



Prospectus 2025-26

Glyncorrwg Primary School

*Glyncorrwg Primary is
part of the Federated
Primary Schools of the
Upper Afan Valley*

Sister schools within the
Federation are:

Cymer Afan Primary School
Pen Afan Primary School
Croeserw Primary School



**The Federated Primary Schools
of the
Upper Afan Valley**

Glyncorrwg Primary



Bridge Street
Glyncorrwg
Port Talbot
SA13 3BB

Tel/Rhif:
01639 850323

Email/Ebost:
office@glyncorrwgprimary.npt.sc
hool

Web:
[https://glyncorrwg-primary-
school.j2bloggy.com/](https://glyncorrwg-primary-school.j2bloggy.com/)

Headteacher:
Mr R. Appleby
**Assistant Headteacher of the
Upper Afan Valley:**
Mrs Jayne Jones

Name of LEA: NPTCBC
Type of School: Community
(Primary Co-
educational)
Age Range: 3 - 11 years
First Language: English
Number on roll: 89
Mainstream pupils: 78
Part Time Pupils: 11
Numbers correct as of September 2025
Chair of Governors: Mr Gareth John

*Glyncorrwg Primary is part of a Federation of
four primary schools.*

*The schools are led by one head teacher, Mr
Rob Appleby, who is supported by Mrs Jayne
Jones, the Assistant Headteacher of the
Federation, who has day to day responsibility
of the school. Partnerships across the
federation ensure consistent teaching and
learning across the primary schools.*

*NB This information is correct and up to date at the
time of printing*

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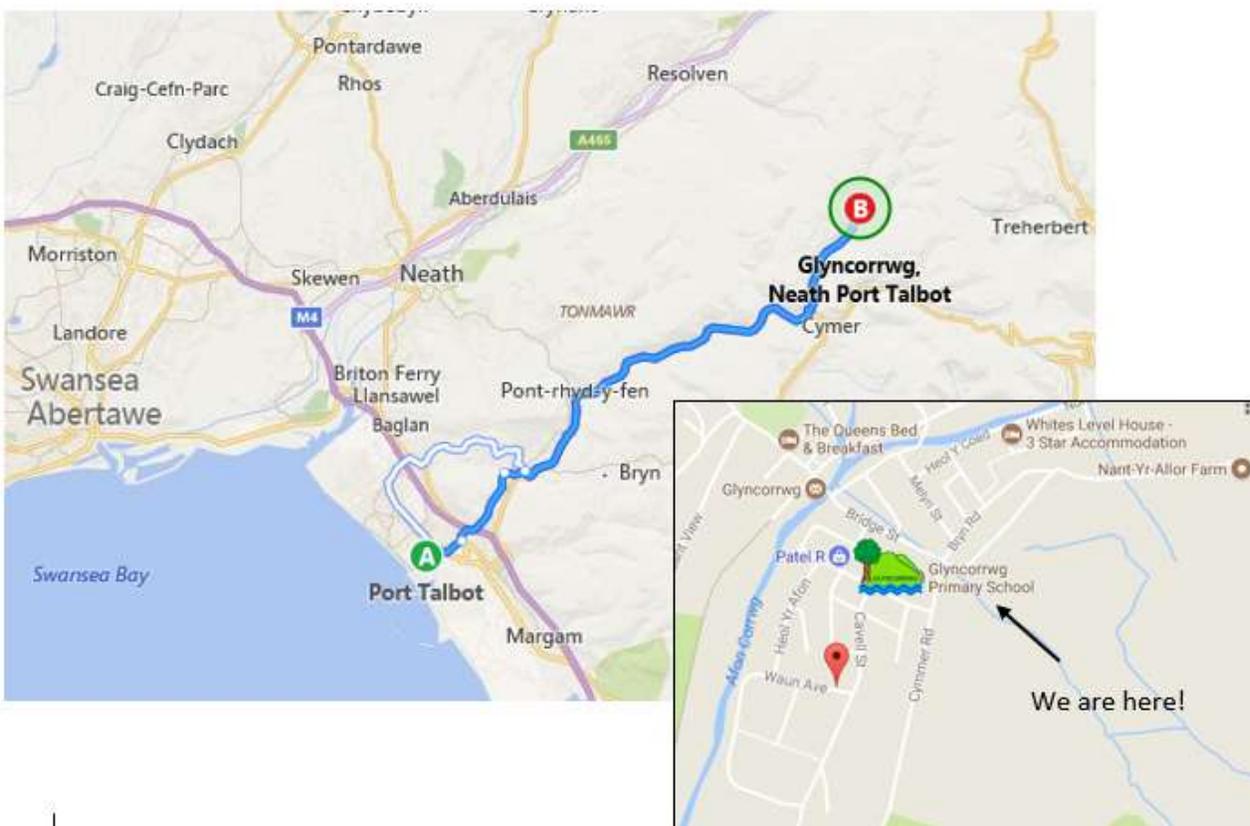
Introduction

The aim of this booklet is to give parents information about the school as required by the Education Act 1980, the Education (Wales) Regulations 2011 and subsequent Acts.

This document has been amended and conforms to National Assembly for Wales Circular 14/01: School Prospectuses, Guidance for Head teachers & Governing Bodies

The information is correct at the time of printing but may be subject to changes during subsequent years.

Glyncorrwg school is located in the Upper Afan Valley, some fifteen miles north of Port Talbot.



As well as being part of the federation, the school maintains its own strong community identity. English is the predominant language spoken at home and none of the pupils speak Welsh as a first language.

The aims of the school are summarised in our mission statement

"Dysgu Byw, Byw i Ddysgu/ Learn to Live, Live to Learn"

The school aims to develop each pupil's full potential and an attitude that enables them to become responsible adults in the community.

A Word from the Head Teacher

We are a formal federation of 4 primary schools. This arrangement allows us to develop an inclusive and consistent approach to primary education across the valley. Through a shared ethos, consistent approaches of curricular experience and the sharing of resources, we can ensure each school takes advantage of our unique setup for the benefit of our pupils.

While each school retains its individual identity and community, the Federation allows the sharing of best practice so that all our pupils feel well known, supported and make the appropriate progress to achieve their potential. We have high expectations for all our pupils and by working together we can provide all with the very best opportunities.

The school is justifiably proud of its reputation for concern for the individual child, both in terms of welfare and academic provision. We work on the premise that each and every child is entitled to the highest quality educational experience that can be provided.

We do our utmost to ensure that the children in our school achieve the best outcomes they can. The staff are highly skilled at assessing each pupil's individual level of development and moving them on at their own pace towards their full potential. We work hard to ensure that wellbeing is prioritised in order that all children feel good about themselves and develop a high level of self-esteem.

Parents are encouraged to take an active part in the education of their children. We believe that only by working together can parents and staff make sure that each child makes the best of his or her opportunities. Our open-door policy means that parents and carers are encouraged to come into school to discuss their child's progress, in both formal and informal meetings. We endeavour to work as a family, in which each member will have a sense of value, belonging and a feeling of responsibility for the school and the community.

As a parent there are several things you can do to help us:

- Read to and with your child regularly, especially at bedtime. We are always happy to lend books for the purpose.
- Reassure your child about school and encourage a sense of family and school 'team';
- Talk to them about their teacher, the activities they carry out, their friends and the emotions they feel after their school day;
- Keep us informed of any significant details relating to your child's education. Tell us of any allergies, major health problems or personal circumstances that might be significant. This information will be regarded as confidential and will help us care effectively for your child.

Do not hesitate to come and see us at any time if there is a matter you wish to discuss.

Best wishes,



R. Appleby
Headteacher

A Letter from the Chair of Governors

Dear Parent/Carers,

Welcome to Glyncorrwg Primary School and the Federated Primary Schools of the Upper Afan Valley. This booklet will provide you with general information about the school's aims and objectives, organisation, curriculum and it also gives helpful tips to make school life more enjoyable.

Our aim is to achieve high academic standards within a happy, caring and stimulating environment. We have dedicated and skilled teaching staff that encourage the children to enjoy their work, to have a sense of responsibility and to show consideration for others. We hope to develop individual strengths to their fullest potential and there are many opportunities offered in music, sport and creative activities alongside the academic programme of the National Curriculum and the Foundation Phase.

Great value is placed in the role parents play in their children's education. Our belief is that it is only by entering into a partnership that parents and teachers ensure that each child may make the best of his or her opportunities. It is our aim to foster and build good and lasting "home/school" links. Always remember that you are your child's best teacher. No school can match the one to one relationship you can have with your child at home. Nobody knows your child like you do. Share that knowledge with us. We need your support and help to educate your child. Let's work together.

We hope that you and your child will be happy here and that you, as a parent, will give your full support and co-operation now and in the future.

Yours faithfully,
Mr G. John
Chair of Governors

School Vision

In Glyncorrwg Primary we aim to develop learners who:

- Are independent, enthusiastic, confident and feel valued
- Have a love of learning, an awareness of their strengths and talents, and are able to recognise and celebrate their achievements
- Have the highest expectations of themselves and the motivation to fulfil their potential
- Are aware that they are part of a wider community (from classroom to global) and have a responsibility to the positive progress of that community
- Are tolerant and respectful of the beliefs of others and are able to work collaboratively towards a common goal.

We aim to achieve this by:-

- Inspiring our pupils every day.
- Providing an emotionally and physically safe environment, which is stimulating and enhances learning.
- Providing a broad, balanced curriculum and a range of teaching strategies which will develop each child's potential creatively, academically (with an emphasis on integral skills) socially, physically, spiritually and intellectually
- Developing positive partnerships with parents, carers and the local community based on mutual respect and trust
- Having high expectations of all school staff and Governors in a supportive environment which promotes personal and professional development
- Focusing on high standards in all areas of school and community life.

Staff (September 2025)

Senior Management

Headteacher	Mr Rob Appleby
Assistant Headteacher	Mrs Jayne Jones

Teaching Staff

Nursery	Mrs J Radcliffe
Reception/Year 1/Year 2	Mrs J Kelly
Year 2 / 3 / 4	Mrs A Morgan
Year 5 / 6	Mrs R Keegan

Peripatetic Teachers

Music	Mrs Amy Marston
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Teaching Assistants

Nursery	Mrs T Doyle
Reception/Year 1	Mrs L Gray
Year 2 / 3 / 4	Miss K Harris
Year 4 / 5 / 6	Miss K Evans

Office Staff

Admin Officer	Mrs T Hill
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Canteen Staff / Breakfast Club and Lunchtime Supervisors

Cook	Mrs Susan Lloyd
Catering Assistant	Miss Bethany Evans
Breakfast Club	Miss Anne Williams
Supervisory Assistant	Mrs Laretta Fields Mrs Anne Williams Mrs Susan Bevan

Cleaning Staff

Caretaker	Awaiting appointment
Cleaner	Casual – awaiting appointment
Cleaner	Mrs Hayley Lang

Designated Child Protection / Safeguarding Officers

Designated Child Protection Officer	Mr R. Appleby / Mrs J. Jones
Deputy Designated Child Protection Officer	Mrs R. Keegan
Child Protection / Safeguarding Governors	Mrs J. Radcliffe & PCSO Neil Jones

School Governors

The Governors' Role

The Governors have a responsibility for the effective management of the school acting within the framework set by Government legislation and the policies of the Local Education Authority. They determine the aims for the curriculum and have increasing responsibility for the financial management of the school.

The Governors produce an annual report to parents, which can be discussed along with other matters at an annual parents' meeting if requested.

Minutes of the Governors' meetings are available to any parent once they have been signed. The agenda of any meeting is also available. The meetings themselves are confidential.

The school Governors do their work voluntarily and put in a great deal of time to ensure the school is managed efficiently and to the benefit of the children. Governors visit the schools regularly and are actively involved in book monitoring and work scrutiny sessions, as well as the Health and Safety, Child Protection, ALN and Wellbeing of pupils.

Each Governor sits on one or more committees, the following committees meet on a termly basis, before feeding back to the full governing body once a term:

- Finance** Sets strategic long-term financial plans and monitors budget income and expenditure over the course of the school financial year.
- Curriculum** Meets regularly with subject co-ordinators on the teaching staff to review policies and their implementation, increase Governor knowledge of the curriculum and monitor the school's progress against internal, local and national targets.
- Personnel** Oversees all staffing matters, including the school's Pay Policy, Performance Management and staff appointments.

The constitution of the Governing Body is made up of 15 governors, consisting of:

- 4 Parent Governors
- 4 LEA (Local Education Authority) Governors
- 4 Community Governors
- 1 Teaching Representative Governor
- 1 Non-Teaching Representative Governor
- The Headteacher

We endeavour to populate the parent members of the governing body with a representative from each village / school within the Upper Afan Valley to ensure that each area is represented fairly.

The School Governors' Term of Office

The Governing Body serve for a period of four years.

<u>Category</u>	<u>Area Representing</u>	<u>Term of Office</u>
<i>LEA Governors</i>		
Mrs Nicola Davies	Federated Schools	10.09.23 – 09.09.27
Mrs Barbara Trahar	Federated Schools	10.09.23 – 09.09.27
Cllr Jeff Jones	Federated Schools	01.09.23 – 31.08.27
Cllr Scott Jones	Federated Schools	10.09.23 – 09.09.27
<i>Parent Governors</i>		
Mr Josh Slater	Croeserw	08.09.22 – 07.09.26
VACANCY	Glyncorrwg	
Mrs Rachel Teague-Sansom	Cymer Primary	15.07.22 – 14.07.26
Mrs Laura Phillips	Croeserw	10.09.23 – 09.09.27
<i>Community Governors</i>		
Mr Gareth John (Chair of Governors)	Federated Schools	10.09.23 – 09.09.27
Mr Rod McIntyre	Federated Schools	10.09.22 – 09.09.26
PCSO Neil Jones	Federated Schools	18.07.23 – 17.07.27
Miss Michelle Gibbs	Federated Schools	17.02.22 – 16.02.26
<i>Teaching Governors</i>		
Mrs Rachel Morris	Primary Schools	10.06.22 – 09.06.26
<i>Non-Teaching Governors</i>		
Mrs Joanne Radcliffe	Primary Schools	10.09.23 – 09.09.27
<i>Headteacher</i>		
Mr Rob Appleby	All Schools/Areas	N/A

*The Clerk to Governors is Miss Charlotte Price
Contact number 01639 850316*

Observers in a non-voting capacity at certain meetings are:

Miss Bethany Radcliffe	(Bursar)
Mrs Jayne Jones	(Assistant Headteacher at Glyncorrwg Primary School)
Mrs Vicky Quinn	(Assistant Headteacher at Cymer Afan Primary School)
Miss Rebecca Gierat	(Assistant Headteacher at Pen Afan Primary School)
Miss Danielle Ulberini	(Assistant Headteacher at Croeserw Primary School)

School Hours

Foundation Phase & KS2	
8.55am – 9.00am	Registration
9.00am – 10.30am	Teaching/Learning Activities (Literacy)
10.30am – 10.50am	Breaktime
10.50am – 12.00pm	Teaching/Learning Activities (Numeracy)
12.00pm – 13.00pm	Lunch Time
13.00pm – 13.05pm	Registration
13.05 – 15.20pm	Teaching/Learning Activities

Nursery pm	
13.00pm – 13.05pm	Registration
13.05pm – 15.15pm	Teaching/Learning Activities

Part-Time Nursery

Afternoon Session 13.00 to 15.15

Children enter and leave school via their designated class areas at the beginning and the end of the school day unless attending the Breakfast Club.

Should children be late arriving at school then they should enter school via the main door and report to reception to notify the office of their arrival and whether they require a school meal.

Admission Arrangements

Nursery Admissions

Applications for Nursery places need to be made to the Local Education Authority. Application forms are issued by the LEA (at the appropriate time) for children on the school's waiting list, or directly from enquiries made by parents to the LEA.

They are returnable to:

Mrs Helen Lewis
School Admissions Officer
Neath Port Talbot CBC
Port Talbot Civic Centre
PORT TALBOT
SA13 1PJ
Tel: 01639 763600

Parents should be aware, that expressing a preference for a particular Nursery does not guarantee admission to their chosen Nursery, but it will give their child priority over children whose parents have not expressed a preference for that Nursery. If no preference is expressed or the application is late it will be less likely that their child will be able to attend the Nursery of their choice.

Children are admitted the beginning of the half term following their 3rd birthday (dependent upon pupil numbers and time of year, and subject to the offer of a place from the LEA). Parents are

invited to visit the nursery with the child prior to admission. Nursery numbers are decided by the Local Education Authority.

NB Places for Nursery can only be allocated by the LEA. Parents who would like their children to attend any of the schools within the Upper Afan Valley Federation should continue to complete the 'school admission form' and an LEA application form, which parents will need to complete and return to school/send to the LEA, will be issued at the appropriate time.

Parents should also be aware that being offered a Nursery place at a particular school does not guarantee a full-time place at the same school. Admission Forms for a full time place are issued to parents in the October prior to the child starting full time education in the following September.

Full-Time Pupil Admissions

Children enter full time education in the September of the academic year in which they reach their fifth birthday. In October, letters are sent to parents of children who are due to start full time school the following September, inviting them to complete an Admission Form for a Primary School place (expressing a preference for a particular school) and return it to:

Mrs Helen Lewis,
School Admissions Officer,
Neath Port Talbot CBC,
Port Talbot Civic Centre,
PORT TALBOT,
SA13 1PJ
Tel: 01639 763600

Alternatively this can be done online at: <https://www.npt.gov.uk/1929>

Parents need to make sure that they follow the completion instructions carefully and that they meet the application deadline. Parents should be aware, that expressing a preference for a particular school does not guarantee admission to their chosen school, but it will give their child priority over children whose parents have not expressed a preference for that school. If no preference is expressed or the application is late it will be less likely that their child will be able to attend the school of their choice.

Meetings are arranged for parents of both Nursery and Reception aged children prior to their admission to discuss their child and how his/her needs may be met as well as to inform the parents of the expectations of the school.

Admission Arrangements for disabled pupils

Admissions for disabled pupils are considered along with other applications for school placements. If any special adaptations to premises are required, these are considered and undertaken, where appropriate, in consultation with the Local Authority (LA).

General Welfare of Pupils

Class teachers are responsible in the first instance for their pupils and oversee general progress and welfare. Should any significant problems or changes occur at home that might affect progress or behaviour in school, you are asked to inform the class teacher or Assistant Headteacher. Likewise, if a child appears to be unhappy in school, or is having difficulties of any kind, it is important that we know so that appropriate steps are taken to remedy them.

When a pupil is taken ill during the day, every effort is made to contact the parent. Where this fails, the responsible adult whose name, address and telephone number is recorded at school by the parent is contacted. It is essential therefore, that these numbers are kept up to date.

Please inform the school if your landline or mobile telephone number changes.

It is the responsibility of the parent to inform the school immediately if this happens.

In the case of a minor accident, first aid is administered in school. Should further medical attention be needed then the procedure for parental contact will be followed. Should an accident occur of a more serious nature then the following procedure will apply:

1. Immediate First Aid by the school.
2. Parent contacted and recommended that the pupil is either taken to their own G.P. or the nearest hospital as appropriate.
3. If parents or other named adults are not available, then the ambulance will be called.
4. Where a child needs immediate transportation, a member of Staff will accompany the child to the hospital to minimise distress and will remain with the pupil until the parent arrives.

The school medical and dental officers visit the school annually, and make their own clinical notes. Eye/hearing/speech tests are administered by medical staff if requested by the Headteacher after parental consultation. Parents are requested to complete a "Request for the Administration of Medicine in School" form from the office before any medication can be administered. The school has close links with both the Education Welfare Service and the LEA's Psychological Service.

A Fire Drill is held once a term.

Child Protection and Safeguarding

The Federated Schools of the Upper Afan Valley supports all of its pupils. Full details are available from the Child Protection Policy, which can be viewed in the school office or via the school website.

The Designated and deputy Child Protection / Safeguarding officers for the school are Miss Danielle Ulberini, Mrs Rachel Morris and Mr Rob Appleby.

The Designated Child Protection / Safeguarding Governors are Mrs Joanne Radcliffe and Mr Neil Jones.

All schools within the federation regularly undergo a financial and safeguarding audit, where all aspects of our safeguarding procedures are rigorously checked.

Children who are Looked After

The Headteacher is the designated member of staff responsible for promoting the educational achievement of Children who are Looked After (CLA). There is a CLA policy that supports the processes involved with supporting looked after pupils both academically and emotionally.

Children's Additional Learning Needs

Consideration of Children's Additional Learning Needs forms an important part of school life. All children deserve and need the help and support that we can give them. The co-operation of parents is actively sought and encouraged where pupils are experiencing difficulties. We will make extra time available for you to come and discuss ways in which you can give your child extra help. Using their professional expertise, the class teacher along with the Additional Learning Needs Co-ordinator (ALNCO) may produce and implement a school-maintained Individual Development Plan (IDP), if appropriate, to monitor and review the progress of children who are placed on our Additional Learning Needs (ALN) Register as outlined in the Special Needs Code of Practice. For all children with additional needs, including those pupils with a Statement or a Local Authority Individual Development Plan (IDP), the school closely follows the principles, practices and procedures outlined in the Code of Practice, which is a guide for the identification, and assessment of individual pupil additional needs requirements.

We have excellent links with outside agencies that provide specific expertise, skills and support by recommending helpful strategies for intervention for those children on the ALN register. All pupils with Additional Needs, including those with a Statement/ Local Authority Individual Development Plans (IDP), have access to the Curriculum at a level that is appropriate. Work is carefully planned and differentiated according to each pupil. The ALNCO offers advice to class teachers with whom she works in close partnership. The writing of and working with Individual Development Plan (IDP), in conjunction with class teachers is an important aspect of her work.

Pupils with Disabilities

As part of our inclusion policy children with disabilities (**see definition*) are given opportunities and included into school life as fully as possible. As part of the PSE curriculum, all children at the Federated Schools of the Upper Afan Valley are made fully aware of what disability means, also the consideration that should be shown towards children with disabilities.

Within the Federated Schools of the Upper Afan Valley, all reasonable means are taken to accommodate pupils with a disability, subject to the physical constraints of the building. Pupils with special educational needs (physical) but not in a wheelchair can be catered for by special arrangements with additional adult support. Parents of pupils with a disability should arrange a meeting with the Headteacher and Additional Learning Needs Co-ordinator.

**The Disability Discrimination Act (DDA) 1995 defines a disabled person as one who has "A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities." This would include, for example sensory impairments affecting sight and hearing, learning disabilities, severe disfigurements and progressive conditions where impairments are likely to become substantial.*

Attendance

At Primary level, good attendance depends upon a positive approach by parents. At this age children depend on you to get them to school regularly and on time. Pupils must therefore be in the playground no later than 8.50 am and no earlier than 8.40 am, before which there is no staff presence on the yard. Children should also be met promptly at the end of the school day, which is 3.20pm.

The school complies with the LEA's regulations for the recording of attendance as follows:

Registers (Attendance)

1. There is a class register for each class within the school.
2. The names of children, admission numbers together with contact information e.g. address and telephone number is included.
3. The registers are dated on a weekly basis.
4. The registers are marked at the beginning of each morning and afternoon session.
5. The registers are closed 30 minutes from the beginning of registration.

Please inform school by telephone or message on the first day of any absence and send an explanatory note with your child on his/her return to school. As part of our safeguarding measures if no message is received to explain an absence, the school will contact parents/carers for a reason to ensure our records are up to date, and to ensure your child's safety. Please also inform school either by telephone, message or letter if your child is unable to attend school for medical appointments (doctor, hospital, dentist etc.). We will require proof of any medical appointments.

Authorised absences cover:

Medical/dental appointments, educational visits, attendance at an alternative Educational Unit, religious holidays and sickness.

Unauthorised Absences

We strive to have an excellent attendance record; good attendance is essential for a child to achieve his/her full potential. Unauthorised absences are recorded, and the school percentage is indicated in the Annual Governors' Report.

It should be noted that all holidays are now recorded as an unauthorised absence; this is a directive from the Local Authority and Welsh Government

The Federated Primary Schools of the Upper Afan Valley are supported by an Education Welfare Officer who helps monitor and improve attendance and ensure the well-being of every pupil.

Attendance for the Year	
100%	Perfect! Your child is really making the most of their learning and friendships in school.
95%	Equates to 10 days off each school year. This means that they've missed two full weeks of learning. This is our target for our pupils at present.
90%	This means that your child will have missed 20 days of school each year. This is the same as missing 4 full weeks of learning.
85%	This means that your child will have missed 30 days of school this year. That means that they've missed a full 6 weeks of learning or half a term.
80%	This means that your child has missed 40 days of school which, is the same as missing 8 weeks of school.

The School Curriculum

It is through the curriculum that our teachers attempt to fulfil our aims and the aims of the Curriculum for Wales. The curriculum encompasses all the teaching and learning which takes place both in and out of the classroom. We offer a curriculum which is broad and balanced, and we acknowledge that not all children develop at the same rate. Therefore, we actively attempt to match the tasks given to each child with his/her stage of development. We create and follow a concept-based curriculum which ensures all skills, knowledge and experiences are covered progressively throughout the school giving children the chance to be explicitly taught, apply with support and then apply independently a host of knowledge and skills in a range of contexts.

Our School ensures that we plan to meet the objectives from the Four Purposes of the Curriculum for Wales and the statutory frameworks and mandatory elements within.

The school curriculum has taken the concepts outlined within the Curriculum for Wales and planned carefully crafted units of work to develop the skills, knowledge and experiences needed within the Areas of Learning and Experience and Mandatory Frameworks (literacy, numeracy and digital competency) in meaningful, real-life contexts for the pupils so that they make progress.

The planned curriculum is focused on the four purposes of the Curriculum for Wales. The four purposes are also underpinned by integral skills which are developed within a wide range of learning and teaching experiences. These skills are noted below.

Creativity and innovation

Pupils will be given space to be curious and inquisitive, and to generate many ideas. They will be supported to link and connect disparate experiences, knowledge and skills, and see, explore and justify alternative solutions. They will be able to identify opportunities and communicate their strategies. This will support learners to create different types of value.

Critical thinking and problem-solving

Pupils will be supported to ask meaningful questions, and to evaluate information, evidence and situations. They will be able to analyse and justify possible solutions, recognising potential issues and problems. Pupils will become objective in their decision-making, identifying and developing arguments. They will be able to propose solutions which generate different types of value.

Personal effectiveness

Pupils will develop emotional intelligence and awareness, becoming confident and independent. They will have opportunities to lead debate and discussions, becoming aware of the social, cultural, ethical and legal implications of their arguments. They will be able to evaluate their learning and mistakes, identifying areas for development. They will become responsible and reliable, being able to identify and recognise different types of value and then use that value.

Planning and organising

Where developmentally appropriate, pupils will be able to set goals, make decisions and monitor interim results. They will be able to reflect and adapt, as well as manage time, people and resources. They will be able to check for accuracy and be able create different types of value. The development of these skills allows pupils to work across disciplines, providing them with opportunities for both synthesis and analysis. There is particular potential for innovation in making and using connections between different disciplines and Areas of Learning.

When developing these skills, pupils will:

- develop an appreciation of sustainable development and the challenges facing humanity
- develop awareness of emerging technological advances

- be supported and challenged so that they are prepared to confidently meet the demands of working in uncertain situations, as changing local, national and global contexts result in new challenges and opportunities for success
- be afforded the space to generate creative ideas and to critically evaluate alternatives – in an ever-changing world, flexibility and the ability to develop more ideas will enable learners to consider a wider range of alternative solutions when things change
- build their resilience and develop strategies which will help them manage their wellbeing – they should be encountering experiences where they can respond positively in the face of challenge, uncertainty or failure
- learn to work effectively with others, valuing the different contributions they and others make – they should also begin to recognise the limitations of their own work and those of others as they build an understanding of how different people play different roles within a team.

The Curriculum for Wales in The Federated Primary Schools of the Upper Afan Valley.

Information on the Curriculum for Wales in additional languages can be found at this website:

<https://hwb.gov.wales/curriculum-for-wales/a-new-curriculum-in-wales-a-guide-for-parents>

The world is changing and we need new ideas and creative use of technology. To address these challenges, the Welsh Government wants to make sure that your child has the knowledge, skills and experiences they'll need to make the most of life.

Teachers and education experts from across Wales have been working together to develop the Curriculum for Wales. In the federation, our curriculum is designed by teachers using the guidance that Welsh Government and the Local Authority has provided. It is designed for all of our children and will support the children through creative lessons with real-life meaning. It will suit their needs and help them to reach their full potential.

The world is more connected these days, so what they learn is more connected too. Knowledge is really important, and they will also be given the skills and experiences that they need for a fast changing world.

Our school is supporting your child to be:

- an ambitious, capable learner, ready to learn throughout their life
- an enterprising, creative contributor, ready to play a full part in life and work
- an ethical, informed citizen, ready to take part in Wales and the world, and a
- a healthy, confident individual, ready to lead a fulfilling life as a valued member of society.

These are called the 'four purposes' of the curriculum.

As well as literacy, numeracy and digital skills, there are six areas of learning and experience. Everything your child learns will be connected to these areas:

- Humanities
- Health and Well-being
- Languages, Literacy and Communication
- Expressive Arts
- Science and Technology
- Mathematics and Numeracy

The curriculum also covers:

- human rights
- diversity and respecting differences
- experiences and skills for careers and the workplace
- learning about local, national and international contexts

- developmentally appropriate relationships and sexuality education.



In **Expressive Arts**, your child will explore art, dance, drama, film and digital media and music to develop their creative, artistic and performance skills.



In **Humanities** they'll learn about the world, society and events in the past and present. They'll explore the challenges and opportunities that face us, and what ethical action we can take to safeguard the world and its people in the future.



In **Mathematics and Numeracy**, your child will develop their understanding of numbers and use symbols in maths. They'll explore shapes and measurement and learn about statistics and probability.



Health and Well-being is about looking after their physical and mental health including emotional well-being. They'll learn about healthy eating and how to make good decisions, deal with influences and develop healthy relationships.



In **Languages, Literacy and Communication**, your child will learn about languages. They'll understand and use Welsh, English and other languages. They'll study and create literature, and communicate in spoken, written or visual ways. This could include poetry, drama and film.



In **Science and Technology** your child will learn about biology, chemistry, physics, computer science and design and technology. They'll learn about design and engineering, living things, matter, forces and energy, and how computers work.

What Matters

Your child's learning should focus on things that matter to them now and when they grow up. Each area of learning and experience contains statements of what matters which shape learning for children of all ages. These help your child think about what they're learning and how topics link to each other, to work and to life. They also support your child to progress each year as they build their understanding and skills.

There are more opportunities for your child to learn important skills for life that will help them to:

- appreciate the world around them

- ask questions, look at evidence, make decisions and solve problems
- explore, communicate, create plans and find solutions
- build resilience and manage their well-being
- work with others, and
- make decisions about their future career based on meaningful experiences in learning, work and entrepreneurship.

Learning in a way that works for your child

The new curriculum develops your child's knowledge, skills and experiences. They will move forward as:

- they learn more
- their understanding of things gets deeper
- their communication skills grow and
- their skills improve.

There may be times when they:

- move forward quickly or
- slow down to make sure they understand a topic or because they discover something that interests them.

Learning isn't always linked to their age. It won't happen in the same way, or at the same time for everyone.

Why is the outdoors important?

The school places great importance on staff using the outdoors as another classroom where children can work on a daily basis. There are many reasons for encouraging children to use the outdoors such as:

- children's health and fitness benefit from running, jumping and skipping outside and using toys and equipment that cannot be used inside;
- children can experience nature at first hand - how the weather changes and how plants and animals react to the different seasons;
- problem solving can relate to real experiences such as, how to move logs from one area to another;
- children can experience aspects such as conservation and sustainability at first hand; and
- they can develop a love of nature and undertaking activities out of doors.

The Use and Teaching of Welsh

Welsh is taught throughout the school as a second language, emphasizing oral skills early on and developing these skills to the writing and reading of Welsh by the end of Progression Step Three. Pupils respond to Welsh commands, answer the register through Welsh and sing Welsh hymns and prayers. A Welsh peripatetic teacher visits the school regularly giving guidance and training to staff and monitoring the subject. The school is following the Siarter Iaith programme and believes in developing a true sense of 'cynefin' (home) through its curriculum.

Religious Worship and Education

An assembly and act of worship is held daily. A special celebration assembly is held every week to celebrate pupils' achievements. Religious and Values education is provided for every pupil in the school through the Humanities Area of Learning and Experience. Parents have the right to withdraw from the act of worship, however the right to remove from Religious and Value Education has been removed.

Religious and Values Education (RVE) has become part of the Humanities Area of Learning and Experience as part of curriculum reform. The teaching will take place in a variety of forms which will

reflect the ethos of the whole application of the cross-curricular concepts as well as to work specifically in Humanities. In this context the teaching of RVE in our school:

- develops from pupils' own perceptions and experiences;
- places religion in context which pupils can relate to their own experience;
- promotes links with other areas of the curriculum;
- has specific objectives when taught within integrated topic work.

Relationship and Sex Education

Relationship and Sex Education (RSE) is an integral part of the new curriculum. It is an area that the school is continuing to review and reform in line with the legal requirements of the new curriculum. The school's policy is currently based upon the LEA's Policy Statement and approved by the Governing Body; it is available for inspection at the school.

An overview of what is taught, when and using what resources is available on request to parents and carers.

How is your child assessed?

Assessment will be part of your child's learning every day. They'll work with their teachers to understand how well they're doing. This is important to help them:

- see where they are in their learning
- plan their next learning steps
- spot any issues or extra support they need

and to help their teacher:

- find ways to challenge them and
- see how well pupils are doing.

Day-to-day formative assessment is the most important type which is carried out by teachers and teaching assistants in the school to see how well the children do each lesson to meet the learning objectives of the session. Feedback is then given to the pupils to help them to meet the success criteria or to move them on to their next steps.

Children will be assessed on entry to Nursery, then again at the start of Reception, to get a 'baseline' against which their progress can be more accurately monitored. The school will work with you to make sure that your child has the help they need to move forward.

The children in Year 2 to Year 6 will undertake the National Personalised Assessments which help show the progress that children are making and supports teachers to identify pupils' strengths and areas for development.

Annual Reports are sent home at the end of every school year and arrangements are made for parents to discuss these with the teachers. The reports will identify pupils' strengths and areas for development along with how parents and carers can support their children to make progress at home.

Parents and carers of all pupils are invited to "Meet the Teacher" early in the Autumn Term and again to Parents/Carers Meetings in the Spring Term and Summer Terms to discuss the child's progress and next steps in learning.

Class Organisation

Pupils are organised into classes according to their age. Within every class a range of teaching methods are used as appropriate. All children are encouraged to achieve their own personal best. We truly believe “praise and encouragement” are key words if learning is to be enjoyable, meaningful and successful.

At present the class areas are utilised in the following way.

- **Class 1** Nursery pm
- **Class 2** Reception/ Year 1
- **Class 3** Year 2/3/4
- **Class 4** Year 4/5/6

These arrangements are subject to change as pupil numbers fluctuate. It is necessary to organise classes into mixed year groups to keep class sizes to reasonable levels. The classes are organised primarily into mixed-ability, mixed-age groups but organisation is flexible, to reflect the wide range of activities that might be undertaken. There will be opportunities for children to work as individuals, as a member of a group, or as a whole class.

Breakfast Club

A free Breakfast Club which is funded by the Welsh Assembly is provided for all children. The club starts at 8.20 am, daily during term time and offers each child attending a Free Breakfast of a choice of cereal, toast and fruit juice. Children must enter the club via the school yard and up the steps by class 6 where their attendance will be recorded. The pupils will be supervised from 8.15a.m. to 8.45 a.m. and there will be a selection of activities and games for them to play whilst they are waiting for school to start. Children must arrive for breakfast club between the times of 8.15 am and 8.35am.

Lunchtime Arrangements

The Local Authority manage the catering facilities at the school. Meals are cooked on the premises. Menus are provided in advance each term and are available from reception upon request, or via the ‘Broccoli Bob’ Link: <https://beta.npt.gov.uk/schools-and-learning/transport-meals-uniforms/primary-school-meals/>

School Dinners

All pupils in NPT receive a free school meal provided by the Welsh Government ‘Universal Primary Free School Meals (UPFSM) Scheme.

Apply for the free school meals scheme to receive other support

You should still apply for the free school meals scheme if you’re eligible, even though the rollout of UPFSM means your child already receives free school meals.

This is because:

- you may be eligible for other support, such as the [School Essentials Grant](#)
- your school could get more funding

You might also be eligible for:

- [help with other school costs from Welsh Government](#)
- [other help from the council](#)

Sandwiches

If you wish your child to bring a packed lunch and a drink please make sure it is a healthy packed lunch, no fizzy drinks, chocolate bars or sweets are allowed, and only cold food is permitted. We ask that drinks are brought in plastic containers (no cans or glass bottles please) and that all boxes etc. are labelled with your child's name.

School Term and Holiday Dates

Academic Year 2025-26

2024/2025 Academic Year					
Term	Term Begins	Mid Term Holiday		Term Ends	Days
		Begins	Ends		
Autumn 2025	Monday 1 st September	Monday 27 th October	Friday 31 st October	Friday 19 th December	
Spring 2026	Monday 5 th January	Monday 16 th February	Friday 20 th February	Friday 27 th March	
Summer 2026	Monday 13 th April	Monday 25 th May	Friday 29 th May	Monday 20 th July	
Total:					

INSET DAYS

Schools will be closed to pupils for INSET/Staff Preparation for 5 days in total on the following dates:

01.09.25
02.09.25
24.10.25

BANK HOLIDAYS

Good Friday 3rd April 2026
Easter Monday 6th April 2026
May Day 4th May 2026
Spring Bank Holiday 25th May 2026

Rules and Discipline

Every community needs clear, enforceable rules in order to protect people and property and to ensure an efficient organisation. Our school rules are kept to a minimum and are based on consideration and respect for others and their property. The school operates an Assertive Discipline Policy, whereby children are encouraged to behave in a responsible way, and are rewarded accordingly. Positive behaviour will be praised. Children who display very good standards of positive behaviour and helpfulness may receive house points which will then be transferred to a total amount of points for each house. A special termly assembly will be held where all the house points for each term are totalled. Also every Friday 'Achievement' assembly will be held where children from each class are recognised for various endeavours. Their certificates will be displayed in the Pupil of the Week display in the hall and changed on a weekly basis.

The children in our schools show a caring, responsible attitude in all they do and understand that, for example, behaviour such as bullying and racism are never tolerated. However, where such behaviour occurs, staff will discipline pupils in accordance with our behaviour policy. In more serious cases, the parents of the pupil will be informed in order to work together to maintain an acceptable standard of behaviour. The ultimate sanction is a period of exclusion of the pupil by the Headteacher, which is recorded and reported to the Governors and the Local Authority.

The partnership between school and home is of paramount importance, and parents are always welcome to visit the school. Should any parent wish to see a class teacher, we always ask you to phone first in order to make an appointment. Every effort is made to inform you of what is going on in school through regular letters, Newsletters and Parent Consultation Evenings.

School Uniform

We believe that the wearing of school uniform contributes to a sense of belonging to the school community and helps to develop a sense of pride in the school.

Although we are a federation of schools, each school has kept its identity and personalised school badge. Pupils wear the designated sweatshirt of Glyncoed Primary School. These are very smart and considerably cheaper than the type of clothes that children would otherwise want to wear. Uniform is available online at: www.myclothing.com or are alternatively available from local sports shop Gwyn Richards, 17 Talbot Street, Maesteg, CF34 9BW – Contact number 01656 732376

Girls

Red School Sweatshirt/Cardigan
Grey/Black Skirt or Trousers
White Shirt / polo shirt
Black Shoes

Summer red/White Gingham Dress
(optional)

Boys

Red School Sweatshirt
Grey/Black Trousers
White Shirt / Polo Shirt
Black Shoes

Summer Shorts
White or Red Polo Shirt

It is not obligatory to buy from our uniform suppliers or to have the school badge on items of uniform. However, please observe the school colours of Red jumper/cardigan, white polo shirt and grey/black trousers or skirts. **Please label or mark your child's clothes clearly.**

In the interest of your child's safety, with the exception of small, stud earrings and watches, jewellery is not to be worn to school. Children will be asked to remove items of jewellery other than those previously mentioned.

The school will not be held responsible for loss or damage to jewellery.

Clothes for Physical Education

There is a PE lesson each week. It is important that kit should be provided as this will enable your child to participate fully in these activities. This will consist of shorts and a T-shirt for indoor P.E. (no shoes). For outdoor games, trainers are required, with a sweatshirt and joggers during the winter months. A change of clothes after vigorous exercise is recommended on health grounds as well as protecting school uniform. Please mark or label all items of clothing.

For reasons of safety **no jewellery** should be worn.

The school participates, whenever possible, in organised competitions in the local area for rugby, netball, football, swimming, rounders and athletics. If for any reason your child is unable to take part in a sporting activity, we do ask you to inform the Headteacher in writing.

It is advised on the grounds of your child's safety that **all** jewellery be removed during any Games, PE and Swimming sessions (this includes stud earrings etc, which must be covered if they cannot be removed.).

Inspection of Documents

Documents required to be made available by regulations, may be inspected and where appropriate, copied at the school during school hours (5p per sheet), by arrangement with the Headteacher.

Visiting the School

Parents are always welcome to visit the school, but we ask you to contact the School Office to arrange this and sign the Visitors Book upon arrival where you will be given a visitors' badge. Further information about the school can be obtained by contacting the school office. We will always be happy to help.

Lost Property

It is very important that each item of clothing is clearly marked with your child's name when they come to school. Please contact your child's teacher if something has gone missing, but please appreciate that *if items aren't named then they can be very difficult to find.*

Transfer to Secondary Education

Children transfer to the Secondary phase of their education in the September following their eleventh birthday. Most children from the four primary schools feed into Ysgol Cwm Brombil.

Pastoral Care Arrangements

The school aims to create a friendly, caring and safe atmosphere. Every member of staff promotes this aim, with the over-riding responsibility being that of the Headteacher.

Records of children's medical records are kept in the Administrative Office. Whenever necessary, school liaises with other agencies, e.g. School Health Visitor, Education Welfare Service, and the School Psychological Service.

Minor accidents are dealt with in the school, but accidents of a more serious nature, needing medical attention are notified to the parents / guardians. Occasionally, an accident occurs when it becomes necessary to take a child to hospital. If parents cannot be contacted, a member of staff will accompany the child to hospital or call for an ambulance.

School Security and Health and Safety

Every effort is made to ensure the school environment is a safe and healthy environment for our pupils. Regular fire drills are carried out and regular checks on school equipment in the classrooms and on the yards are undertaken. We have a member of staff responsible for health and safety and we have members of staff trained in basic first aid on site at all times. The school follows the Neath Port Talbot Health and Safety Guidelines.

Medication

If a child has to take prescribed medicines, we require you to complete a form "Request for the administration of prescribed medicines." **We will not administer any medicines without this authorisation form.** This is for safety reasons and is in your child's interest. If medicines need to be sent to school and sent home at the end of the day, then it is the responsibility of the parent/guardian to ensure it is collected. Please note that prescribed medicine must be sent into school correctly labelled by the pharmacy.

Head Lice

Each year we have cases of head lice in school. The school nurse no longer visits school to inspect children's hair, so parents are asked to do this at home on a regular basis. Letters informing parents that there are cases of head lice in a child's class are routinely sent home with children. The occurrence of head lice is regarded as a community problem, generally when a child has head lice, other family members will also be infected. Advice can be sought from the local pharmacist on methods of treatment which are available free under the 'common ailments' scheme run by Welsh Government at the Pharmacy.

Equal Opportunities

It is our policy to promote true equality for all pupils, to discourage racist, sexist and stereotyping attitudes. Detailed policy documents are available at the school. We are required, by law, to record and report any incidents perceived to be racist and termly reports are sent to the local authority. We have a Strategic Equality Plan in place which is reviewed regularly and addresses how we as a school promote equality and inclusion within all aspects of the life of our school. The plan is available by request from the school office.

Parental/Carer Involvement

We recognise the crucial importance of an active educational partnership between home and school – the pupils will not achieve their full potential without this. As a result we have set up a very

successful family room and employ a Family Liaison Worker, Miss Kelly McErlean, to work alongside parents/carers.

Throughout the year there are many opportunities for parents to work with school to support the progress and wellbeing of the pupils; these include open evenings, next steps in learning meetings and end of term book looks. Parents of younger pupils are encouraged to help their children with activities sent home by the class teacher e.g. reading practice or number work, and planned home tasks which are part of each term's theme. For older pupils, homework is just one of the ways in which we seek to foster this partnership, as homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning.

We aim to keep parents/carers fully informed about the work of the school and their children. Parents/carers are invited to contact the school at any time if they are concerned about the progress of their children or require further information. Daily use of SeeSaw throughout the school ensures a constant dialogue between home and school regarding progress and next steps. Formal visits to discuss children's progress are arranged during the year and written reports are sent home at the end of the Summer Term.

Extra-Curricular Activities

Regular extra-curricular activities for our pupils throughout the year and we participate in as many sporting tournaments as possible.

Our local Community Police Officer comes into school regularly and delivers a series of lessons to the children which promote good citizenship. We also have a school council, eco school committee, a healthy schools committee, Criw Cymraeg and Digital Leaders.

Sport at School

All pupils are expected to make the effort to change into appropriate kit for the purpose of taking part in physical exercise as well as games. Parents will be informed at the beginning of term as to when these activities take place so that pupils will be able to bring kit to school on the correct day. We also organise various activities on the playground during lunchtimes and playtimes. Children in Years 2 - 6 have the opportunity to go swimming at Cymer Swimming Pool. We are involved with inter-school fixtures in a variety of sports and games.

Charging and Remissions

Many educational visits and Residential Courses will be arranged to give pupils a wider range of experiences and to reinforce work undertaken in class. Parents will be asked to make a contribution towards the cost of these trips, as they would not be able to take place without parental support. If you have any concerns about the cost of the visits please come and speak to the Headteacher, as we do not want any child to miss out.

Friends of the School Association (FotSA)

There is an active Friends of the School Association (FotSA) in Glyncorrwg Primary, which organises a regular programme of fund raising activities. The school is extremely grateful for the financial contribution the Association makes but also its contribution to the community life of the

school. New members are always welcome, the growth of the Association helps in what is a very satisfying contribution to school life.

Complaints Procedure (Section 23 Education Reform Act 1988)

The Local Education Authority has made arrangements under the above Act to receive complaints about all its maintained schools. In the event of any complaint there is a set procedure to following as set out in appendix A of the complaints policy that has been adopted by the governing body. The complaints policy is available upon request from the school or can be found on the school website.

Further advice may be obtained from the Pupil, Parent Support Unit, Port Talbot 01639 763333.

Thank you for taking the time read our prospectus, if you would like to visit the school please contact the school office to make an appointment, and a member of staff will be more than happy to give you a tour of the school.



**The Federated Primary Schools
of the
Upper Afan Valley**