

Gnoll Primary School



School Prospectus

September 2025 – July 2026





Gnoll Primary School

Wellfield Avenue
Neath
SA11 1 AQ

Tel/Rhif:

01639 642938

Email/Ebost:

office@gnoll.npt.school

Web:

<https://gnoll-primary-school.j2bloggy.com>

Name of Headteacher:	Mr Richard Owen
Name of LEA:	Neath Port Talbot County Borough Council
Type of School:	Community (Primary Co- Educational)
Age Range:	3 - 11 years
Number on roll:	285 (September 2025)
Nursery pupils (part time):	40 (Part Time)
Chairperson of Governors:	CLlr A. Lockyer

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

Croeso/Welcome

Dear Parents /Carers,

Choosing the right school is vitally important and we all want the very best education for our children. We want your child to be safe, happy and to feel secure in our school. I am extremely proud to be the headteacher of Gnoll Primary and lead a team of committed and enthusiastic staff who put the needs of our children first. As a school we aim to provide the highest possible standards of education and support for all our pupils. We offer a curriculum which is based upon authentic learning experiences, a balance of knowledge and skills, which has children's wellbeing at the heart.

Gnoll Primary is an exciting and vibrant place to learn. We have tried to create a welcoming and caring school where children are nurtured and inspired to reach their full potential.

We believe it is vitally important to develop strong partnerships between home and school. We want to work together in an atmosphere of mutual respect and support, to provide the best experiences for your child and to celebrate their successes.

We look to the future of our school and our young learners with great anticipation, so that we can share in their excitement of learning and play an active role in shaping the foundations of their future.

I look forward to meeting you and if you have any questions or concerns please contact me in school at any time,

Yours sincerely,



Mr R. Owen
Headteacher

The aim of this booklet is to give parents information about the school as required by the Education Act 1980 and subsequent Acts.

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

<i>Lower School</i>		<i>Upper School</i>	
Class	Year Group	Class	Year Group
Nursery <i>Y Nant</i>	Mrs N Jones	Y3/4 <i>Taff</i>	Mr A Bennett
Reception <i>Bryn</i>	Mrs J Banfield	Y3/4 <i>Cadair Idris</i>	Ms D Harcombe
Reception/ Y1 <i>Need</i>	Mrs S Coleman	Y5/6 <i>Tryfan</i>	Mrs E Fielding
Y1/2 <i>Waun Fach</i>	Miss S Mogford	Y5/6 <i>Yr Hafren</i>	Miss N Blackman
Y2 <i>Cleddau</i>	Mrs L Daniel	Y5/6 <i>Yr Wyddfa</i>	Miss L Evans
Y3/4 <i>Pen-y-Fan</i>	Mrs A Davies		
LSC 1 <i>Yr Enfys 2</i>	Ms E Trollope	LSC 2 <i>Yr Enfys 1</i>	Miss R Khakshour

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. Each teacher is responsible for a class, as well as one or more curricular area. 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.

Rainbow Rooms / Learning Support Centre

The Rainbow Rooms provide 18 planned placements for pupils with a statement of Special Educational Needs with a prime need of ASD. These placements are allocated by the Local Authority. Pupils integrate and participate where appropriate in the daily routine of the school.

Attendance

There is a proven link between attendance and attainment at school. The significance of school attendance must not and cannot be underestimated, particularly for those children and young people who show signs of disaffection or unhappiness. Promoting positive behaviour and excellent attendance is the responsibility of the whole school and wider community. All children should be at school, on time, every day the school is open, unless the reason for absence is unavoidable such as illness. Schools have a legal duty to publish attendance figures and to promote attendance. Equally, parents have a legal duty and responsibility to ensure that their children attend school on a regular basis.

If your child is absent, the school must be notified as quickly as possible. Messages can be sent via email or left on the school absence line. In the case of infectious diseases, children should remain at home for the given time as advised by your GP or the school. Absence without an acceptable reason will be regarded as unauthorised. Medical appointments should be made out of school hours or during school breaks. If this is unavoidable, the appointment must be reported to the school prior to the appointment day.

In cases of persistent absence and poor punctuality the Headteacher is required to inform the Local Authority Education Welfare Service. In some cases, the Local Authority will impose a fine on parents for their child's non-attendance at school.

100% Attendance	0 Weeks of learning missed
95% Attendance	1 Week, 4 Days of learning missed
90% Attendance	3 Weeks, 4 Days of learning missed
85% Attendance	5 Weeks, 3 Days of learning missed
80% Attendance	7 Weeks, 3 Days of learning missed
75% Attendance	9 Weeks, 1 Day of learning missed

Wellbeing

The wellbeing of all children and staff at Gnoll Primary School is of utmost importance. As a school, we promote high levels of wellbeing and encourage children to have the confidence, to embrace new challenges and feel secure enough to take risks. We ensure all children display good attitude to their learning, demonstrate high levels of engagement and sustain concentration on tasks. They are encouraged to develop the skills and ability to reflect upon their own learning and the learning of their peers. We expect all children and staff to show high levels of respect care and concern for others.

Children are encouraged to continually express their views and opinions, which provides them with real sense of belonging. Pupil Voice is embedded in all aspects of school life and it influences the strategic direction of our school.

From time to time, children may face difficulties which may impact on their wellbeing. As a school, we work with parents and families to support children and fully believe in the importance of working as a team.

At Gnoll Primary School we strive to develop community cohesion. We have an understanding that everyone is working towards equality of opportunity providing all children with a sense of belonging and similar life chances, regardless of their backgrounds. Through recognising and celebrating success, we encourage every child to view themselves as healthy, confident individuals.

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 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.

Child Protection (Safeguarding)

Gnoll Primary School supports all our children. All staff who work at Gnoll Primary School have had child protection training that equips them to recognise and respond to child welfare concerns. These concerns are passed to the Designated Safeguarding Officer, in our case is the Headteacher, who follows strict guidelines on how to deal with any issues raised. Full details are available from the Child Protection Policy, which can be viewed in the school office or website.

Equality and Inclusion

The Governors, Headteacher and staff promote equal access to all areas of the curriculum for all pupils, regardless of race, gender, ability, disability, faith and cultural background. The school has clear policies in place and are committed to providing equality and an inclusive education. All children have equal access to all activities and support is available to ensure this. We encourage respect for all within the school and the wider community.

Anti- Racism

Gnoll Primary School is an anti-racist school and we are committed to addressing racism in any form. We aim to work with our children and community to be actively anti-racist as we do not believe that not being racist is enough.

Racism, in any form, is not tolerated at our school. All pupils and staff have the right to be treated with respect and to feel safe, regardless of their ethnic background or identity. If a racist incident occurs it will be thoroughly investigated and dealt with. Help and support will be provided to all involved. Our School Curriculum is developing as an anti-racist curriculum so that we are actively learning and teaching to decolonise our curriculum, be culturally competent and disrupt cycles of inequality.

Children who are Looked After (CLA)

We work in partnership with Neath and Port Talbot CLA Team and other local councils. As corporate parents we have a duty to safeguard and promote the education of children who are looked after. We aim to provide a safe and secure environment, where we believe in the abilities and potential of all children, including those who are looked after. We support our Children who are Looked After and give them equal access to every opportunity to achieve their potential and to enjoy learning. 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

In line with the Welsh Government ALN Act we aim to identify children who need extra provision as early as possible and ensure that appropriate provision/intervention is provided to meet their needs. Our school has three ALNCo (Additional Learning Needs Coordinator), Mrs E. Trollope (Rainbow Room Pupils), Mrs S. Coleman (Foundation Phase pupils) and Mrs A. Davies (Key Stage 2 pupils). The role of the ALNCo is to liaise with class teachers, teaching assistants, outside agencies and families to ensure suitable provision is provided for identified pupils.

Provision is provided for children in line with the ALN Act at the following levels:

- Universal
- Targeted
- Specialist

If a child needs provision at universal level, parents will be invited into school to discuss this further and it may be decided to write a One Page Profile which will outline how best to support their needs within the classroom. This will be written by the class teacher with input from parents and reviewed annually. If it is felt a child needs targeted or specialist provision, they will be supported via an Individual Education Plan at either School or Local Authority level as appropriate.

We work very closely with a range of outside agencies to ensure the best provision is available for our children. Parent permission is sought prior to contact with outside agencies, e.g. Educational Psychology Service, Speech and Language.

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 Gnoll School are made fully aware of what disability means, also the consideration that should be shown towards children with disabilities.

At Gnoll Primary, all reasonable means will be taken to accommodate pupils with a disability, subject to the physical constraints of the building. Our LSC has been adapted for disabled access with wide doors and access to

a disabled toilet facility. Pupils with special educational needs (physical) but not in a wheelchair can be catered for by special arrangements with additional adult support and specialist training. 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.

Admission Arrangements

Nursery Admissions

Under a new system, 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 may be admitted (dependent upon pupil numbers and time of year, and subject to the offer of a place from the LEA) to Nursery the day after their third birthday. 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 Gnoll Primary School's Nursery 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. The Local Authority send letters to parents of children who are due to start full time school in the September inviting them to complete an Admission Form for an

Infant/Junior/Primary School place (expressing a preference for a particular school) and return it to Mrs Helen Lewis.

Alternatively, this can be done online.

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.

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).

Behaviour

Our aim at Gnoll Primary School is that each member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The School Behaviour Policy is therefore designed to support the way in which all members of the school community can live and work in harmony and in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. We aim to help children to become positive, responsible and increasingly independent members of the school community. The primary aim of the Behaviour Policy is not a system to enforce rules but rather is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone learn.

Rewards

The emphasis must always be to encourage positive behaviour rather than criticise inappropriate behaviour. Children are encouraged to behave in a responsible way and are rewarded accordingly. Rewards have a major role to play in this.

Stages of Rewards

1. Positive praise
2. Stickers/Class Rewards/Dojo
3. Headteacher's award
4. Pupil of the week Award in Celebration Assembly

Consequences

Most instances of misbehaviour are relatively minor and can be dealt with simply and quickly by a verbal reprimand. Some may require withdrawal of privileges or being kept in at break times and on some

occasions, exclusion may be required which would be reported to parents, governors and the Local Authority.

Stages of Consequences

1. Quiet conversation
2. Reminder of “REACH”
3. Warning
4. Talk Shop/removal of privileges
5. Leadership – conversations with parents by teachers/Senior Leadership Team.

Breakfast Club

A free Breakfast Club which is funded by the Welsh Assembly is provided for all children. The club starts at 8.15 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 side door at the back of the hall, where their attendance will be recorded. The pupils will be supervised from 8.15 a.m. to 8.50 a.m. and there will be a selection of exciting 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 8.30am.

Break Time Arrangements

All Foundation Phase children have continual indoor/outdoor access throughout the day. In addition, Reception to Year 6 children access the outdoor yard during the morning break time and lunchtime. Please ensure that your child has a coat so that they will be comfortable whatever the weather.

Lunchtime Arrangements

At Gnoll Primary we place considerable emphasis on the importance of lunchtime, recognising the opportunity it gives children to socialise and interact whether they have school meals or bring packed lunch. School staff and midday supervisors care for the children during this time and will encourage all pupils to eat their meals, interact with each other and ensure sensible behaviour in the hall and outside.

The School has excellent kitchen facilities which are managed by our cook Mrs J Lowrey. We offer a secure payment system for school meals called ParentPay. Parentpay allows parents to make payments to secure online account, accessed by a unique username and password. We are unable to accept cheques or money at school. All school meals must be booked and paid for online, via ParentPay, in advance.

All children are now entitled to a free school meal. Please book this meal via ParentPay, once the meal is booked the total owed will be £0.

Please advise the school if your child develops a food allergy, or has any other dietary requirements, for example, vegetarian, Halal, etc. It is the policy of the local; authority that a medical note must be provided for dietary requirements, if your child has any specific dietary requirements please contact the school. If you are in receipt of certain qualifying benefits, you may be entitled to free school meals for children in Year 3 to Year 6. You may also be entitled to additional support, visit [Free school meals | Neath and Port Talbot Council](#) for further information.

If you receive any of the benefits outlined below, you should register for a free school meal as you may be entitled to a PDG Access Grant.

Further information can also be found on the [gov.wales/get help with school costs](http://gov.wales/get-help-with-school-costs) webpage.

Packed Lunches

Some parents prefer to provide a packed lunch for their child. When this is the case we would request, for safety reasons that you do not provide drinks in either cans or glass bottles. As we are an accredited healthy schools, we encourage you to provide a healthy and nutritious packed lunch. **Anything with nuts is not permitted due to children with nut allergies.**

School Uniform

Wearing school uniform:

- promotes a sense of pride in the school
- displays a sense of community and belonging towards the school
- is practical and smart
- identifies the children with the school
- prevents children from coming to school in fashion clothes that could be distracting in class
- makes children feel equal to their peers in terms of appearance
- is regarded as suitable wear for school and good value for money
- is designed with health and safety in mind



School Uniform

Our school uniform is a

- Maroon jumper
- White OR maroon polo shirt
- Black or grey trousers, skirt, dress or shorts
- Red and white summer dress
- Year 6's can purchase a blue leavers hoodie

**Some parents/carers favour a maroon top as it tends to last longer than white which have a tendency to get stained more easily.*

PE Kit

We will continue to welcome the pupils to wear **PE kit** into school on their PE day. Please ensure that all clothing worn to school is appropriate and suitable for taking part in physical exercise i.e. **no** cropped tops, jeans or excessively short shorts.

On PE day, please could your child wear PE kit which is reflective of school uniform ie

- white T-shirt
- their normal school jumper
- dark shorts, leggings or tracksuit bottoms

- trainers

**Even on PE days, the children will still take part fully in their lessons and may well be getting messy including using paint, whiteboard pens etc.*

Where can you get it from?

All school uniform including new round necked PE T Shirts are available from Sportec, Macron and Neath Market. However, please do not feel pressured to buy expensive branded uniform. We also have available to purchase from the **school office**, iron on logos which are perfect to pop onto existing plain t-shirts at a cost of £2.50.

Swap Shop!

We do have a number of pre-loved items of school uniform available here in school free of charge. If your child grows out of school uniform which is in good condition, we would love to have it to pass on to another family. We would also welcome pre-loved Christmas jumpers and St David's Day costumes/ Welsh rugby tops etc. We know how expensive all of these celebration days can be and we would like to do anything we can to help!

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.**

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 all members of staff have been trained in basic first aid. The school follows the Neath Port Talbot Health and Safety Guidelines.

The school aims to ensure that children are safe and secure at all times. The school adheres to the guidelines outlined by Neath and Port Talbot County Council regarding Health and Safety in Education. We aim to create a friendly, caring and safe atmosphere. Every member of staff accepts this aim, with the over-riding responsibility being that of the Headteacher.

Any Health and Safety concerns are to be reported to the Headteacher. Where appropriate these issues will be brought to pupils' attention via assemblies and class discussion. Personal and Social Education sessions will also address any Health and Safety issues. The school will work closely with other agencies, such as the police and the traffic safety team. Any issues are monitored and reviewed on a regular basis. Regular fire drills are undertaken and the school is equipped with appropriate safety equipment. Risk assessments have been undertaken on potential hazards and educational visits.

Visitors **MUST** report to the school office where they will be asked to sign in and wear identification badges if working in and around the school. Parents should only enter the school via the main entrance and report to the school office. All staff have a DBS check, this includes contract workers.

There is a limited amount of parking available in the school car park. Only Blue badge holders are permitted to park in the disabled parking bays. Please be considerate to our neighbours, pedestrians and other drivers when parking near the school. Pupils who are brought to school via LA taxi have designated drop off bays and a route to be followed to enter the rear of the school.

Please note that dogs are NOT ALLOWED on the school site. The school has a strict NO Smoking policy on the whole site. Any person using inappropriate language within the school grounds will be requested to leave. Pupils are NOT ALLOWED to use play area equipment left outside classrooms at the beginning and end of the day.

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.

If your child is asthmatic, you will need to complete a form so that we can keep accurate records. Two inhalers must be provided in the chemist packaging with the prescription label clearly visible. One inhaler will be kept in the child’s classroom and one inhaler will be kept centrally in the school office. Children will be supervised during their use but staff will not administer inhalers. Key Stage 2 pupils should take responsibility for their inhalers. Children are encouraged to manage their asthma and may use their inhalers whenever there is a need.

If your child requires an EpiPen, you will need to provide a clearly labelled bag containing Piroten, 2 EpiPens in the chemists packaging as well as the school health care plans. It is the responsibility of parents/carers to ensure that the EpiPens are in date.

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

Valuables

Children are strongly advised not to bring valuables to school. As a school, we cannot take responsibility for any items that are lost, damaged or stolen. Mobile phones are not allowed in school. However, if a Year 5/6 parent feels that it is imperative that their child brings a mobile phone to school, phones will be stored in the school office during the school day and a request form must be completed and signed by parents. **The school will not be held responsible for loss or damage to mobile phones.**

The School Curriculum

At Gnoll Primary School we are committed to ensuring all our children have the opportunity to develop the knowledge, skills and experiences as outlined in Curriculum for Wales. The Four Purposes provide the

overall ambition and dispositions for our children. The Statements of What Matters help us both determine what matters most for all children and provides a context for our Concept working. In addition, our Vision Principles are the key drivers in our approach to planning Concepta that will inspire, nurture and celebrate success for all our learners. Our curriculum is more than a series of lessons or a scheme of work, to us it is everything in our school - it is what we are about.

In the past five years we have been focused on developing our School Curriculum. The collaborative efforts of all staff, children, parents and governors have been recognised by the Welsh Government. We are extremely proud of our journey and look forward to developing it further this year.

We are committed to ensuring all our children have the opportunity to develop the skills and range as outlined in the Welsh Government's Foundation Phase and National Curriculum, the Literacy and Numeracy Framework (LNF) and the Digital Competence Framework (DCF). We ignite a passion for learning, create conditions to thrive, whilst growing together with the community.

Successful Futures – Independent Review of Curriculum & Assessment Arrangements in Wales.

The review highlighted many key recommendations, including four purposes of the curriculum in Wales which should develop children as:

- Ambitious, capable learners, ready to learn throughout their lives.
- Enterprising, creative contributors, ready to play a full part in life and work.
- Ethical, informed citizens of Wales and the world.
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Learner Capacities

Pupils at Gnoll Primary are taught skills and dispositions that will act as important capacities to them as learners across the curriculum, in school and beyond. These Learner Capacities are considered to be fundamental as they enable and empower children to lead their own learning. Our aim is to teach children 'what to do when they don't know what to do.' We explicitly teach learners strategies to get out of 'I'm stuck' situations. Being stuck is celebrated and harnessed as an opportunity to build each individual's learning capacity.

We teach children the 'language of learning' that accompanies these learner capacities. We talk about learning, use specific language and make it visible so that children can talk knowledgeably about their progress.

Literacy and Numeracy Framework (LNF)

The LNF sets out the skills that the children are expected to develop throughout their time in school, from ages 5 to 14. The LNF is split into components for Literacy and Numeracy. The Literacy strands are: Oracy across the curriculum; reading across the curriculum and writing across the curriculum. The Numeracy strands are developing numerical reasoning; using number skills; using measuring skills and using data skills.

In addition to the LNF, teachers provide opportunities for children to develop their Thinking Skills.

Digital Competence Framework (DCF)

In addition to the LNF, the Digital; competence Framework (DCF) is taught alongside all curriculum areas. The DCF is based on four components for each year group; Citizenship, Interacting and Collaborating, Producing Data and Computational Thinking. Its aim is for all children to be confident and competent with digital technologies in their learning.

Bilingualism

English is the main language of communication, teaching, learning and assessment at Gnoll Primary School. However, the school is committed to promoting the aims and aspirations of the Welsh Government in developing Bilingualism.

In our school both English and Welsh will be functional languages. We will promote oracy, reading and writing in both English and Welsh Second Language in informal and structured situations. Welsh will be seen and heard around school, during school assemblies and concerts, signage and display, lessons and indoor and outdoor activities.

As a school, we therefore aim to:

- Foster positive attitudes in all learners towards bilingualism
- Provide opportunities for all children to hear and use Welsh in all areas of their learning
- Motivate the children to use Welsh naturally, spontaneously and with confidence

The Welsh culture is taught and celebrated within the guidelines of the “Welsh in the National Curriculum” document. At Gnoll Primary we are proud of our culture and heritage and Welsh is taught as a second language. In recognition of this we have achieved the Siarter iaith Gwobr Efydd.

Religion, Values and Ethics (RVE)

Religion, Values and Ethics is mandatory for all learners aged 3 to 16. RVE is still locally determined and therefore, as well as having regard to the Curriculum for Wales Framework Guidance, we also have regard to the Neath and Port Talbot Agreed Syllabus for RVE when designing our curriculum from September 2022, there will be no parental right to withdraw children from RVE.

Collective Worship is distinctive from, and additional to, curriculum time given to RVE. Collective worship sits outside the curriculum and has its own legal standing and requirements and must be wholly or mainly of a broadly Christian character. Parents may request that their children are withdrawn from collective worship if they wish, to do so please contact the Headteacher in writing.

Physical Development

Physical Development is an essential component in establishing a basis for a healthy lifestyle. We aim to provide as many sporting experiences for our children as possible. All staff are committed to encouraging children to take an active part in the outdoor play, games and PD activities provided. Games, swimming and PD form part of the Curriculum requirements for all children at Gnoll Primary School, except those excused on health grounds. Such cases must be supported by a medical note from a doctor. All children

will have the opportunity to participate in residential outdoor pursuit activities during their time at the school. A list of suitable PD clothing is provided under uniform requirements.

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 have our own playing field. We also organise various activities on the playground during lunchtimes and playtimes. Children in Years 3 - 6 have the opportunity to go swimming at Neath Swimming Pool. We are involved with The Ospreys and Goalgetters Football Academy and also participate in cluster sporting events against other local primary school in the Neath town and Valley.

Learning at Home

At Gnoll Primary we believe that learning at home is an opportunity for children to consolidate and refine learning that has been taught in school. Children will be given weekly learning opportunities with a based on their current class concept and topics covered during the week. Whilst we encourage and celebrate the completion of Learning Log, we recognise that “Home time” is an important part of “family time”, and as such, learning logs are not compulsory. Pupils will never be criticised for not completing it. We also believe that after school activities such as, attending local clubs, spending time with their family and friends is vital in becoming healthy, confident individuals. It can be difficult to get the right balance between homework, clubs and a social life. Children need time to relax and do nothing once in a while!

Relationships and Sex Education (RSE)

As stated by the Welsh Government ‘RSE is a positive and protective part of the Curriculum for Wales. It plays a central role in supporting learners’ rights to enjoy fulfilling, healthy and safe relationships throughout their lives.’

We believe that a rights and equity based RSE curriculum supports all children’s freedom, dignity, wellbeing and safety. Our RSE curriculum provides the knowledge, skills and values for children to understand how relationships and sexuality shape their own and others’ lives.

We use the mandatory RSE Code to support the content of RSE across the school. The content is set within the context of broad and interlinked learning strands:

- relationships and identity
- sexual health and well-being
- empowerment, safety and respect

Learning about rights and equity runs through all the strands, as well as embedding learning and experience through a rights-based approach to the learning. These will be taught and explored through a variety of specific lessons and curriculum themes and will be developmentally appropriate for all children. RSE is mandatory and all children will receive this as part of our Thrive Curriculum. There will be no right to withdraw from RSE from September 2022.

Supporting Learner Progression

Assessment is key to supporting progression, for the purpose of monitoring pupil progress, identifying learners' strengths, achievements and areas for improvement, and identifying next steps. It is integral to learning and teaching, and should not be confused with those activities that contribute to external accountability and national monitoring. Assessment plays a fundamental role in enabling each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly. Active engagement between the learner and practitioner on a regular basis is at the heart of supporting learner progression. All those involved with a learner's journey need to collaborate and work together by establishing:

- Where learners are in their learning
- Where they need to go in their learning
- What needs to be done for them to get there, taking account of any barriers to their learning.

Our pupil progress activities for the year include both formative and summative assessments as well as Pupil Progress Meetings (staff) followed by Parents Evenings where pupil progress is discussed in detail. In addition, a written annual learner review is provided each year to parents. Parents are encouraged to meet the teacher if there are any ongoing concerns between these times.

Additional Information

Charging and Remissions

The school's educational provision and most of the activities organised by the school are financed via funds received from Neath and Port Talbot Council. There are, however, valuable educational experiences that cannot be provided by the school without financial support from parents.

Where a visit occurs during school time, **a voluntary contribution to enable the visit to take place may be invited.** Activities for which voluntary contributions are sought may be cancelled if the cost to the school is not adequately covered. Contributions may also be requested for visiting workshops to support areas of learning and experience.

The Headteacher, in consultation with the Chair of Governors, will make authorisation of remission in any of these areas

Parents and School

The partnership between school and home is of paramount importance, and parents are always welcome to visit the school. With an understanding of each other's role, and co-operation between parents and teachers, the children have a tremendous advantage. A close link between home and school – a partnership is therefore vital.

When children see their parents taking an interest in their schooling, there is benefit to their attitude, effort and attainment. The importance of parental interest cannot be over stressed. It does pay dividends. We hold parent groups in our My Space facility. These courses are updated regularly, please contact the school office for further details.

The development of a close relationship between school and home demands commitment and time. It also needs the right balance of space and trust. An appreciation of, and confidence in each other's role, makes a purposeful and happy place where children feel at ease, can work to reach their full potential and can gain maximum benefit from their schooling. Should any parent wish to see a class teacher, we always ask you to phone first, or visit in order to make an appointment. Every effort is made to inform you of what is going on in school through regular texts, letters, newsletters, website updates and Parent's Evenings.

Parents are represented on the Governing Body by five elected parent governors.

Inspection of Documents

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

Lost Property

Although our locker system will help with issues relating to lost property, it is still very important that each item of clothing is clearly marked with your child's name when they come to school.

Transfer to Secondary Education

Children transfer to the Secondary stage of their education in the September following their eleventh birthday. Most children currently at Gnoll Primary School will attend Cefn Saeson Comprehensive School or Dwr-Y-Felin Comprehensive School. We also have children transferring to Ysgol Maes-Y-Coed Special School and Ysgol Hendrefelin Special School, Cwmtawe Comprehensive School or Ysgol Bae Baglan.

Parent, Teacher Association (PTA)

There is a very active Parent, Teacher Association, 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 Authority has a complaints procedure as required by the Education Reform Act. It describes how anyone with a complaint can exercise his or her right to have a complaint processed within the legal framework of the Act. The arrangements cover complaints made by parents and others in respect of duties or exercise of powers by the LA or Governing Body.

The document is available and will be given, if desired, to any person wishing to make a complaint under the specified arrangements.

All complaints in the first instance should be addressed to the appropriate person at school. This should be the Headteacher. Complaints about actions of a member of staff must always be made to the Headteacher in the first instance. Any person against whom a complaint is being made should be informed at the outset.

Should the school and complaint fail to reach a resolution, LA and Welsh Government guidelines and procedures will be followed. However, it is usually possible for queries and problems regarding all aspects of school life to be dealt with effectively by good home/school communication.

Access to Information

The school will retain records on each individual child. These provide a personal and academic profile as progression is made throughout each year. Records are available for parents to inspect at school and copies can be made to be taken away should this prove necessary. It is a statutory obligation that records should be made available within 15 days, but normally it is possible to arrange for them to be seen quicker than this.



Our vision at Gnoll Primary School, is for everyone to thrive as part of a happy, ambitious, inclusive community, where all are nurtured and encouraged to achieve their very best.

"Together we Nurture, Inspire and Achieve"
"Gyda'n Gilydd rydym yn Meithrin, Ysbradoli a Chyflawni"