2026- 2027

ST DAVID'S CHURCH IN WALES PRIMARY SCHOOL PROSPECTUS

Colwinston, Cowbridge
Vale of Glamorgan CF71 7NL
www.stdavidscwprimaryschool.co.uk
Headteacher: Mrs B Morteo
Chair of Governors: Mrs W Gordon

CONTACT US
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ST DAVID'S CHURCH IN WALES
PRIMARY SCHOOL
COLWINSTON

Croeso

At St David's we pride ourselves on being an integral part of the Colwinston community. Our Church school ethos fosters a strong sense of belonging, built upon values of respect and compassion.
We believe that every child is unique, and we strive to nurture their individual talents and abilities within a supportive environment.
Visitors often comment on the friendly welcome they receive at our school and our focus on being Ready, Respectful and Safe ensures a positive learning environment for all.
Founded in 1970 to amalgamate three small parish schools, St David's has evolved considerably. In 2021, a new 21st Century School was established to meet the growing demand for places. This two-storey development features state-of-the-art facilities and modern learning environments. Our grounds include both hard and soft play areas, an orchard, wildflowers, and a designated conservation area.
Our mission is to develop ambitious, capable learners who are lifelong learners; enterprising, creative contributors prepared to engage fully in life and work; ethical, informed citizens of Wales and the world; and healthy, confident individuals ready to lead fulfilling lives as valued members of society.
This prospectus provides an overview of our policies and practices. Please do contact the school if you require any further information or you would like to visit us.

Mrs B Morteo
Headteacher

Mrs W Gordon
Chair of Governors

ST DAVID'S CHURCH IN WALES PRIMARY SCHOOL COLWINSTON

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 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.
As a Church 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 are 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

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Dates of School Holidays

Autumn Term 2026

- Start: Tuesday 1 September 2026 (INSET)
- Half-term: Monday 26 October – Friday 30 October 2026
- End: Friday 18 December 2026

Spring Term 2027

- Start: Monday 4 January 2027
- Half-term: Monday 8 February – Friday 12 February 2027
- End: Friday 19 March 2027

Summer Term 2027

- Start: Monday 5 April 2027
- Half-term: Monday 31 May – Friday 4 June 2027
- End: Tuesday 20 July 2027 (INSET flexibility applies)

Session Times

Nursery: 9.00 - 11.30
Childcare: 11.30 - 3.30
Reception - Year 2: 9.00 - 3.20
Year 3 - 6: 9.00 3.25

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Staff

Leadership Team

Headteacher: Mrs B Morteo
Deputy Headteacher: Mr A Morgan Cudd
Senior Teacher: Mrs C Davies
ALNCo (Additional Learning Needs Coordinator): Mrs L Croke West

Class Teachers

Nursery: Ms Apsee
Reception: Mrs C Davies
Year 1/2: Mrs K Anthony
Year 3: Mrs A Jones
Year 4: Mrs K Lewis and Mr G Martin
Year 5: Mrs Morgan Cudd
Year 6: Mrs B Holmes
PPA Cover: Mrs L Croke West

Teaching Assistants and Additional Needs Support

Mrs J Osborne, Mrs C Jenkins, Mrs A Boska, Mrs S Owen, Mrs T Mapstone, Miss C Lee, Mr G Martin, Ms M Evans

School Administrator

Ms M Apsee and Mrs K Davies

School Caretaker & Cleaning

Mr D Thomas, Ms K russle and Mrs M Gadek

School Catering

Big Fresh Company - Mrs J Isaac, Mrs L Corkhill

Board of Governors

Chair: Mrs W Gordon
Foundation Governors: Mrs N Massie (Vice Chair), Mr T Homfray, Rev. Dr A Cooper (ex officio clergy) Mr W Howells, Mr A Horton, Mr J Evans, Mrs B Morteo (Headteacher) Mr L Davies
Parent Governor: Mrs G Davies
LEA (Local Education Authority)Governor: Mr J Duxbury
Community Council Governor: Mr H Thomas
Teacher Governor: Mr A Morgan - Cudd
Staff Governor: Mrs M Sharp

School Day

Phase	Hours	Timings
Nursery	12.5 hrs	9.00 - 11.30
Colwinston Childcare	Optional sessional childcare	11.30 - 3.30
Reception - Yr 2	22 hrs teaching time	9.00 - 3.20 (1 hour lunch)
Year 3 - 6	23.25 hours teaching time	9.00 - 3.25 (1 hour lunch)

Breakfast Club 8.00 - 9.00
Simply Out of School After School Club 3.30 - 6.00
Simply Out of School Ltd. run the afterschool club in the school building. There is a charge for the club.

Safety and Security
Entry and exit to the school site is through the pedestrian gate at the front of the school.

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 system.

CCTV is in operation around the school premises.

No vehicle is to be brought on to site unless previously agreed in line with disability access.
Deliveries, school transport and wraparound providers will use the main car park gates. These are monitored by the caretaker or accessed by phoning the office.

Transport
We encourage families, where they can, to travel actively to school through walking or riding bikes or scooters. However, we realise that this is not always possible due to the rural location of the school.

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.

At home time, pupils waiting for the school bus congregate in the foyer until it arrives. Older children get on the bus first, with younger children sitting at the front. A teacher is responsible for taking the bus register. It is VERY important that if there are any changes to the way in which your child is collected from school that you let the school office know.

There is a clear code of conduct for pupils travelling on the school bus or by taxi. All pupils are expected to follow the bus drivers instructions and respond positively to his/her requests.

Admissions
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.

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.

Application forms, as well as support to fill in your forms, are available from the school office.

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Reception Admissions 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 standard intake number for pupils entering Reception (or any year group) is 30. If the number of application exceed 30 then governors will refer to the following oversubscription criteria.

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

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.

For more information please see our admissions policy. For application forms please see the Vale of Glamorgan Website.

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 measure that the school takes to ensure access for all and prevent pupils with a disability from being treated less favourably than other pupils. To ensure equitable and full access to the National and wider curriculum, wherever practical. Within the resources available, the school is prepared to modify the 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.

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School Improvement Summary 2024 - 2025

School improvement is an essential part of ensuring all learners at St David's access the best learning experiences possible. We need a clear and honest understanding of what we are doing well and what we need to do better. We are committed to both sharing good practice and learning from others. We work in partnership with Welsh Government, local authority advisors, CSCjes and Llandaff Diocese. We also identify additional opportunities for professional input as necessary.
Our improvement plan is a live document and subject to change following evaluation.

Target 1: To develop effective practice for school evaluation and improvement in order to continue to raise standards and develop a positive learning environment where both learners and staff flourish.

Target 2: To develop consistent approaches to assessment in order to monitor progress and identify next steps for learners.

Target 3: To develop consistent approaches to the teaching of writing in order to raise standards.

Target 4: To develop approaches which support and celebrate diversity, equity and inclusion

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Uniform

A uniform contributes to a sense of belonging to the school community and generates a feeling of pride in St. David's School. Branded uniform is available but not a requirement.

Winter

Red round-neck sweatshirt/cardigan
White polo-style shirt
Navy trousers / skirt / pinafore
Plain red, navy or white socks / tights
Black shoes

Summer

White polo-style shirt
Navy shorts / skirt/ pinafore
Red & white checked school dress
White socks
Black shoes

P.E. Kit

Navy shorts/joggers and a plain red T-shirt
Please note: While much indoor work will be done with bare feet, gym shoes or trainers should be provided for outside activities.

If parents would like to purchase items of clothing with the school logo these are available from The Pencil Case, Cowbridge.

The Pencil Case Cowbridge Ltd, 50 Eastgate, Cowbridge, CF71 7AB
01446 772210
07974 168472
team@thepencilcase.co.uk
Monday to Saturday, 9am to 5pm

The PTFA run a sustainable uniform shop. Donations of uniform are gratefully accepted and for a small donation parents can chose from a selection of items.

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Curriculum, organisation and teaching methods

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 each school year parents are invited to a "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 Google Classroom.

Day to day teaching takes place through a series of lessons focused on a skills, knowledge and experience approach.

Our provision 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.

Jump in days are organised to engage learners and allow opportunities for children to lead their own learning through discussion and exploration of the current theme.

We continue to design and refine its new curriculum in line with the four purposes and six Areas of Learning:

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

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

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

- maintains a consistent focus on the overall purposes of the curriculum
- challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
- means employing a blend of approaches including direct teaching
- means employing a blend of approaches including those that promote problem-solving, creative and critical thinking
- ensures a focus on tasks and resources that build on previous knowledge and experience and engage interest
- creates authentic contexts for learning
- means employing assessment for learning principles
- ranges within and across areas
- regularly reinforces the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise them
- encourages learners to take increasing responsibility for their own learning
- supports social and emotional development and positive relationships
- encourages collaboration

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

A topic approach that enables skills to be developed across the curriculum is used in each phase. 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.

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

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We have high expectations of all our pupils, recognising that everyone has differing skills and abilities. We aim to help 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.
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.

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. IT (Information Technology) 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 Just2Easy digital 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 . 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.

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Religion, Values and Ethics

We follow the Church in Wales guidance for the teaching of Religion, Values and Ethics (RVE). More information is available on their website www.churchinwales.org.uk. The teaching of RVE is objective, critical and pluralistic. It offers children a practical opportunity to discuss opinions, consider and debate big questions, ethics, and values for life. Our curriculum focuses on high quality teaching of Christianity using resources such as Understanding Christianity whilst also exploring other religions and non religious philosophical convictions.

The sub lenses children explore through are:

Search for Meaning and Purpose

The Natural World and Living Things

- Values and Ethics
- Identity and Belonging
- Authority and Influence
- Relationships and Responsibility
- The Journey of Life

In Wales, there is no parental right to request withdrawal from religion, values and ethics (RVE)

Welsh

St David's is a predominantly English medium primary school. 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.

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. 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
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, some after school clubs, trips and as part of a residential experience in Year 6.
Y4 and 6 pupils normally participate in swimming lessons at Pencoed swimming pool. Each year group has an intensive week of daily lessons.

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Extra Curricular Activities

At St. David's, we are proud to provide a variety of activities beyond the school day, offering opportunities for pupils to explore their interests and develop new skills. In previous years, children have enjoyed participating in activities such as choir, netball, podcasting, cross-country, multisport, Muddy Monday Outdoor Learning, chess club, and the art academy, depending on demand.

We actively engage with local and regional sporting competitions, fostering not only physical skills but also teamwork and a sense of community. Additionally, we encourage pupils to explore their musical talents by learning instruments such as guitar, ukulele, drums, and keyboard, with lessons delivered by external tutors.

To further enhance our curriculum, we also organize visits to a variety of educational sites in the wider community, offering pupils the chance to broaden their learning experiences and deepen their understanding of the world around them.

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. Assessments are ongoing against the success criteria of each lesson and involve learners to review their own work and that of their peers. We utilise additional tests as appropriate to support progress measurement.

From Year 2 onwards, statutory online personalised assessments are designed to help the teachers and learners 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, one in the Autumn and one in the Spring. 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 or request to see the teacher if needed. During the summer term we also offer the opportunity for children to share their work with parents during our book look week.

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.

Looked After Children (LAC)

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 currently looked after children 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 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 Personal Education Plan(PEP) will identify specific areas of strengths and weaknesses and will include achievable targets. 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 are 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 headteacher Mrs B Morteo is the Designated Senior Person (DSP). Mr A Morgan Cudd and Mrs L Croke West are Deputy (DSP's) Mr W Howells is the Governor with responsibility for Safeguarding. There are thorough systems in place, based on the national Wales Safeguarding Procedures. 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.

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 school office should medication be necessary. The 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. Children who have had a bout of sickness or diarrhoea should be kept at home for 48 hours as per National Health Service instructions. Further information about returning to school after child illness can be found on our website.

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.

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 lunches

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 different food options 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.

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 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.

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. Headteacher, 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.

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 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 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 school days following a written request. Parents who wish to inspect documents relating to the school's curriculum should contact the Headteacher. For more information please see the policy on our website.

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 regular parent helpers are required to have a DBS check in full which 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. Each half term, 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 parent. All other homework is communicated via Google Classroom

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'.

ST DAVID'S CHURCH IN WALES
PRIMARY SCHOOL
COLWINSTON

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. 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.

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.

On occasions parents are consulted to ensure consistent management in both the home and the school settings.

Our School Rules: Ready, Respectful, Safe

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. We work with "Bullies Out" who facilitate sessions with all learners, train playground buddies and provide training for staff.

ST DAVID'S CHURCH IN WALES
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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 Headteacher 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, unless there are 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 to disrepute and contravenes the Home school Agreement Code of Conduct**.**