

Blaenbaglan Primary School - Ysgol Gynradd Blaenbaglan

Headteacher: **Mr. D. Burrows**

Deputy Headteacher: **Mrs. E. Palmer**

Maes-Ty-Canol, Baglan, Port Talbot, SA12 8YF.

Tel: **01639 769775** e-mail: **blauenbaglan@npt.school**

Together we believe, achieve & succeed



**2023 / 2024
PROSPECTUS**

Age Range of Pupils

3 – 11 Years

Number on Roll

279 (inc. nursery)

Signed:

Date: 05.10.2023

Review: Summer 2024

This information is correct and up to date at the time of printing. Adjustments may be necessary during the course of the school year.



Contents

- 1. Our School Vision**
- 2. Introductory letter from the Headteacher and Chair of Governors**
- 3. School Values, Ethos and Aims**
- 4. The School Governors**
- 5. Teaching and Non-teaching Staff**
- 6. Our School Community, Security and Pupil Welfare**
- 7. School and Class Structure 2023 / 2024**
- 8. Your Child's Learning including Religious Education, Sex Education and use of the Welsh Language**
- 9. Additional Learning Needs and the Learning Resource Centre**
- 10. School Discipline and Behaviour**
- 11. Extra-Curricular Activities, Sport, Parental Involvement and NPT Services**
- 12. Admissions, Remissions, Health and Safety and Complaints Procedure**
- 13. Listening to our Learners and Uniform**
- 14. School Dates 2023/24**
- 15. Attendance Figures**

Our Vision

At Blaenbaglan Primary School, we believe that a happy child is a successful one. We are committed to providing a positive, safe and stimulating environment for children to learn, where all are valued. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners. We believe that education should take place in a fully inclusive environment with equal opportunities for all. Our school strives to be at the centre of the local community with positive and effective links to wider and global communities.

Our Values

*Ambition *Responsibility *Independence *Enthusiasm *Resilience

Ethos

Blaenbaglan is an English medium primary school. Through careful organisation, the school attempts to give to the children what is best in education. In all our activities we try to work as a family, where members have a sense of purpose, a sense of belonging and a feeling of being responsible to the school and to the community. We aim to provide work each day that is balanced, varied and suitable to the child's ability and development. These experiences will help each child to learn and to become self-reliant and responsible members of the community. We aim to create a happy, caring environment with an emphasis on making learning fun where positive relationships are seen as being vital to our success.

School Aims

- ✓ To create a warm, caring, happy, safe and secure environment where our children can achieve their full potential.
- ✓ To ensure that our children have access to their curriculum entitlement according to the requirements of the Curriculum for Wales. To provide our children with appropriate teaching and learning activities which cater for the individual needs and abilities.
- ✓ To help our children learn that courtesy, good manners and consideration for others are very important qualities.
- ✓ To help our children develop enquiring minds and positive attitudes to learning.
- ✓ To provide experiences that will enrich our children's education.
- ✓ To encourage parents to play a supportive role in their children's learning.
- ✓ To make school a welcoming place where children want to be.
- ✓ To equip our children with the necessary skills to prepare them for life in a complex and technological world.

The School Governors

It is the duty of the Governing Body to make decisions about how the school is run. Governors have legal duties, powers and responsibilities as a body but cannot act individually.

The Governing Body believe the aims of the school as set out in this Prospectus should continue to be pursued. Underpinning these aims is Blaenbaglan's philosophy, that all our pupils are entitled to the very best education possible, which the school endeavours to provide, in close partnership with parents.

Each term the following sub-committees meet and report back to the main Governing Body meeting:

- Finance and Staffing
- Curriculum and Additional Learning Needs
- Buildings, Premises, Health & Safety and Community

Other issues relating to the budget, pupil activities, school performance and the Learning Support Centre are discussed. They can only act together, not individually. Parent Governors are elected by the parents of the school. They serve, as do other governors, for a period of 4 years. Parent Governors bring the views of parents to the governing body. However, they are not delegates for parents, as they speak and act as individuals.

Pam Short - Chair	Curriculum / ALN, Finance & Staffing
Peter Richards – Vice Chair - Community	Finance & Staffing
David Burrows – Head Teacher	All Committees
Bernie Henderson - Community	Curriculum / ALN, Finance & Staffing
Gemma Cox - Parent	Curriculum / ALN
Cllr. Susanne Renkes - Community	Finance & Staffing, Premises, Health & Safety Committee and Community
Yaghya Maljian - Community	Premises, Health & Safety Committee and Community
Helen Griffiths - Parent	Premises, Health & Safety Committee and Community
Vacant - Parent	
Emma Palmer - Staff	Curriculum / ALN
Rebecca Fouracre - Staff	To be assigned
Ian Rees - Community	Premises, Health & Safety Committee and Community
Vacant - Parent	

Clerk to the Governors	<ul style="list-style-type: none">• Miss Gemma Allen – Blaenbaglan Primary School, Maes-Ty-Canol, Baglan, Port Talbot. SA12 8YF. Tel: 01639 769775 e-mail: blaenbaglan@npt.school
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School Staff

School Organisation and Staffing	Person	Position	Class
	Mr. D. Burrows	Headteacher	
	Mrs. E. Palmer	Dep. Headteacher / SLT	Yr 6
	Mrs. F. Bristowe	SLT	Yr 5/6
	Mr. C. Davies		Yr 4/5
	Mrs. S. Skelton		Yr 3/4
	Mrs. F. Clarke		Yr 3/4
	Mrs. L. Hill		PPA
	Mrs. H. Maggs / Mrs E. Morgan		FP 2
	Mrs R. Poley-Jones		FP1
	Miss. B. Kennedy		FPR/1
	Mrs. J. French		LSC2
	Mrs. R. Evans-Norman	ALNCo / SLT	LSC1
	Miss. K. Williams	SLT	FPN
Ed. Support Officer	Mrs. T. Hazel	ESO - NPT	LA
Bursar	Mrs. M. Morgan	Bursar	LA

Administration	Miss Gemma Allen Mr. T. Drinkwater (Caretaker)
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Non-Teaching Staff	Mrs. A. Williams-Davies Mrs. R. Crompton-Weaver Mrs. B. Wright Miss. W. Burroughs (PT) Mrs. C. Bowen Mrs. J. Colwill (PT) Mr. D. Davies Mrs. S. Kingdom-Barfoot (PT) Mrs. J. Coombs Mrs. M. Stewart (PT) Mrs. C. Richards Miss. H. Hall Mrs. F. Dugmore
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Lunchtime Supervisors	Mrs. I. Jones Mrs. A. Jones Mrs. W. Burroughs Mrs. L. Wilkins Mrs. D. Lewis
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School Cooks	Mrs. C. Turner Mrs. J. Gregory Mrs. D. Jones
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Our School Community

Everyone has their part to play and this brings with it certain responsibilities. All parents and potential parents / carers can visit the school with prior arrangement.

Children

- Come to school with their parents and friends.
- Always try their best in everything they do.
- Be independent in managing their own possessions.
- Understand and follow the school rules.
- Follow the class routines.

Parents

- Bring their children to school and collect them on time.
- Ensure that their children attend school.
- Support their child by hearing them read and encouraging them to complete any tasks that their teachers ask them to do at home.
- Keep the school informed of any concerns they may have about their child's welfare.

Teachers

- Take responsibility for the children between 8.50am and 3.20pm.
- Work closely with parents
- Provide the highest quality of education and care at all times.

Governors

- Support and assist the Head teacher in the strategic direction of the school.

Welfare

The health and welfare of your child is our first priority. We will always contact you if we have any concerns.

Medical Care

Once your child reaches five, his or her weight, height, hearing and sight are checked by the school nurse and their general health is discussed with you.

Any child who becomes ill in school will be cared for and comforted until you can be contacted. We will need your telephone numbers and numbers of other emergency contacts in school. You will need to ensure that these are kept up to date.

Food and Drink

We have our own school kitchen which is run by the Local Education Authority and the children can have a freshly cooked meal each day. Alternatively they can bring a packed lunch.

Children in the FP classes can bring in a piece of fruit each day which they can eat at morning break time.

A small carton of milk is provided for all Foundation Phase children. Details of this will be available at induction.

Children are encouraged to bring a plastic bottle of water to school. It has been proven that if children have regular access to water during the day they are more able to concentrate. The water bottles are kept in the classroom. Water is available throughout the day.

School and Class Structure 2023/24

The school is organised into mixed ability classes according to the age of the pupil. In general, pupils receive the greater part of their tuition from their own class teacher and a PPA teacher (1 session). Single age classes are arranged when possible, but mixed age classes are organised when the needs are such. The school also has a Nursery (Foundation Phase). Attendance is on a part-time basis, in am and pm sessions. Admission to the nursery may be achieved after the child's 3rd birthday providing that Nursery space is available. Children are admitted to full-time education the September after their 4th birthday.

CLASS	TEACHER
FPN	K. Williams
FPR/1	B. Kennedy
FP1	R. Poley-Jones
FP2	H. Maggs / E. Morgan
Yr. 3	L. Hill
Yr. 3/4	S. Skelton / F. Clarke
Yr. 4/5	C. Davies
Yr. 5/6	F. Bristowe
Yr. 6	E. Palmer
LSC (Speech & Language)	J. French / R. Evans-Norman

Your Child's Learning

High expectations, high achievements

The broad and balanced curriculum will stimulate your child to acquire knowledge and develop individual skills.

Children's achievements are celebrated and everyone enjoys success and praise regularly during their time in school. We encourage children to become independent and confident in both their work and social development.

The children are sometimes taught by their own class teacher, in mixed ability classes with children of approximately the same age. For Read Write Inc. and Literacy & Language sessions, your child may be taught by another member of staff.

Every classroom is fully furnished and equipped with the highest quality learning resources, which include an interactive whiteboard and shared access to a number of computers.

The class teacher will get to know your child very well and will be pleased to involve you in their life at school. Children make progress at their own rates and in their own ways. It is important to value them as individuals and to provide learning opportunities that will build on their strengths and overcome their weaknesses. The curriculum is broad and balanced and provides for the academic, moral, physical, creative and personal and social development of every child. In our schools today we recognise that learning consists of:

- Acquiring knowledge
- Understanding ideas
- Perfecting skills
- Developing good attitudes

In order for this to take place the children must:

- Become involved with things that interest them
- Be active in their learning
- Be encouraged to work with each other
- Make progress and be challenged in each area of learning
- Be encouraged to think and act for themselves and become independent

It is through the curriculum that the teachers at Blaenbaglan Primary School 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 Blaenbaglan Primary School

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-forparents>

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 Blaenbaglan Primary, 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.

Blaenbaglan Primary 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.

The Literacy and Numeracy Framework (LNF)

The National Literacy and Numeracy Framework (LNF) was introduced in September 2014. This ensures that the fundamentals of literacy and numeracy are incorporated into all subject areas and will include national tests in literacy and numeracy every May. National tests in Numeracy and Reading are undertaken by all pupils in FP2 – Yr6 annually in May of each year. (*Testing 2017 – 3rd – 10th May*)

The LNF sets the skills we expect learners to develop.

Within literacy we expect learners to become accomplished in:

- oracy across the curriculum
- reading across the curriculum
- writing across the curriculum.

Within numeracy we expect learners to become accomplished in:

- developing numerical reasoning
- using number skills
- using measuring skills
- using data skills.

The Digital Competence Framework (DCF)

The Digital Competency Framework (DCF) was introduced in September 2017. This is a ground breaking curriculum which will give our pupils the digital skills required for the future.

The DCF sets the skills we expect learners to develop in:

- Citizenship
- Interacting and collaboration
- Producing
- Data and computational thinking

More information can be found at: <http://learning.gov.wales>

Use of Welsh Language

The Curriculum Cymreig is addressed through cross curricular themes and is strengthened by use of incidental Welsh throughout the school day.

At Blaenbaglan the main language for teaching is English. However, Welsh is taught as a second language as required by the Welsh Assembly. Pupils respond to Welsh commands, answer the register through Welsh and sing Welsh hymns and prayers. We really feel that it is important that our children learn about the Welsh culture and their Welsh heritage and believes in developing a true sense of 'cynefin' (home) through its curriculum. St. David's Day is celebrated with a week Welsh activities, e.g. Gymanfa Ganu, cooking Welsh recipes, listening to Welsh folk tales, music and art competitions, concerts and enjoying Welsh visitors to the school.

A Welsh peripatetic teacher visits the school every half-term where guidance and training is given to the staff and the subject is monitored. The school is following the Siarter Iaith programme.

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

Our curriculum contains the 6 Areas of Learning and Experience. It encompasses the Statements of What Matters and reflects the Principles of Progression. It includes the required curriculum elements and embeds the mandatory cross-curricular skills and integral skills which underpin the four purposes in the curriculum.



Expressive Arts can engage, motivate and encourage learners to develop their creative, artistic and performance skills to the full. It spans five disciplines: art, dance, drama, film and digital media and music.



Health and Well-Being. Learners will learn about physical health and development, the importance of mental health, and emotional and social well-being and how to make good choices.



Humanities seek to awaken a sense of wonder, fire the imagination, and inspire learners to grow in knowledge, understanding and wisdom. It encompasses Geography, History and Religion, Values and Ethics.



Language, Literacy & Communication. Learners will learn about languages and will improve their listening, speaking, reading and writing skills, both in English and Welsh.



Mathematics and Numeracy surrounds our daily lives. Our learners will develop and apply their number skills to solve problems in real-life contexts, as well as exploring shape, measures and data handling.



Science and Technology. Learners will enhance their knowledge and understanding of the world through Biology, Chemistry, Physics and Design & Technology.

We will carefully plan for the mandatory elements of the curriculum-

- Religion, Values & Ethics (RVE)
- Relationships and Sexuality Education (RSE)
- Welsh
- English

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

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 LA's Policy Statement and approved by the Governing Body; it is available for inspection at the school and on the school website. 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 to identify 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 of assessment 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.

The school will also 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.

Additional Learning Needs

Blaenbaglan Primary School believes that every pupil has an entitlement to the full range of curricular opportunities. A whole school approach has been adopted to provide for all the children who experience additional learning needs at anytime during the primary years. We believe that early intervention is key,

and we work closely with outside agencies to ensure that appropriate provision is in place from nursery onwards. Any child identified by the class teacher as needing extra help will have classwork differentiated at a level appropriate to the need.

Additional support is provided by withdrawing groups of pupils to follow intervention programs such as ELSA, Language Link, Speech Link, POPAT, Smart Moves, Sensory Circuits, Semantic Links and Read, Write Inc one-to-one coaching. Where a child should continue to experience difficulty, the advice of the class teacher should be sought by parents initially. Following implementation of actions to support in areas of concern and limited or no progress being made after a reasonable period of time, advice will be sought by the class teacher from the ALNCO in the first instance and a meeting with parents will be arranged to discuss shared concerns. When necessary, school will then seek advice from outside agencies, such as the Speech and Language Team, Well-being and Behaviour Support Team, and the Education Psychologist. Individual programs of work are devised, implemented and monitored, parents are consulted and kept informed at each stage.

Children who have social, emotional and behavioural difficulties will be supported through an Individual Behaviour Plan following advice from the LA Wellbeing Team. School will work with parents and other professionals to ensure that the best provision can be made. Currently, our ALN Coordinator, Mrs. Jones, works closely with all staff, and attends regular training, both with our cluster schools and with the local authority.

Since 1993 the school has accommodated a Learning Resource Centre for children with speech, language and communication difficulties, the majority of whom live outside the catchment area and are brought to school by minibus / taxi.

We have 20 planned places – 2 teaching staff and 3/4 teacher assistants.

Pupils with ALN are integrated as fully as possible into the mainstream activities of the school from the LSC.

As a result of having a speech and language Learning Support Centre at Blaenbaglan (which often accommodates children with other additional learning needs as well), all our staff and pupils are used to dealing with pupils with a wide variety of problems and have developed sound practices and strategies to ensure that all our pupils are treated fairly and equitably.

Information for parents on ALN Reform can be found on the Snap Cymru website at the following address: <https://www.snapcymru.org/get-support/new-aln-system/>

Strategic Equality Plan and Disability Access

At Blaenbaglan Primary School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Blaenbaglan Primary School, we believe that

diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. The school has a dedicated Looked after Children (LAC) person, Mr. D. Burrows, who oversees the education, care and well-being of children in care.

The school has in place a Strategic Equality Plan and an Access Plan. This is reviewed annually. If any parents / guardians would like to discuss any disability issues then please contact the school for an appointment.

Equal Opportunities

It is our policy to promote true equality for all pupils, to discourage sexist, racist and stereotyping attitudes and to promote a positive ethos regarding our community.

At our school we teach the curriculum to all children, whatever their ability and individual needs. Equal opportunities forms part of the school curriculum policy and enables us to provide a broad and balanced education to all children. Through our teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language, and we take all reasonable steps to achieve this. All children and staff are treated equally. The school has an Equal Opportunities Policy.

School Discipline and Behaviour

Across the school, pupils' behaviour is exemplary. They are polite and courteous to adults and show kindness and care for one another - Estyn – June 2023.

'Good behaviour is a necessary condition for effective learning to take place'

Education Observed DFES 1987

Within a school 'family' some rules are essential; these are mostly matters of common sense to ensure the safety of our children. The emphasis in the school is to praise positive behaviour, attitude and effort and to increase children's awareness of the need to make a positive contribution to their community.

We have a Rights Respecting Behaviour Policy, which is consistently applied by all adults who work in school and is outlined below:

Aims

- We will strive to create a positive climate in which pupil's self-esteem is nurtured and misbehaviour becomes a less attractive way to gain attention.
- All people in the school will be valued, respected and safe.
- Blaenbaglan is an orderly environment in which effective teaching and learning can take place.
- Everyone will work together to encourage good behaviour
- A high level of parental involvement is encouraged and expected.
- We will work closely with other agencies to ensure that children with complex needs and difficulties, and their families are given appropriate support.

Our five simple school rules are:

I will walk and talk quietly in our school

I will be helpful and polite to everyone
I will look at and listen to people who are talking to me
I will look after everything in our school
I will always try my best in everything I do

Members of staff will provide attention to those who are behaving correctly. When pupils have to be reminded of the rules, this will be done quietly and calmly with the aim of getting the pupil back on task as soon as possible. The inappropriate behaviour will be criticised not the child.

All adults in school will keep in mind that **EACH DAY IS A FRESH START**.

Working together to improve behaviour

We will always try to work with parents. Good behaviour is the result of a partnership between home and school and standards set at home and school should complement each other. If any pupil lets his or her standards of behaviour fall, we will inform parents and discuss it with them. It may be that sanctions outside school can help to reinforce sanctions being used in school.

Extra-Curricular Activities

The school is involved with many outside agencies in organising its post school activities. At present the school operates the following after school clubs at various times of the year:

- Rugby
- Netball
- Football
- Cricket
- Athletics
- Cooking
- Drama
- Orchestra
- Music / Dance
- Book Swap
- Film Club
- Choir
- Bug Club
- Criw Cymraeg

Year Five and Year Six have an opportunity to participate in a Residential Visit. In recent years, these are split between Urdd Residential centre, Llangrannog and Morfa Bay, Pendine. All venues give children the opportunity to participate in outdoor and adventurous activities.

We are also a 'Sustrans - Bike It' school and promote cycling as a healthy alternative for transport to and from school.

Sporting Aims

The school is a member of all the major sporting groups (Welsh Rugby Union, Football Assoc. of Wales, Welsh Netball Assoc., FAW, Snowsport Wales, DragonSport, Welsh Gymnastics Assoc.) as well as all the local associations linked to a variety of sports.

The school participates in a wide range of sporting activities that include football, rugby, netball, cricket, cross-country, dance, gymnastics, etc. We encourage all children to lead an active and healthy lifestyle and introduce our pupils to a wide range of activities that they can hopefully pursue in their free time. We believe in a sport-for-all mentality and will encourage to children to participate in activities that they enjoy. When entering competitions and tournaments, the school will select pupils that will allow the school to be competitive.

The school actively participates in local and national competitions and inter-school events as part of our philosophy of giving children opportunities to reflect on their own performance through competition.

Parental Involvement

The school has an active Parent Teacher Association where parents, grandparents and friends are becoming increasingly involved in helping teachers with classroom activities. The PTA also arrange a number of school and fund raising events that give us funds that provide the children with extra equipment.

The school is anxious to foster good relationships with the home. Parents are welcome at the school to discuss any matter concerning their children's education. A number of parent consultation evenings are organised during the school year. The school is always looking for help with a variety of ongoing projects in and outside the school.

NPT Family Information Services

The school is promoting the services of www.nptfamily.com in our texts, tweets, website, etc. They provide a wealth of information on a range of areas that might be beneficial to you, e.g. Social Care & Family Support; Health & Wellbeing; Youth Services; Finance & Legal, etc. Well worth a look!

Admissions

The NPT County Borough Council is the Admissions Authority for all maintained Nursery Classes, Infant, Junior, Primary and Secondary Community Schools.

Admission to Nursery Classes

Children can access a part-time nursery place from the start of the term following their third birthday. Admissions Application Forms are available from, and should be returned to, The Admissions Officer, School and Family Support, Port Talbot Civic Centre, Port Talbot SA13 1PJ . Admission to a nursery prior to the start of the term following the child's third birthday can only be agreed in consultation with the admissions officer.

Admissions to schools including Infant, Junior, Primary and Secondary Schools

All admissions to mainstream schools are approved by the Admissions Officer, Pupil Parent Support. Children are admitted to reception classes in the September following their fourth birthday. Children transfer to secondary school in the September following their eleventh birthday. Admissions Application Forms are available from, and should be returned to, The Admissions Officer, School and Family Support, Port Talbot Civic Centre, Port Talbot SA13 1PJ. All parents of pupils due to transfer from one sector to another at the end of the academic year will be sent an Admissions Application Form by the authority

during the Autumn Term. Admission arrangements will be advised in writing towards the end of the Spring Term.

Attendance at a Nursery Class does not automatically entitle a child to a reception class place in the same school, neither does attendance at a primary school automatically entitle a child to a place at the partner comprehensive school.

Parents have the right to express a preference which will be considered individually and complied with wherever possible. Some schools have more requests for places than there are places available. Where a school is oversubscribed preferences will still be considered, but the priorities set by the authority will be applied.

A full copy of the Authority Admission Policy is available on request.

Charging and Remissions Policy

Under Section 10 of the 1988 Education Act, the Governing Body has determined that parents be invited to make voluntary contributions towards the benefit of the school or to support particular activities, e.g. educational visits in order to offset transport costs and entrance fees. The school is firmly committed to the belief that children learn best from first hand experiences and these visits are planned to enhance and enrich children's education.

Information on how to make complaint

If you have a complaint about any aspect of your child's schooling, in the first instance it is better to attempt to solve it in school. Please discuss your concern with the Headteacher and staff. If you are still not satisfied, ask about the complaint procedure, which the Headteacher (or governing Body Representative) will explain to you. The Complaints Policy is available on the website.

Inspection of Documents

Documents required to be available by Regulation may be inspected, and, where appropriate copied at the school during school hours by arrangement with the Headteacher.

Freedom of Information Act

The Freedom of Information Act requires publicly funded bodies, including schools, to be clear about the information they publish. We have produced a publication scheme setting out all the information we publish on a regular basis and where to find it. The school Administrative Officer will let you see the publication scheme or provide you with a copy free of charge.

Security & Health and Safety

The Governing Body has a Health & safety sub-committee who meet regularly (at least once a term) and tour the school to identify any potential health and safety issues. Any identified areas are dealt with promptly. There is a dedicated Health & safety Officer in the school that has COSHH qualifications, but all staff have a duty of care to be diligent and comply with the school's Health and safety Policy. Risk

assessments are undertaken by staff for all activities. A full Health and safety is available to view at the school.

The security of the premises is the responsibility of the Headteacher who along with the caretaker and school staff ensure the site is a safe haven for all members of the school community at all times.

The Caretaker, Security Firms (Chubb and Senator) and Headteacher and Deputy Headteacher are the designated key holders.

It is the responsibility of the class teacher to make sure that their classroom is secure, windows closed and equipment switched off before leaving the premises and that it is a safe environment for all concerned.

The school operates a strict administration of medicines policy. This policy is based on LEA guidelines.

Listening to our Learners

There are a number of pupil committees set up at the school. We work closely with the children to provide the education that they feel part of developing. These include:

The School Council	The Healthy School Group
The Eco-School Committee	The Bike It Crew
The Road Safety Team	The Mini Police
Criw Cymraeg	

Uniform

Uniform is worn at Blaenbaglan School to develop a sense of pride in being a member of the Blaenbaglan school community.

School Uniform

Navy skirt, pinafore dress or grey/navy trousers
White school polo shirt
Navy school sweatshirt, cardigan or fleece
Black shoes
Black or navy tights
Navy or white socks

PE Kit

White T-shirt
Navy blue / black PE shorts
Navy blue / black jogging bottoms
Navy blue / black sweatshirt
Trainers with non-marking soles.
Swimming costume
In addition, all children will need a PE bag.

All children are allocated an outdoor day – this means much of their work may be conducted outdoors during the day (making use of our extensive grounds). They will need old clothes, waterproof coat and ‘wellies’ for these activities.

Nursery children can wear navy jogging bottoms, school / white polo shirt and a navy / school sweatshirt.

Valuables are brought to school at the child’s own risk but are discouraged. Mobile phones are not allowed, unless prior permission has been sought from the Headteacher.

No jewellery should be worn in school. If your child has pierced ears, small studs are permitted. However these MUST be removed by the child for PE.

Attendance figures 2022/2023

Attendance		2022/23
	% attendance	91.94%
	Authorised Absence	3.6 %
	Unauthorised Absence	2.6 %

We have set our attendance target for 2023/24 at 95.6%.

School Dates and Times

2023/2024 Academic Year

2023 - 2024 Academic Year	
Period	Dates
Autumn Term 1	Monday, 5 September to Friday, 28 October
Autumn Half Term	Monday, 31 October to Friday, 4 November
Autumn Term 2	Monday, 7 November to Friday, 23 December
Christmas Holiday	Monday, 26 December to Friday, 6 January
Spring Term 1	Monday, 9 January to Friday, 17 February
Spring Half Term	Monday, 20 February to Friday, 24 February
Spring Term 2	Monday, 27 February to Friday, 31 March
Easter Holiday	Monday, 3 April to Friday, 14 April
Summer Term 1	Monday, 17 April to Friday, 26 May
Summer Half Term	Monday, 29 May to Friday, 2 June
Summer Term 2	Monday, 5 June to Monday, 24 July

Schools will be closed to pupils for **INSET/Staff Preparation** on five days between Monday 1st September 2023 and Friday 19th July 2024.

School Hours

Main school (FP & KS2)

Morning session:

FP - 8.50am – 12 noon

KS2 - 8.50am – 12.15pm

Afternoon session:

1.00pm – 3.20pm

1.15pm – 3.20pm

Foundation Phase (Nursery)

Morning session:

8.50am – 11.20am

Afternoon session:

12.50pm – 3.20pm

The hours spent on teaching during the normal school week, including Religious Education, but excluding the statutory daily act of worship, registration and breaks are 22 hours 30 mins. at Foundation Phase and 24 hours 35 mins. at Key Stage Two.

School dinners – meals are prepared, cooked and served on the premises. A three week balanced fixed menu rota is in place serving a variety of healthy options.