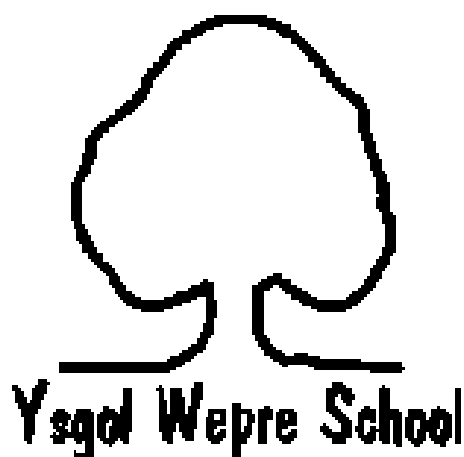


PROSPECTUS 2025-2026



**Achieving Success
Through Happiness**

OUR SCHOOL MISSION STATEMENT

We believe we achieve success through

- *Creating a school culture and ethos built on happiness**
- *Creating an environment which is caring and secure**
- *Creating an environment built on trust and mutual respect**
- *Having a positive commitment to teamwork**
- *Enhancing self esteem**
- *Valuing each person**
- *Working together**
- *Helping each person fulfill their true potential**

We aim to

- *Foster positive attitudes**
- *Encourage people to take on responsibility**
- *Be accountable**
- *Recognise, praise, encourage and reward people's efforts**



Wepre School is an Investor in People

"The school' is particularly well managed"

"The school is very community orientated and the relationships with the pupils' families are considered to be important and well maintained."

"Everyone in the school has a clear perception of the core values to which the school aspires."

"Interviews with staff disclosed that everyone, whether teaching or support staff, is aware and highly conscious of the importance of improving the literacy and numeracy of each child."

(IIP Post Recognition Review)

Ysgol Wepre



Vision

Achieving Success Through happiness. We aim to ignite in our children a love of learning which will serve them well throughout their lives.



Learning Vision

"Since we cannot know what knowledge will be most needed in the future, it is senseless to try and teach it in advance. Instead we should try to turn out people who love learning so much, and learn so well, that they will be able to learn whatever needs to be learnt" - (John Holt)

The aim of our learning vision is to:

Develop an enthusiastic, innovative learning community which enables all to achieve high standards.

Develop lifelong learners who have the knowledge, skills and learning attributes that enable them to deal with whatever challenges of a rapidly changing world.

We hold these aims as the key to success in securing literate and numerate children. They will then be well equipped to meet the challenges in the next stage of their learning journey because they are resilient, resourceful, reflective, co-operative and independent learners.



Curriculum Vision

The Wellbeing of our pupils is at the heart of our curriculum. Our curriculum vision is rooted in Welsh values and culture.

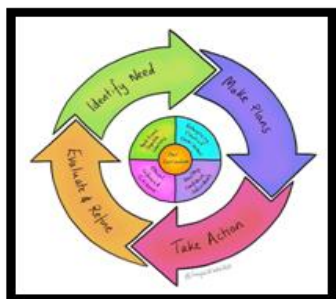
It has the development of literacy and numeracy at its core, alongside developing the attributes for children to be good learners, as these are the essential life skills for every child to be able to access future learning.

Our children learn best through practical 'hands on' learning opportunities; these enable them to experience learning in a meaningful way that reflects their interest and needs.

We tailor learning to provide children with opportunities to develop skills and explore concepts. These will allow them to build their knowledge and understanding through topics that will capture their interest and stimulate their imagination; developing ownership and decision making equipping all young people with the knowledge, skills and dispositions for future challenges as lifelong learners

"A curriculum for Wales - A curriculum for Life"

All staff are committed to develop learners' English and Welsh literacy, numeracy and digital competence skills through a meaningful broad and balanced curriculum to enhance their life chances.



In addition, we want our children to have:

- Politeness and good manners
- Gratitude
- Self-respect
- A strong work ethic
- An understanding that it is ok to ask for help
- Financial Literacy
- Aspirations and ambition
- Self-belief
- Value for mistakes
- Understanding of the difference between right and wrong
- Honesty
- Social skills
- Self-regulation skills
- Real-life experiences
- Understanding of social influences and above all, happy memories

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Flintshire County Council
Ysgol Gynradd Wepre
Ffordd Llwyni
Cei Connah
Sir Fflint
CH5 4NE

Flintshire County Council
Wepre School
Llwyni Drive
Connah's Quay
Flintshire
CH5 4NE

Ffon: Glannau Dyfrdwy 01244 830104

Tel: Deeside 01244 830104

Email: wemail@hwbmail.net

Website: Search - Wepre CP

Headteacher:

Steve Davies B.A Hons PGCE

Chair of Governors:

Colin Sinclair

Dear Parents /Guardians

Welcome to Wepre School. This prospectus is to help you know more about our school, and about how your child will learn and become part of this school.

We aim to provide a safe and caring environment for your child. We aim to provide a wide range of learning opportunities for all children, to help them grow into independent and responsible people.

We believe that we will get the best out of a child if he/she is happy. We can achieve this by fostering a happy, working partnership between home and school.

I am always available to talk to you about any aspects of your child's development, and so are the staff, if not immediately, then as soon as possible.

We aim to help your child to become successful and to achieve all that is possible.

Yours sincerely

Steve Davies

Headteacher

WEPRE SCHOOL AIMS

It is the belief of Wepre School that all pupils have the right to learn within an environment that is caring, supportive and enabling.

Our intent is ...

- * To provide a happy, safe, secure and supportive environment for pupils and staff.
- * To provide educational experiences of the highest quality.
- * To provide an educational programme based on Foundation Phase National Curriculum requirements, tailored to meet individual learning needs.
- * To facilitate the spiritual well-being of every pupil and to encourage the mutual respect for each others' religious and cultural beliefs, including equal opportunities.
- * To work together with parents to maintain and encourage each pupil's personal, social and independent development and provide them with all the skills required to make a positive contribution to future learning and life outside school to become useful caring citizens.
- * To provide a recreation programme to extend pupils' physical and mental skills, provide a variety of experiences to allow for relaxation.



ADMISSIONS

When you register your child at Wepre you will be asked to complete a school admission form. This form will include among other items of information:

Your child's name and date of birth, Welsh Language, nationality, religion and ethnicity.

Your address and your telephone number (if applicable).

You will also be asked to supply the name and telephone number of a responsible person we may need to contact in an emergency e.g. if you are not available.

Your doctor's name, surgery address and telephone number.

Also on registering your child it is very important that we are informed of any medical problems your child may suffer from which could affect your child during the school day.

You should always inform the school immediately if there are any changes in the information you first give to the school on registering your child.

Children are registered for full-time education in our reception class in the school year they attain their 5th birthday. At this age parents can express a preference for their choice of school for their child.

The local authority can admit children from a wide area up to our standard admission number of 43. (Number of children, which can be admitted per year). Please refer to the Flintshire County Council website for further information regarding admission procedures.

Online admission forms are available from the Flintshire County Council website.



SCHOOL ORGANISATION

Nursery

Children are registered for our Nursery in the school year (September to August) in which they attain their 4th birthday. Nursery operates on a part-time basis.

Nursery times are as follows:

Nursery am - 9.00 - 11.30

Nursery pm - 12.30 - 3.00

Groupings can be discussed with Mrs. Davies the Early Years Manager.

Please refer to the Flintshire County Council website for further information regarding admission procedures.

Reception to year 6 Classes

Children are taught in mixed-ability classes. Teachers in each parallel year group plan work together to ensure consistency in coverage and delivery of subjects.

Transfer to Secondary School

Our children transfer to Secondary Education in the September after they attain their eleventh birthday.

Details of Secondary School choice are circulated to the parents of Year 6 children during the first term of their final year with us.

Attendance at a primary school does not guarantee admission to a Secondary School of your choice.

Please refer to the Flintshire County Council website for further information regarding admission procedures.

THE SCHOOL DAY

MORNING SESSION

- 08.45 Junior children will be supervised on the yard by staff.
- 08.55 Bell rings for beginning of morning session.
Pupils line up in class lines and are sent in by the supervising teachers.
- 10.30-10.45 Morning break - All Classes
- 12.10 -13.00 Years 3 to 6 Classes - Lunch Break
- 11.30 - 12.30 Reception Class - Lunch break
- 11.45 - 12.45 Years 1 and 2 - Lunch Break

AFTERNOON BREAK

- 14.00-14.10 All Classes
- 15.00 End of afternoon school session - Reception to Year 2
- 15.10 End of Afternoon school session - Years 3 to 6

Dismissal of Pupils at the end of school sessions

All classes dismissed from their designated entrances.

No Parents / adults bringing or picking up children should enter into the building at these entrances.

The safety of all our pupils is paramount at all times and I'm sure you agree that we must avoid putting them into potentially dangerous situation by allowing unsupervised access of adults into school at these points.

These requests are in no way intended to negate our 'open door' policy to parents. They are simply there as security measures to ensure our children's safety at all times.

CURRICULUM INFORMATION

We are at an important and exciting point in terms of education in Wales. The existing National Curriculum will run its course over the next academic year, being replaced in 2022 by the New Curriculum in Wales.

The New Curriculum in Wales In response to the publication of 'Successful Futures' in 2015, Wepre CP is working towards the development of the New Curriculum in Wales. We have adapted our provision to make sure that we are working with the important purposes and principles in the report in readiness for September 2023.

The purposes of the curriculum in Wales should be that children and young people develop 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.

The new curriculum in Wales will have six Areas of Learning and Experience:

- Expressive arts
- Health and well-being
- Humanities
- Languages, literacy and communication
- Mathematics and numeracy
- Science and technology.

Within these 6 Areas of Learning and Experience (AOLE) are listed key aspects of learning 'what matters'. It is these 'what matters' that staff use to plan lessons. The areas of learning aim to promote and underpin continuity and progression.

Weaving across the six Areas of Learning and Experience will be the three Cross Curriculum Responsibilities:

- Literacy
- Numeracy
- Digital Competence.

At wepre CP we organise our curriculum into themes and topics, this enables our children to learn in the Areas of Learning and Experience and to apply their literacy, numeracy and digital competence skills. This approach is used across the whole school and we aim to develop the 'whole person' so pupils embody the Four Purposes.

The curriculum offered at Wepre CP will lay great stress on the basic areas of education, whilst at the same time ensuring the delivery of a broad balanced curriculum, including Personal, Social and Health

Education, which is an important element in developing responsible attitudes in children while promoting a positive self-image. The school also offers a wide variety of extracurricular activities which are seen as an extension of the children's day and play a significant part in the development of the school ethos.

Please use link below for further information.

[HTTPS://HWP.GOV.WALES/API/STORAGE/4E66C555-73AA-44EE-93E5-1E612906F1D2/220208-PARENTS-CARERS.PDF](https://hwb.gov.wales/api/storage/4E66C555-73AA-44EE-93E5-1E612906F1D2/220208-PARENTS-CARERS.PDF)

Reception to Year 2

The Phase has its own statutory curriculum that recognises the need for a curriculum for young children that is appropriate to their stage of learning.

At the centre of the curriculum framework lies the holistic development of the children and their skills across the curriculum, building on their previous learning, experiences, knowledge and skills.

The children learn through play and first-hand experimental activities that take place both indoors and outside.

The children are assessed through observations and these observations are then considered when planning for future activities.

The aims of The Curriculum is to encourage and enable children to become independent learners and to develop their thinking, communication, ICT and number skills.



GOVERNORS

Governors are like a Board of Directors and make decisions about how the school is run. They meet at least once a term at school.

Governors are appointed to help:

- * Decide what is taught

- * Set standards of behaviour
- * Interview and select staff
- * Decide how the school budget is spent

School Governors have legal duties, powers and responsibilities. They can only act together, they cannot act individually.

School Governors are:

- * Parents
- * Teachers at the school
- * Local council representatives
- * Community representatives, businessmen and women

Parent Governors:

- * Have a child in school
- * Are elected by parents of the school
- * Serve, as do other Governors, for four years

How can I become a Governor?

Whenever a vacancy for a Parent Governor arises, parents are given notice in the school Newsletter and are asked to put their name forward if they would like to be nominated as a Parent Governor.



SCHOOL COUNCIL

We have an active school council in Wepre, which comprises of 10 pupils, 2 pupils from each group 2-6. We meet at least once every half term to discuss any new initiatives or issues regarding PSE, Healthy Schools or Global Citizenship. We worked co-operatively as a school council to come up with ideas to promote PSE within school and have achieved a lot in the last 12 months:

- ❖ Recycling
- ❖ Celebration Events
- ❖ Fund Raising

ECO COUNCIL

As part of the school council, we have set up a separate eco council that will allow more pupils to participate in council meetings and provide input to whole school issues. Wepre School will create their Eco Council annually. An eco audit will take place followed by the creation of an eco code (which will be displayed in each classroom) and discussions regarding further recycling and environmental initiatives will take place.



CRIW CTMRAEG

We have a delegated team of welsh enthusiasts that support the school in developing the use of welsh across our school community. They work closely with the welsh lead and all teachers to enhance the use of bilingualism and foster a love speaking welsh and developing the importance of our welsh culture.

DIGI GROUP

The school has a team of IT experts who also provide support for the whole school community. They meet regularly to discuss the use of IT within classes and support pupils within tehri setting.

PARENTS

We see education at Wepre as a partnership between the school and our parents. We believe that parents have an important role in assisting the school in promoting good behaviour and high standards of work. To facilitate this co-operation, we welcome parents to visit the school at any time.

The school will ensure that we develop a good working relationship with our parents and that we will fully involve them in all aspects of our work.

HELPERS

All parents are encouraged to assist the school in whichever way they can. Teachers welcome "helping mums and dads" and even "helping grandparents" during the school day. There are many other opportunities for parents to become involved in school activities - school visits, inter-school events, after school clubs, concerts, or with fund raising. Your assistance with the upkeep of the school building and grounds would be much appreciated.

In line with Government and Local Education Authority guidelines, all our helpers have to complete a Police check form (DBS - Disclosure and Barring Service). If you do wish to help please let us know.

HOMEWORK

We encourage children to develop a regular reading routine and parents have a vital role to play in helping their child to read.

It is important that time is set aside at home to listen to your child read.

We welcome your liaison with the class teacher in relation to individual reading targets.

Homework will be given on a regular basis throughout the school.

Homework given will be appropriate to the age and ability of the child.

REPORTING TO PARENTS

All parents will receive positive and constructive comments on their children's work and behaviour as a matter of course.

- Informal chats after school.

Parents' evenings are a regular feature of our formal reporting of pupils' performance.

- The Additional Needs Coordinator is available to discuss the progress of children who receive Additional Needs support.
- Parents who cannot attend the Parents' Evening will be invited to make another appointment.
- There may be additional times when parents and a teacher meet to discuss progress.
- Parents will always be invited to attend any formal meeting at school where the progress of their child is being discussed.
- Parents will receive a written report on their child/children's termly.
- Governors also report annually to parents on the progress of the school in the Governors' Annual Report and at the Annual meeting with parents.

ASSESSMENT

All teachers carry out formative assessment on a lesson-by-lesson basis and use findings to address pupils' needs as they present.

School makes use of the Flintshire Framework for Assessment.

- When a pupil enters school at Nursery level an ongoing development record is begun. This will follow the child throughout the Foundation Phase.

Observations are made within the first seven weeks of a child's entry into school.

- Personal and Social Development
- Language, Literacy and Communication
- Mathematical Development
- Knowledge and understanding of the World
- Creative Development
- Physical Development

will inform Statutory Baseline Assessment and completed within the first seven weeks of the Reception Class, and Teacher Assessment at the end of Foundation Phase.

The following tests at the following stages.

- All Wales Reading Tests for Years 2 - 6
- Youngs Parallel Spelling Tests for Years 2-6
- Cognitive Abilities Test (C.A.T.'s) abilities and to assess their progress mid Key Stage. C.A.T. results inform teaching and learning and assist the setting of individual pupil targets at end of Key Stage.
- All Wales Maths tests (Years 2-6)

Teacher observations, marking, written tests, quizzes, worksheets, and response to oral tests all contribute to an on-going assessment of the pupils' progress. All assessment undertaken aims to assist the teacher to match work to the different needs of all pupils.

ADDITIONAL NEEDS

Pupils who are identified as needing further assessment of their additional educational needs may be referred to a variety of appropriate outside agencies e.g. Educational Psychology Service, Speech Therapy, Learning Inclusion Service, Behavioural Support Service, Child Health, Flintshire Primary Care Service etc. **All** referrals have to be authorised by the parents/guardians of the pupils. It is our policy, therefore, to work closely, with all parents/guardians in meeting the additional needs of their children. Regular reviews and discussion of progress take place with Additional Needs Support Staff, Headteacher, class teacher, parents and representatives of any agencies involved.

Communication between all parties is crucial in meeting the needs of these pupils.

Additional Needs Support

The school provides additional support in accord with the current "Code of Practice". This support is provided by Mrs. Barnes our **Additional Needs Coordinator** for all years.

The children may be withdrawn from class to receive individual or small group support by the ALNCO. Some children may receive small group/individual support by the class teacher, or our Teaching Assistants.

"A child has **additional educational needs** if he or she has a **learning difficulty** which calls for **additional educational provision** to be made for him or her."

A child has a **learning difficulty** if he or she;

- * has a significantly greater difficulty in learning than the majority of children of the same age;
- * has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local educational authority.

EQUAL OPPORTUNITIES

Governors and staff work positively to ensure that all pupils have equal opportunities to access the curriculum, benefits and facilities offered by our school.

No discrimination is made to any person on the basis of ability, disability, gender, race, culture or religion.

Racist incidents of any description have no place at our school. Such incidents will be recorded and reported to the governors, parents and L.A. and dealt with through the appropriate channels.

Admissions arrangements for pupils with disabilities

The Disabilities Discriminations 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"

The school will admit all pupils whose educational needs can be met from the resources provided to it, and whose admission will not significantly detract from the needs of the other pupils.

Where children have a Statement of Special Educational Needs maintained on them, their administration must be negotiated via the Local Education Authority's Statemending Office.

Admission arrangements as per the Special Education Needs Policy

The policy also indicates details of the steps taken to prevent pupils with disabilities from being treated less favourably than other pupils and details of facilities provided to assist access to the school for pupils with disabilities.



BEHAVIOUR

We expect pupils to behave in a sensible, respectful way at all times. We aim to achieve this by providing good role models and objectives based on common sense, which will encourage a school culture, where people are valued and whose self-esteem is of the highest. Effective learning will follow.

Good behaviour contributes towards a positive school environment, and this in turn develops a sense of community.

What are we trying to achieve?

We want all our pupils to be considerate, courteous and to relate well to each other and to all adults.

We want pupils to develop self-esteem and self-discipline by taking responsibility for their own actions appropriate to their age and maturity.

We want a happy school!

What are the main provisions of our policy?

- * Developing a "partnership with parents".
- * Developing effective classroom management with each Class Teacher.
- * Making full use of the school's Policy on Behaviour and Discipline.
- * Careful monitoring and supervision of movement of pupils within the school.
- * Ensuring effective lunchtime supervision
- * Encouraging our pupils to develop a respect for our buildings and environment.

ANTI-BULLYING POLICY

We define bullying as the willful, conscious desire to hurt or threaten or frighten someone else.

The school takes a positive stance on preventing bullying by implementing the following policy:

- * We make it clear to parents that they must contact school immediately if they suspect that their child is being bullied.
- * Teachers and other staff will be alert to signs of bullying (verbal, psychological, and physical) and racial harassment.

They will watch for early signs of distress in pupils such as deterioration of work, spurious illness, isolation or erratic attendance.

- * Teachers and other staff will ensure that all accessible areas of our school are patrolled before school, break times, lunchtimes and after school.
- * We will ensure that new children will feel welcomed and accepted at Wepre.
- * We will encourage pupils to inform a member of staff immediately if they are bullied or are witness to bullying.
- * We will educate our children not to tolerate bullies in the same social group.
- * We may need to assist victims of bullying to be more assertive or more skilled socially - learn to handle certain aspects of bullying such as name calling.
- * We may need to help bullies to control their aggression.
- * We will use our assemblies and the curriculum to develop ways of getting pupils to understand that we want to live in a caring, friendly and co-operative school community.

BEHAVIOUR POLICY STRUCTURE

Managing Behaviour in our School

Children are encouraged to take responsibility and recognise that they can decide about their behaviour. Following discussions in class about classroom rules, the school's council will negotiate the proposals and approve recommendations.

Positive behaviour is reinforced by praise and encouragement from all staff. Children's achievements, both academic and behavioural, are celebrated continually and each class has a *Star of the Week* certificate and badge that is awarded weekly in assembly time on Fridays.

Respect for people and property is openly acknowledged and all staff explain correct behaviours to children when necessary and make their expectations clear.

Rewards

Each class have their own class point reward system in the form of star charts, certificates and stickers and which often leads to treats or *Golden Time*.

All staff have the opportunity to reward good work and behaviour with stickers and class points.

Star of the week: Each week every class teacher awards a certificate and badge to the child in the class who has made the greatest effort. For example, kindness, helpfulness, pride in their work, good manners, improved behaviour, responsible attitude, self-motivation, working together - all of which reflect the ethos of the school.

Star of the year trophies: At the end of the summer term one pupil from each year group is awarded a *Star of the Year* trophy to recognize outstanding contribution to the class throughout the year. In the Year 6 leavers' service, the *Andrew Baines* cup is awarded for positive attitude and conduct throughout their time at Wepre. The *Headteacher* trophy is awarded to another pupil for the same criteria.

Wepre's Ways - How We Behave

We are willing to work.

- **We are everyone's friend, a role model.**
- **We are polite to all.**
- **We are responsible for our school.**
- **We are always honest**

USE OF THE WELSH LANGUAGE

The language of instruction at this school is English. No subjects are taught through the medium of Welsh. However, The Education Act of 1988 stipulates that Welsh as a second language is taught as a foundation subject to all children in Wales between the ages of 5 and 16.

Our aims therefore, are

- to develop pupils' knowledge and understanding and skills in the Welsh language
- to promote an awareness of Welshness and to foster an appreciation of the value of being able to communicate in both Welsh and English
- to foster an interest in Welsh culture

We do this by

- emphasising the use of the language in the everyday life of the school
- creating a Welsh ethos throughout the school where the regular use of the Welsh language is practised to greet and direct pupils in class, during registration and in school assemblies.
- using bilingual signs wherever possible with equal weighting
- setting aside an area in each classroom for displaying everyday Welsh and the language that is being taught in the programmes of study
- ensuring that our school concerts, assemblies etc. have a Welsh element

We recognise that there is a wide spectrum of ability within the school. All children have access to Welsh in ways appropriate to their age, aptitude and ability ***unless specifically exempted by a statement for Special Educational Needs.***



RELIGIOUS EDUCATION

Religious Education is a statutory requirement and forms part of the Curriculum for all our children.

Daily Acts of worship and assemblies are non-denominational and are based on Christian philosophy and values.

Parents who wish to withdraw their children from Religious Education or assemblies are asked to put their request in writing and send it to the Headteacher.

School Assemblies/Collective Worship takes place in the School Hall on Mondays and Fridays, on other days a daily act of collective worship is taken in individual classrooms with the class teacher.

RELATIONSHIP and SEXUAL EDUCATION

We aim through our teaching and Personal & Social Education programme (P.S.E), to help our pupils cope with the physical and emotional challenge of growing up

- * **Arising out of other activities and in response to children's questions.**
- * **In relation to the National Curriculum where growth, change and reproduction are part of the Programmes of Study.**

- * In P.S.E lessons, with the school nurse and class teacher where children are given an elementary understanding of the working of their bodies.

Parents do not have the right to request that a pupil be wholly or partially excused from receiving sex education.

HOME SCHOOL AGREEMENT

All Schools are required by law to have a written Home School Agreement, drawn up in consultation with parents.

What is a Home School Agreement?

A Home School Agreement explains the aims and values of the school. It spells out the responsibilities of the School and your responsibilities as parents, and what the School expects of its pupils.

Why is a Home School Agreement important?

Children achieve more when schools and parents work together. Parents can help more effectively if they know what the school is trying to achieve and what role they can play. A Home School Agreement provides a framework for the development of such a partnership.

What areas should the Agreement cover?

Each school when developing its own Home School Agreement should include the following points.

- *The Standard of education the school will provide
- *The ethos of the school; attendance and punctuality
- *Discipline and behaviour; homework
- *The information schools and parents share with each other.

Please complete the enclosed Home School Agreement and return it to school as soon as possible.



EDUCATIONAL VISITS

From time to time there are opportunities for our pupils to follow their studies away from the school. These are very important and are of great benefit to all pupils. These could include walking to Wepre Woods, visiting the theatre or going to a museum. These give children the opportunity to learn in different environments away from the classroom.

We also take part in, and support community activities organized by Connah's Quay Town Council and other community groups.



RESIDENTIAL TRIPS

Residential Outdoor Adventure trips planned for Year 4, 5 and 6 pupils, who will have an opportunity to visit the following places during their time at Wepre:

- Glan Llyn
- Nant B. H.
- Kingswood Centre

- Pentrellyncymer

School adheres to strict guidelines in place for all off site activities and has indemnity insurance for pupils, staff and helpers who participate.



SPORTS ACTIVITIES

Our school has extensive grounds with two marked football pitches and hard court for netball or hockey.

There is a wide range of sports activities undertaken during the year where pupils have the opportunity to represent the school. These include soccer, rugby, swimming, netball, rounders, cricket, athletics and cross-country.

Our school is affiliated to the Deeside and Holywell Primary Schools' Sports Association and participates in the inter-schools competitions, which it organises throughout the year.

We also are able to offer extra coaching through our participation in the Dragon Sports Schemes - rugby, hockey and athletics.

Any child taking part represents the school and this is recognised as a privilege equal to academic and artistic achievement. We believe that involvement in sporting activities fosters team spirit and develops skills. We aim to give children of all abilities the opportunity to participate in competitive events.



SWIMMING

We place great importance on swimming in the curriculum. The children are taken by coach and to offset the cost, we ask parents to make a small voluntary donation towards payment for the transportation.

EXTRA CURRICULAR ACTIVITIES

The school is able to offer a variety of extra-curricular activities. These vary from year to year depending on the availability and expertise of our staff.

Christmas Celebrations, Musical Productions, and Special Services are organised during the year to which parents and friends are all invited. Lunch time and after school activities such as singing, drama, dance, recorders, percussion, violins, brass and keyboards, support these events. A popular Performing Arts Club of Dance and Drama Club is held every Monday. We also have Cookery, Gardening, Cricket, Rounders, Football, Rugby, Street Dance, Hockey, Netball, Art, Music and Reading Clubs going on at different times throughout the year.

We organize Book Clubs through which children and parents have an opportunity to purchase quality-reading material. We often invite a poet or an Artist to spend time working with pupils for a week on a special project.



CONSERVATION AREA

We are fortunate to have our own environmental area with three ponds, and a pond dipping platform. It is designated as a Site of Special Scientific Interest (SSSI), due to the great crested newts, which inhabit this area. Pupils use this wildlife resource for study in all the areas of the Curriculum.

North East Wales Wildlife group assists us in managing this area.

SCHOOL HEALTH SERVICE

Flintshire has a comprehensive School Health Service. The aim of this service is to promote the health of your child in the widest sense and to identify any health problems that may develop.

The primary contact with the School Health Service is through the School Sister and/or the School Doctor, both of whom have specialised training in educational medicine, community paediatrics and child health.

The Quay Health Centre - 01244 813486.

The specialists are able to liaise directly with all other areas of Flintshire's Health Services and other agencies should the need arise.

Your child will not be examined by the School Doctor without your permission, except in a medical emergency.

All Health interviews are strictly confidential and your consent will be sought before discussing any issue with the school teaching staff. Obviously, it would be in your child's best interest for the teaching staff to be aware of any medical condition that may affect his/her progress in the classroom.

Parents attendance at school health interviews is highly valued especially at primary age. You will receive, in advance, a written invitation and a consent form for you to sign.

When your child is in reception the School Sister will check his/her vision, hearing and growth.

In Year 2, your child's vision, height and weight will again be checked.

Thereafter, the School Sister visits regularly to check the children's general health, to promote healthy lifestyles and to liaise with school staff regarding any health problems.

If you have any concerns with any of your older children, do please feel free to approach the School Sister to discuss them.

If parents do not wish to have their child examined in school they should inform the Headteacher in writing.

For some illnesses the Health Authority recommend that children should stay away from school for a minimum number of days:

- * Chicken Pox : 5 days from appearance of last spots
- * Measles : 4 days from appearance of rash
- * Mumps : 5 days from disappearance of swelling

Obviously it is always best to consult your own doctor if your child is unwell.

Please do not send your child to school if he/she is unwell.

If your child is taken ill at school we will contact you or the person you have nominated as someone we can contact in an emergency. We will not allow a child to leave school unless we are completely satisfied that there will be someone responsible to take care of them.

Accidents in School

Despite our utmost care, accidents do sometimes occur. The majority of accidents are minor ones and are dealt with at school by our First Aiders. In the event of a serious accident we will make every attempt to contact you or the person you have designated on the emergency telephone number. If you or your emergency contact are not available the Headteacher/Deputy Headteacher (acting on medical advice, will act in loco parentis, and take whatever action is necessary for the health and welfare of the child). Please make sure you inform us of any change of telephone contact numbers immediately.

Medicine in school

The school does not accept any responsibility for the administration of medicine to pupils. If a child requires medicine during the day then parents are required to come to school to administer the medicine and discuss any special arrangements with the Headteacher.

Please ensure that school has up to date information of any medical condition you feel we should know about your child. You will be given the opportunity at the beginning of each school year to update records of your child/ren. All information is treated in the strictest confidence.

Inhalers

Pupils who need inhalers should ensure they have them with them at all times, particularly in PE/swimming sessions and on school trips etc. You should ensure your child has a spare inhaler clearly labelled with child's name, which is kept in school at all times.

HEALTH & SAFETY/SECURITY

Wepre School strives to provide a safe and healthy environment for all pupils and staff. Parents of children who suffer from specific medical conditions are asked to inform Headteacher about procedures in the event of an emergency. Health and Safety checks are made by the Headteacher and governors as part of an Annual Audit for Repairs and Maintenance of the building and grounds. Checks of the school buildings and surrounding areas are made with regular reports submitted to the governors and Headteacher. Attention is given to potential dangers. If you become aware of any dangers or potential hazards, please inform us immediately of your concerns. CCTV cameras are used on the premises and everyone is advised to keep off the school site outside of school hours. No dogs are allowed anywhere within the school grounds.

Car Parking

If you bring your child to school by car you should not park on the prohibited areas outside the school gate. These areas are marked in yellow and are intended to ensure the safety of **everyone** arriving or leaving our school. Due to the size of the present car park it is

restricted to the use of staff only. Parents who bring pupils to and from our Out of School Club are also expected to observe these rules. Only Disabled Drivers may use the disabled space on the staff car park.



Jewellery

In accordance with legal requirements ensuring the Health and Safety of our children, the Governing Body have decided that ear-studs may be worn, and also watches. However, these must both be removed for P.E./swimming. The wearing of **all** other types of jewellery in school -

rings, chains, bracelets etc., is positively discouraged. School will not be responsible for any losses.

Mobile Phones

Please request to view the school's policy in regard to the possession mobile phones in school.





WEPRE OUT OF SCHOOL CLUB

Our Out of School Club supports parents who are working or training. The Club is well organised with trained Staff and a supportive Management Committee, which meets at least once a term with an A.G.M in the Summer term. It is regularly inspected by the Care Standards Inspectorate for Wales and has consistently been commended for its high standards. *".....the club has a good atmosphere, with lots of smiling, happy children. The care, which the children receive, is very good and everyone has good relationships with one another..." (Inspection Report May 2024)*

Club Hours

The Club is open from 08:00 - 08:50 and 15:00 - 17:30 every school day. We value our relationship with parents, and our staff is committed to working in partnership with you to provide top quality play and care for your children.

Cost for 2024 2025

Please speak to Zoe Carlon for the present charges and registration forms etc.

The Club has to meet strict requirements of the Care Standard Act 2000 and is regularly inspected by the Care Standards Inspectorate for Wales.

"This is a very busy after school club, there was structure, organisation and a good atmosphere."

SCHOOL MEALS

All meals are now free for the children; however, pupils are permitted to bring in their own packed lunch.

ATTENDANCE

Attendance at school is very important. In the context of children's learning today it is of even greater importance. If your child is away from school due to illness or some other unavoidable reason, please inform the school in writing or by telephone as soon as possible so that the absence can be authorized. Please ensure your child gets to school on time in the morning.

Taking holidays in term time

We request that parents do not take holidays during term time. Continued absence from school can have a detrimental effect on a child's education.

Pupils are not entitled to have days off for holidays.

However, up to **ten days maximum** annual leave for family holidays **may** be given **at the discretion** of the Headteacher during term time. Parents

should put their request in writing to the Headteacher stating the dates of the holiday. A holiday form may then be given to the parent to complete, sign and return to school.

The Headteacher will then countersign them.

It is not the teacher's responsibility to provide work for pupils on holiday or who have unauthorised absences. Pupils, therefore, who take holidays

during term time or have unauthorised absences, will **not** be given homework to complete during their holiday or to make up for lost time.

The Inclusion Welfare Officer, (I.W.O.) Shelley Jones, visits the school on a fortnightly basis. She monitors the attendance and lateness of all our pupils and communicates directly with parents if there is an issue. Normal procedure is to write to parents in the first instance and then follow up with a home visit if there is no improvement.

ABSENCE FIGURES FOR 2023 2024

The average attendance figures for this year was 94.7%

Authorised absences was 5.2%

Unauthorised absences was 0.1%

PUNCTUALITY

We believe that it is very important that children from a very early age become accustomed to getting to school on time. All children should be on the school premises by the time that the bell goes at 8.55am. This means that all classes can make a prompt start to the work at 9.00am.

LATENESS

Pupils who arrive late for school, must enter at the main entrance and register in our late arrival register in the school office, before going to their class. The Headteacher in liaison with the Inclusion Welfare Officer will investigate persistent lateness of pupils.

PUPILS LEAVING SCHOOL (during the school day)

Similarly, pupils who leave school during the school day for medical appointments, illness etc., must register **out** at the school office before leaving the premises.



UNIFORM

We pride ourselves at Wepre in maintaining a high standard of dress and therefore, expect all our parents to support the wearing of our school uniform, which is as follows.

pale blue shirts or blue polo shirts
red jumpers/sweatshirts/cardigans
grey trousers/skirts
red/white summer dresses
Sensible shoes, preferable black, not trainers please.

The uniform is sold by a number of local establishments.

Physical Education - P.E. kit should be as follows:

Indoors: black shorts & white T-shirts

Outdoors: tracksuit or joggers (or black shorts), a white T-shirt and trainers.

Nursery

Wellingtons required for outdoor play

School Bags

Our cloakroom areas have limited space and we would be most grateful if all our pupils used "small" bags to carry PE kits, lunch, books, etc.

Finally, please make sure that all articles of clothing are clearly marked with your child's name. This is very important.



COMPLAINTS PROCEDURE

We operate an 'open door' policy at Wepre and hope that parents will contact the school immediately they have any problems concerning the education of their child. We are a 'listening' school and are committed to sorting out problems sensitively and efficiently.

Procedure

- * The first step is to arrange a meeting with the Class Teacher.
This may be requested with a brief note in the Home/School Book, by letter or by a telephone message.

The request will be dealt with as soon as possible.

- * If a parent is still not satisfied after discussing the matter with the class teacher then it is imperative that they clarify any outstanding issues with the Headteacher.
- * If a parent continues to be concerned, then the matter should be brought to the attention of the School Governors. This may be done by writing a letter addressed to the Clerk of the Governors, Wepre CP. School.
- * Further advice regarding any issue may be sought from the Director of Education, Education Department, County Hall, Mold, Flintshire.

In any cases where the Governors and the Local Authority are approached, answers may be given by correspondence.

We ask parents to follow these steps to carefully avoid undue worry to both their child and to the teachers involved.

School Holiday Dates and Staff Training Days - 2024 2025

School Holidays can be found on the Flintshire County Council Website and school website.

School Inspection Report - October 23

The relationships between all members of the school community reflect the kind, caring and positive ethos. Nearly all pupils enjoy being at Wepre school. They behave exceptionally well and show respect for each other, staff and visitors.

The headteacher, supported by the governing body, promotes a clear vision for all learners and staff based on 'achievement through happiness'. Leaders have created a positive learning environment that promotes inclusion, well-being, and an ethos of mutual respect. The school is a safe place where teachers undertake their role in caring for pupils diligently