



Fostering curiosity, resilience and responsibility for a better tomorrow.

Tywyn Primary School

School Classification: Community Primary

Age Range: 3-11 years

Number of pupils: 439

Headteacher: Mrs S. McHugh

Tywyn School is situated on the southeastern fringe of Sandfields Estate, Port Talbot. It provides mainstream education for pupils from its local community and a specialist teaching provision for pupils with special educational needs from within the County Borough of Neath Port Talbot through the medium of English. The latest Estyn Inspection report (June 2018) stated that:

'Leaders and staff ensure an exceptionally caring, inclusive and nurturing learning environment for pupils. They provide many rich learning experiences that support pupils' all-round development successfully.' (ESTYN 2018)

This prospectus seeks to inform you about daily life for pupils and staff at the school. Should you wish to ask more detailed questions about the education of your child please make an appointment to visit school and I shall be happy to meet and talk with you.

Sarah McHugh
Headteacher

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Port Talbot
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Website: [Welcome to Tywyn Primary School – Education for All \(j2bloggy.com\)](http://Welcome to Tywyn Primary School – Education for All (j2bloggy.com))

Twitter feed: [@tywynprimary](https://twitter.com/tywynprimary)

School times: 8.50am to 12.00 **LSC:** 8.50am – 3.05pm

1.00pm to 3.10pm (FP) 3.20pm (KS2)

Nursery: 8.50am to 11.20am (morning session)

12.35pm to 3.05pm (afternoon session)



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Message From the Chairman of Governors

“Together one mind, one heart, one soul, one small step at a time, we can make some difference towards a better world, a brighter tomorrow”

We believe that education is the most important aspect of growth and an educated population solves many problems. With this objective we nurture the children as learners, inculcate values, ensure discipline, good manners and equip them with the necessary skills that will help them to evolve as confident and smart global citizens who will be empowered to think out of the box, act with conviction and lead effectively.

Thus, our child – centric approach is aimed at the holistic development of students. In addition to the academics, we also emphasize on physical, mental and personality development of the students. Further our school curriculum allows our teachers to adopt innovative methods to stimulate Interest and attention among the students. Our teachers are trained not to teach but are also expected to inspire confidence and trust in their students and become role models.

Lastly, I extend my heartfelt gratitude to the school’s Headteacher, Staff members, students, Parents and well-wishers for their unprecedented support and cooperation.

Yours

Cllr Matt Crowley
Chair of Governor



Tywyn Primary School Staff

Governing Body

- Chair:** Cllr Matt Crowley
- Vice-Chair:** Mrs L. Eddolls
- Members:** Mr R. Rees, Mrs M. O’Kane, Mr O’Leary, Mrs K. Hanbury, Councillor M.Crowley, Mr J. O’Dwyer, Mr R. Williams, Miss L Owen, Mr A. Rayson, Mr K Munian.

Staff

- Seconded Headteacher:** Mrs S. McHugh
- Deputy Headteacher:** Miss R. Williams
- Senior Management:** Mrs K. Hanbury
Mrs P. Wilcox-Jones
Mrs R. Johns (currently seconded)
Mr J. O’Leary
- Foundation Phase:** Mrs L. Oakley
Miss E. Divetta
Miss L. Byrne
Miss L. Svenson
Mrs H. De Celis
Mrs P. Jones
Miss T. Dummer
- Junior Classes:** Mr O. Nesbitt
Mrs C. Collins
Mrs A. Williams
Mrs B. Williams
Miss L. Evans
Mr J. O’Leary
Miss V. Bryce
Miss R. Williams
Mr T. Richards





LSC Classes: Mrs R. Johns (Miss A. Lloyd)
Mrs S. Harvey
Miss S. Horn
Mrs S. Williams
Mrs S. Applen
Mr S. Morris
Mrs L. Hendry

Teaching Assistants: Mrs K. Divetta
Mrs A. Lean
Mrs K. Charles
Miss K. Mayers
Mrs E. Morgan-Griffiths
Mrs K. Phillips
Mrs C. Raymond
Mrs G. Larkworthy
Mrs D. Davies
Miss H. Rees
Mrs H. Devonald
Mrs K. David
Mrs E. Smith
Mrs S. Farrugia
Miss N. Robbins
Mrs L. Trusz
Mrs L. James
Mrs P. Gould
Miss K. Kennedy
Mrs J. Stein
Mrs N. James
Miss S. Crowley

Admin Staff: Mrs H. Williams
Mrs L. Evans

Bursar: Mrs S. L. Hockin
Caretaker: Mr C. Emery

Catering Services: Mrs J. Sexton

Supervisory Staff: Mrs A. Jones
Mrs G. Needs

Road Safety Patrols: Mrs G. Larkworthy



Cleaning Services: Mrs A. Jones
Mrs R. Morgan
Mrs C. Evans
Mr R. Jones

Local Authority Services

Via service level agreements the school can access support and advice from the following: -

- i) Client Services for
 - School Meals
 - School Cleaning
 - Grounds Maintenance
 - Property Maintenance

- ii) Local Authority services for
 - Personnel Management
 - Salaries and Wages
 - Pupil and Parent Support
 - Management Information
 - Legal Advice
 - Finance

- iii) Professional services for
 - Curriculum Development and Organisation
 - Computer Education
 - Schools Library Resources



Additional Learning Needs

Additional Learning Needs (ALN)

At Tywyn, we are committed to supporting all learners to feel safe, included and able to achieve their best. We take a whole-school approach to Additional Learning Needs (ALN), creating a positive and nurturing environment where every child is valued and respected. Our approach reflects the Additional Learning Needs (ALN) Reform in Wales, which places strong emphasis on inclusion, early identification and person-centred planning. Central to this approach is our commitment to working in close partnership with parents and carers, recognising them as key partners in their child's learning and development.

We recognise that every child is unique. Support for learners with ALN is planned in a person-centred way and, where appropriate, is recorded in an Individual Development Plan (IDP). The IDP outlines a child's needs, the support they receive and the outcomes they are working towards. Parents and carers are actively involved at every stage of developing, reviewing and evaluating these plans.

Children with ALN are included in mainstream classes wherever possible and receive additional support in class, in small groups or through specialist provision. Our Learning Support Centres work closely with mainstream classes to provide tailored support, alongside planned opportunities for children to learn and socialise with their peers.

We work in partnership with parents and carers, learners and external agencies to ensure that support is effective, coordinated and responsive to changing needs. Progress is monitored regularly and reviewed through meetings that place the child at the centre of decision-making.

Through inclusive practice, high expectations and strong home-school partnerships, Tywyn aims to ensure that every learner feels supported, confident and able to succeed.



School Ethos

Discipline

'All pupils' behaviour is exemplary. They are exceptionally polite and respectful towards each other and to adults. They are at ease in the company of visitors, and they communicate their immense pride in their school and its collective achievements with warmth and gusto'. (ESTYN 2018)

Tywyn is an English medium co-educational 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 team, 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. Home School Agreements have been signed by the school, parents and pupils. This agreement outlines what is expected by each party and focuses mainly on ensuring our school is a warm and caring place where children feel valued and happy and are always encouraged to do their best.



School Aims

- To educate children in a safe, disciplined and caring environment
- Provide education which constantly seeks to improve each pupil's standard of achievement.
- Encourage all parents to support their child's learning.
- Set and monitor homework appropriate to age and ability.
- Keep you informed about the school's policies and guidelines on behaviour and equal opportunities, other general school matters and about your child's progress or general welfare.
- To welcome parents / carers into the life of the school and when necessary to discuss any concerns you might have about your child's progress and general welfare
- Contact parents and carers as soon as possible if we are concerned about your child's work or behaviour.
- Contact parents / carers if there is a persistent problem concerning your child's attendance / punctuality.
- Offer a broad and balanced curriculum which meets the needs of your child.
- Provide a range of extra-curricular activities designed to enrich your child's experiences.
- Encourage your child to show friendship and respect for others and to abide by the school behaviour policy, ensuring a safe, caring environment for all.
- Keep you informed of your child's progress and behaviour with designated parents' evenings.



Values and Attitudes

Be happy and enthusiastic- where all learners enjoy and engage in their learning. Providing support and focussing on pupil's strengths and needs.

Be creative and curious- where learners can be encouraged to be creative, giving them opportunities to express themselves in a variety of ways. Give all learners a voice to influence what and how they learn in a stimulating, safe, challenging, learning environment.

Be honest and respectful- treat everyone as unique individuals. Respecting the views, feelings of others and becoming responsible citizens.

Be the best you can- Inspire learners to believe in themselves, that they can do/be anything they put their minds to. With hard work, resilience and dedication there is a whole world of possibilities ahead.

Be proud to provide a safe, nurturing environment where all learners can fulfil their maximum potential. Strive to give our learners real life experiences and opportunities where they can improve their skills above and beyond their expectations, equipping them to realise there is a world of opportunities available to them, instilling independence and confidence in each child.



The Curriculum

Our school follows the Curriculum for Wales which is designed by teachers to meet the needs of all young people.

There are 4 main aims of the new curriculum, and they are to help young people to be:

- Ambitious, capable learners
- Enterprising and creative contributors
- Ethical and informed citizens
- Healthy and confident individuals

Learning will be done through the following 6 areas:

- Expressive Arts
- Health and well-being
- Humanities
- Languages, Literacy and Communication
- Maths & Numeracy
- Science and Technology

Relationships & Sex Education (RSE)

RSE as a subject teaches children about the different physical, social and emotional aspects of growing up, relationships and sexuality. It aims to provide pupils with the skills and knowledge they need to have safe, fulfilling relationships, take responsibility for their sexual health, and feel secure and happy in their sexuality. It also helps them to develop resilience, independence and self-esteem.

RSE helps to prepare children for changes like puberty and the transition into adult life. In schools, it can serve to provide a secure environment where pupils can feel comfortable asking questions they might not want to ask elsewhere. Through RSE, children can learn to better understand their needs, respect the needs of others, and improve their overall confidence.

The mandatory RSE code will be used to ensure that the RSE taught in our school will be developmentally appropriate for our learners. This means schools and settings must take account of a range of factors including the learner's age; knowledge and maturity; any additional learning needs and anticipating their physiological and emotional development. RSE must be developmentally appropriate for each learner, meaning that learners' needs of similar ages may differ.



Education for All



Tywyn's Curriculum

We are passionately committed to providing our pupils with the best possible start in life. We are driven to equip every child with the knowledge, skills, values and experiences they need in order to become resilient, responsible and happy citizens of the changing world they live in. We believe that all children deserve to succeed, and our ultimate goal is to nurture, articulate, well-informed children who are prepared for life's many opportunities and challenges.

Our Approach

Children learn to make sense of the world by exploring their immediate environment, local area, Wales and the world on a global scale. Children learn about how the past has impacted the present and will successfully shape their future in a world that is changing. Our selected subject content support children to develop their knowledge of complex issues, giving them an informed voice in a changing world. Our curriculum empowers children to live our values and to be the voice of a better future for our community, our nation and our world.

Curriculum Intent

At Tywyn Primary school we want the best possible learning experience for our children. We aim to ensure that all learning is relevant, accessible and meaningful. Our Curriculum is inclusive, and all pupils receive a high-quality education via a rich, rigorous, ambitious and broad curriculum. It reflects the changes in our community through the topics we learn, the texts we share, the trips we experience, the visitors we meet and the links we make within our community.

Click [here](#) to view our curriculum online.



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 Tywyn'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 & Personnel, Premises, Health & Safety
- School Performance, Curriculum & Additional Needs

Parent Governors are elected by the parents of the school. They serve, as do all 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 individual.

School Inspection

Tywyn Primary School was inspected in June 2018. Please see the following table of judgements awarded:

Inspection Area	Inspection Judgement
1. Standards	Good
2. Well-Being and Attitudes to Learning	Excellent
3. Teaching and Learning Experiences	Good
4. Care, Support & Guidance	Excellent
5. Leadership & Management	Good



Our School Community

Everyone has their part to play and this brings with it certain responsibilities: -

Children

- Come to school on time 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 daily.
- Parents must contact school every day their child is not in attendance and explain why.
- Support their child by hearing them read and encouraging them to complete any tasks that their teachers ask them to do at home. Parents should utilise the Oxford Reading Buddy Platform
- 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 Headteacher 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 5, his or her weight, height, hearing and sight are checked by the school nursing service.

Any child who becomes ill in school will be cared for and comforted until you can be contacted.

Should a child need medication in school, you should attend school to complete the relevant paperwork.

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.



CLA

Mrs Jones is the designated member of staff for pupils who are looked after.

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. Menu information can be found on the Neath Port Talbot Council website or the school website. Alternatively they can bring a packed lunch. Information is available from the school as to what should be included in a healthy packed lunch.

Parents are asked, if possible, to send the correct money to school in an envelope. Application forms for free meals for pupils whose parents are in receipt of Income Support are available from the school.

In the Foundation Phase and Key Stage 2, pupils can purchase fruit from the Fruit Tuck Shop. Free school milk is provided for all Foundation Phase pupils. 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 and water is available throughout the day.



School Uniform

It is our intention for Tywyn's uniform to be as affordable and practical as possible for pupils. School sweatshirts, cardigans and polo shirts are available for purchase from the school. Otherwise your child may wear a skirt or trousers in dark blue, a sweatshirt or cardigan in royal blue colour teamed with a polo shirt, blouse or shirt in gold. Polo shirts and shorts are acceptable in warmer weather. Our policy can be viewed on the school's website.

For safety reasons we actively discourage the wearing of jewellery at school, but any items worn must be removed for P.E. and Games.

Facial piercing and visible body piercing jewellery are not permitted. Also earrings that dangle or hang from the ear are not allowed. Only one pair of stud earrings to be worn. Children are asked to wear appropriate clothing for P.E. and Games lessons, but the wearing of football or other types of commercial sports clothing is not acceptable for any other part of the school day. As clothing and other belongings at school are not covered by insurance (unless they are covered by your home contents insurance) we would advise against the purchase of expensive outer coats and school bags etc.

All clothing and belongings should be clearly marked with the owners' names so that they can be easily identified. Any mislaid items found will be put in the lost property box which is situated in the School Office. We would be grateful for your co-operation in all these matters.

There are certain trends with children's hairstyles that are not really acceptable for school, this includes extreme haircuts and hair colours. We would appreciate parents cooperating with us on this, during term time.

For purchasing school uniforms, we recommend two local shops. Sportec, located in Neath Abbey, offers a range of our uniforms which can be viewed and purchased on their website [here](#). Alternatively, you can visit Image Shop at Unit 27, South Mall, Aberafan Shopping Centre, Port Talbot SA13 1PB. Please note that Image Shop does not have an online presence, so you will need to visit the store in person.



Equal Opportunities

All staff, visitors and pupils are treated equally disregarding race, sex, disability and/or age.

‘Irrespective of their needs and abilities, pupils in Tywyn Primary School, including those in the learning resource classes, believe that there are no barriers to learning and achievement. They are very proud of their school and display exemplary behaviour and attitudes towards learning.’ (Estyn 2018)

Extra-Curricular Activities, Including Sport, Music and Drama

‘Most pupils’ creative and physical skills are outstanding. For example, Year 6 pupils produce self-portraits of exceptional quality in their art lessons. In the learning resource classes, pupils show a very good awareness of body positions, when throwing and catching a ball in a rugby lesson. As a result of these opportunities, pupils’ confidence and self-motivation have a very positive impact on their progress in other areas of their work’. (Estyn 2018)



The school is proud of the opportunities it provides for extra-curricular activities. Training for a variety of sports and team games takes place most lunchtimes during the week and this is reflected in the success gained by its pupils in the sporting competitions within the County Borough and at National level.

Violin and brass instruments are taught by peripatetic teachers. The school has an enviable tradition of musical productions of which it is extremely proud. Much of the rehearsal and preparation is carried out by staff and children in their own time. We also provide our pupils with opportunities for a variety of residential courses promoted by the LA including field and seashore studies and other visits to places of interest.



Collective Worship

Regular school assemblies give all pupils an opportunity for collective worship. Class assemblies involving pupil participation in a whole school context take place regularly. An Achievement Assembly is held every week to celebrate pupil achievement during the week. Parents retain the right to request withdrawal of their children from any form of religious instruction or assembly. Requests should be submitted in writing to the Headteacher.

Use of Welsh

“Most pupils make strong progress in developing their Welsh language skills. Pupils are eager to talk to visitors in Welsh and they use a set range of language patterns well to communicate outside of lessons. The school’s provision for developing pupils’ Welsh language skills is good. It promotes pupils’ awareness of Welsh culture successfully, especially through sporting activities and the expressive arts, such as the annual Eisteddfod. All pupils participate in a range of relevant visits linked to their topics and whole-school events, which enhance the curriculum successfully.”
(Estyn 2018)

The medium of instruction is English. Welsh is taught as a second language as part of the National Curriculum, underpinned by the Cwriculwm Cymraeg and supported by the LA’s peripatetic service. An interest in Welsh culture is encouraged throughout the school involving pupils in the learning of Welsh songs, verses and hymns. The school undertakes a major celebration of our patron saint each year culminating in an Eisteddfod on March 1st.



Breakfast Club & After School Club

The school operates a free Breakfast Club open to all pupils from 8.15am to 8.30am at present, although opening times may be altered. Parents will be given advance notice if this is the case.

Homework

Classes from Reception to Year 6 are given homework tasks of varying degree to supplement their time spent at school. Naturally the work of the school is greatly enhanced when parents share in their children’s learning. We encourage all parents to read with their children. All pupils have access to the Oxford Reading Buddy Platform. If you have any queries regarding homework, please speak to your child’s class teacher.



Reporting to Parents

Traditionally reports concerning children's progress are presented twice yearly to parents in the following way: -
Autumn Term: Parent/Teacher meetings – private consultations.
End of Year Report (June/July). Written report in addition to private interview.

We are currently reviewing these procedures in consultation with parents.

Parents who wish to discuss any issue concerning their child are asked to contact the school office for an appointment whenever the need arises.

Parental Involvement

The school has recently introduced Parent Ambassadors. The group meet with the Headteacher at least once a term to discuss ways to further improve the school and to build partnership working.

Parents are welcomed into school for various events throughout the year, including concerts, coffee mornings with the Headteacher and workshops with various foci, including external professionals.

Parents are welcome at the school to discuss any matter concerning their children's education.

Listening to our Learners

***Many pupils develop strong leadership skills by taking on roles and responsibilities in pupil groups, such as the 'Cryw Cymraeg', school council and as digital leaders. They have a positive impact on the life and work of the school.'* (Estyn 2018)**

There are a number of pupil committees and processes 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 Eco-School Committee

Digital Leaders

Cryw Cymraeg

Tywyn Senedd



Special Curricular Arrangements

The Policy for Additional Learning Needs within the school

‘Irrespective of their needs and abilities, pupils in Tywyn Primary School, including those in the learning resource classes, believe that there are no barriers to learning and achievement. They are very proud of their school and display exemplary behaviour and attitudes towards learning.’ (ESTYN 2018)

At Tywyn, additional learning needs are considered within the whole school perspective. It is an approach which helps create an atmosphere of encouragement and security, acceptance, respect for achievements and sensitivity to individual needs. Tywyn fully endorses the entitlement of all pupils with additional learning needs to a broadly based, relevant and differentiated curriculum including the Foundation Phase and Curriculum for Wales. Additional learning needs can be highly individual in nature and for our pupils to progress in terms of overall development their respective needs are met by individualised education programmes. It is our aim to provide well planned and appropriate integration models that are based upon identified individual pupil needs and respective teacher negotiation. Partnership with parents and outside agencies is encouraged to ensure effective educational progress.

The two dimensions of the ALN provision within the school are as follows: -

- i) Identifying and supporting mainstream pupils with additional learning needs.
- ii) Providing specialist education for pupils who have moderate, severe, complex and profound learning difficulties.

Mainstream pupils who are identified as having learning difficulties are fully integrated into their peer-group classes. Extra teaching support is provided to enable these children and the more able to improve and function to the very best of their ability. Some of these pupils will have a statement of Special Educational Needs/LA maintained IDP's others will not.

The Learning Support Centres are located both philosophically and physically within the whole school context. A planned integration programme for individual pupils enables those children with additional learning needs to experience some of their education in a mainstream peer-group context in addition to the specialist teaching they receive. Each pupil's development is the subject of a statutory annual review conducted through a multi-disciplinary approach involving the school in professional relationships with a number of outside agencies.



Sex Education

The school follows the LEA's policy document on Sex Education. If parents wish, they can withdraw their children from all or part of the sex education programme.

Premises and Buildings

The school first opened in 1955 and comprises an Infant phase built on one level and a junior phase built on two levels. Each phase has a multi-purpose hall linked by the school's dining room. The premises are "disabled friendly" with ramps to each door and disabled toilet facilities. The Additional Learning Needs provision includes specially adapted bathroom/toilet facilities and has a light room for visual/sensory stimulation. The school's administrative offices and the Head teacher's room are located near the main entrance in the Junior phase.

The large campus includes extensive grass playing fields and hard-standing play areas. Nature areas and wildlife areas are in the process of being established.

After pupils have arrived for morning and afternoon sessions all external doors to the building are secured and locked. Entrance may then only be gained via the school's secure main doors. Parents and visitors are asked to press a service bell and identify themselves prior to being granted access. Please note that there is no access via the infant phase front entrance after school sessions have begun.

To ensure the safety of all pupils only vehicles on official business are allowed onto the school campus. Parents bringing their children to school are asked to respect this rule and to park outside the school gates. The school works closely with the Sandfields East Community Police Team to regulate the situation regarding illegal and inconsiderate parking. The main school gates are now locked between 8.30 – 9.00am and 3.00 – 3.30pm.

Fire-drills are conducted at least termly.



School Admission Policy

The Local Education Authority is responsible for the admission of pupils to the school.

Please contact Mrs H Lewis at Port Talbot Civic Centre for an admissions form. Prospective parents can arrange visits to the school prior to applying for places. The school manages the Learning Support Centre on behalf of the Local Education Authority. Pupils are admitted via the Education Authority. Attendance at Nursery **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 a partner comprehensive school.

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

Inspection of Documents

Parents wishing to view statutory instruments and circulars relating to the Governing Body's duties and functions, the National Curriculum, School Policies and Schemes of Work are asked to contact the school for an appointment with the Headteacher. The school's website has details of documentation and further information.

Arrangements for Making a Complaint

If you are not satisfied with your child's education or any other related matter, please be guided by the following: -

- Make an appointment to see your child's classteacher.
- If necessary, make an appointment and discuss your concerns with the Headteacher.
- If you feel that the issue has not been resolved, you may wish to contact the Clerk to Governors for access to the Governing Body.
- If the problem is still unresolved you should inform the Director of Education in writing at the Civic Centre, Port Talbot and a further attempt will be made to resolve the problem.
before recourse to the official Complaints Procedure

Details of the Council's Complaints Procedure is available at any School, the Education Department or Public Library.



Charges and Remissions Policy

Most education is free but there are some charges. The school has adopted the LEA's policy on charging and remissions (available at the school, the Civic Centre or Public Libraries).

Freedom of Information Act

Considering the above Act, the school has a Publication Scheme which can be obtained from the School Office.

Teacher Assessment

Curriculum for Wales is driven by teacher observation and ongoing assessment. As a school we focus on the pupil's strengths and developing their integral skills and cross curricular skills. Summative and formative assessments support the teachers in their planning and ongoing AFL underpins the planning and assessment process.

Pupils from year 2 to 6 do complete the National Personalised Assessments.



Attendance

Pupils' attendance is monitored carefully by the school and home visits are made by the Education Welfare Officer in the event of frequent, unauthorised absences. All children are expected to arrive PUNCTUALLY at school and to leave promptly at the end of the day. Absences should be explained through personal contact, an email or a telephone call. Absence should be reported daily.

Mrs O'Kane is Attendance Governor in addition to her role as Administrative Officer. She proactively works with the Education Welfare Officer and Head teacher in setting targets for improving attendance of all pupils. We use a range of different strategies to tackle unauthorised absences of pupils and inform parents via letter of their child's attendance. We are currently taking part in the 'Traffic Light' initiative organised by our Education Welfare Officer.

School Terms & Holiday Dates 2024-25

Term	Term Begins	Mid Term		Term Ends
		Begins	Ends	
Autumn 2025	2 nd September	27 th Oct	31 st Oct	20 th December
Spring 2026	5 th January	16 th Feb	20 th Feb	28 th March
Summer 2026	26 th May	25 th May	29 th May	20 th July

INSET dates. 2nd & 3rd September 3rd November

5th January

20th July