



Abbey Primary School - Ysgol Gynradd Abbey

Head Teacher: **Mr. Kevin Hodder**

Deputy Headteacher: **Mrs. Nicola Griffiths**

St. John's Terrace, Neath Abbey, Neath. SA10 7ND

Tel: **01792 812202** Email: abbeyprimary@npt.school

Prospectus

Play Together Work Together



Age Range of Pupils 3 – 11 Years

Number on Roll 422 (Inc. nursery)

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 and School Ethos
2. School Aims
3. The School Governors
4. School Staff and Class Structure
5. Our School Community, Security and Pupil Welfare
6. Your Child's learning includes:
 - Foundation Phase
 - Key Stage 2
 - Literacy and Numeracy Framework
 - The New Curriculum 2022
 - Growth Mindset
 - Rights Respecting
 - Religious Education
 - Sex Education
 - Homework Policy
 - Welsh Language
9. Curriculum Arrangements for Additional Learning Needs
 - Early Years Assessment Centre
 - Nurture/Social Skills/Forest Schools
10. Strategic Equality Plan and Disability Access
11. Equal Opportunities
12. School Discipline and Behaviour
13. Extra-Curricular Activities, Sport and Parental Involvement
14. Admissions, Charing and Remissions, Health and Safety and Complaints Procedure, Freedom of Information and Medicines Policy
13. Listening to our Learners
14. Uniform and School Lunches
15. School Times and School Term Dates – 2023-2024
16. Attendance Figures – 2022-2023

Our Vision

Our vision for the future of our school is to continue to pursue higher standards through a broad and cohesive curriculum with an emphasis on independence and creativity, as it is through these that children can take responsibility for their own learning, make informed choices and solve problems.

Our children need to develop skills and attitudes that will enable them to learn how to learn, become more socially adept and manage their and others feelings and emotions effectively.

Our school will foster an ethos of challenge and high expectation with high self-esteem and respect and understanding of other's cultures and beliefs. We will seek to provide opportunities for experiential and explorative learning, building on what the children already know.

We believe it is vital to work in partnership with parents and actively encourage them to become involved in the life of the school. We recognise the importance of continuity in the learning process and will share expertise and experience with other schools and settings. We will raise awareness of wider issues by involving members of the learning community and exploring the surrounding environment.

Learning is a life-long process and it is our responsibility as adults to model effective learning. This vision statement therefore applies to everyone who has a role to play in the provision of education at our school.

Ethos

Abbey Primary 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.

The school, parents and pupils have signed Home School Agreements. 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, happy and are always encouraged to do their best.

School Aims

At Abbey Primary, our aim is to provide a happy, welcoming, caring environment within which all members of the school are valued and respected, where all can achieve their full potential and make a positive contribution to the school and the wider community. We aim:

- ❖ 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 Foundation Phase and the National Curriculum. The National Literacy and Numeracy Framework is integrated into the school's planning, the school embraces the new creative curriculum.
- ❖ 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, where they learn, are engaged and have fun.
- ❖ To equip our children with the necessary skills to prepare them for life in this increasingly complex and technological world.
- ❖ Educate each child to the highest possible standard through providing a broad differentiated curriculum.
- ❖ Encourage each child to cope with challenges and to develop the ability to work both collaboratively and independently.
- ❖ Develop in children a broad range of key skills (including critical thinking, creativity and social skills).
- ❖ Foster in each child a respect for religious, ethical and moral values, with tolerance of other races, creeds, religions and way of life.
- ❖ Encourage awareness and concern for the environment in which we live and to develop a worthwhile partnership between home, school and the community.
- ❖ Value and develop the skills and abilities of all members of staff.
- ❖ Continue to build Abbey Primary Schools reputation as a school committed to continuous improvement.

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 Abbey's philosophy, that all our children 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 to the main Governing Body meeting:

- Finance and Staffing
- Standards/Curriculum
- Premises/Health & Safety
- ALN
- Safeguarding

Other issues relating to the budget, pupil activities, school performance and the Early Years Assessment Centre are discussed. They can only act together, not individually. The parents of the school elect parent Governors. 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.

| Name | Appointed by | Term of Office | Committee member | Subject Link |
|-----------------------------|--------------------------------|--|------------------|---|
| Cllr. Mike Harvey Chair | LA | | TBC | Health and Safety/Well-Being/Behaviour/ Attendance |
| Cllr. Vic James | LA | | TBC | Health & Safety /Art & Design |
| Vacancy | LA | | | |
| Cllr. Keith Davies | Community Minor Authority | | | |
| Father Chris Cole | Community | 01.09.23 31.08.27 | TBC | Data/RE/New Curriculum |
| Dr. Lisa John Vice Chair | Community | 01.09.23 31.08.27 | TBC | SEN/ALN/MAT/Behaviour/ E.Y. Assess. Centre/Well-Being - Growth Mindset/Safeguarding/New Curriculum |
| Mrs. Sue Davies | Community | 01.09.23 31.08.27 | TBC | Well Being/Safeguarding/ Music |
| Mrs. Tanya Heskins | Parent | | TBC | Science / Eco./Healthy Schools |
| Mrs. Hannah May | Parent | | TBC | |
| Mr. Paul Davies | Parent | | TBC | |
| Mrs. Jenna Hickman | Parent | | TBC | |
| Mr. Kevin Hodder | Headteacher | 01.09.15 | | |
| Mrs. Nicola Griffiths | Deputy Headteacher | 01.09.23 | TBC | |
| Ms Sacha Jarvis | Teaching Assistant | | TBC | ALN/Attendance/PE |
| Karen Morris | Bursar | | | |
| John Burge | LA Rep. | | | |
| Anthea Jackson | Clerk to the Governing Body | Abbey Primary School, Heol Penlan, Longford, Neath Abbey, Neath. SA10 7LB. Tel: 01792 812202 Email: JacksonA51@hwbmail.net | | |

School Staff and Class Structure

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). 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 is achieved after the child's 3rd birthday providing that a Nursery space is available. Children are admitted to full-time education the September after their 4th birthday. The school has an Assessment Centre for children with Special Educational Needs between the ages of 3-5 years.

| Teaching Staff | Position | Class / Year Group |
|-----------------------------------|----------------------------------|---------------------------------------|
| Mr. Kevin Hodder | Headteacher | Office |
| Mrs. Nicola Griffiths | Deputy Headteacher | Reception – F.Ph. |
| Mrs. Jeni Williams | Teacher | Nursery – am/pm |
| Miss Lucy V Richards | Teacher | Nursery/Reception - Assessment Centre |
| Mrs. Sara Powell | Teacher | Reception – F.Ph. |
| Mrs. Victoria Ryan | Teacher | Yr 1 – F. Ph. |
| Miss Katie Bowring | Teacher | Yr 1 – F. Ph. |
| Mrs. Sue Jones | Teacher/Senior Management | Yr 2 – F. Ph. |
| Mrs. Sheridan Williams | Teacher | Yr 2 – F. Ph. |
| Mrs. Danielle Thomas | Teacher | Yr 3 – KS2 |
| Miss Lisa Dew | Teacher | Yr 3 – KS2 |
| Mr. Gavin Fitchett | Teacher | Yr 4 – KS2 |
| Mrs. Lucy Richards | Teacher | Yr 4 – KS2 |
| Mr. John Richards | Teacher/Senior Management | Yr 5 – KS2 |
| Mr. Alex Davies | Teacher/Senior Management/ALNco | Yr 5 – KS2 |
| Mr. Cameron Mellin | Teacher/Senior Management | Yr 6 – KS2 |
| Miss Sian Tyler | Teacher | Yr 6 – KS2 |
| Administration/other staff | | |
| Mr. Owain Hyatt | Education Support Officer | LA |
| Mrs. Anthea Jackson | Admin Officer L4 / PA | Office |
| Mrs. Alyson Callard | Admin Officer L3/Website Support | Office |
| Mrs. Karen Morris | Bursar | Office |
| Miss Emma Jones | HLTA/ELSA/PPA | KS2 |
| Mrs. Philippa Anderson | HLTA/Forest Schools/PPA | F. Ph./KS2 |
| Miss Sacha Jarvis | HLTA/ ELSA | Family Engagement Officer/TA – F. Ph. |
| Mr. Jeff Bradley | Site Manager | All school site |
| Mr. Paul Wright | Site Manager | All School site |
| Teaching Assistants | | |
| Miss Kayleigh Penny | TA | Nursery AM & PM – F. Ph. |
| Mrs. Nicola Hamer | TA | Nursery AM & PM – F. Ph. |
| Mrs. Vicky Green | TA | Nursery AM & PM – F. Ph. |
| Mrs. Tanya Heskins | TA | Reception – F. Ph. |
| Miss Danielle Williams | TA | Reception – F. Ph. |
| Miss Kelly John | TA | Reception – F. Ph. |
| Mrs. Emma Deavall | TA | Reception – F. Ph. |
| Mrs. Jordan Jones | TA | Reception – F. Ph. |
| Mrs. Jade Fernquest | TA | Reception – F. Ph. / Yr 6 – KS2 |
| Miss Gemma Thomas | TA /Behaviour support | F. Ph./KS2 |
| Mrs. Karen Boshier | TA | Yr 4 – KS2 |
| Mrs. Sharon Davidson | TA | Year 1 – F. Ph. |
| Mrs. Gemma Winchcombe | TA | Year 1 – F. Ph. |
| Mrs. Gill Nedin | TA | Year 1 – F. Ph. |
| Miss Grace Miles | TA | Year 1 – F. Ph. |
| Mrs. Hilary Moule | TA /Nurture | Year 2 – F. Ph. |
| Mrs. Justine Hughes | TA | Year 2 – F. Ph. |
| Mrs. Nicola Gibbings | TA | Year 3 – F. Ph. |
| Mrs. Gail Evans | TA | Year 3 – KS2 |
| Mrs. Sarah Lewis | | Year 3 – KS2 |
| Mrs. Nicola Gibbings | TA | Year 4/5 – KS2 |

| | | |
|--|----|---------------------------------------|
| Miss Carys Hughes | TA | Nursery/Reception - Assessment Centre |
| Miss Laura Bray Milton | TA | Nursery/Reception - Assessment Centre |
| Mrs. Laura Jones | TA | Nursery/Reception - Assessment Centre |
| Mrs. Sam Richards | TA | Nursery/Reception - Assessment Centre |
| Miss Loreida Salway | TA | Nursery/Reception - Assessment Centre |
| Miss Georgia Harris | TA | Nursery/Reception - Assessment Centre |
| Mrs. Laura Jones | TA | Nursery/Reception - Assessment Centre |
| Cooks/Breakfast and Lunchtime Supervisors | | |
| Mrs. Louise Eley | | Cook |
| Mrs. Susan Williams | | Kitchen Asst./supervisor |
| Mrs. Vicky Green | | Kitchen Asst. |
| Mrs. Susan Dewar | | Kitchen Asst. |
| Mrs. Tracey Brotherton | | Kitchen Asst. |
| Mrs. Kelly Williams | | Kitchen Asst. |
| Mrs. Marchelle Cooke | | Supervisor |
| Miss Danielle Williams | | Supervisor |
| Mrs. Carolyn Rees | | Supervisor |

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 8.45am and 3.05pm/3.15pm/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, welfare and care of your child is our first priority. We will always contact you if we have any concerns.

Medical Care

Once your child reaches five, the school nurse checks his /her weight, height, hearing and sight and their general health will be discussed with you.

Any child who becomes ill in school will be treated, cared for and comforted by a qualified first aider 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

Our school kitchen, which is run, by the Local Authority and the children can have a freshly cooked meal each day. Alternatively, they can bring a healthy packed lunch.

In the Foundation Phase and Key Stage 2, fruit can be brought into school for snack time.

A small bottle of milk is provided for all Foundation Phase children.

The school provides a plastic drink bottle for every child. It has been proven that children who have regular access to water during the day are more able to concentrate. The water bottles are kept in the classroom and are available throughout the day.

Your Child's Learning.....

'Play together, work together' - 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 taught by their own class teacher in mixed ability classes with children of approximately the same age.

Every classroom is fully furnished and equipped with the highest quality learning resources, which include an interactive whiteboard/ c: touch screen and shared access to a number of computers, i. pads and chrome books.

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 provides for the academic, moral, physical, creative, personal, and social development of every child. In our school 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.
- Behave appropriately

The Curriculum

The National Curriculum Programmes of Study are divided into Key Stages:

The Foundation Phase (3 – 7 years)

This is the statutory curriculum for all 3 to 7 year olds in Wales. It encourages children to be creative, imaginative and makes learning more enjoyable and more effective.

Children will be given opportunities to explore the world around them and understand how things work by taking part in practical activities relevant to their developmental stage. They will be challenged through practical activities and develop their thinking with open-ended questions. Children will be encouraged to explore concepts and share ideas for solving problems.

The Foundation Phase has seven Areas of Learning, which are delivered through practical activities and active learning experiences both indoors and outdoors.

The seven Areas of Learning are:

- Personal and Social Development, Well-being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

The Foundation Phase places great emphasis on developing children's:

- Skills and understanding;
- Personal, social, emotional, physical and intellectual well-being so as to develop the whole child;
- Positive attitudes to learning so that they enjoy learning and will want to continue with their education for longer;
- Self-esteem and self-confidence to experiment, investigate, learn new things and form new relationships;
- Creative and expressive skills and observation to encourage their development as individuals with different ways of responding to experiences; and
- Activities in the outdoors where they can have first-hand experience of solving real problems in aspects such as mathematics and science and learn about conservation and sustainability.

How will children learn?

The Foundation Phase places great emphasis on children learning by doing. Young children should be given more opportunities to gain first hand experiences through play and active involvement rather than by completing exercises in books. For example, mathematics should be more practical so that children can see how problems are solved and how important mathematics is in their everyday lives. There should be more emphasis on children understanding how things work and on finding different ways to solve problems. Abbey Primary has been recognised by Welsh Government as having best practice for Outdoor Learning – *Further Steps Guidance*.

Why is the outdoors important?

The Foundation Phase 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.

If you would like to find out more about the Foundation Phase for children from 3 to 7 you can access further information at <http://wales.gov.uk/topics/educationandskills/earlyyearshome/foundation-phase/?lang=en>

Key Stage Two (7-11yrs)

The core Curriculum 2008 at Key Stage 2 comprises of:

- English
- Mathematics
- Science
- Information Communication Technology (ICT)

Children also study the subjects below as part of the Skills Curriculum 2008. These are called foundation subjects.

- Art and Design
- Design Technology (DT)
- History
- Geography
- Music
- Welsh
- Physical Education

Children are also taught Personal and Social Education and Forest School activities.

The Literacy and Numeracy Framework

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 TBC*)

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:

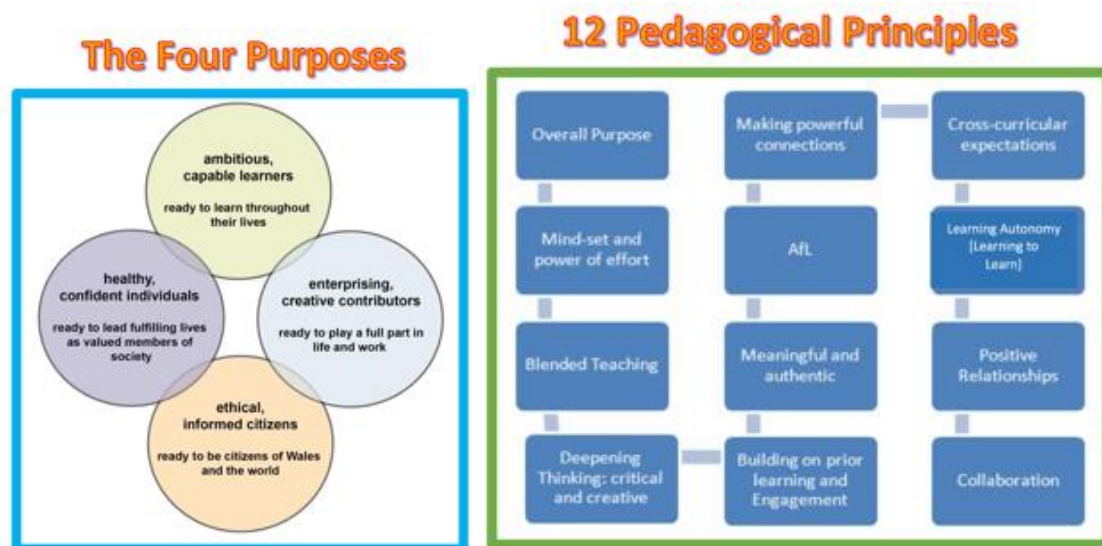
- developing numerical reasoning
- using number skills
- using measuring skills
- using data skills.

The New Curriculum 2022

The school embraces new curriculum proposals, which should have four purposes that mean all children, and young people will be:

- Ambitious, capable learners ready to learn throughout their lives
- Enterprising, informed citizens ready to be citizens of Wales and the world
- Healthy, confident individuals ready to lead fulfilling lives as valued members of society.

We are committed to focusing on the Four Purposes and the twelve Pedagogical Principles:



Growth Mindset

We know that pupils who have a positive attitude towards their learning will make good progress and be successful. Consequently, instilling all our pupils with 'growth mindset's' became a key priority for the school in September 2019 - ongoing. We have introduced theories of Dr. Carol Dweck to staff and pupils and are determined to embed its ideas within our school ethos. We want our children to relish challenges, embrace their mistakes, value the importance of effort, respond carefully to feedback and take inspiration from others.

Rights Respecting – United Nations Convention on the rights of the Child

We take a whole school approach to child rights and human rights education. Child rights education can be defined as learning about rights, through rights and for rights with the content of education as a right. We aim to build the capacity of children as rights-holders. We have a range of opportunities for all our children to become involved in the decision making of our school. Pupil voice is a significant strength of our school – Estyn Inspectorate.

Religious Education

Non-denominational Religious Education is provided for all children as part of the curriculum and is in accordance with the local agreed County Religious Education syllabus. Assembly is an important part of the school day when we meet together as a community.

It is a time when we place emphasis on the development of values and attitudes towards each other and the world around us. Assemblies are non-denominational and although they are of a broadly Christian nature due consideration is given to the multicultural society in which we live.

Parents have the right to withdraw their children from religious education and collective worship should they so wish. If parents do not wish their child to be taught the agreed syllabus or take part in short acts of collective worship then they should inform us in writing. Their child can then be excused and suitable alternative arrangements made.

Sex Education

The Governing Body has adopted the LA policy and guidelines and teaching sex and relationships education. However, growth and reproduction are taught as part of the science KS2 curriculum. Many issues are handled sensitively if they arise through our Personal and Social Education curriculum. The School Nurse speaks to all Year 5/6 pupils before moving to Dwr-y-Felin Comprehensive school.

Homework Policy

Homework in the Foundation Phase and at Key Stage Two is set at the discretion of the class teacher – we emphasise the importance of talking to your child. At Key Stage Two homework will be set according to theme being taught and will be part of their learning – these can vary in number and type. In Year 6 the emphasis is on preparing them for comprehensive school and making the child responsible for their learning.

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 Abbey Primary, the main language for teaching is English. However, Welsh is taught as a second language as required by Welsh Government. 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. St. David's day is celebrated with a week of Welsh activities, e.g. Eisteddfod, 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 where guidance and training is given to the staff and the subject is monitored. The school has achieved the Bronze Award – Siarter Iaith.

Curriculum Arrangements for Additional Learning Needs

The school believes that every pupil has an entitlement to the full range of curricular opportunities. A whole school approach has been adopted in providing for all the children who experience special educational needs at any time during the Primary Years. Any child identified by the class teacher, as needing extra help will have class work differentiated at a level appropriate to the need.

Where a child should continue to experience difficulty, the advice of the ALNco and shadow ALNco will be sought in the first instance and if necessary outside agencies will be brought in. Individual programmes of work are then devised, implemented and monitored on a termly basis. Parents will be consulted and kept informed at each stage. The ALNco and shadow ALNco plus other members of staff have received training in a range of special needs. Every attempt will be made to support all children with problems in order to help them make progress. The school's ALN Policy has recently been reviewed and amended accordingly and is available to view at the school. Policy and procedures have been recognised by Estyn Inspectorate as a significant strength of the school.

Early Years Assessment Centre

Since 2015, the school has accommodated an Early Years Assessment Centre for children with speech, language and communication difficulties, global learning difficulties, severe medical difficulties, behaviour difficulties, sensory and hearing difficulties, Autistic Spectrum disorder and general development delay. The majority of children live outside the catchment area and are brought to school by minibus / taxi. We have 12 planned places – 1 teacher and 7 teaching assistants. Children with ALN are integrated as fully as possible into the mainstream activities of the school from the AC. As a result of having an Assessment Centre at Abbey Primary (which accommodates children with other disabilities as well), all our Early Years staff are used to dealing with children with a wide variety of problems and have developed sound practices and strategies to ensure that all our pupils are treated fairly and equitably. This has been recognised by Estyn Inspectorate as a significant strength of the school.

Nurture/Social Skills/Forest Schools

Nurture group caters for small groups of children, with a high ratio of staff. The activities carried out in the Super Stars complement the work done in the child's own classroom; however, there are specific activities that promote a greater self-confidence in each child and a belief in one's own ability.

Social Skills group caters for small groups of children who attend "Cool Club" afternoon a week; the children develop their social and conversational skills and how to express themselves and how to value the opinions of others. In cool club everyone belongs, our motto is "A friend is one of the nicest things you can have and one of the best things you can be".

Forest Schools has allowed the children to broaden their experiences, take risks and become confident in reflecting on their learning. We believe that outdoor learning and the outdoor environment is where children learn about the world around them, it offers challenge and promotes exploration, investigation, fun and adventure. The provision nurtures the children and helps develop a love of learning alongside a positive approach to attending school. It allows the children to apply the skills to the challenges of everyday life. Outdoor learning has a positive effect on children's well-being and development. All children have the right to experience the unique and special nature of being outdoors. These areas have been recognised by Estyn Inspectorate as a significant strength of the school.

Progress made by your child in these groups will be tracked carefully and reported to you during Parents Evening. You may wish to come into school to gain a better understanding of the classroom.



Strategic Equality Plan and Disability Access

At Abbey 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 Abbey 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. Kevin Hodder who oversees the education, care and well-being of children in care.

The school has in place a Strategic Equality Plan and Access Plans. 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

'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 Behaviour Policy, which is consistently applied by all adults who work in school and is outlined below:

Restorative Practice:

Aims

- We will strive to create a positive climate in which child'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.
- Abbey Primary 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. The school follows a 'graduated response' programme for behaviour.

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 follow gradual response procedures should it deteriorate further we will then 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 | Fit and Fun |
| Arts and Crafts | Gymnastics |
| Dodgeball | Recorder |
| Chess | Lego construction |
| Coding | Lego WeDo |
| Yoga | Cookery |
| Creative Minds | Sports |
| Dungeons and Dragons | |

Year 4 and Year 6 have an opportunity to participate in a Residential Visit to Urdd City sleepover (1 night) / Tregoyd House (2 nights). This provides the children with the opportunity to study a variety of activities in a very different environment and promotes team building.

Sporting Aims

The school is a member of all the major sporting groups, Welsh Rugby Union, Ospreys, Football Assoc. of Wales, Welsh Gymnastics Assoc., as well as all the local associations linked to a variety of sports and schools.

The school participates in a wide range of sporting activities that include football, rugby, netball, cricket, dance, yoga, 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 the free time. We believe in a sport-for-all mentality and will encourage to children to participate in activities that they enjoy.

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 is eager to foster good relationships with the home. Parents and carers are welcome at the school to discuss any matter concerning their children's education and well-being. Please ring to make an appointment with Mr. Hodder.

Parental interview evenings are organised twice a year along with parental workshops and information sessions.

The school has an active Parent Teacher Association – parents, grandparents and friends are becoming increasingly involved in helping teachers with classroom activities. However should you wish to help in class you will need to be DBS checked, provide details of two references, complete an occupational health questionnaire and sign a confidentiality form.

The PTA also arrange a number of school and fund raising events that provide funds that is utilised to purchase extra equipment and resources for the children on all school sites.

The school is always looking for help with a variety of ongoing projects in and outside the school.

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. Admission 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, School and Family Support. Children are admitted to reception classes in the September following their fourth birthday. Children transfer to the comprehensive 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 Premises, 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. 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. The Neath Port Talbot Health and Safety Policy is available to view at the school along with the school Health and Safety Procedures.

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

The Site Managers, Security Firms (Cintrix and Mitie), 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.

Medicines Policy

The school operates a strict administration of medicines policy. This policy is based on Welsh/LA guidelines and is available to view at the school.

Listening to our Learners

There are a number of pupil committee's set up at the school. We work closely with the children to provide the education that they feel part of developing. This comes under Pupil Voice – Ministry of Abbey.

Uniform

Uniform is worn at Abbey Primary School to develop a sense of pride in being a member of the Abbey Primary School community. School Uniform Policy is available on request.

Girls School Uniform

Grey skirt, pinafore dress or trousers
Red/White school polo shirt
Red school sweatshirt, cardigan or fleece
Black shoes
Grey/Black tights
Grey/white socks

Boys School Uniform

Grey/Black trousers
Red school sweatshirt or fleece
Red/White school polo shirt
Black shoes
Grey/Black socks

PE Uniform

White T-shirt
Navy blue PE shorts
Plimsolls with non-marking soles.

Nursery Children can wear red jogging bottoms, school red/ white polo shirt and a red school cardigan or sweatshirt. In addition, all children will need a PE bag.

The school has purchased wet weather clothing for the children – for lessons that are conducted outdoors.

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 and then will be stored in a secure place in the class or school office.

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

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.

Dinner money must be paid promptly on Parent Pay (Nursery), please ask for details in the office.

School Times – 2023-2024

Foundation Phase - Nursery

| | |
|-------------------|-------------------|
| | Part Time Pupils |
| Morning Session | |
| Start | 8.50 am |
| Morning Break | 10.10am – 10.30am |
| End | 11.15 am |
| Afternoon Session | |
| Start | 12.45 pm |
| Afternoon Break | 2.00 pm – 2.10 pm |
| End | 3.05 pm |

Foundation Phase – Reception – Year 2

| | |
|-------------------|---------------------|
| Morning Session | |
| Start | 8.50 am |
| Morning Break | 10.30 am – 10.45 am |
| End | 11.30 am |
| Afternoon Session | |
| Start | 12.30 pm |
| Afternoon Break | 2.00 pm – 2.10 pm |
| End | 3.10 pm |

KS2 – Year 3 – Year 6

| | |
|-------------------|---------------------|
| Morning Session | |
| Start | 8.45 am |
| Morning Break | 10.30 am – 10.45 am |
| End | 12.00 pm |
| Afternoon Session | |
| Start | 12.55 pm |
| Afternoon Break | 2.10 pm – 2.20 pm |
| End | 3.20 pm |

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 22.5 hours at Foundation Phase and 24.0 hours at Key Stage Two.

School Term Dates– 2023-2024

| Term | Term Begins | Mid Term Holiday | | Term Ends |
|-------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Autumn 2023 | Friday 1 st September | Monday 30 th October | Friday 3 rd November | Friday 22 nd December |
| Spring 2024 | Monday 8 th January | Monday 12 th February | Friday 16 th February | Friday 22 nd March |
| Summer 2024 | Monday 8 th April | Monday 27 th May | Friday 31 st May | Friday 19 th July |

Schools will be closed to pupils for [INSET/Staff Preparation \(2023\)](#) on up to six days between Friday, 1 September 2023 and Friday, 19 July 2024 these days will be set by the school.

Attendance figures

| Attendance 2022 – 2023 | |
|-----------------------------|-------|
| % attendance | 90.4% |
| Authorised Absence | 4.9% |
| Unauthorised Absence | 4.7% |

The Governing Body has set our attendance target for 2022/23 at 95%