the schools' curriculum design is the **four purposes**, which is reflected in our aims:

Inclusive and Nurturing, Hand in hand, together we can....

- Provide a safe, nurturing and happy environment, welcoming the links with parents and the wider community.
- Demonstrate and promote equality, tolerance and forgiveness for all in our diverse society
- Grow, embracing challenge in authentic opportunities, so everyone achieves their full potential
- Develop the whole person and celebrate each individual as unique "fearfully and wonderfully made"
- Learn to value ourselves and respect the needs and the rights of others as Jesus did Develop our emotional, physical, spiritual and moral needs
- Celebrate effort, as well as achievement in all aspects of school life

Guiding and Motivating, Hand in hand, together we can....

- Encourage strong collaborative relationships, confidently and considerately socialising with sensitivity and humour
- Build life skills, knowledge and learning dispositions for an ever-changing world and technological society
- Foster a love of learning skills and knowledge through a fun, broad and balanced, innovative curriculum
- Develop a growth mindset with ambitious goals, skills of perseverance, independence and resilience
- Support sustainability of God's Earth and healthy lifestyles
- Celebrate our Welsh culture and our place within the global community

Exploring and Reflecting, Hand in hand, together we can

- Question, identify and use entrepreneurial and creative abilities to find solutions to problems or communicate ideas
- Determine our strong moral values and spiritual and ethical beliefs
- Draw upon our previous learning and make connections to apply knowledge in different contexts
- Consider how our actions impact the well-being of ourselves, others or our world either positively or negatively Evaluate the reliability of sources of evidence when researching
- Reviewing and contributing to improvements in all aspects of school
- Appreciate the positive ways that faith and spirituality influence and contribute to people's lives

How we communicate these values and vision.....

Communication between staff, governors, the LEA and outside professionals occurs regularly through formal and informal meetings.

Our correspondence to parents and carers is via our ParentPay system and Google Classroom. These are electronic, eco-friendly and reliable services, keeping the community up to date with events in school. ParentPay information is gathered in the admission booklet, but parents must log on to register.

The school operates an 'open-door' policy and normally parents can communicate their needs informally to staff on a daily basis. Alternatively, if they are unable to come into school they may prefer to telephone, or as a last resort, formally via email or letter. Staff would normally be available to meet parents out of teaching times, we utilise video conferencing meetings by using School Cloud that may replace face-to-face meetings and these must be booked in advance.

Children are given daily feedback and are also given the opportunity to be included in the decision-making process. We value the views of our children and have a proactive School Council and pupil committees.

We share our successes and constantly strive to improve on our achievements. Over the years, we have achieved the following awards:



OUR SCHOOL STAFF (as at September 2023)

Senior Management	Co-Headteachers	Mrs C Hoffrock Mr M Sinnett
	Deputy Headteacher	Mrs K Anthony
	Additional Needs Coordinator	Mrs L Croke-West
	Phase 1 Lead	Mrs C Davies
Teachers		Mrs E Jenkins / Mrs L Croke-West Mrs R Baker / Miss K Lewis Mrs L Clewer / Mrs J Ellis Mrs K Anthony Mrs C Davies Mrs J Jenkins Mrs A Jones Miss B Maund
Nursery & Childcare	Person in Charge	Mrs L Lynch
	Deputy	Mrs J Osborn
LSA & Additional Learning Needs Interventions		Mrs M Evans / Mrs S Potter Mrs M Godfrey Mrs S Owen Mrs T Mapstone / Miss C Lee Mrs C Jenkins Mrs L Watkins Mrs A Boska Mrs C Goss / Mrs J James Mr G Martin Miss A Rolland / Miss E Larkins
School Administrator		Mrs M Sharp
School Caretaker & Cleaning (A & R Cleaning)		Mr D / Mrs M Gader Mr E Browne
School Catering (Big Fresh Company)		Mrs J Isaac Mrs J Jones Mrs K Husieva

THE SCHOOL DAYSAFETY AND SECURITY

Nursery <i>12.5 hours per week</i>	9am-11.30am
<i>Colwinston Childcare</i> <i>Sessional Nursery wraparound</i>	11.30am-3.30pm
Ground Floor (old Foundation Phase/ Infants) <i>In school 26.67 hours but actual taught time is 22 hours per week.</i>	9am-3.20pm (1 hour lunch)
First Floor (old Key Stage 2/ Juniors) <i>In school 27.08 hours but actual taught time is 23.25 hours per week</i>	9.00am. – 3.25pm (1 hour lunch)

Welsh Government free breakfast club

8.00am-9.00am

Colwinston Nursery Childcare (fee paying/Wales Childcare Offer)

11.30am-3.30pm

Simply Out Of School AfterSchool Club (fee paying)

3.30pm -5.30pm

Entry to the site is through the pedestrian gate with the circle logo. Follow a counter clockwise one-way route around the school building to the labelled door for each class. Exit following the same one-way route again through the logo gate. Parents should leave the site and not congregate outside of the school before or after drop off.

If a pupil arrives late, after 9.10am they should report to the office, where they will be signed in and escorted to their classroom.

During the day, access to the school site and between play areas are restricted by combination locks and then to the school building main entrance, via a fob accessed controlled door. CCTV is in operation around the school premises.

No vehicles can be brought on to the site unless previous agreed by Mrs Hoffrock/**Mr Sinnett** in line with disability access. Deliveries, school transport and wraparound providers will use the main car park gates and these are monitored by the caretaker or accessed by phoning the office.

SCHOOL TRANSPORT



A school bus is provided by the Education Authority for children who qualify for free school transport. Only children with an official bus pass are permitted to travel on this bus. A taxi service is also used.

The bus schedule will list times for children using the service. Please note that times quoted are approximate and subject to traffic and weather conditions. Parents are advised to check the afternoon collection times with the bus driver. Prompt arrival at the bus stop would be appreciated in order for the bus to adhere to its time-table.

MORNING STOPS	APPROX. TIME
100m up from the police station in Cowbridge	8.10am
Clare Garden Village Cowbridge	8.20am
Victoria Inn, Sigingstone	8.30am
East View, Llandow	8.40am
Brookfield, Llandow	8.48am
Carne Arms, Llysworney	8.55am

The school keeps a list of children who are usually transported by school bus. Should your child be using a different mode of transport on a particular day, please inform the class teacher. Similarly, if you make alternative collection arrangements for your child, please give prior notice to the class teacher.

At home time, pupils waiting for the school bus congregate in the school hall until it arrives, rather than waiting at the bus stop in the school car park. Older children get on the bus first, with younger children sitting at the front with the Escort.

There is a strict code of conduct for pupils travelling on the school bus or by taxi. Children are supervised by a Bus Escort and their safety is of prime importance. All pupils are expected to follow the Bus Escort's instructions and respond positively to his/her requests.

The safety of your children is our primary concern and your co-operation in this matter would be much appreciated.

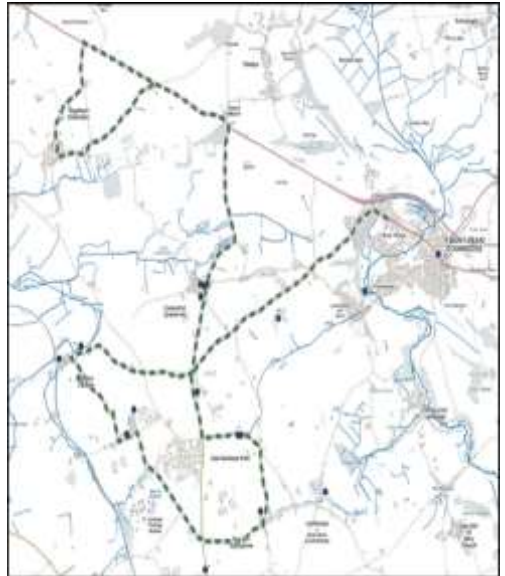
Admissions Policy

St. David's Church in Wales Primary School is a voluntary aided school with a strong and distinctive Christian character. This is reflected in the whole life of the school.

It is situated in the beautiful village of Colwinston, midway between Bridgend and Cowbridge.

The school serves the former parish* of Colwinston, Llysworney and Llandow, now part of the Ministry Area of Cowbridge. However, not exclusively so, as according to the Trust Deed, the school can look beyond the borders of the parish for pupils.

Therefore, subject to places being available at the school and with the agreement of the Governing Body, children may be admitted from outside the parishes.



Bus route 

RECEPTION ADMISSION ARRANGEMENTS

Attendance at a Nursery Class does not automatically entitle a child to a reception class place in the same school. In order for children to be considered for a Reception place in September, parents/carers should apply to St David's by completing the appropriate school admission forms

Children are admitted in September during the academic year of their fifth birthday (the academic year runs from 1st September 2023 to 31st August 2024). The standard intake number for pupils entering Reception (or any year group) in any given September is 30. Once the Reception Year applications exceed 30, the governors will consider applicants using the oversubscription criteria.

For classes in Foundation Phase the class size must not exceed 30 pupils, unless it includes "excepted pupils" as specified by Regulation.

Exceptions include:-

- Multiple birth, if it would mean splitting children because one would be the 31st child.
- Within reasonable capacity if military personnel are posted to the area after the due deadline and who have the correct documentation to confirm this.

Every child is given an equal opportunity to take up a place at St David's, irrespective of gender, ethnicity, attainment, disability, cultural, social or linguistic background. Discrimination of any kind is unacceptable and Governors welcome applications for admission from all sections of the community, providing that applicants meet the Admissions Policy criteria.

A detailed Disability Audit plan outlines the reasonable measures that the school takes to ensure access for all and prevent disabled pupils from being treated less favourably than other pupils.

To ensure equitable and full access to the National and wider curriculum, wherever practicable and within the resources available, the school is prepared to modify the physical environment, the procedures, the teaching materials and other resources.

Our new 21st Century School strives to be disability compliant, for example with a lift to the first floor, hearing loops, braille room labels, a 'cwtch' regulation room, ramped entrances and disabled toilet provision.

In exceptional circumstances the school can apply to reasonably further modify or disapply the curriculum to meet the needs of the child.

Should there be insufficient places to accommodate all applicants who qualify under any one of the categories; places will be considered according to the proximity that applicants live to the school. Proximity is measured using Vale of Glamorgan Council criteria.

Oversubscription Criteria:

Where applications are equal to or less than the admission number then everyone will be admitted.

Should there be insufficient places to accommodate all applicants who qualify under any one of the categories, places will be considered according to the proximity* of applicants place of residence* to the school, for whom St David's is the closest Church school.

Children with a Statement of Educational Need, when the school is named as the most appropriate setting are admitted ahead of the oversubscription criteria.

1. "Looked After", previously "Looked After" children.
2. Children who have a sibling* who is a pupil registered at the school on the date when the applicant child is due to commence school. *(In priority order: first siblings in Reception, then Year 1, then Year 2, then Year 3, then Year 4, then Year 5 and finally Year 6)*
3. Children who live in the school's parishes, who can demonstrate their active involvement in a Christian community.
4. Children who live in the school's parishes, who can demonstrate their active involvement* in another faith community.
5. Other children who live within our parishes.
6. Children whose families wish them to be educated in a Church in Wales school

Application Forms

Application is via the Vale online system:

<https://www.valeofglamorgan.gov.uk/en/living/schools/admissions/primary/Primary-School-Admissions.aspx>



NURSERY ADMISSION ARRANGEMENTS

The school accommodates 24 part time morning nursery pupils in the new school building and offers afternoon wrap around provision through Colwinston Childcare for 20 pupils. Children are entitled to a part-time nursery place from the start of the term following their third birthday.

The Governing Body will consider each individual application received by the published closing date. Where the number of applications for admission exceeds the number of places available, places will be allocated applying the same oversubscription criteria as for Reception pupils, in the order of priority up to the approved capacity.

No account is taken of the particular infant or primary school the child is likely to attend subsequently or to the length of time the school has been aware of the parental intention to apply for a place at the school.

Parents should note that children attending a nursery school will not have an 'automatic' right to continued education at the same school when moving to reception class. All parents of children in a nursery class who are due to commence reception class in a following year, whether residing within the catchment area or of a school or outside it, will be required to complete an application form by the published closing date.

A place at nursery does also not mean an 'automatic' right to a Colwinston Childcare Wrap Around place. A separate application should be made to the Childcare provision.

As nursery education is non-statutory Provision parents have no right of appeal Under the School Standards and Framework Act if they are unsuccessful in gaining a nursery place.



Open Days

Parents of children due to attend in year groups other than Reception can apply at any time of year, but should confirm that places are available before completing an application form.

St David's active PTFA usually host a coffee morning: **9.30am-10.30am** on our Open Days each term. **Please ring the school where these are not published.**

Autumn Nursery & Reception **Open Morning TBC**

Spring Nursery & Reception **Open Morning TBC**

Summer Nursery & Reception **Open Day taster session 27th June 2024**

The Nursery and Reception 'new' parent meeting is also on **27th June**

Prospective parents moving into the area and considering sending their children to St David's are very welcome to make an appointment with the Co-Headteachers, who will arrange a school.

Much of the information from the prospectus, as well as details of the events and curriculum activities that take place in the school are also recorded on the school website and Twitter. A gallery of photographs is available to view along with some of the school policies and documentation.

www.stdavidscwprimaryschool.org.uk



SCHOOL UNIFORM

A uniform contributes to a sense of belonging to the school community and generates a feeling of pride in St. David's School.

Winter	Summer
Red round neck sweatshirt White polo-style shirt Navy skirt/ trousers/pinafore Black shoes Red, white or navy socks /tights	White polo-style shirt Navy skirt / tailored shorts /red-white striped dress Black shoes Red, white or navy socks
P.E. Kit For health and safety reasons we advise that children wear the appropriate clothing for their physical education lessons. While much indoor work will be done with bare feet; gym shoes or trainers should be provided for outside. Navy shorts/joggers and a plain red T-shirt /school hoodie are encouraged as the appropriate dress. These items should be kept in a simple drawstring bag that can be hung on a cloakroom peg.	

These items of uniform can be bought from multiple retail suppliers such as supermarkets, which do not contain the school logo. This is perfectly acceptable.

However, if parents would like to purchase items of clothing with the school logo, these are available from:

- **The Pencil Case, Cowbridge** <https://thepencilcase.co.uk/product-category/uniform/primary-school/st-davids-c-w-primary-school/>
- **My Clothing online** <https://myclothing.com/st-davids-c-i-w-primary-school/8708.school>
- **FairTrade KoolSkool** <https://www.koolskools.co.uk/>

We also hold annual 'Uniform Shop', where parents are given the opportunity to donate old items of uniform and purchase other donated uniform for the next academic year.

We do ask if you could please ensure that all items of clothing and footwear are clearly labelled with your child's name.

Jewellery can be very dangerous so we would appreciate it not being worn to school. A Health and Safety risk assessment could be considered appropriate where jewellery for religious reasons is requested.

CURRICULUM

At St. David's Church in Wales Primary School, the provision of a well-organised and stimulating curriculum, catering for the needs of all is of paramount importance. The new building has capacity for discrete year groups of 30 pupils. However, if necessary pupils can be placed in combined mixed year groups.

At the start of every year, parents are invited to a class "Meet the Teacher" event, where they learn more about the curriculum, class organisation and how they can help their child. The liaison continues with information shared throughout the year on the Google Classroom.

Normally, a skills, knowledge and experiences driven curriculum is taught through a series of structured activities designed to promote pupils' development.

The current curriculum includes, not only the statutory requirements of the **Curriculum for Wales**, but also the range of extra-curricular activities organised by the school to enrich the experience of the children. We also promote 'Values for Life' throughout our curriculum and school ethos.

The school is also continuing to design and refine its new curriculum in line with the four purposes and six Areas of Learning ready for 2025:

Expressive Arts
Health & Wellbeing
Humanities
Languages, Literacy & Communication
Maths & Numeracy
Science & Technology

The school also covers the mandatory curriculum elements:

- Religion, values and ethics (RVE)
- Relationships and sexuality education (RSE)
- Welsh
- Cross-Curricular core skills literacy, numeracy and digital competence



We aim to develop a positive Growth Mindset, promoting the 'power of yet' as a way to encourage perseverance and resilience.

KEY SKILLS ACROSS THE CURRICULUM

The teaching and learning in the school focuses on the following 12 pedagogical principles. It:

1. Maintains focus on the overall (4) purposes of the curriculum (see the aims)
2. challenges all learners by encouraging them to recognise the importance of sustained effort in meeting high but achievable expectations
3. means employing a blend of approaches including direct teaching
4. promote problem-solving, creative and critical thinking
5. sets tasks and selects resources that build on previous knowledge and experience and engage interest
6. creates authentic contexts for learning
7. employs assessment for learning principles
8. ranges within and across Areas of learning
9. regularly reinforces the cross-curricular core skills of literacy, numeracy and digital competence
10. encourages learners to take increasing responsibility for their own learning
11. supports social and emotional development and positive relationships
12. encourages collaboration.

Literacy, Numeracy and Digital Competence (IT) skills are very well promoted and reinforced across the curriculum.

Parents can view an interactive version of this via 'HWB'.



A topic approach that enables skills to be developed across the curriculum is used in each key stage. The topics are brought to life by high quality teaching, inspirational learning activities and opportunities to listen and plan for the developing interests and motivations of children. The school loosely uses 'Cornerstones' topics where the philosophy is to engage (Child-Centred Jump In Days), develop, innovate and express their learning. **Cross-cutting Themes** focus on:

- Local, national and international context
- Careers and work-related experiences
- Relationships and sexuality education
- Human rights education and diversity

Pupils are given the opportunity to acquire, develop, practise, apply and refine skills through group, paired and individual tasks in a variety of contexts across the curriculum. The other key skills developed across all curriculum areas are

- Creativity and innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Planning and organising
- Cross-curricular application skills

We have high expectations of all our pupils, recognising differing skills and abilities so helping them to prepare for full and responsible lives.

Activities and experiences are organised into both specific subject teaching and via an integrated/cross curricular approach depending on the demands of that particular area of the curriculum.



We ensure our lessons are interactive, exciting and motivating for the children by organising educational visits, practical activities, visits from outside agencies and involvement with the local community.

The content of the curriculum is organised into half termly/termly topics. An overview of these units of work, which includes the development of **key skills** is made available to parents.

We plan anticipated outcomes linked to the cross-curricular themes. However, planning is flexible enough to respond to pupils' interests so that they are fully involved in what they learn, how they learn, as well as the assessment of their progress.

Digital Competence

We live in a highly technological society. We aim to prepare our children for safely and confidently working within an ever changing technological world. ICT has the potential to enhance educational opportunities for pupils. We ensure it permeates every area of the curriculum.

All pupils in Wales are allocated an email and password to the Hwb online learning platform. The school uses this to access Google Classroom and J2E resources as part of the normal school provision.



Parents should familiarise themselves with the school's online-safety guidance and acceptable use of ICT policies.

Literacy

We aim to build on previously acquired literacy skills and extend learners' knowledge, competence, fluency and experiences in order to prepare them for the linguistic demands of their future life. The four interrelated areas of the English / Welsh curriculum are:

- Speaking & listening
- Reading and writing



For a proportion of lessons, learners may be grouped within class according to individual ability. This may include daily reading, spelling, grammar and phonic groups.

Each class will read a class novel related to the topic being studied. This acts as a springboard for language activities. Additionally, multicultural and Curriculum Cymreig themed books present the children with a range of styles and a variety of authors.

Each child may have a personal reading book, chosen from our extensive scheme or library, but also may be directed to the many sites that facilitate eBooks that link to school reading schemes. For example, Oxford Owl, Giglets or Epic.

The main teaching for Reading occurs during Group Guided Reading sessions three times a week. Reading skills are also reinforced through many other shared and individual opportunities within the classroom setting.

Mathematics

Learners build on the skills, knowledge and understanding they have already acquired. They continue to develop positive attitudes towards mathematics and extend their mathematical thinking by:

- * solving mathematical problems
- * communicating and reasoning mathematically
- * using contexts from across the whole range of mathematics across the curriculum
- * applying mathematical skills to real-life problems



We place a strong emphasis on the learning of number bonds and multiplication tables. Regular practice in mental agility is planned each week. Like Literacy,

learners may be grouped according to individual ability, within classes. These flexible groups change regularly according to the needs of individual learners. Many lessons are also taught in mixed ability classes and numeracy is promoted and reinforced across the curriculum.

The school uses a mixture of Big Maths and White Rose materials to support learning and parents can also access these online.

Religion, Values & Ethics



Religious Education teaching at St David's is based on the faith and practice of the Church-in-Wales to share the key concepts of Christianity.

However, as our children live in a multicultural society, an element of comparative pluralistic religion and non-religion encouraging a respect for other cultures and beliefs within our society is also built into the teaching. It offers children a practical opportunity to discuss opinions, consider and debate big questions, ethics, and values for life.

The change of name for Religious Education to RVE reflects the expanded scope of religious education, which includes non-religious philosophical convictions in the teaching of world religions and worldviews. We want our children to understand the idea of 'continuity and change' in worldviews and philosophical convictions.

Our school curriculum, shares the vision of the Church in Wales with regard for the locally agreed syllabus, focusing through sub lenses:

SEARCH FOR MEANING AND PURPOSE
THE NATURAL WORLD AND LIVING THINGS
VALUES AND ETHICS
IDENTITY AND BELONGING
AUTHORITY AND INFLUENCE
RELATIONSHIP AND RESPONSIBILITY
THE JOURNEY OF LIFE

As part of our curriculum design we are moving into an approach where we look at the human experience of encountering both religious and non-religious traditions and having the ability to interpret them personally. We want our children to develop the ability to navigate different perspectives fluently. Having the ability to interpret wisely and make wise/good judgements (values). Learning how to manage objectivity.

The celebration and underpinning of this diversity are fundamental to the ethos of Church in Wales schools are embedded in all aspects of the curriculum through rich learning experiences. Our children are supported to engage with matters of "purpose, faith and belief" and to fulfil their roles as valued members of society ready to play a full part in life and work as **ethical, informed citizens of Wales and the world.**

Religious Education lessons refer to 'Understanding Christianity' for any discrete teaching, but also offer many authentic opportunities to reflect and celebrate the rich diversity of belief in Wales, so sometimes, RE can be integrated within the class topic work and special festivals are celebrated in their own right.

There is a legal requirement that religious education and a daily act of collective worship mainly of Christian nature must be provided for every pupil. Whole school worship is normally held in the school hall four mornings each week and once a week children participate in class worship.



Normally, Year 6 pupils may also be confirmed into the Christian Faith and can contact their parish priest, Rev Angela Cooper for details of lessons. Revd. Dr Cooper also normally conducts the morning worship in school each Wednesday. All the major church festivals are celebrated, with the service normally held in the school hall.

Eucharist Services, to which parents and friends are normally warmly welcomed, are usually held in school each term, led by a member of the local benefice clergy.

A family service is normally held for each class at St Michael's and All Angels, (Colwinston). Each class in rotation normally takes the service and parents, relatives and parishioners are welcome to join this act of joyful worship.

The other parish churches are:
The Church of Holy Trinity (Llandow)
St. Tydfil's (Llysworney)

In Wales, there is no parental right to request withdrawal from religion, values and ethics (RVE) in respect of all learners up to and including year 6, as the Curriculum for Wales (CfW) is implemented by all primary schools and settings for learners aged 3 to 11.

SPIRITUAL DEVELOPMENT IN CHURCH IN WALES SCHOOLS



Development of the Welsh language....

.....and Y Cwricwlwm Cymreig

St David's is a predominantly English medium primary school. That is all pupils in the old Foundation Phase (infants) experience the areas of learning mainly through the medium of English. English is the main teaching medium at the old KS2 (juniors). Less than 20% of the teaching is through the medium of Welsh

The vast majority of children do not come from Welsh speaking backgrounds, but as Welsh is taught as a second language, the bilingualism of all children is developed with instructions in English & Welsh.



In addition to weekly Welsh lessons, pupils and staff use the Welsh language as much as possible around the school.



The school has achieved the Siarter Iaith Bronze Award and is working towards the Silver one.

We aim to give learners the opportunities to also develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Children may also have the opportunity of joining Criw Cymreig.



At St. David's Primary School, we offer a holistic approach to learning which is child centred and designed to encourage each individual to reach his/her full potential. We aim to provide children with authentic, real-life activities which will allow them to become confident and independent learners.



Our younger children can engage in experiential learning in our shared continuous provision areas- indoors and outside. They are encouraged to move around the rich resources and learning areas, whilst being taught in small groups according to their stage rather than age.

Broad expectations for our pupils are reflected in the skills and knowledge outlined in the Curriculum for Wales Progression Steps.

Progression Step 1: Nursery & Reception

Progression Step 2: Years 1, 2 & 3

Progression Step 3: Years 4, 5 & 6

The organisation of the classes depends upon the number of children. Sometimes the year groups are mixed and at others times this may be discrete.

We operate a topic based approach to teaching and learning, where children are provided with the opportunity to engage in relevant practical experiences in a stimulating learning environment. Through careful planning we ensure children have access to a broad, balanced and differentiated curriculum which provides them with the opportunity to develop their skills across each of the areas of learning.

A positive ethos towards learning is promoted throughout the school and personal and social development is at the heart of the curriculum, permeating all other areas of learning. We encourage a positive attitude to learning and strive to provide the children with a curriculum which will equip them with the skills they require to become lifelong learners.

Blended Digital Distance Learning

In the case of extended unavoidable school closure, class teachers record video lessons that parents and pupils working from home can access at their convenience. This also limits the internet bandwidth issues experienced by many living in our rural communities, when more than one device is online in a household.

All staff are able to provide feedback and answer questions throughout the day via Google Class streams and J2Message. **Live streaming would only be used** for a weekly well-being check-in which **would** also allow pupils to see their peers.

Physical Education, Swimming and Outdoor Adventurous Activities

Physical Education is an area of the curriculum which is so natural to children's development. Their enthusiasm and energy for movement comes as easily as breathing!

School sport is a high priority and pupils at St David's are given the opportunity to help them to use their bodies effectively by encouraging spatial awareness, balance, control, coordination and developing their gross and fine motor skills. They are able to explore and develop the physical skills essential to taking part in a variety of different activities.



We address this through the curriculum, by developing physical education and community links and involving them in the evaluative and management processes. The aim is to give children experience of a wide range of sporting and recreational activities. The values approach of our RealPE sessions allows every child to flourish, regardless of their ability.

The school is very successful at team events with cluster schools and has won many trophies. It previously achieved the Active Marc and in the SportsWales Surveys its positive impact upon pupils' well-being was recognised.

As well as the facilities in the 21st Century School, classes access the community areas over at the Village Hall, which include the Multi-Use Games Area and large field.

Outdoor Adventure activities are also an essential part of the PE curriculum. These activities are underpinned by problem solving, communication, leadership and teamwork and often have an outdoor living and learning focus. Participation in outdoor activities provides opportunities to increase awareness of the natural environment and understand the importance of issues such as conservation and sustainable development.



Adventurous activities are pursued in all year groups in curriculum time, normally after school clubs, trips and as part of a residential experience in Year 6.

Y4-6 pupils normally participate in swimming lessons at Pencoed swimming pool. Each year group has an intensive week of daily lessons.

Extra Curricular Activities

At St David's, we offer a variety of activities during lunchtimes and after school hours. In previous years, pupils have the opportunity to participate in any of the following depending upon demand: choir, French, maths club, dancing, netball, hockey, cross-country, rugby, football, cycling proficiency, cricket, multisport, Muddy Monday Outdoor Learning, Mad Science, chess club, art and craft and Cool Computing ICT club.



Children are also encouraged to learn a variety of instruments- guitar, ukulele, woodwind, brass, keyboard, percussion and strings lessons are provided by external tutors.

There could also be an opportunity to take part in committee clubs such as school council, eco warriors, healthy heroes, criw/Cwl cymreigers, digital champions, fairtrade squad, junior road safety officers, Super Ambassadors and our ethics committee – the SBDers.

This enriches the personal and social lives of the children and is always well received and attended.

To further enhance the curriculum, the school provides the opportunity to visit a range of places of educational interest in the wider community.

School Council

Every class participates in School Council elections during each summer term and two representatives are elected from each class to the Council. Experienced year 1, 3 and 5 pupils remain as members the following year to model good practice. The Council meets regularly and plays a direct role in the running of the school.

The Council is a very important feature of school life and allows children to take responsibility for, ownership of, and pride in their school. Representatives report directly to Governors on a regular basis.



They have been instrumental in supporting school Improvement such as designing the playground markings, helped in the recruitment process for new staff, completed consultations for Welsh Government and fed into the creation or update of some policies.

Relationships and Sex Education

The school's programme for RSE adheres to the guidance set out in the [Curriculum for Wales Relationships and Sexual Education Code](#)

The main emphasis is on developing healthy, safe and fulfilling relationships. Teaching stresses the importance of maintaining personal health and well-being, including hygiene; and progresses to applying broad principles of health and hygiene within sexual health.

At age appropriate levels, teaching and learning focuses on exploring how physical changes have an impact on well-being and relationships ensuring the representation of LGBTQ+ experiences and lives. Care is taken to ensure that pupils respect the diversity of sexuality and relationships in our community.

Sex education in Primary school is an integral feature of the school's curriculum for science and health education. When pupils reach Year 6, the content becomes more specific and requires extremely sensitive handling. Care is taken to match the sex education provided to the maturity of the pupils involved.

Parents are informed well in advance before lessons commence so that any concerns may be discussed with the Headteacher and parents are well prepared to respond to any questioning from their children.

The school ensures that Year 5 and 6 girls are aware of storage of free sanitary products.

Equal Opportunities / Racial Equality

The school's ongoing concern is to create an environment presenting equal opportunities for each child. These areas are regularly monitored and policies are updated according to a rolling programme.

Awareness of issues surrounding race, gender, culture, religion and special needs are constantly raised. Positive steps are taken to ensure equal participation in the curriculum and to maintain respect for children's individual identity, culture and heritage.

Discrimination of any kind is unacceptable and all staff strive to ensure that positive attitudes are fostered in every aspect of school life. The school staff adhere to their Prevent Duty to avoid radicalisation. Incidents of any kind are monitored, recorded and reported to the Governing Body and LEA.

The school details its priorities for action in the Strategic Equality Plan.



Additional Learning Needs

St. David's takes great pride in helping all children reach their full potential. From those who need extra support for everyday learning, to those who are gifted in one or more areas and need this to be fostered or developed.

Children who have additional learning needs are given extra support according to their individual requirements. These additional needs may require support for long or short periods of time. The staff at the school work closely with parents to identify and meet the needs of these children.

Mrs L Croke-West is the Special Educational Needs Coordinator and Mrs W Gordon is the Governor with responsibility for Additional Learning Needs. Intervention strategies are led by the school's SEN trained teachers and Learning Support Assistants.

When there is continued concern about a child's progress, additional advice and/or assessment may be requested from external agencies. Our policy is in line with the [Special Needs Code of Practice for Wales](#) and the [Additional Learning Needs and Educational Tribunal Act](#) on the identification and assessment of SEN. Further details can be found on our website [Additional Learning Needs](#) page.

Looked After Children (CLA)

Children and young people become "Looked After" either if they have been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most CLA will be living with foster parents, but a smaller number may be in children's residential units, living with a relative or even be placed at home with their birth parents.

The School is committed to providing quality education for all its pupils, based on equality of access, opportunity and outcomes. The school has no children who are currently 'Looked After', but the Designated Teacher, **Mr M Sinnett** and Governor, Mrs W Gordon have been trained to ensure that all needs are met, including the use of Personal Education Plans (PEP) to promote educational achievement.

The designated teacher works in partnership with the social worker (who is responsible for initiating the PEP), pupil, carer and any other person who may be relevant. It should be agreed upon within twenty school days of entering care or of joining our school and will normally be reviewed alongside the care plan.

The PEP will identify specific areas of strengths and weaknesses and will include achievable targets. Areas to be included in the PEP are as follows:

.....Attendance.....Achievement record (academic or otherwise).....
....Behaviour.....Homework.....Involvement in extra-curricular activities

The Governing body will ensure that children who are looked after have the same right as everyone else in respect of:

- Admission to school
- The National Curriculum
- Extra-curricular activities
- Additional support with their education where needed

Child Protection

Defined in this school's aims are significant principles which state that it should be '*a safe, happy and nurturing environment.*'

All staff agree that children's physical and emotional well-being is of paramount importance if they are to gain maximum benefit from the learning experiences offered. With regard to the protection of our children in this context, we aim:

- to create an atmosphere where children feel secure, are listened to and are valued
- to recognise signs and symptoms of suspected abuse to devise clear procedures and lines of communication
- to work closely with parents and other agencies
- to use curriculum activities to build confidence and raise awareness

All staff are trained in identifying signs which may indicate a child protection issue. Our Co-Headteacher, Mr M Sinnett is the designated Safeguarding Coordinator. Mrs M Sharp is the Governor with responsibility for Safeguarding. There are thorough systems in place, based on the national Wales Safeguarding Procedures (App).

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

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

Assessment and Reporting to Parents

The school currently uses transition records from both parents and local preschools, along with its own observations for the Foundation Phase Profile, to provide an assessment baseline for each child. Children in our school begin their journey through the 3-19 continuum of learning.

Progression is measured against the Curriculum for Wales descriptions of learning within each statement of what matters. These are arranged in five progression steps which provide reference points for the pace of that progression. These expectations are expressed from the learner's perspective and are framed broadly so that they can sustain learning over a series of years.

While the learning continuum is the same for each learner, the pace of progress through it may differ. As a result, the progression steps only broadly relate to age. They broadly correspond to expectations at ages 5, 8, 11, 14 and 16.

No specific assessment activities are undertaken at each progression step to make a judgement about a learner's progression at a set age or point in time. The purpose of the descriptions of learning is to provide guidance on the pace of progression in order to support practitioners and inform curriculum design and learning and teaching. They are not a series of criteria to be directly assessed against, nor can they be met with single assessment tasks.

At all stages, children's progress is monitored to ensure they are being provided with the right level of challenge. Records are kept of attainments and targets set so that pupils making good progress can be stretched further and those experiencing difficulties can be given more help.

Assessments are ongoing against the success criteria of each lesson and involve learners to review their own work and that of their peers. Weekly big Maths CLIC & SAFE tests, and termly Salford Reading and RWI Spelling tests also support progress measurement.

From Year 2 onwards, statutory online personalised assessments are designed to help the teachers and learner's understand how a learner's reading and numeracy skills are developing and what the next steps should be. The results of these are shared with parents in a way that compares their child's performance to others nationally and identifies their next steps.

All of these procedures assist pupils to know where they are in terms of strengths and weaknesses and to know what action needs to be taken to progress further.

Some pupils will move through the levels faster than others and achievements will vary according to particular strengths and weaknesses.

Pupils' expected skills in Literacy and Numeracy are outlined for each year group and progress against these is carefully monitored. All pupils' Literacy and Numeracy skills are tracked and these too are reported back to parents via an annual narrative statement.

The school values its excellent relationship with parents. Parents are always welcome to discuss any matter affecting the child's welfare or progress and we are very proud of our open door policy.

We hold two consultations during the academic year. We run these meetings, one virtually via School Cloud and another in person, face-to-face.

The first takes place in the autumn term. The second, in the spring term is when parents are normally given the opportunity of seeing their child's work and discussing progress with the class teacher. Reports are sent home at the end of the summer term and although there is no formal consultation, parents are able to comment on the report.

Illness or Accident

If a child is taken ill or injured in school, staff will contact parents as soon as possible. Parents are asked to give the school an emergency contact number and please ensure you keep us updated with any changes to names, addresses or telephone numbers of this contact.

Parents should inform the school if a child has a serious or recurring medical problem. Children must not bring medicines into school. Parents must enquire with the Co-Headteacher / office should medication be necessary. The Co-Headteacher will only give permission, if all criteria in the policy are met. Relevant consent documentation must be granted beforehand.



For children with long-term health problems, for example asthma, **epilepsy** or diabetes, a healthcare plan will be put into place- including staff training. All staff receive regular training to deal with basic first aid and the administration of emergency medication such as inhalers and epipens.

Medicine which needs to be given three times daily can usually be offered before school, immediately after school and at bedtime.

Children who have had a bout of sickness or diarrhoea should be kept at home for 48 hours. Further information about returning to school after child illness can be found via http://www.publichealth.hscni.net/sites/default/files/A2%20Schools%20poster_1.pdf

Secondary Transfer

At the age of eleven the majority of our children transfer to Cowbridge Comprehensive School. Attendance at St David's does not secure a place at Cowbridge, and parents should refer to the criteria related to living within the Cowbridge Catchment.

Both St. David's and Cowbridge Comprehensive share a transition plan to ensure the move from primary school to comprehensive is a smooth and happy one. Additional support is provided for those children identified as most anxious.

If parents wish their child to transfer to a different secondary school they may apply to the Local Education Authority. Those wishing to continue a Church school education might consider the Bishop of Llandaff, St Richard Gwyn **or Archbishop McGrath**.



Attendance and Family Holidays

If children are absent from school due to illness, please notify the school on the first day of illness either by email or by telephone, otherwise, we must record the absence as **unauthorised**.

Regular attendance and punctuality are essential if children are to gain maximum benefit from their time in school. The school uses a system called 'Callio' to remind parents of how their child's absence can impact upon their education. All pupils should aim to achieve over 97% attendance.

The school will normally refer any prolonged or repeated periods of absence or persistent lateness to the Educational Welfare Officer. Pastoral Support Plans would be put into place to ensure that pupils can maximise their learning opportunities.

Parents should consider the implications on the education of their children if they take holidays during school time. Even only 10 days absence every academic year of a child's lifetime, adds up to nearly a whole year of a child's education missed.

Requests for such absence must be made to the Co-Headteachers via an official leave of absence form.

Fixed Penalty Notices

Under the Education (Penalty Notices) (Wales) Regulations 2013 a fine may be given for unauthorised absence from school. Unauthorised absence from school is an absence that is not justified or considered acceptable by the headteacher.

A Fixed Penalty Notice is used:

- when a pupil has a minimum of 10 unauthorised sessions (am or pm and not necessarily consecutive.)
- persistent late arrival, again at least 10 late marks
- unauthorised holiday absence

The fine is £60 if paid within 28 days of receipt of the notice rising to £120 if paid within 42 days of receipt.

It will be at the discretion of the local authority whether to issue an FPN on one or both parents.

School Meals and Dinner Money

School meals are cooked on the premises and the menus are carefully planned to ensure a balanced diet over a four week period. Menu cards are available each term, to inform parents of the range of meals being provided by The Big Fresh Catering Company. A four weekly rota is followed and as alternatives are available, pupils must have dinners for the whole week, rather than individual days.

Alternatively, if they wish children may bring a healthy packed lunch. In the interests of safety, no cans or glass containers should be included. As a Healthy School, we discourage fizzy drinks, crisps and sweets, preferring vegetable and fruit options.

Welsh Government have shared an ambition of ensuring no child goes hungry while in school. This was rolled out to the school during the last academic year.

All children in St. David's have the option to choose to have a Free School meal.



For all year groups, meals must be booked online the day before- via the ParentPay online system <https://www.parentpay.com/>

Despite all meals being free in Wales, eligibility for “free school meals” can mean other financial support. Information is available from the school office.

If your child suffers from a food allergy, or requires vegetarian options, it is essential that you let us know.

Pupils do have a short morning and afternoon break where we encourage pupils to bring a healthy snack. A water bottle should be brought in and refilled as necessary.



GDPR and Access to Information

Schools need to collect and use certain types of personal information in order to provide education and other associated functions. This includes information on current, past and prospective to pupils, parents, staff, contractors, partners and others who come into contact with the school. This personal information must be dealt with properly no matter how it is collected, recorded and used – whether on paper, by computer or recorded on other material. The GDPR 2018 requires that schools must maintain records of processing activities and adhere to retention and disposal timescales.

St David's school collects information about pupils and their parents or legal guardians when they enrol at the school. The school also collects information at other key times during the school year. Information is also received from other schools when pupils transfer. Parents receive a copy of the school's Privacy Notice as part of the admissions process.

The school retains records on each individual child. These provide a personal and academic profile as progression is made throughout each year. The records are available for parents to inspect at school and copies can be made to take away, should this prove necessary.

It is a statutory obligation that records should be made available within 15 days, but normally it is possible to arrange for them to be seen more quickly than this. Parents who wish to inspect documents relating to the school's curriculum should contact the Headteacher.



Home-School Agreement

As part of the admissions process, parents and pupils sign an agreement. This sets out in simple terms the expectations we have of our children and parents, and what parents and children can expect from St. David's.

It has been developed to raise standards and contribute to school effectiveness by enhancing partnerships between parents, children and the school.

Parental Involvement

We actively encourage parental involvement at St. David's. If any parents have a particular area of expertise, or would simply enjoy helping out at school, please contact the Headteacher. All parent helpers are required to have a police check and DBS check can be organised by Mrs Sharp.

The school also has a very dedicated Parent Teacher Friends Association. The Association arranges numerous fundraising activities throughout the year and raises a great deal of money for school funds.

In addition, the Association encourages close links between the staff, parents, local residents and others associated with the school. New parents are always welcome and their support is much appreciated.



Homework

Homework consolidates and reinforces learning. It also provides parents with a fuller awareness of the skills and learning strategies that their child is covering in school. It helps to develop the habits of independent study. Homework is set on Google Classroom.

We aim to provide homework for all year groups. We ask that parents only guide and encourage, ensuring that the completed task is the result of the child's efforts. Every three weeks, pupils have a 'Brain Builder' project task to complete- where they lead their own learning and decide how to present their findings.

Children may have sounds/spellings to learn and a set piece of other homework which is usually maths or literacy based.

Regular reading practice is encouraged to ensure that even fluent readers attain the advanced reading skills needed to develop independent learning. Children are provided with a reading record book which is used to communicate comments regarding the child's progress, between the teacher and the pupil. All other homework is communicated via **Google Classroom**.



Charging and Remissions

The school's educational provision and most of the activities organised by the school are financed via funds received from the Vale of Glamorgan County Borough Council. However, there are some valuable educational experiences that cannot be provided by the school without financial support from parents.



Where school trips or visits to enrich the curriculum occur during school time, voluntary contributions to enable the visit to take place may be invited. The school will always strive to ensure that any funding requests are made in time to give parents the opportunity to spread the cost. If insufficient contributions are received, the school may be forced to forego such activities.



A small charge may be made for instrumental tuition and contributions may be requested for visiting workshops to support work being carried out in curriculum areas.

No compulsory charge is made for materials used in school, **but donations may be requested** when pupils make products to take home.

The Co-Headteachers, in consultation with the Chair of Governors, can make remission in any of the above areas.

The school holds fundraising events for local charities, national events and global links. These are usually in the form of sponsored activities or special event days.

Fundraising events may also be held for the school such as social gatherings for both parents and pupils and curriculum focussed events.

Parents' contributions are always welcomed, but not requested and the children take part in all activities.



Litter, Dogs and a Smoke-Free School

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

The Litter in Schools Environmental Protection Act 1990 makes it an offence to drop litter in school. The school caretaker checks the grounds regularly and bins are provided in every area.

The school operates a strict **NO SMOKING** policy (this includes vaping) on the school grounds and outside the gates, as well as inside the school building. Visitors to the school are informed and staff challenge any non-compliance.

Generally, unless supporting a disability (such as guide dogs), pet intervention, or as part of a pet 'show-and-tell' day, **dogs** should not be brought onto the school site. Persons bringing agreed dogs onto the school grounds are responsible for cleaning up their 'mess'.

Discipline Through Positive Behaviour Strategies

Good standards of behaviour are essential to the smooth running of a school, particularly to provide a safe, secure environment. Discipline is used to foster in the children responsibility for their own behaviour and mutual respect. A high standard is expected of all children, both in and out of school, based on the principle of courtesy and consideration for others and their community at all times.

It is accepted that children who have acquired high self-esteem and self-confidence are likely to achieve well and interact as cooperative, responsible and reliable members of a group. Those who have had many adverse childhood experiences or attention or attachment disorders may struggle.

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

The staff team believes that effective management of behaviour is best facilitated using **POSITIVE** strategies which value achievement, offer praise and use the minimum of negative commands. Staff are committed to cease all use of harsh voices, shouting, put downs, criticism and shaming. Our behaviour policy prioritises and models enquiry, resolution and interactive repair (e.g. restorative conversations) over punishment, sanctions or isolation.

Consistent attitudes, age-appropriate expectations and methods are crucial for staff to help children towards acceptable behaviour. Merit points and treasure chest raffle tickets are awarded for behaviour, courtesy, random acts of kindness and care of the environment, as well as academic and sporting achievement.

Staff understand and place importance on:

- Maintaining predictable routines, clear boundaries and expectations
- Behaviour is a form of communication of need.
- Not all behaviours are a matter of 'choice'
- Taking a non-judgmental, curious and empathic attitude towards behaviour
- Putting relationships first
- Behaviour viewed within the context of important relationships
- Encouraging parental engagement and involvement

To redirect unacceptable behaviour staff may use:

PLAYFULNESS - *creating an atmosphere of lightness and interest with an open, ready, calm, relaxed and engaged attitude.*

ACCEPTANCE - *actively communicating an acceptance of feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour.*

CURIOSITY - *wondering about the meaning behind the behaviour for the child and better understanding*

EMPATHY - *demonstrating that the adult knows how difficult an experience something is for a child.*

Repeated unacceptable behaviour might necessitate a short period of withdrawal. The child will be expected to sit apart from the activity or the group and to reflect on the occurrence, or the withdrawal of other privileges such as break time to safeguard others.

Staff operate an effective 'warning' and choice or consequences system, but pupils who continue to engage in such behaviour are sent to **the Trauma Informed Practitioners (TIS)**, or an Emotional Literacy Support Assistant (ELSA) for intervention.

The child's parent is consulted to ensure consistent management in both the home and the school settings. Parents are also involved in the school's programme of management and, if necessary, are helped towards suitable targets to aim for at home.



Our School Rules: **BE SAFE** **BE RESPECTFUL** **BE READY**



Bullying

Young school children may sometimes present a form of intimidating and threatening behaviour towards their peers, which might ultimately become serious bullying at a later stage of schooling.

Staff are alert to this, and also respond to a parent's expressed concern regarding an incident. It is made clear to all concerned that such behaviour cannot be accepted, and that suitable interventions or modification of the unwanted behaviour, will be initiated. Incidents of this kind of behaviour are monitored, recorded and reported.

Twice a year, pupils from Year 2 to Year 6 complete a survey which includes information which records their perception of "unwanted behaviour". The school analyses the data alongside teacher observations, reports and behaviour logs to identify areas of concern. Interventions are then targeted and the impact is monitored.

St David's is fortunate to have few incidents, as a result of the professionalism, dedication and vigilance of staff. However, even one such incident is a serious breach of the school rules.

St David's has accepted the Vale of Glamorgan Anti-Bullying Policy and ensures that the guidance is followed by all staff. The Discipline Policy was devised in conjunction with the school council and several pupil-led initiatives have been very successful in discouraging bullying and maintaining good behaviour. (*'St David's Guide to Good Behaviour' and the 'Worry Box'.*)

School Holiday Dates

Term Dates 2023-24				
Term	Begins	Half Term		Ends
		Begins	Ends	
Autumn 23	Mon 2 Sep	Mon 30 Oct	Fri 3 Nov	Fri 22 Dec
Spring 24	Mon 8 Jan	Mon 12 Feb	Fri 16 Feb	Fri 22 Mar
Summer 24	Mon 8 Apr	Mon 27 May	Fri 31 May	Mon 22 Jul
6 INSET DAYS: 4 & 11 Sep 22 Dec 8 Jan 8 Apr 22 Jul				

Current School Improvement Issues

The school constantly strives to maintain and improve standards.

ESTYN Inspection in 2019 identified that:

“St David’s Church in Wales Primary school is a highly inclusive and nurturing learning community for its pupils. The pupils’ contribution to the life of the school and to their own learning is an outstanding feature. They work collaboratively and make extensive decisions about many aspects of their school. This work has an excellent effect on their attitude to learning.

The school has an outstanding caring ethos. Staff celebrate cultural diversity and develop pupils’ understanding of their rights and responsibilities as global citizens highly successfully. Under the strong leadership of the headteacher, the governing body and staff share a clear vision for the school based on developing pupils that have clear aspirations to become successful individuals that are able to play an important role in society.

Most pupils make expected progress in their literacy, numeracy and information and communication technology (ICT) skills that is at least good over time. They apply these skills effectively in a wide range of contexts across the curriculum. All teachers and support staff work together creatively to provide interesting learning experiences for the pupils.”

Estyn recommendations include to:

R1 Improve pupils’ Welsh oracy skills around the school

R2 Ensure consistency in teachers’ expectations of what more able pupils can achieve independently

The recent GWELLA Church Inspection in 2019 identified established strengths:

1. The school promotes its distinctive Christian character very successfully.
2. The school has a strong family ethos, which pupils very much appreciate.
3. Acts of collective worship are well established as a central feature of school life.
4. Nearly all pupils produce a very good quality and quantity of work in religious education that is well presented and wide ranging.
5. The written work of more able pupils in religious education is of a particularly high standard.
6. Leaders and governors lead and manage the school as a church school very effectively.

In order to build on its existing good practice, the school needs to:

1. Embed the recent changes in collective worship arrangements;
2. Develop the religious education scheme of work to build in the ‘Understanding Christianity’ programme;
3. Refine the assessment of religious education and;
4. Refine the Section 50 self-evaluation process.

PROGRESS AGAINST RECOMMENDATIONS

R1 Improve pupils' Welsh oracy skills around the school: *School achieved the Siarter iaith Bronze Award and is currently working towards the Silver.*

R2 Ensure consistency in teachers' expectations of what more able pupils can achieve independently: *School trialled pupil choice of genres and independent distance learning and is working with cluster schools to share expectations.*

1. Embed the recent changes in collective worship arrangements: *School continued these arrangements until lockdown and alternative digital online ones were provided following this period to support WG restrictions.*
2. Develop the religious education scheme of work to build in the 'Understanding Christianity' programme: *School added further elements into its scheme of work, but will further build upon this with the Curriculum for Wales journey to 2025.*
3. Refine the assessment of religious education: *School will follow guidance in relation to Curriculum Wales and from Provincial Church in Wales.*
4. Refine the Section 50 self-evaluation process: *School is leading a church school network in trialling a visual alternative summary.*

Improvement Priorities 2023-2024:

1. To improve outcomes in all areas, whatever the starting points, so that pupils are ready for the next steps in their education- Siarter iaith, extended writing & Maths scheme
2. To continue to improve pupils well-being and attitudes to learning— Behaviour Paul Dix, WSAEMB & independence.
3. To develop pedagogy in line with Curriculum for Wales- DCF, MFL, RSE & RVE, Baseline, Mission teams (Pupil Voice)
4. To refine processes that monitor care, support and guidance of pupils— ALNET, IDP rollout, UP & ALP Provision, self-evaluation
5. To review the leadership & management skills across the school— Co Heads/Deputies, vacancies, ALNCO, coaching.

School Governors

Governors 2023		
		Expires
Chair	Mr. L Davies	Nov 27
Foundation Governors (Church appointed)	Mr. A. Theron (Vice Chair) Dr. T. Marples Mrs. P. Haines Mrs. W. Gordon Rev. Dr A Cooper (ex officio clergy) Mr J Evans Mr W Howells	Nov 23 <i>Expired Aug 23</i> Aug 24 Jun 26 Oct 25 Jun 24 May 27
Parent Governor	Mr. L Davies (will replace T Marples) <i>Vacancy</i>	Nov 23
Teacher Governor	Mrs. K. Anthony	Aug 25
Vale of Glam. Rep. (Vale County Council appointed)	Mr. A Clarke <i>Vacancy</i>	<i>Expired Jan 22</i>
Minor Authority Rep. (Community Council appointed)	Mrs. J Lloyd (Colwinston) <i>Vacancy</i>	<i>Expired Sep 23</i>
Non-Teaching Rep.	Mrs M Sharp	Feb 26
Co-Headteachers	Mrs C Hoffrock Mr M Sinnett	<i>Retiring Dec 23</i>
Clerk	Mrs. K. Bowen Kbowen77@sky.com	



Complaints Procedures

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

Sometimes you might be concerned about matters that are not decided by the school, in which case we will tell you to whom you should complain.

INFORMAL

Most concerns can be settled quickly just by speaking to the relevant person in school, without the need to use a formal procedure:

- Generally, the member of staff involved should be parents' initial contact. Complaints should be brought to the attention of the school as soon as possible- within 10 school days.
- If it is not possible to resolve the matter in this way, the Co-Headteachers should be approached, within 5 days of receiving a response to your concern.

FORMAL

- Complaints should **then** be passed in writing to the Headteacher.
- If it is not possible to resolve the matter in this way, the complaint should be addressed to the Chair of Governors.

The following is a **summary** of our full complaints procedure. Full details of the procedure may be obtained from the School Office or from the Clerk to the Governing Body:

- Complaints should be brought to the attention of the school as soon as possible. Any matters raised more than 3 months after the event will not be considered, save in exceptional circumstances.
- A log will be kept of all complaints and is retained for seven years.
- Your complaint will be dealt with fairly and impartially, and as quickly and effectively as possible – within 10 school days of receipt of the same, save in exceptional circumstances.
- Your complaint will be kept confidential, with only those involved in investigating and making a decision being aware of the details of the complaint. It is likely, however, that the person who is being complained about will be told of the complaint.
- You will be kept informed of progress throughout the process.

All anonymous complaints will be recorded and may only be investigated if there are exceptional circumstances. Social media should not be used to raise concerns about the school. Airing grievances publicly only serves to bring the school in disrepute, spreads unfounded rumours and contravenes the Home school Agreement Code of Conduct.

Diocese of Llandaff Prayer:

*Loving Heavenly Father,
You call us to grow your Kingdom.
Help us to tell a joyful story and to build your
goodness in our world.
Through Jesus Christ our Lord.
Amen*

This is our school.
Let peace dwell here.
Let the rooms be full of contentment.
Let love abide here:
Love of one another,
Love of mankind,
Love of life itself,
And love of God.
Let us remember
That as many hands build a house,
So many hearts make a school.

***'I keep the Lord always before me;
Because he is at my right hand I shall not be moved'***

Psalm 16

