

Griffithstown Primary School

INSPIRE CHALLENGE ACHIEVE



YSBRYDOLI HERIO CYFLAWNI

PROSPECTUS 2016 / 17

Ysgol Gynradd Griffithstown Griffithstown Primary School

INSPIRE CHALLENGE ACHIEVE



Head: Mr N Blackburn

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Dear Parents/Carers/Guardians

Welcome to Griffithstown Primary School. We are delighted that you chose this school for your child. We are confident that their time here will be happy and rewarding.

The prospectus provides a range of information about the school organisation, the school curriculum, extra curricular activities and other details which you will find useful.

Our mission statement is 'Inspire, Challenge, Achieve'. I recognise the tremendous opportunity we have to work in partnership to ensure that your child reaches their full potential and develops a love of learning that continues as a lifelong skill.

Communicating with parents, carers or guardians is a key priority. Newsletters, reports, open days, consultations, visits, special events and an 'open door' policy all support the development of a healthy and productive home-school partnership.

I look forward to meeting with you on many occasions in the future and wish you to know that parents, carers or guardians are invited to contact school about any issues of concern at any time.

Yours sincerely,

Mr N Blackburn
Head Teacher

Griffithstown Primary School



Mission Statement

Inspire, Challenge, Achieve

Vision

At Griffithstown Primary School, excellent teaching ensures that all learning is inspirational and challenging. We are a happy, safe and nurturing school, with excellent behaviour, attendance and punctuality. The opinions of children, parents, staff, governors, the community and other organisations are listened to and acted on in all aspects of school evaluation and improvement. Children develop and apply excellent literacy and numeracy skills across the whole curriculum; we are adaptable lifelong learners. Pupils make healthy choices and have active bodies and minds. Griffithstown Primary School is committed to equality and inclusion, and no one is disadvantaged by social or economic factors. Griffithstown Primary embraces the Welsh language and the heritage of Wales. We understand the diversity of modern Wales and our place in the wider world. Pupils understand the environmental challenges and are prepared for the technological opportunities of the 21st century.

Aims

We will:

1. Set aspirational targets and celebrate achievements through self review in partnership with children, staff and parents, governors and the wider community.
2. Plan schemes of work that are challenging and linked to statutory orders, including the Literacy and Numeracy Framework (LNF)
3. Ensure meaningful opportunities to develop our knowledge and understanding of Welsh language, Welsh culture and diversity in our modern country.
4. Ensure that school prepares children for the 21st century: developing ICT skills, environmental awareness, and promoting a commitment to health / well being in all aspects of life
5. Develop spiritual awareness, mutual respect, and promote inclusion and equal opportunities through the Strategic Equality Plan (SEP)
6. Work enthusiastically with other schools, service providers, outside agencies and all other bodies and organisations to deliver excellent standards of achievement, behaviour, attendance and punctuality
7. Develop the professional skills and leadership qualities of all staff through a programme of continuous professional development.

Staff

Leadership Team

Headteacher: Mr N Blackburn

Deputy Head: Mrs C Pugh

Leader for Inclusion: Mrs S Hawksworth

Key Stage 2 Leader: Mrs K Witherall

Foundation Phase Leader: Mrs P Linton

Teachers

Miss C Kembrey	Ms A McGhee
Mr Blackmore	Mrs D Hall
Mr Pembrey	Mrs C Cox
Miss Coughlin	Mrs L Jordan Richardson
Mrs K Taylor	Miss N Harry
Mr G Lockwood	Mrs J Crane-Brown

HLTAs

Mrs S Mee	Miss K Tew
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Teaching Assistants

Mrs R Lee	Mrs C Morgan
Miss S Long	Mrs C Howells
Mrs C Harris	Mrs J Morgan
Mrs S Aubrey	Mrs A Cleere
Miss D Sinagoca	Miss N Roche
Miss S Smith	Mrs B Barrett
Mrs J Probert	Mrs A Instone
Mrs M Besnier	Mrs C Lewis
Miss R Williams	Mrs S Owen
Ms E Combstock	Mrs H Wright

School Support Staff

Mrs L James	Mrs K Parker
Miss N Roche	

Caretaker

Mr L Burroughs

Senior Midday Supervisors

Mrs D Bell	Mrs A Hughes
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Midday Supervisors

Mrs J Combstock	Mrs M Holder
Mrs T Murphy	Mrs E Shepherd
Mrs S Owen	Mrs S Davies
Mrs P Court	Mrs C Davies
Mrs G Frampton	Mrs J Mortlock
Mrs E Ashcroft	

GOVERNING BODY

The Governing Body has responsibility for the oversight of the running of the whole school. The Governing Body meets regularly and has a number of sub-committees dealing with finance, premises, the curriculum, appointments and discipline. An Annual Report is sent to all parents, carers, or guardians during each academic year. Governors serve for a term of 4 years. Parent Governors are your representatives. They are elected by the parents, carers, or guardians through a ballot.

Chair of Governors / Link Governor for Training: Mr A Peplow

Deputy Chair: Mr P Davies

Additional Educational Needs Governor: Mr P Davies

Health and Safety Governor: Mr K Parker

Torfaen Association of School Governors: Cllr D Yeowell

Child Protection/Safeguarding/Looked After Child (LAC) Governor: Mr G Everson

<u>Community Governor Appointed By Pontypool CC</u>
Cllr Norma Parrish
<u>Community Governors</u>
Mr Paul Davies
Mr Gareth Everson
Mr Allan Peplow
<u>Headteacher</u>
Mr Nicholas Blackburn
<u>LA Appointed</u>
Mrs Ruth Tucker
Mr Kevin Parker
Cllr David Yeowell
<u>Parent Governors</u>
Mrs Paula Harris
Mrs Leanne Powell
Mrs B Barne
Mrs C Williams
<u>Staff Representative</u>
Mrs M Besnier
<u>Teacher Representative</u>
Mr G Lockwood
<u>Clerk to Governors</u>
Mr J Kent

ADMISSION AND TRANSFER

The school offers part-time, (full-time in exceptional circumstances) education for pupils of 3 - 4 years in our Nursery. If space is available Nursery places are offered in January and April.

Full time education is offered from 4 - 11 years, at which stage transfer is made to secondary education. Griffithstown Primary School is part of the West Mon Comprehensive School cluster.

All applications for school entry should be made to Torfaen Local Authority.

THE SCHOOL DAY

The school is open for 190 days per year and teachers attend on five other occasions for staff development (INSET).

Session Times for Nursery

AM session: 9.10am – 11.40pm

PM session: 1.00pm – 3.30pm

Session Times for Foundation Phase (Infants)

8.50 - Teacher on duty (as play timetable)

8.50 – Teachers in their rooms

9.00 – 9.10 Registration

*9.10 – 9.30 Assembly

9.30 – 10.45 Teaching time

10.45 – 11.00 Play

11.00 – 12.00 Teaching time

12.00 – 1.00 Lunch

1.00 – 3.20 Teaching time

Session Times for Key Stage 2 (Juniors)

8.50 - Teacher on duty (as play timetable)

8.50 – Teachers in their rooms

9.00 – 9.10 Registration

*9.10 – 9.30 Assembly

9.30 – 10.30 Teaching time

10.30 – 10.45 Play

10.45 – 12.20 Teaching time

12.20 – 1.15 Lunch

1.15 – 3.30 Teaching time

*Friday Celebration Assembly: 1.30 – 2.00

Teachers are on duty 10 minutes before the start of the day and pupils should not arrive more than 10 minutes before the start of the school day unless attending Breakfast Club. They are monitored on the appropriate playground areas until directed to their classrooms in time for registration at 9.00am. Parents, carers, or guardians must leave their children at the school doors (not including pupils with known needs or requirements).

Nursery children should enter school via their designated entrance at 9.10am
Any messages for teachers should be left with the teacher on duty or at the main office.

Pupils are supervised during breaks by staff and at lunchtime by nine midday supervisors.

LATENESS AND ABSENCE

A register is taken at the beginning of each morning and afternoon. Pupils arriving after 9.00am will be marked as late and parents, carers or guardians must sign the late book in the office. Likewise, Nursery pupils arriving after 9.10am or 1.00pm will be marked as late and parents, carers or guardians must sign the late book in the office.

Please notify the school by telephone on the first day of absence or in writing if your child is absent from school, as there are some absences which may be authorised.

As far as possible, please arrange for all routine appointments to be taken outside school hours. If you must have a day time appointment, please ensure your child is present for morning and afternoon registration.

Unauthorised absences will be pursued by the school and the Education Welfare Officer.

Holiday absence will be unauthorised unless there is strong evidence to show there are exceptional circumstances. Parents and carers are strongly discouraged from taking children away from school during term time.

Percentage attendance	Equivalence in missed school time	Rating
100%	0 weeks of learning	Best chance of success – Exceptional!
95%	1 week 4 days of learning	Good chance of success - Well done!
*90%	3 weeks 4 days of learning	Reasonable attendance – But you're on my radar
85%	5 weeks 3 days of learning	Poor attendance – I'm worried
80%	7 weeks 3 days of learning	Very poor attendance – I'm concerned.
75%	9 weeks 1 day of learning	Extremely poor attendance – I'm seriously concerned.

*The attendance of all children below 90% is discussed with the Education Welfare Officer (EWO) each month. Parents are invited to formal meetings with the Head, EWO and link Governor when attendance goes below 80% or there are additional concerns, e.g. lateness.

ARRIVING/LEAVING SCHOOL

It is the parents, carers, or guardians responsibility to ensure that pupils arrive safely in school and are collected from school.

All doors, other than the main school door will be locked at 9.00am to ensure school security. No admittance will be allowed through these doors after this time.

At the end of the day, pupils are dismissed from the infant classroom/junior doors respectively.

Parents, carers, or guardians who deliver or collect their children from school by car should be reminded that to ensure the Health and Safety of all pupils it is essential that they **do not enter the car park** to drop children off or collect at the end of the day.

Gates will be closed both at the beginning and end of the school day. Parents, carers, or guardians are also asked to ensure that they park appropriately outside school and are mindful of pedestrians and residents.

Parents, carers, or guardians are encouraged to walk their children to school whenever possible.

LUNCHTIME

School lunches are available each day at:

Infant meal: £2.10

Junior meal: £2.20

We offer a range of hot food, jacket potatoes, salad bar and baguettes/wraps.

Please send the correct money in an envelope with the child's name and class on the outside on a daily basis. **We regret there is no facility to receive cheques.**

If you do not wish your child to purchase a school meal, he/she may bring a packed lunch. We would encourage parents, carers, or guardians to support Healthy Eating by ensuring lunch box contents are healthy containing a balanced meal with fruit and vegetables. Fizzy drinks are **not** permitted and we would request you avoid chocolate bars and foods containing colourings.

FREE SCHOOL MEALS

Parents, carers, or guardians in receipt of Income Support may apply for Free School Meals. Application should be made in advance of a child starting school. We would encourage all parents, carers, or guardians who are eligible to apply, even if they intend their child to bring in a packed lunch from home. Often schools receive additional funding based on numbers of Free School Meal Pupils. ***Please apply if you are eligible, even if you do not want to use the option.***

BREAK-TIME SNACK

Children in Reception and Years One and Two need to bring in £1.50 per week for their healthy snack which is given at break-time each day. Please give this to your child every Monday. We need as many parents to pay as possible so no child will ever be left out.

Junior pupils can buy fruit tuck Monday to Friday at a cost of 30p per item. Sweets, chocolates, crisps etc. are **not** permitted at break.

LABELLING CLOTHES

Clothes **must** be labelled with your child's name. Names are what we look for when ever any item goes missing and without it, clothes are difficult to recover. Every time you wash an item the biro will fade, so please check and rewrite as necessary.

WATER IN SCHOOL

It is recommended that children drink at least two pints of still water a day. Research shows that dehydration is common amongst children and it impacts on their attention span, mood and health. Children must only bring sports' bottles because they have a pull up/push down top and the water will not spill if it is knocked over. Fresh drinking water is available throughout the school. **ONLY STILL WATER** is permitted: no fizz, flavouring or colouring. Children who do not like still water are not permitted to bring anything else. It is still water that medics recommend. It is not acceptable for children to share bottles. Bottles must be labelled with children's full names, with a label that will not come off.

DESIGNED TO SMILE PROGRAMME

All children in the Foundation Phase brush their teeth in school 1 x per day. This is part of the '**Designed to Smile**' Programme. We have achieved 'Gold Award' recognition for participating in the programme for over three years. Fluoride applications are also done periodically with parental consent.

MILK

The Welsh Assembly provides free milk for all pupils in Foundation Phase. If any pupil has a milk allergy parents, carers, or guardians must inform the school.

LITTER

Griffithstown Primary School endeavours to be litter-free school. All pupils are taught to care for our school premises and use waste bins. This may, for example, form part of Personal and Social Education, Science or morning assemblies. Pupils have a collective responsibility to maintain an orderly site.

THE CURRICULUM

We were re-inspected by Estyn in June 2015. Full copies of the report are available from:

- School office: 01495 759679
- School website: www.griffithstown-primary.co.uk
- Estyn website: www.estyn.org.uk

FOUNDATION PHASE (FP)

Foundation Phase is for children aged three to seven.

Learning and teaching in Foundation Phase is centred on creative and practical experiences relevant to children's developmental stages.

The Foundation Phase has seven 'Areas of Learning' which are:

Core Areas of Learning:

1. Personal and social development, well-being cultural diversity
2. Language, literacy and communication skills
3. Mathematical development
4. Physical development

Other Areas of Learning:

5. Welsh Language Development
6. Knowledge and understanding of the world
7. Creative development

The 'Core' Areas of Learning are those which we must report to Welsh Assembly and which are used to rate the performance of the school.

KEY STAGE 2 (KS2)

Key Stage 2 is for children aged seven to eleven.

Core Subjects:

- English
- Mathematics
- Science

Foundation (Other) Subjects:

- Information Technology
- Design Technology
- History
- Geography
- Music
- Art
- P.E.
- Welsh
- R.E.

The 'Core' subjects are those which we must report to Welsh Assembly and which are used to rate the performance of the school.

Children develop and apply ICT skills and 'Thinking' skills in all areas of the curriculum.

LITERACY NUMERACY FRAMEWORK (LNF)

Since September 2013, when the Framework was introduced, all lessons must have a basis in Literacy or Numeracy (use of English or Maths in a real or applied context) All pupils follow this Framework.

National tests for Year 2 to Year 6 are carried out in the summer term in reading, mathematical reasoning and mathematical procedures.

PSE CURRICULUM

In addition to the other subjects taught we place a significant emphasis on developing excellent personal and social skills. As a school we use the SEAL initiative (Social and Emotional Aspects of Learning) to underpin our teaching of PSE.

SEAL promotes the development of a school community that lives and learns in harmony, with respect and tolerance.

P.E.

All pupils have at least 2 lessons per week.

In Foundation Phase this includes gymnastics, dance and games.

In KS2 swimming and athletics are added to the curriculum.

Opportunities to extend Physical Education are presented through extra curricular activities, including football, rugby and netball.

WELSH

Welsh is taught throughout school as a second language. We follow progressive schemes of work and all pupils and adults are encouraged to use incidental language. The school is moving towards bilingualism by encouraging pupils to use a range of Welsh phrases incidentally. Staff attend in-service training to develop and improve their level of expertise. Cwricwlwm Cymraeg promotes Welsh Heritage and Culture, and underpins many curriculum areas. We encourage pupils to identify strongly with their Welsh background.

RELIGIOUS EDUCATION

Religious Education is a compulsory subject under the 1988 Education Reform Act. Through these lessons we aim to equip the child with a set of moral values and attitudes gained from the study of Christianity, other world faiths and moral issues. Daily assemblies are held which are Christian in emphasis. Pupils efforts are frequently recognised on these occasions and these assemblies form an important part of the school day. Parents are entitled to formally request that their child is withdrawn from assemblies e.g. on religious grounds.

SEX EDUCATION

Sex education forms a natural part of Science and Health Education. We treat this subject sensitively through these subjects. The maturity of the pupils is always taken into consideration. The physiological and psychological aspects of puberty will be addressed in Year 6. Parents, carers, or guardians will be informed beforehand and retain the right to withdraw their child from these lessons. Often the school nurse will deliver these lessons.

ADDITIONAL LEARNING NEEDS

Pupils who have additional learning needs, (learning difficulties, physical needs, sensory impairment, or very able), are identified in a variety of ways i.e. through the parents, carers, guardians, class teacher, external agencies.

Our school policy adheres to the recommendations laid out in the special needs 'Code of Practice'. Pupils' needs are identified by the class teacher and the Leader for Inclusion. Action Plans are developed for the pupil and reviewed termly. Parents, carers, or guardians are consulted and asked for their views at all stages. If necessary, the school may involve other outside agencies such as the Educational Psychological Service, Occupational Therapist, Speech Therapist, Audiometrician and Physiotherapist.

SCHOOL COUNCIL

Pupil views and opinions are sought through the use of a School Council. Representatives from a range of classes across the school are able to attend regular meetings where they are able to contribute to the formulation of school policies and help support whole school decision making.

RECORDING AND REPORTING PROGRESS

In Nursery, 'Baseline' assessments are carried out within the first 6 weeks of entry and information is reported to parents, carers, or guardians and shared with appropriate staff within school. Reception to Year 6 children are assessed using 'teacher assessment'. Teacher assessment is supported by children's books and test

data. This is an on-going process which helps teachers and pupils to identify 'next step' targets which can 'plug' the gaps in a child's knowledge:

TARGET SETTING TO IMPROVE PERFORMANCE

Schools must publish targets relating to school improvement. These are decided by the staff and Governors and form part of our School Development Plan. Teachers will use their knowledge of children and information from school and national tests to set appropriate targets for pupils. Teachers will discuss their expectations with parents, carers, or guardians. We aim to introduce a level of challenge for all pupils.

What do the targets mean?

Children are assessed in a variety of other ways and at the end of the year. Using all relevant information teachers will indicate the level of performance a child has reached. This will be reported to parents, carers, or guardians at the end of each Key Stage:

- At the end of Year 2, a typical 7 year old will reach Foundation Phase Outcome 5 (equivalent to Level 2). However, a significant number of pupils will achieve Foundation Phase Outcome 6 (equivalent to Level 3) which is 'above expected'.
- At the end of Year 6, a typical 11 year old will reach Level 4. However, a significant number of pupils will achieve Level 5 which is 'above expected'.

Many factors can influence how a child performs such as attendance, behaviour and level of parental support and it is important for you to support the school's policies in these areas in order to help us enable your child to fulfil their maximum potential.

HOME LEARNING

Home learning activities are set for children. Parents, carers, or guardians can help greatly by assisting in the learning of spellings and revising multiplication tables. In addition we would encourage parents, carers, or guardians to spend time each evening reading and sharing books with their children. Books are brought home for this purpose. There will also be times when teachers require work to be completed at home. Many home learning tasks reinforce and extend class activities and are important to your child's progress. The home learning policy gives precise details of tasks, times, marking, monitoring and how parents, carers, or guardians can support their children. For children who take holidays in school time, work may be requested.

SCHOOL UNIFORM

The wearing of uniform:

- gives pupils a sense of identity
- gives status to the school
- encourages pupils to dress neatly and wear suitable clothing

It is regarded by most parents, carers, or guardians as sensible and practical.

All items **MUST** be labelled and checked regularly because ink fades in the washing machine.

Girls' Uniform

- Grey pinafore, skirt, trousers, culottes
- Blue and white gingham dress
- White or pale blue polo shirt
- Navy sweat shirt or navy cardigan
- Black shoes or black trainers

Girls' PE Kit

- White or pale blue T-shirt
- Navy or black shorts
- Plain navy or black joggers, or plain navy or black track suit
- Black daps or plain white plimsolls

Boys' Uniform

- Grey trousers or shorts
- White or pale blue polo shirt
- Navy sweat shirt or navy cardigan
- Black shoes or black trainers

Boys' PE Kit

- White or pale blue T-shirt
- Navy or black shorts
- Plain navy or black joggers, or plain navy or black track suit
- Black daps or plain white plimsolls

JEWELLERY

The wearing of jewellery is **not** permitted in school for safety reasons. Earrings in the form of small plain studs are allowed. Watches are also permitted. Please note all jewellery must be removed for P.E. lessons. Therefore we would ask that children **do not** wear earrings on P.E. days. No other body piercing is permitted.

HAIR STYLES / MAKE-UP

Pupils are expected to have a sensible hairstyle. No makeup is to be worn in school. We would appreciate it if parents, carers, or guardians only allowed children to have creative haircuts during long holiday periods so that by school time, these designs have grown out.

TELEPHONES

Pupils are not allowed mobile telephones whilst at school, unless they are deposited in the office at the start of the school day, and collected at home time.

NON SMOKING ZONE

The entire school grounds are a designated no smoking zone, in addition it is now illegal for any person to smoke inside the school building. We would welcome your support in ensuring that the entire site remains smoke free.

DOGS

Dogs are not permitted at all on the school grounds. It is now **an offence** to bring a dog onto school premises.

ORGANISATION OF SCHOOL

All year groups are taught in open plan 'plazas'. And each plaza can accommodate in excess of 60 pupils. This enables both teachers to share their expertise and organise the area without duplication to maximise space.

Nevertheless children are recorded on registers/placed in classes of appropriate size.

- In Foundation Phase the statutory class size is 30 pupils.
- In Key Stage 2 the class size of 30 is 'recommended' but we will always try to keep classes no larger than this according to age. However, there are occasions when we have to organise mixed age classes due to the number of pupils.

All teachers are able to arrange teaching groups within their class, so that they can develop the full potential of your child.

EXTRA CURRICULAR ACTIVITIES

A wide range of extra curricular activities are available during and out of school hours, including: Netball, Football, Rugby, Digital Leaders, Safe Cycling, Folk Dancing and Choir. We have a committed group of children who are representatives on the School Council, and Criw Cymraeg. We offer a range of 'paid' extra curricular activities led by an external provider including street surfing, fencing and archery.

BREAKFAST CLUB

Free Breakfast Club every weekday from 8.20am. The last serving is at 8.45am. The purpose of this club is to ensure that children eat a good meal at the start of the day. Therefore the children who attend must eat breakfast.

AFTER SCHOOL CLUB

After School Club: every day from 3.30pm – 5.30pm

For details contact Natalie Roache: **07814310016**

Cost: £3.50 per hour

ANNUAL EVENTS

All pupils have the opportunity to participate in performances/activities throughout the year, including concerts, eisteddfods, sports' day etc. We invite theatre groups, visiting musicians and speakers throughout the year.

RACE EQUALITY

The school is committed to race equality and promoting positive approaches to difference and fostering respect for others. The school is opposed to all forms of prejudice and discrimination. Language or behaviour that is racist or potentially damaging to any ethnic or racial group will not be tolerated and will be challenged.

EQUALITY AND DIVERSITY

The school has a detailed and regularly monitored Strategic Equality Plan (SEP). Our school policies are built on the need to ensure equal opportunities for all and to eliminate discrimination of all kinds. Every child in the school, regardless of race, language, gender, orientation or ability will be equally valued and have access to educational opportunities that are both diverse and of assured quality. Our pupils are encouraged to have a positive cultural identity. We explicitly celebrate our country's diverse culture and the school actively promotes positive attitudes to the linguistic and cultural nature of bilingual Wales. As a school we support and promote diversity and promote good relations between all people.

PUPILS WITH DISABILITIES

The school is aware of its obligations under the Equality Act 2010 to ensure that pupils with disabilities are treated equitably. The school is committed to eliminating the discrimination faced by disabled people and promote equality of opportunity. Disability is defined as a person with a physical or mental impairment which has a substantial and long term adverse effect on one's ability to carry out normal day to day activities. Schools must take all reasonable steps to avoid discrimination occurring. Policies, practices and procedures must be reviewed yearly on a continuing basis to ensure that disabled children are not placed at a substantial disadvantage.

The Governing Body will ensure that we:

- do not act in such a way as to render the Governing Body liable to claims for discrimination
- receive appropriate guidance and support the Governing Body in meeting their duties to pupils

CHILD PROTECTION STATEMENT

Child Protection Officer: Mr N Blackburn

Deputy Child Protection Officer: Mrs C Pugh

Child Protection / Safeguarding Governor: Mr G Everson

All children deserve the opportunity to achieve their full potential. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children maybe abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. Children may suffer physical, emotional, sexual abuse or neglect. Schools are well placed to observe outward signs of abuse, changes in behaviour or failure to develop. These signs do no more than give rise to suspicion: they are not in themselves proof that abuse has occurred.

It is not the responsibility of any school staff member to investigate suspected abuse: we merely record information given to us and if it is required, referring on.

There is a duty to act rather than a tragedy occur or abuse continue. Consent is NOT required to make a child protection referral, but school will always inform parents of this referral unless it is deemed that this would put a child at further risk of harm. School must help parents, carers, or guardians understand our responsibility for the welfare of our pupils. This is part of our ongoing work of fostering good relationships with parents, carers, or guardians. Let there be no doubt that in the interest of children in our school, we will refer on to investigative agencies if we feel this is the right course of action.

Children and Family Services at Social Services, will investigate and it is important that families liaise with the authorities and not with school. It is not our role to make judgments. It is unacceptable for a parent to confront or abuse the Headteacher or members of the school staff if it has become necessary to make a referral.

HEALTH AND WELFARE

Keep us informed about any changes in your child's health. Please take advice from your GP if your child has an ailment that could be infectious to others.

ACCIDENTS OR ILLNESS AT SCHOOL

It is essential that we have correct and up to date contact details, for carers, or guardians. Mobile phone numbers tend to change frequently and it is essential that we are kept informed of all changes.

MEDICAL/DENTAL APPOINTMENTS

Please make every effort to arrange all routine appointments out of school hours. Otherwise, please arrange appointments during the mid morning or afternoon. So where possible, you bring your child into school at the start of the session, to get their attendance mark, then you collect your child slightly later for their appointment.

MEDICINE

If your child requires medicine, it is your responsibility to make arrangements to dispense that medicine. Parents can complete documents (from the office) giving staff the authority to administer on their behalf. Please make sure that the medicine has the pharmacist dosage clearly visible; **we can not dispense from handwritten notes**. Parents, carers, or guardians of children who require asthma inhalers should

provide a labelled inhaler with written instructions of how to administer in an attack. Spare inhalers should be left in the school office.

HEADLICE

Headlice are an unpleasant but unavoidable feature of any school. Please treat your child immediately and repeat as per medical advice. Constant vigilance is the only answer. It is important that you inform the school so that a letter can be sent home to other parents, carers, or guardians.

VISITS BY THE MEDICAL SERVICES

You can make an appointment to see the school nurse if you have a specific concern. During the year you will be informed when the nurse and additional medical staff are visiting the school to complete a range of activities with pupils in Foundation Phase regarding, height, weight and vision.

SCHOOL GROUNDS

The school grounds are the property of Torfaen Local Authority and there is **NO** public right of way through the grounds. There are no parking facilities on the school grounds. Parents, carers, or guardians **must not** drive into the school grounds or hinder access. Anti social parking can be referred to the head teacher, and school will refer identified registration plates to the police (101)

VALUABLES

School takes no responsibility for the loss of any valuables, e.g. toys, electronics, jewellery and we advise that such items are left at home.

CHARGING AND REMISSIONS POLICY

From time to time educational visits take place, which may require transport or an entrance fee to be paid for. The Governing Body has agreed that we should seek voluntary contributions from parents, carers, or guardians so that such activities may take place. If there is insufficient voluntary funding, activities may be cancelled.

EDUCATIONAL VISITS

Educational visits are designed to support the curriculum and are always organised to enhance learning provision. You will always be fully informed of the details and nature of a visit.

COMPLAINTS PROCEDURE

Occasionally misunderstandings between school and home can occur. Please bring your concerns to the Headteacher. Under the Education Act 1988, there is provision for parents, carers, or guardians to take complaints to the Governing Body if they cannot be resolved by the school. A copy of the Complaints Procedure is available on the school website or can be requested from the office.

PASTORAL CARE AND GUIDANCE

All staff have responsibility for caring for your child but the class teacher will be the person with whom your child will naturally develop a close relationship.

We encourage children to:

- become confident
- act independently

- care for others
- be courteous
- be honest
- develop a responsible attitude to life

Older pupils have opportunities to take part in the running of the school and may become:

- House Captains / Vice Captains
- Monitors
- School Councillors
- Digital Leaders
- Eco Leaders
- Sport Ambassadors
- Criw Cymraeg Members

DISCIPLINE AND BEHAVIOUR/PASTORAL CARE

We are sure that you will share our expectation that children behave well at all times, including the journeys they make to and from school. We expect children to be courteous, display good manners and show respect for other people and their property. Children are encouraged to be patient and caring. Children will be expected to co-operate with teachers and other children and strive to achieve their potential. If behaviour becomes a cause for concern, parents, carers, or guardians will be contacted to support school in dealing with the matter. Our children follow the principles of Assertive Discipline.

Our rules are:-

- To listen and follow instructions
- To respect and consider everyone and everything
- To be honest, polite and kind

All staff promote rewards, rather than consequences, through house points, stickers, visits to the head or deputy, and phone calls home. All classes operate a traffic light system to support Golden Time rewards on Friday between 2.00pm and 3.00pm. Parents, carers, or guardians are expected to support the school in maintaining the highest standards of good order.

TEAM TEACH

Staff have been trained through Team Teach to ensure safety for staff and pupils when positive handling is needed.

“Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe.”

PARENTS, CARERS OR GUARDIANS INVOLVEMENT IN SCHOOL COMMUNICATION

- Newsletters are sent to parents, carers, or guardians outlining events for the term; reporting school news; informing about future plans; progress with school improvement.

- Reminders of specific events are sent to parents, carers, or guardians regularly.
- There are three notice boards around the main building, displaying school information.
- **School Website** - www.griffithstown-primary.co.uk
- **Twitter:** @griffithstown1
@griffithstown1 and year group accounts are run and controlled by school.
- **Facebook:** <https://www.facebook.com/Griffithstownprimary>
This Facebook account is run and controlled by parents

PARENT/CARER PARTICIPATION

- We are always pleased to welcome parent helpers in school, whether assisting with school visits, concerts or other events. Parents, carers, or guardians who would like to assist in the classroom are especially welcome. Please note that parent volunteers are now required to complete checks with the Disclosure Bureau Scheme (DBS).
- Parent Consultations are held twice yearly and a written report is sent annually. This is a vital opportunity for teachers and parents, carers, or guardians to exchange information.
- Class assemblies and events are held throughout the year.

PARENT, TEACHER ASSOCIATION (PTA)

We encourage parents, carers, or guardians to join the PTA to fund-raise, organise events for pupils and support school events. The PTA are always looking for new members. Please come along to our meetings. Fund raising includes bingo or quiz nights, the summer fete, and discos and other fun activities.

AWARDS

Investors in People

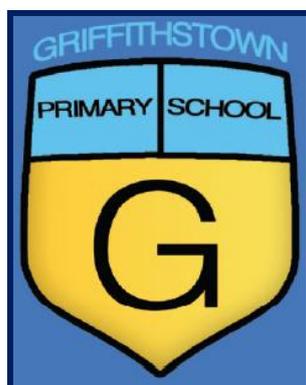
Designed to Smile Gold Award

NACE (National Association for Able Children in Education)

The school is currently in the process of achieving 'Autistic Aware School' status.

TRANSFER TO SECONDARY SCHOOL

Year 6 transfer to West Monmouthshire Comprehensive School unless parents, carers, or guardians have applied for other settings. Parents, carers, or guardians declare their secondary school preference on forms that are delivered to school in the autumn term. West Mon School works very closely with us to ensure a smooth, happy transition from primary to secondary. Children from several junior year groups spend numerous workshop days at the school and parents, carers, or guardians are also invited to the school to meet the head, explore and have questions and queries answered. School records and assessments are forwarded to secondary schools to ensure continuity. 'Enhanced' transition is organised for pupils who have specific needs, thus enabling a smooth transition for all learners.



School Term and Holiday Dates: 2016/2017 Academic Year

Term	Term Begins	Half Term Begins	Half Term Ends	Term Ends
Autumn	Thursday 01.09.16	Monday 24.10.16	Friday 28.10.16	Friday 16.12.16
Spring	Tuesday 03.01.17	Monday 20.02.17	Friday 24.02.17	Friday 07.04.17
Summer	Monday 24.04.17	Monday 29.05.17	Friday 02.06.17	Friday 21.07.17

Occasionally schools have to close as a result of bad weather or unavoidable emergencies such as loss of utility services. In the event of an unexpected closure, a message will always be displayed on the school website.

Additional dates when school will be closed:

- 5 days for teachers in-service training (INSET): dates will be displayed on the school website and in newsletters
- May Bank Holiday

MOST RECENT BENCHMARKING DATA for FP and KS2

This report uses data for 2015 for LA and Wales comparative information

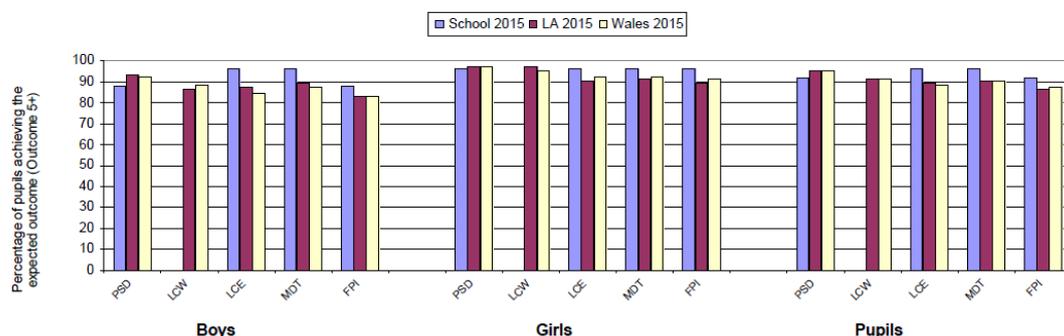
Griffithstown Primary School
Torfaen

LA/School no: 678/2321

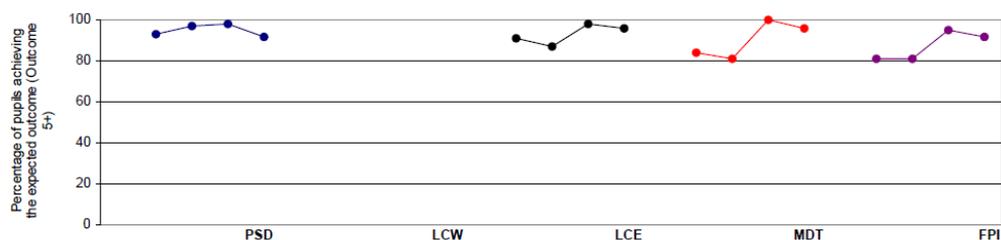
School comparative information: Foundation Phase Outcomes 2015 with benchmarking

Percentage of boys, girls, and pupils achieving at least the expected outcome (Outcome 5+):

	Boys			Girls			Pupils		
	School 2015	LA 2015	Wales 2015	School 2015	LA 2015	Wales 2015	School 2015	LA 2015	Wales 2015
PSD	88	93	92	96	97	97	92	95	95
LCW	0	86	88	0	97	95	0	91	91
LCE	96	87	84	96	90	92	96	89	88
MDT	96	89	87	96	91	92	96	90	90
FPI	88	83	83	96	89	91	92	86	87



School Performance over time (2011 - 2015)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quarter 1 School is in the top 25 per cent.

Quarter 2 School is in the top 50 per cent but not the top 25 per cent.

Quarter 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quarter 4 School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 8 per cent and up to 16 per cent eligible for FSM

	Quarter 4	Lower Quartile	Quarter 3	Median	Quarter 2	Upper Quartile	Quarter 1
PSD	92	96		100		100	
LCW		87		93		100	
LCE		89		94	96	98	
MDT		89		93	96	98	
FPI		85		91	92	97	

The benchmarks have been calculated using a three-year average for Free School Meal data.

Notes:

1. - = No historical data available

2. Areas of learning: PSD = Personal and social development, well-being and cultural diversity; LCW = Language, literacy and communication skills (in Welsh); LCE = Language, literacy and communication skills (in English); MDT = Mathematical development; FPI = Foundation Phase Indicator. To achieve the FPI, a pupil must achieve at least the expected outcome (Outcome 5+) in both PSD and MDT and either LCW or LCE.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

This report uses data for 2015 for LA and Wales comparative information

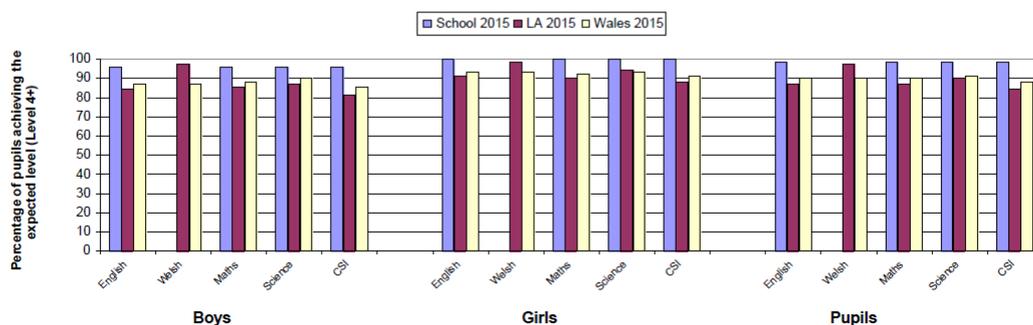
Griffithstown Primary School
Torfaen

LA/School no: 678/2321

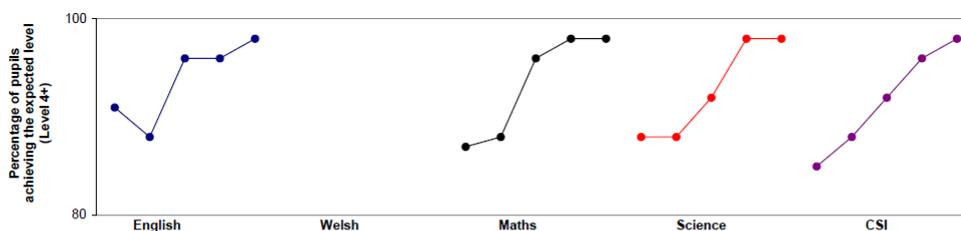
School comparative information: National Curriculum Assessments 2015 with benchmarking
Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2015	LA 2015	Wales 2015	School 2015	LA 2015	Wales 2015	School 2015	LA 2015	Wales 2015
English	96	84	87	100	91	93	98	87	90
Welsh	0	97	87	0	98	93	0	97	90
Maths	96	85	88	100	90	92	98	87	90
Science	96	87	90	100	94	93	98	90	91
CSI	96	81	85	100	88	91	98	84	88



School Performance over time (2011 - 2015)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

- Quarter 1 School is in the top 25 per cent.
- Quarter 2 School is in the top 50 per cent but not the top 25 per cent.
- Quarter 3 School is in the bottom 50 per cent but not the bottom 25 per cent.
- Quarter 4 School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 8 per cent and up to 16 per cent eligible for FSM

	Quarter 4	Lower Quartile	Quarter 3	Median	Quarter 2	Upper Quartile	Quarter 1
English		91		95	98	100	
Welsh		88		93		100	
Maths		91		95	98	100	
Science		93		97	98	100	
CSI		89		93	98	100	

The benchmarks have been calculated using a three-year average for Free School Meal data.

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.