



# Central Primary School

## Prospectus

Main Office: Theodore Road  
Port Talbot  
SA13 1SP  
Tel: (01639) 882866 / 882898

Head Teacher: **Mrs Samantha Hopkins**  
Chair of Governors: **Mrs Suzanne Amos**



Dear Parents, Carers and Friends,

May I take this opportunity to warmly welcome both new and current families alike to our happy, successful primary school. It is a privilege that we have the unique opportunity to provide your child with the very best education they deserve. We recognise that a child's education is a 'once in a lifetime' chance which we aim to make as fun and successful as possible.

*"The school is a caring and safe community which supports pupils' spiritual, moral, social and cultural development well."* ESTYN, Jan 2017

This document provides important information about our school, our aims, our curriculum and all aspects of school life which we are proud to be part of. I am confident that through sharing our policies and ethos, you will gain a better understanding of how our school operates and will continue to help support us as we all journey along together throughout the education of our children.

All of our pupils deserve a safe, secure and stimulating environment, where they are interested and motivated to learn. All pupils are given every opportunity to develop an enthusiasm for learning – about themselves, their friends and the world around them in an inclusive environment where their natural development can be fostered. At Central Primary School, our pupils experience a stimulating curriculum that is holistic and one which recognises their wider range of achievements. It is our responsibility to ensure each and every pupil is equipped with 'life-long' skills which will prepare them to face the 21<sup>st</sup> century with independence, confidence and success. Our pupils are given a wealth of opportunities where their full potential is recognised and actively developed. They know that their efforts are valued, and they are always respected and treated fairly. Our pupils are encouraged to believe in themselves; they are supported whilst achieving their goals and this empowers them to succeed in their ambitions.

Our motto 'Hand in Hand we Believe and Achieve' is embedded in our philosophy and permeates our whole school ethos on a daily basis during collective worship, our teaching and our extra-curricular activities.

I look forward to working in close partnership with you during this precious educational journey.

Yours Faithfully,

Mrs Samantha Hopkins B.Ed (Hons) NPQH,

Head Teacher



## Address from our Chair of Governors

I would like to take this opportunity to say how proud I am of Central Primary School. The teamwork evident between pupils, staff, parents, carers and Governors ensures that our pupils receive the very best opportunities throughout their education here with us.

Our recently amalgamated school continues to improve upon standards and is growing from strength to strength. We are highly fortunate to have dedicated and committed staff members who strive to ensure every child reaches their full potential.

Should you wish to contact me, please send all correspondence to our school address. Thank you.

Kind Regards

Mrs Suzanne Amos

Chair of Governors

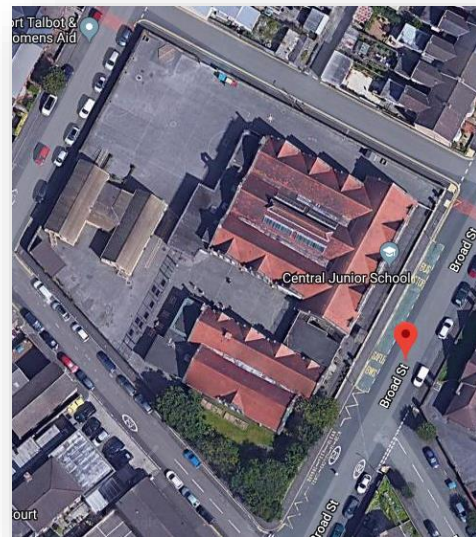




## Our School Context

Central Primary School is situated in the town of Port Talbot in the county of Neath Port Talbot. We operate as a split site primary school after the infant school and junior school amalgamated in September 2015. Mrs Hopkins is our head teacher and Mrs James is our deputy head teacher. Both have been in post since September 2015.

Our Theodore Road site comprises three separate buildings adjacent to the Memorial Park. The main school which currently houses year one and year two was built in the 1930's. The current reception and nursery blocks were annexed as part of the school at a later date.



Our Broad Street site is several streets apart and is a traditional Victorian building with separate buildings added later. It currently houses our Key Stage Two department.

*“Staff make effective use of the accommodation to provide a welcoming learning environment. Most classrooms are well-ordered and of a good size. In a short period of time, the school has made good improvements to the accommodation on both sites.”* ESTYN, January 2017.



The pupil toilet facilities fully comply with statutory requirements. The toilets in our Reception block have recently been completely renovated. They are cleaned daily with any emergency spills dealt with immediately. Liquid soap and toilet paper is frequently checked and refilled when necessary. Either hand driers or paper towels are provided for pupils use across both sites. New mirrors in our junior toilets are installed as a result of 'pupil voice', which is highly valued at our school.

There are separate enclosed outdoor learning areas which offer both hard and some grassed surfaces at our Foundation Phase site. Wooden play structures feature on both sites. The junior site comprises of hard surfaces with the addition of a functioning Forest School garden, which features a fire pit and a log circle. Children have access to a large field at our Theodore Road site.

### Forest School at Central Primary – Skills for Life





## First Steps



Toddler parents are very welcome and have the opportunity to join our 'Language, Maths and Play' inspired toddler group called 'First Steps' which is run on a weekly basis in our nursery environment. This has proved to be highly popular with our families.

Strong Home/School links are vital and we work hard to develop good working relationships with parents and carers. Regular opportunities are provided for parents to come into school and keep up to date with children's progress. Letters, newsletters, Dojo messaging system and texts ensure up to date information is always available. Our school website: <https://centralprimary.i2bloggy.com/> is an ideal way of keeping up to date with diary dates, newsletters and gaining answers to many questions you may have. Our Governors, Head teacher and Staff are always eager to meet you and discuss any queries you may have at a mutually convenient time.

*"Partnerships with parents are strong. The head teacher communicates effectively with parents and involves them in making decisions about the school, for example in the choice of the new school uniform and in setting up a breakfast club. The use of weekly newsletters, social media and relevant ICT applications are successful in enabling parents to know what their children are learning."* ESTYN, January 2017.





Our children enjoy a wide variety of opportunities, with the help from members of our whole school community.



Our School Council visiting the train station at Port Talbot to deliver the time capsule we created. This has now been buried in a designated area; to be opened after 100 years!



## General Information

Central Primary School

Main Office: Theodore Road

Port Talbot

SA13 1SP

01639 882866

<b>Email:</b>	<a href="mailto:centralprimary@npt.school">centralprimary@npt.school</a>
<b>Website:</b>	<a href="https://centralprimary.j2bloggy.com">https://centralprimary.j2bloggy.com</a>
<b>Twitter:</b>	@Central_Primary
<b>Director of Education:</b>	Mr Andrew Thomas
<b>Head Teacher:</b>	Mrs Samantha Hopkins
<b>Deputy Head Teacher:</b>	Mrs. Jess James
<b>Administration Officers:</b>	Mrs Rhian Batchelor Mrs Sarah Heycock Mrs Leanne Lewis
<b>Bursar:</b>	Mrs Frances Williams
<b>Age Range of Pupils:</b>	3 – 11 years
<b>Chair of Governors:</b>	Mrs Suzanne Amos
<b>Numbers on Roll:</b>	483





## **Our Governing Body**

Our school governors have legal duties, powers and responsibilities. They make important decisions about how the school is run. They meet as a whole body at least once a term and review school policies and procedures regularly. In addition to this, various sub committees such as Finance, Curriculum and Health and Safety meet regularly to scrutinise in further detail the work of the school. This information is used to inform our School Self Evaluation Report (SSER) and identify improvement targets for the following year. They consist of parents, support staff, local Council representatives and teachers and work closely together to support and shape our school for the benefit of the children. Our clerk to the governors may be contacted using the school telephone number and address.

**CHAIR OF GOVERNORS:**           **Mrs Suzanne Amos**  
c/o Central Primary School  
Theodore Road  
Port Talbot  
SA13 1SP  
01639 882866

**CLERK TO GOVERNING BODY:** **Mrs Suzanne Horrell**  
c/o Central Primary School  
Theodore Road  
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Elections for Vacancies for Parents Governors were held in January 2022. Letters asking for nominations were sent out to every family and ballot boxes were placed in the school. A ballot was required due to the amount of applicants.

The Governors regularly review and approve Policies in line with directives from Welsh Government direction and advice from our Local Education Authority.

All relevant policies for our families are available on our school website;

<https://centralprimary.i2bloggy.com>





## Governing Body

<u>GOVERNOR STATUS</u>	<u>NAME</u>	<u>DATE ELECTED</u>	<u>OFFICE ENDS</u>
<b><u>LEA</u></b>	Mrs S Amos <b>Chairperson</b> <b>Child Protection Gov.</b>	01/09/2019	31/08/2023
	Mr M Thomas	01/09/2019	31/08/2023
	Mr G Freeguard	01/09/2022	31/08/2026
<b><u>COMMUNITY</u></b> <b><u>(CO-OPTED)</u></b>	Father Ben Andrews	10/03/2021	10/03/2025
	Mrs J Thomas	25/09/2019	24/09/2023
	Mr B Thorne ( <b>Vice Chair</b> )	25/09/2019	24/09/2023
<b><u>PARENT</u></b>	Mr. A Phillips	23/03/22	23/03/26
	Mrs. L Docherty	23/03/22	23/03/26
	Mrs. S Curran	23/03/22	23/03/26
	Mrs. S Evans	18/10/2019	17/10/2023
<b>HEAD TEACHER</b> <b>(Voting)</b>	Mrs. S Hopkins	01/09/2015	-
<b>NON-TEACHING</b> <b>STAFF</b>	Miss K Pearce	31/10/2020	30/10/2024
<b>TEACHING STAFF</b>	Mrs J James (non-voting)	01/09/2015	-
	Mrs S Robathan	23/09/2019	22/09/2023

**CLERK TO GOVERNING BODY:**

Mrs Suzanne Horrell  
c/o Central Primary School  
Theodore Road  
Port Talbot  
SA13 1SP  
01639 882866



## Aims of Our School



# Hand in Hand we Believe and Achieve

At Central Primary School, our curriculum is designed to:

- nurture sincere relationships with children, their families and the wider community
- provide first-hand, authentic learning experiences which ensure that learners' individual needs are met
- support high levels of emotional, social and physical well-being
- capture children's natural curiosities and encourage their imagination by using their interests as a vehicle for learning
- encourage high levels of independence and engagement
- promote a growth mindset where children recognise the importance of sustained effort, learn from their mistakes and develop resilience
- enable our children to achieve as they explore a wide variety of opportunities, both familiar and new to them
- celebrate the diverse community in which we live and work

Our curriculum supports children in being and becoming:

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

At Central Primary School, we lay the foundations for lifelong learning.

### Progression at Central Primary

We are fully committed to ensuring all stakeholders develop a shared understanding of progression. We regularly consult with stakeholders and review the delivery of our curriculum. Our processes enable us to evolve our curriculum and assessment designs. We work in close partnership to refine our planning, self-evaluation and improvement processes.



## Our School Day:

### Infants:

Yards open:	8:50am
Session One:	9:00am – 10:30am
Break time:	10:30am – 10:45am
Session Two:	10:45am– 12:00pm
Lunchtime:	12:00pm – 1:00pm
Session Three:	1:00pm – 2:00pm
Break time:	2:00pm – 2:10pm
Session Four:	2:10pm – 3:15pm

### Juniors:

Yards open:	8:40 am
Session One:	8:50 am – 10:30am
Break time:	10:30 am – 10:45am
Session Two:	10:45 am– 11:50am
Lunchtime:	11:50 am – 12:50pm
Session Three:	12:50 pm – 2:00pm
Break time:	2:00pm – 2:10pm
Session Four:	2:10pm – 3:20pm

### Nursery:

Morning Nursery Session:	9:00am – 11:30am
Afternoon Nursery Session:	12:40pm – 3:10pm



## After School Clubs

(Availability and timings may vary, depending on staff expertise and availability.)

After school clubs usually finish between 4:00pm and 4:30pm. All children who attend after school clubs must be collected by a responsible adult in line with our supervision policy.

## Breakfast Club

(Availability and timings may vary, depending on each site.)

We currently run a free breakfast club on both sites. KS2 breakfast club doors are open between at 8:15am and 8:25am. Foundation Phase breakfast club doors are open between 8:25am and 8:35am. **It is the parent/carers' responsibility to ensure that children are escorted safely into the school and signed into breakfast club.** Staff *cannot* be held responsible for the safety of unsupervised children on school grounds that have not been signed in to Breakfast club prior to 8:40am at KS2 and 8:50am at Foundation Phase.

Once signed in to breakfast club, children are fully supervised until school begins. Children are offered a healthy breakfast which 'kick-starts' their day with a variety of nutritious choices including toast, cereal and fruit juice. All children must be registered with breakfast club using the form available from the office prior to attending for the first time.

## School Security

The security and safety of the children and staff while at school is of paramount importance. At the beginning of each school day, children enter the school through a number of entrances which are then secured and remain so until the end of the school day.

During the day, a single-entry system is electronically operated via the school offices. Children who are late or who are being collected early can only enter and leave through the main entrance where they are officially signed in/out.

During playtimes, children are well supervised and playground gates are secured.

There are trained First Aiders on site and all members of staff adhere to the Health and Safety Policy which is available from the office upon request.

Regular Health and Safety checks are carried out by the Head Teacher, Governors and external agencies throughout the year.



## School Organisation

Our class structure is governed by a number of factors, including date of birth, balance of gender, dynamics, ability and friendship groups. The needs of each child are catered for through the hard work and commitment of our dedicated teachers and teaching assistants.

## The Curriculum

Detailed planning, a wide range of formative and summative assessments and a thorough knowledge of the ability of each child all ensure that a broad and balanced curriculum is delivered through a differentiated approach. Each specific cohort of children will display a range of abilities and qualities which our staff are highly trained to cater for. Each year group has access to 'age' and 'stage' appropriate experiences. At our school, there will be times when each child will work in a variety of different learning areas both inside and outside the classroom.

We are supported by peripatetic teachers for Welsh and music and pupils are given the opportunity to learn to play an instrument from a variety of options including a variety of brass and string instruments. We also have a music specialist to deliver music and ukulele lessons to a variety of year groups which enhances our curriculum.

We take the national priorities of raising standards in literacy, numeracy and tackling poverty issues very seriously. Regardless of which class a child is placed in, our highly trained staff cater for specific 'groups of learners' to ensure that each child is challenged at their appropriate level. The success of this approach rests with the expertise of our teachers and teaching assistants who are eager to ensure we continue to raise standards of achievement at our school. All staff are trained in Read, Write Inc. which is a highly structured literacy programme, specifically tailored to the needs of the child.

Teaching Assistants are trained to deliver various programmes including Pause B Mindfulness, Dot B Mindfulness, Rapid maths programmes, Language Link, Speech Link, Smart Moves and Precision Monitoring etc. to various identified groups of learners each week. This ensures children are receiving tailor made opportunities to reach their full potential.

Many trips and visits are undertaken during the year, which complement the curriculum. Some are residential in nature and are only available due the commitment of staff who give up considerable amounts of their private time. For example, Year 6 experience a residential trip in the Spring Term. They take part in a wide range of outdoor adventurous activities. Trips such as these provide great benefits for the children involved. We are indebted to the support from staff and parent helpers involved.



The 'Relationships and Sexuality Education' curriculum is delivered across the school using teaching materials appropriate to the needs and stages of our pupils. Parents are made aware of different topics when appropriate and our RSE delivery is transparent and available to our families. We recognise and value the importance of working in close partnership with our families.

Attendance at Parents' Evening and 'Open Afternoons' continues to be very high. This reflects the commitment of our parents and their wish to play their full role in the education of their children.

## Religious Education and collective worship

At our school, we have a broadly Christian worship. We also teach our pupils about a broad and balanced variety of religions and celebrate many different cultures as part of our ESDGC curriculum, including Chinese New Year and Eid festival etc.

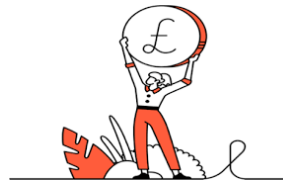
We teach our children to respect others and have been awarded the Silver Peace Mala Award. 'Treat others as you would like to be treated.' We are currently working towards achieving the Gold Peace Mala Award.





## The World of Work

In year 6, our pupils are introduced to the 'world of work' that we believe encourages self-reliance. The children have lessons from the Principality involving money and real-life numeracy problem solving activities. Children also have the experience of becoming entrepreneurs and 'grow a fiver' encourages them to utilise their numeracy skills in order to make a profit from their business case. This helps the children to develop a better understanding of industry and economy.



## Admissions

In accordance with the School Admission Code stated by the Welsh Government, parents are able to express a preference for any school. The School has adopted and follows the Local Authority Admission Procedures. Full details of the Neath Port Talbot admission policy can be found in the Information for Parents Handbook which is available from School and Family Support Team 01639 763600. All requests for admission to our school must be made to the Local Authority. We are always happy to help with any queries and we have access to admission forms should you require any assistance. Additionally, parents may contact the School Admission Team on 01639 763580/ 01639 763730 or [admissions@npt.gov.uk](mailto:admissions@npt.gov.uk)

Our school currently operates a highly sought after Nursery provision. Attendance is on a part-time basis, with either a morning or an afternoon session. Admission to our Nursery is based on whether your child is already three and also whether nursery places are available. Our places are highly sought after; once all of our places are full, names are added to our waiting list and parents are contacted when a place become available.

Children are admitted to full-time education in the September following their fourth birthday. Please note: a place in our full time education is NOT automatic and parents must apply according to the NPT Admissions Policy. Parents are advised to apply for a full time place using the School Admission Form which must be returned to the Local Authority usually in February/March. Reception parents are invited to attend a 'welcome session' with their child as their child begins full time education in the September.

We welcome all families into our happy, friendly school and once a place has been confirmed with the admissions department in NPT, we will make contact in order to allocate a starting date. We look forward to meeting you in our weekly 'First Steps' toddler group which is an ideal opportunity to meet staff and view our school.





## Pupil Voice

Pupil Voice is valued and encouraged at our school. Annually, we elect a School Council which consists of school councillors voted for by the children themselves. We have Year 6 prefects who have responsibility for various roles throughout the school day. Pupil voice also extends to how all of our children feel when talking to members of our school community. They also work hard with teachers and local councillors to inform policies and shape and improve our village and community.

## The Welsh Language

Our pupils are encouraged to use every day Welsh in and around our school. We work hard to develop a strong sense of our Welsh heritage and we actively promote 'Siarth laith' which is a highly coveted accreditation to celebrate the successful implementation of Welsh language and Welsh heritage throughout our school. Our pupils are encouraged to use Welsh to communication outside of formal instruction such as games during playtime and instructions throughout the day. Everyday Welsh is spoken and practised every day in every class throughout the school. The school actively promotes the development of the Welsh language. Every month, we hold a Welsh assembly and 'Siaradwn Da' certificates are awarded to children who have spoken Welsh throughout the school day. A peripatetic Welsh teacher visits the school regularly to support and work alongside our teachers and children. St. David's day is an important part of our heritage and through our curriculum; pupils have the opportunity where appropriate to apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

*"Provision to develop pupils' Welsh language skills is good. For example, there is clear guidance to teachers on the range of sentence patterns to use with pupils and this helps to develop their language skills progressively. There are sufficient opportunities for pupils to develop their awareness of Welsh culture, heritage and the local community. For example, younger pupils study famous people from Port Talbot and pupils in Year 3 visit the Celtic village at St Fagan's as part of their history work."*  
ESTYN, Jan 17





## Local and Global Citizenship

We have a strong whole school community and instil in our children a true sense of 'cynffin', which translates as 'belonging'. We are proud owners of a Big Bocs Bwyd (Big Food Box) which is a 'pay as you can' shop. We stock our Big Bocs Bwyd with food that would otherwise have gone to landfill, food that has a shorter shelf life and other generous donations from within our whole school community. Everyone is welcome to shop with us and pay what they can. Big Bocs Bwyd not only helps to feed families at a price they can afford, we are collectively helping to stop excess waste at landfills across our beautiful country and helping to protect our world for future generations.



*"There are good arrangements to promote positive behaviour and nearly all pupils respond well to these. Pupils benefit from a wide range of external specialist agencies that enhance their education and wellbeing."* ESTYN, Jan 2017

We are proud to have Pupil Ambassadors who liaise with the Children's' Commissioner for Wales in order to develop a broader understanding of global citizenship in our school. As part of their role, our Ambassadors prepare and deliver assemblies to our pupils regarding the Rights of the Child. The pupils are instrumental in organising fundraising opportunities for others less fortunate than themselves. Children involved were invited to the Mayor's Parlour at Port Talbot Civic Centre in recognition of their passion for fundraising.



Our school also continues to be involved in a wide range of other charitable activities including; Save the Children, Cancer Research, Race for life, Comic Relief and Children in Need. We regularly raise money to help many people in need. The Governors thank the children, parents and local community for their huge generosity.



## The Curriculum

### Extra-Curricular Activities

We provide after school clubs to the children including rugby, netball, football and choir. Three peripatetic music teachers deliver music tuition each week. The children have the opportunity to play a variety of string and brass instruments. This has proven to be an enormously popular opportunity and there is currently a waiting list for eager children who wish to learn to play an instrument.

(Availability and timings may vary, depending on staff expertise.)



### Healthy Schools Initiative

Miss Chalke and Miss Hearn are our Healthy School Co-ordinators. Whilst we organise healthy Schools Fortnight in the summer term, we focus on healthy lifestyles throughout the year. We feel it is vital for our pupils to access a wide variety of enhanced sessions delivered by other professionals we employ, including 'Goal getters', 'Mini-ballers', yoga, Forest School and many others we have the opportunity.

Our 'Healthy Schools Working Party' promotes our healthy habits as part of our healthy plan for life. Our children are encouraged to eat sensibly and drink water throughout the day in order to remain hydrated and able to concentrate more readily. Children are encouraged to bring their water bottle and a fruit snack each day. Lunchboxes are encouraged to be healthy with a ban on fizzy, sugary drinks.





## Sporting Achievements

Sport in our school continues to thrive as we continue to provide our children with a full and varied programme of sporting activities. We have Sports Ambassadors in Year 5 and Year 6. We are active members of the Wizards league. Our football, rugby and netball teams have taken part in interschool friendly matches and tournaments organised by outside providers. We also offer football and netball after school clubs. We continue to strive for an inclusive sports curriculum, whereby all pupils enjoy a full range of sporting activities.



The Governors would like to congratulate the many pupils who have taken part in all the sporting and non-sporting activities throughout the year and all the dedicated staff, parents and friends who regularly give their free time to help the pupils and school achieve the many sporting successes.

## Road safety

Each year we take part in the annual Road Safety competition across Neath Port Talbot. We were thrilled to win in 2023 and we remain reigning champions! Da iawn team!





## Other Events

There are many visitors to the school throughout the year, all of whom greatly enrich the pupils learning. Authors James Hook and David Brayley came to visit our junior pupils to share their book, 'Chasing a Rugby Dream', featuring 'Central Primary School' within the storyline!



The Governors are grateful to all of them for giving their time and expertise. The school is especially thankful to all of the support we receive from residents of the village who volunteer their time freely to work with our children. Our Choir sings at the local sheltered accommodation and nursing home. The residents are always very grateful and we value our strong links within our community. Our Choir also enjoys taking part in the annual Christmas Carol concert to support 'Friends of Talbot Memorial Park'.

## Community Partnership

The school has strong links with our Cluster Secondary and Primary Schools. Links with community are also very strong. Some visitors to our school include, The Fire Service, Local Police Liaison Officer, visitors from the Ospreys, Save the Children, The Healthy Schools Coordinator & School nurse, Young Carers support, The Keep Wales Tidy Officer, The Road Safety Department, NSPCC, Gwili Railway, Members from our local church, The Better Reading Programme, Families Connect, Erasmus Plus funding, Neath College, Swansea Metropolitan University and Peace Mala, Our local mosque, The Imam, our local Church – St. Theodores and the Vicar, Father Ben.

*“The school has a good range of worthwhile partnerships that have a positive effect on pupils’ learning and wellbeing. These include partnerships with parents, local primary and secondary schools and the local community.”* ESTYN, January 2017.



## Community Links

We work closely with other agencies to ensure that a wealth of opportunities are offered which enrich our varied curriculum. Here are some members of our whole school community; Father Ben donating money on behalf of St. Theodore's Church and Mr Pugh, sharing his slate model with the children, who were fascinated.



## Friends of Central

We have a pro-active and dedicated group of parents and staff who regularly 'meet to plan various events e.g. discos, costume 'swap-shops', coffee mornings, concerts etc., to help raise much needed money for extra resources for our pupils. The governors are grateful for the work they do, especially in today's financial climate where fund raising is becoming more and more difficult. Our sincere thanks go to the sponsors, staff, pupils and families who offer their support throughout the year.



## **Additional Learning needs (ALN)**

The Additional Learning Needs and Educational Tribunal (Wales) Bill was passed by the National Assembly for Wales on 12th December 2017 and became an act on 24 January 2018 after receiving Royal Assent. This created the legislative framework to improve the planning and delivery of additional learning provision, through a person-centred approach to identifying needs early, putting in place effective support and monitoring, and adapting interventions to ensure they deliver the desired outcomes.

### **What does The ALN Act mean?**

- ALN stands for 'Additional Learning Needs' and replaces the terms 'special educational needs (SEN)'.
- The Act supports children and young people aged between 0 to 25 years who have ALN.
- The Act creates an Individual Development Plan (IDP) for children who need one.
- The Act promotes 'Pupil Voice' as part of the planning process, along with those of their parents/carers. At Central Primary, we value listening and responding to the needs of our children and families.
- An IDP sets out how the child can achieve their full potential.
- Revision of an IDP should be much simpler than is currently the case with previous 'statements of SEN'.
- We value positive collaboration and information sharing between agencies. This helps to make sure the child's specific needs are identified early and the right support is put in place to help them meet their targets.
- We value early disagreement resolution by working closely with all involved in supporting the child and their family.
- Where disagreements about the contents of an IDP cannot be resolved at the local level, the Act ensures that children entitled to an IDP and their families have a right of appeal to a tribunal.
- The ALN Code sets out clear and legally enforceable parameters which local authorities and other organisations responsible for supporting the child with ALN, must act within.
- The Act requires that services must consider whether a child needs additional learning provision in Welsh. If they do, this must be documented in the IDP and 'all reasonable steps' must be taken to secure the provision in Welsh.

As always, all pupils identified as having special educational needs are fully integrated within the school. Those requiring additional support have daily support from our



skilled Teaching Assistants, according to their level of need. As usual, there continues to be good liaison between Central Primary School, the cluster primary schools and feeder Comprehensive Schools.

As a caring school committed to inclusion and equality, we recognise the uniqueness of each individual and we welcome children with disabilities. Every effort is made to provide the necessary resources to help any disabled pupil access the curriculum as fully as possible. The school co-operates with other professionals in seeking each child's full entitlement e.g. physiotherapist, speech therapist, visual impairment personnel, hearing impairment personnel etc.

*"The school identifies pupils who require additional support promptly and as a result, vulnerable pupils with emotional, physical and educational needs often make good progress."* ESTYN, Jan 2017

## Toucan Time



At Central Primary, we are fully inclusive and we try our very best to cater for every child's individual needs. Our Toucan Time sessions are run daily by our team of trained teaching assistants across each site and pupils attend, depending on their highly specific ALN (Additional Learning Needs). Sessions of Toucan Time aim to cater for pupils facing a wide range of challenges including sensory processing difficulties, social and communicational difficulties and ASD etc. Pupils' ALN targets on their Individual Development Plans (IDPs) are addressed through bespoke activities during our Toucan Time sessions. Feedback from pupils, parents and staff remains highly positive and we are passionate about further developing Toucan Time provision at our school.





## Attendance and Punctuality

Attendance and punctuality is rigorously monitored, with parents being reminded in weekly newsletters about importance of contacting the school on their child's first day of absence. We operate a First Day and Third Day Response system. If no message has been received, a phone call and/or text message is sent to which parents are expected to respond. Letters are sent out to parents detailing any concerns and consequent procedures.

Attendance posters are displayed around the school reminding parents and carers of the importance of regular attendance.

Personalised colour coded individual pupil attendance percentages are sent to parents regularly with a reminder of how important regular attendance and punctuality is. A breakdown of the consequences of poor attendance is also included. This is helpful to keep parents and carers fully informed. We offer support regarding attendance to any family should they require it.

Pupil attendance for the last year stood at 94% against our target of 95%. This year we aim to at least hit 95%. Please remember that holidays should **not** be taken within term time and will be classed as unauthorised.

Fixed Term Penalty Notices are issued to families who are persistently late or non-attendees in relation to the policy.

An Education Welfare Officer visits the Head Teacher on a regular basis and will visit families who require support and encouragement regarding attendance and punctuality.

## Charging and Remissions

We operate a Charging and Remissions policy which is available on request. Although no charge is made for most school time activities, parents/carers are invited to make voluntary contributions towards the cost of educational visits which form part of the provision of a broad and balanced curriculum. We strive to keep visit costs as affordable as possible and subsidise whenever possible through regular fund raising. In the event of parents/carers being unable to make a voluntary contribution, the child will not be excluded from such activities. However, visits and activities may be



cancelled for the entire group/class if there are insufficient funds to cover the costs. Please speak to our Head Teacher, Mrs Hopkins if you have any concerns regarding costs. Your concerns will be treated in confidence.

## Complaints

Should any parent/carer have any concerns or complaints relating to any matter concerning the school, they are encouraged to arrange an appointment with Mrs Hopkins, the Head Teacher who will deal sensitively with all matters. A Complaints Policy is available on request and is also available on our website.

## Equal Opportunities and Strategic Equality Plan

At Central Primary School, we recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. A copy is available from the office upon request.





## **Safeguarding, Child Protection and 'Children Looked After' (CLA)**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. It is the responsibility of the Head Teacher to ensure that all Child Protection procedures are followed correctly and that all staff are trained appropriately to the required standard. A Child Protection policy is available from the office upon request.

The Designated Child Protection Officer is Mrs Hopkins. The Deputy Designated Child Protection Officer is Mrs James. The Designated Child Protection Governor is Mrs Amos. Should you have any concerns or information you wish to share, please contact any member of staff. All cases will be dealt professionally with efficiency and discretion.

Mrs Hopkins, Head Teacher is the member of staff designated as having responsibility for promoting the educational achievement of Children looked After (CLA). Our CLA governor is Mrs S Evans. Should you wish to speak to Mrs Hopkins about any queries regarding CLA provision, she may be contacted at 01639 882866.





## Actual number of sessions for pupils on roll and leavers of compulsory school age only.

Age	Date of Birth	Sessions Possible			Present/Approved Educational Activity			Authorised absences			Unauthorised absences			Partial and forced school closure (code Y)			Untimetabled sessions for non-compulsory school-aged pupils (code X)		
		M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
11 or over	31/8/11 or earlier	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	1/9/11 - 31/8/12	3416	3840	7256	3048	3538	6586	127	153	280	241	149	390	0	0	0	0	0	0
9	1/9/12 - 31/8/13	3660	3172	6832	3246	2841	6087	128	163	291	286	168	454	0	0	0	0	0	0
8	1/9/13 - 31/8/14	3576	3538	7114	3226	3294	6520	105	151	256	245	93	338	0	0	0	0	0	0
7	1/9/14 - 31/8/15	3972	3014	6986	3526	2715	6241	167	145	312	279	154	433	0	0	0	0	0	0
6	1/9/15 - 31/8/16	2806	3172	5978	2431	2915	5346	156	98	254	219	159	378	0	0	0	0	0	0
5	1/9/16 - 31/8/17	4514	2562	7076	3902	2279	6181	252	128	380	360	155	515	0	0	0	0	0	0
Total of all pupils		21944	19298	41242	19379	17582	36961	935	838	1773	1630	878	2508	0	0	0	0	0	0



**Attendance percentage of possible sessions for pupils on roll and leavers of compulsory school age only.**

Age	Date of Birth	Present/Approved Educational Activity			Authorised absences			Unauthorised absences		
		M	F	Total	M	F	Total	M	F	Total
11 or over	31/8/11 or earlier	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
10	1/9/11 - 31/8/12	89.8	92.3	91.1	5.1	5.0	5.1	5.1	2.7	3.9
9	1/9/12 - 31/8/13	89.8	90.0	89.9	4.9	6.4	5.6	5.2	3.6	4.5
8	1/9/13 - 31/8/14	89.7	92.5	91.1	5.7	4.8	5.2	4.6	2.8	3.7
7	1/9/14 - 31/8/15	89.4	90.3	89.8	6.7	6.0	6.4	3.9	3.7	3.8
6	1/9/15 - 31/8/16	87.9	89.9	89.0	7.6	6.1	6.8	4.5	4.0	4.2
5	1/9/16 - 31/8/17	85.4	89.7	87.0	7.8	6.5	7.3	6.8	3.8	5.7
Total of all pupils		88.6	90.9	89.7	6.3	5.7	6.0	5.1	3.4	4.3





## Neath Port Talbot Term Dates

## 2023 - 2024 Academic Year

Period	Dates
Autumn Term 1	Friday, 1 September to Friday, 27 October
Autumn Half Term	Monday, 30 October to Friday, 3 November
Autumn Term 2	Monday, 6 November to Friday, 22 December
Christmas Holiday	Monday, 25 December to Friday, 5 January
Spring Term 1	Monday, 8 January to Friday, 9 February
Spring Half Term	Monday, 12 February to Friday, 16 February
Spring Term 2	Monday, 19 February to Friday, 22 March
Easter Holiday	Monday, 25 March to Friday, 5 April
Summer Term 1	Monday, 8 April to Friday, 24 May
Summer Half Term	Monday, 27 May to Friday, 31 May
Summer Term 2	Monday, 3 June to Friday, 19 July

Schools will be closed to pupils for INSET/Staff Preparation on up to six days between Friday, 1 September 2023 and Friday, 19 July 2024. These are confirmed with our families via our Texting service and Class Dojo.





## School Comparative/Validation 2019 (PRE-COVID)

### (End of Foundation Phase Outcomes - Pupils)

		N	D	W	Z	S	G	1	2	3	4	5	6	A
<b>Personal and social development, well-being and cultural diversity</b>	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.9	14.8	79.6	3.7	0.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	1.7	0.0	3.4	17.2	55.2	22.4	0.0

<b>Language, literacy and communication skills (in Welsh)</b>	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

<b>Language, literacy and communication skills (in English)</b>	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.9	16.7	59.3	22.2	0.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	1.7	0.0	3.4	13.8	55.2	25.9	0.0

<b>Mathematical development</b>	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.9	22.2	61.1	14.8	0.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	1.7	0.0	3.4	10.3	58.6	25.9	0.0

FPI \*\*

2019	70.4
2018	77.6

Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

W: Working towards Foundation Phase Outcomes.

A: Performance Above Foundation Phase Outcome 6.

- : Not exactly zero, but less than 0.05

\*\* : Achieved the expected outcome in each of "Language, literacy and communication skills (in Welsh)" or "Language, literacy and communication skills (in English)", "Mathematical development" and "Personal and social development, well-being and cultural diversity" in combination.



(Table 2 of 2 - PUPIL NUMBERS)

**Neath Port Talbot Central Primary School (PRE-COVID)**

	N	D	W	Z	S	G	1	2	3	4	5	6	A
<b>Personal and social development, well-being and cultural diversity</b>	0	0	0	0	0	0	0	0	1	8	43	2	0

<b>Language, literacy and communication skills (in Welsh)</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
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<b>Language, literacy and communication skills (in English)</b>	0	0	0	0	0	0	0	0	1	9	32	12	0
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<b>Mathematical development</b>	0	0	0	0	0	0	0	0	1	12	33	8	0
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FPI \*\*

School	38
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Cohort = 54

**Notes**

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

W: Working towards Foundation Phase Outcomes.

A: Performance Above Foundation Phase Outcome 6.





## School Comparative/Validation 2019 (KS2 - Pupils) (PRE-COVID)

Central Primary School

		N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	4+
<b>English</b>	2019	0.0	0.0	0.0	0.0	0.0	0.0	1.8	14.3	44.6	33.9	5.4	83.9
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	22.0	54.2	23.7	0.0	78.0
Oracy	2019	0.0	0.0	0.0	0.0	0.0	0.0	1.8	10.7	48.2	35.7	3.6	87.5
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	18.6	49.2	32.2	0.0	81.4
Reading	2019	0.0	0.0	0.0	0.0	0.0	0.0	1.8	10.7	39.3	37.5	10.7	87.5
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	27.1	49.2	23.7	0.0	72.9
Writing	2019	0.0	0.0	0.0	0.0	0.0	0.0	1.8	21.4	46.4	23.2	7.1	76.8
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	27.1	59.3	11.9	1.7	72.9
<b>Mathematics</b>	2019	0.0	0.0	0.0	0.0	0.0	0.0	1.8	14.3	39.3	28.6	16.1	83.9
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	18.6	50.8	30.5	0.0	81.4
<b>Science</b>	2019	0.0	0.0	0.0	0.0	0.0	0.0	1.8	7.1	50.0	35.7	5.4	91.1
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	20.3	59.3	20.3	0.0	79.7
<b>Welsh Second Language</b>	2019	0.0	0.0	0.0	0.0	0.0	0.0	1.8	21.4	41.1	32.1	3.6	76.8
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	23.7	50.8	25.4	0.0	76.3

Core Subject Indicator \*\*

2019	82.1
2018	74.6

**Notes**

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

NCO1 : National Curriculum Outcome 1

NCO2 : National Curriculum Outcome 2

NCO3 : National Curriculum Outcome 3

(NB NCO1, NCO2 & NCO3 have replaced Level W in previous years)

- : Not exactly zero, but less than 0.05

\* : Cohort is less than five or cannot be given for reasons of confidentiality

\*\* : Achieved the expected level in each of Welsh First Language or English, Mathematics and Science in combination.



(Table 2 of 2 - PUPIL NUMBERS)

**Neath Port Talbot**

Central Primary School **(PRE-COVID)**

	N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	Cohort
<b>English</b>	0	0	0	0	0	0	1	8	25	19	3	56
Oracy	0	0	0	0	0	0	1	6	27	20	2	56
Reading	0	0	0	0	0	0	1	6	22	21	6	56
Writing	0	0	0	0	0	0	1	12	26	13	4	56

<b>Mathematics</b>	0	0	0	0	0	0	1	8	22	16	9	56
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<b>Science</b>	0	0	0	0	0	0	1	4	28	20	3	56
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<b>Welsh Second Language</b>	0	0	0	0	0	0	1	12	23	18	2	56
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Core Subject Indicator \*\*

2019	46
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Cohort = 56

**Notes**

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

NCO1 : National Curriculum Outcome 1

NCO2 : National Curriculum Outcome 2

NCO3 : National Curriculum Outcome 3

(NB NCO1, NCO2 & NCO3 have replaced Level W in previous years)



## ***Acknowledgements:***

The Governing Body wishes to thank pupils, staff and the community who all play a huge role in helping the school achieve its goals. Our school continues to grow from strength to strength and when we all work 'hand in hand' together, every learner is supported and encouraged to believe in themselves and achieve their goals successfully.

### **A Child Learns What They Live**

If a child lives with criticism,  
he learns to condemn.

If a child lives with hostility,  
he learns to fight.

If a child lives with ridicule,  
he learns to be shy.

If a child lives with shame,  
he learns to feel guilty.

If a child lives with tolerance,  
he learns to be patient.

If a child lives with encouragement,  
he learns confidence.

If a child lives with praise,  
he learns to appreciate.

If a child lives with fairness,  
he learns justice.

If a child lives with security,  
he learns to have faith.

If a child lives with approval,  
he learns to like himself.

If a child lives with acceptance, and friendship,  
he learns to find love in the world.

**Author Unknown**