

# Rhydyfro Primary School

## Ysgol Gynradd Rhydyfro



School Prospectus

Croeso i / Welcome to:

***Ysgol Gynradd Rhydyfro Primary School***

Address: Waun Penlan  
Rhydyfro  
Pontardawe  
Swansea  
SA8 3BB

Telephone Number: 01792 862200

E-mail address: [rhydyfro@npt.school](mailto:rhydyfro@npt.school)

Website Address: [www.rhydyfroprimary.co.uk](http://www.rhydyfroprimary.co.uk)

Twitter: @RhydyfroPrimary

Headteacher/Designated Child Protection Officer: Mr. Kevin Hodder

Deputy Headteacher/Deputy Designated Child Protection Officer: Mrs. Louise Garland

Chair of Governors: Mr. John Davies

Designated Child Protection Governor: Councillor Linet Purcell

School Classification: Co-educational Primary

Age Range: 3-11

Language Category: English

Establishment Number: 6712203

The information in this prospectus is correct and up to date at the time of printing (revised September 2019).

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## **Welcome from the Headteacher**

Dear Parents, Carers and friends of Rhydyfro,

The school is located in the small Swansea Valley village of Rhydyfro. The area has an intake of pupils that represents the full range of ability. The school maintains a strong community identity. In all approximately 160 children attend the school. English is the predominant language spoken at home and none of the pupils speak Welsh as a first language.

The aims of the school are summarised in the mission statement:

**“Dysgu wrth dyfu gyda’n gilydd” / Learning while growing together”**

At Rhydyfro Primary School, children are seen as individuals often with unique needs, and these needs are met through the provision of carefully planned experiences so that all children can learn, achieve and develop positive personal relationships. This will enable them to become responsible adults in the community.

The culture and ethos of the school is driven by the welfare for every child, both in terms of safeguarding and educational provision. We will do our very best to ensure that your child will achieve their full potential. The staff are highly skilled at assessing each pupil’s individual level of development, and moving them on at their own pace. We work hard to ensure that all children acquire a high self-esteem and a positive attitude towards the learning community within the school.

Parents play a vital role in the education of their children. Parents will be encouraged to take an active part in their child’s education. It is vitally important that parents and staff work in partnership to ensure that each child makes the best of his or her opportunities. In all our activities, we will endeavour to work as a learning community, in which each member feels valued, confident and respected.

As a parent there are a number of things you can do to help us:

- ✓ Do reassure your child about school.
- ✓ Do ensure your child attends school regularly, in school uniform.
- ✓ Talk to them about their teacher, the activities they are doing, the friends they are making and above all about the happy times they will have.
- ✓ Read with your child on a regular basis and support them to complete home tasks.
- ✓ Do keep us informed of any significant details relating to your child’s education. Tell us of any allergies, major health problems or personal circumstances that might be significant. This information will be regarded as confidential and will help us care all the more effectively for your child.

Parents, carers and friends are always welcome at Rhydyfro Primary School. Do not hesitate to come and see us at any time, if you have any concerns about your child.

Yours faithfully,



Mr. K. M. Hodder

(Headteacher)

## **School Vision and Ethos**

At Rhydyfro, our philosophy is to provide a secure, happy and nurturing environment where children engage in rewarding and carefully planned experiences. Children are seen as individuals often with unique needs, and these needs are met through the provision of carefully planned experiences so that all children can learn, achieve and develop positive personal relationships. We aim to encourage children to be actively involved in their own learning and to build upon achievement to develop a positive culture of success. We believe that through success, self-confidence, self-esteem, self-discipline and self-motivation can be achieved.

Our school is a place where all have the right to share equal opportunities and except respect for their beliefs and moral values.

Children enter Rhydyfro at the age of three and leave at the age of 11. Most of them have already spent time with us in Flying Start. They are used to being on the school premises and already know many members of staff. The children are, therefore, with us at a time in their lives when basic skills are established, reinforced and developed.

## **School Aims**

We aim to:

- ✓ Provide a secure, happy and nurturing learning environment, where all children feel valued and included.
- ✓ Nurture positive attitudes in all children towards learning, which will enable them to adapt to new ideas and methods and thereby achieve their full potential.
- ✓ Ensure that every child has the opportunity to succeed and to help them achieve their full potential.
- ✓ Develop a personal moral code sensitive to the needs of others, so that the relationship between adults and children is friendly and develops within a positive, disciplined structure.
- ✓ Help children to use number, language and digital competence skills effectively and to acquire outcomes and knowledge that are relevant to life in a rapidly changing world.
- ✓ Help children develop enquiring minds and to encourage good habits of learning; to take pride in their work, be conscientious and accept a growing responsibility for their own progress.
- ✓ Develop each child's awareness of the needs of others and foster a co-operative and caring attitude.
- ✓ To provide a balance of teaching methods, comprising whole class teaching, small group activities and work with individuals to cater for the needs of the children and the type of lessons being taught.
- ✓ Establish an environment within which teaching, non-teaching staff, parents, governors and the community can work together for the successful achievement of these aims.

### **The Governing Body – What is their role?**

The Governors have a responsibility for the effective management of the school acting within the framework set by Government legislation and the policies of the Local Education Authority. They determine the aims for the curriculum and have increasing responsibility for the financial management of the school.

The Governors produce an annual report to parents, which can be discussed along with other matters at an annual parents' meeting. You will be sent a copy of the report upon request and given good notice of the meeting.

Minutes of the Governors' meetings are available to any parent once they have been signed. The agenda of any meeting is also available. The meetings themselves are confidential.

The school governors do their work voluntarily and put in a great deal of time to ensure the school is managed efficiently and to the benefit of the children.

There are thirteen Governors appointed, they consist of four parents, three LEA (Local Education Authority) appointees, three Community Members, a Minor Authority Community Governor, a Teacher Governor, and Non-Teaching Staff Governor and the Headteacher.

### **The School Governors**

The Governing Body serve for a period of four years. The following members of the community make up the Rhydyfro Primary School Governing Body:

#### Composition of Governing Body for Beginning of Academic Year 2018-2019

Chairperson	Mr. John Davies, , c/o Rhydyfro Primary School, Waun Penlan, Rhydyfro, Pontardawe, SA8 3BB
Clerk to the Governors	Mrs S. Rees, c/o Rhydyfro Primary School, Waun Penlan, Rhydyfro, Pontardawe, SA8 3BB.
Governor with Responsibility for Child Protection	Cllr. Linet Purcell, c/o Rhydyfro Primary School, Waun Penlan, Rhydyfro, Pontardawe, SA8 3BB

## RHYDYFRO PRIMARY SCHOOL LIST OF CURRENT GOVERNORS

	<b>Elected</b>	<b>Terminated</b>
<b><u>L.E.A Representative</u></b>		
<b>Chair of Governors</b>		
Mr. John Davies	01.09.16	31.08.20
<b>Vice Chair of Governors</b>		
Mr. Vivian Thomas	01.05.14	30.04.18
<b>Safeguarding Governor</b>		
Cllr. Linet Purcell	01.04.17	31.03.21
<b><u>Parent Governors</u></b>		
Mrs. Joanne Davies	23.05.16	22.05.20
Ms. Donna Wrapson	06.10.15	05.10.19
Ms. Sarah Norris	30.11.16	29.11.20
Mrs. Natalie Richards	20.11.18	19.11.22
<b><u>Headteacher</u></b>		
Mr. K. Hodder	01.09.17	
<b><u>Teacher Governor</u></b>		
Mrs. L. Garland	21.07.18	20.07.22
<b><u>Non-Teaching Governor</u></b>		
Ms. Kirsty Logan	26.09.17	25.09.21
<b><u>Community Governors</u></b>		
Mrs. Alison Waters	08.07.14	07.07.18
Mr. John Jones	25.09.18	24.09.22
<b><u>Minor Authority Governor</u></b>		
Cllr. Hywel Davies	08.07.19	07.07.23
<b><u>Clerk to Governors</u></b>		
Mrs. Suzanne Rees		

## **Staffing**

Head Teacher/Designated Child Protection Officer – Mr. K. Hodder

Nursery: Mrs. L. Garland – Deputy Head Teacher; Deputy Designated Child Protection Officer  
ALNCO

Mrs. K. Logan – Teaching Assistant/ELSA/First Aid

Mrs. K. Weekes – Teaching Assistant

Rec/Year 1: Mrs. K. Taylor – Class Teacher

Mrs. V. Williams - Teaching Assistant/ELSA

Year 1/2: Mrs. V. Harris – Teacher

Mrs. V. Langford – Teaching Assistant

Year 3/4: Mr. R. Harries – Teacher

Mrs. D. Davies/First Aid

Year 4/5: Miss. A. Fisher

Mrs. J. Tandy (0.5) - Teaching Assistant

Year 6: Mrs. S. Fitchett – Teacher

Mrs. R. Davies – Teaching Assistant

### **P.P.A. Arrangements:**

- Mrs. L. Garland (2 afternoons per week) for Foundation Phase
- Mrs. K. Weekes (pm only) for Key Stage 2

Office Administrator – Mrs. M. Thomas (First Aid)

Cook – Mrs. A. Gibbons

Assistant – Ms L. Carmichael

Lunchtime Supervisors: Mrs. J. Davies (Full time)

Mrs. S. Mitchell (Full time)

Mrs. K. Logan (0.5)

Mrs. D. Davies (0.5)

Mrs. V. Williams (0.5)

Caretaker: Mr. John Jones

Relief Caretaker: Mrs. A. Gibbons

Cleaning staff: Ms J. Lewis

Relief Cleaner



## **General Welfare of Pupils**

The welfare of our pupils is of utmost importance. Class teachers are responsible in the first instance for their pupils and oversee general progress and welfare. Should any significant problems or changes occur at home that might affect progress or behaviour in school, you are asked to inform the class teacher or headteacher.

Likewise, if a child appears to be unhappy in school, or is having difficulties of any kind, it is important that we know so that appropriate steps are taken to remedy them.

When a pupil is taken ill during the day, every effort is made to contact the parent. Where this fails, the responsible adult whose name, address and telephone number is recorded at school by the parent is contacted. It is essential therefore, that these numbers are kept up to date. Please inform the school if your landline or mobile telephone number changes. It is the responsibility of the parent to inform the school immediately if this happens.

In the case of a minor accident, first aid is administered in school. Should further medical attention be needed then the procedure for parental contact will be followed. Should an accident occur of a more serious nature then the following procedure will apply:

1. Immediate First Aid by the school.
2. Parent contacted and recommended that the pupil is either taken to their own G.P. or the nearest hospital as appropriate.
3. If parents or other named adults are not available, then the ambulance will be called.
4. Where a child needs immediate transportation, a member of staff will accompany the child to the hospital to minimise distress and will remain with the pupil until the parent arrives.

The school medical and dental officers visit the school annually, and make their own clinical notes. Eye/hearing/speech tests are administered by medical staff if requested by the Headteacher after parental consultation. Parents are requested to complete a "Request for the Administration of Medicine in School" form from the office before any medication can be administered. The school has close links with both the Education Welfare Service and the LEA's Psychological Service.

A Fire Drill is held once a term during different times of the day.

A 'Lockdown' drill is held once a year.

## **Child Protection**

Rhydyfro Primary School recognises its responsibility for child protection and takes care to protect and support all of our children. The designated teacher for child protection is Mr. K. Hodder. The designated Governor for child protection is Cllr. L Purcell. Full details are available from the Child Protection Policy, which can be viewed in the school office.

## **Admissions**

Rhydyfro Primary follows the County Guidelines for admissions. Children are admitted into the Nursery class following their third birthday. Children are admitted into the Reception class in the September following their fourth birthday. Please contact the school for Admissions Forms.

## **Children with Additional Learning Needs**

Consideration of Children's Additional Learning Needs forms an important part of school life. All children deserve and need the help and support that we can give them. The co-operation of parents is actively sought and encouraged where pupils are experiencing difficulties. We will make extra time available for you to come and discuss ways in which you can give your child extra help. Using their professional expertise, the class teacher along with the Additional Learning Needs Co-ordinator (ALNCo) will produce and implement an Individual Education Programme to monitor the progress of children who are placed on our Additional Learning Needs Register as outlined in the Special Needs Code of Practice. The Individual Education Plan is implemented by the class teacher and overseen by the Additional Learning Needs Co-ordinator.

For all children with additional needs, including those pupils with a Statement, the school closely follows the principles, practices and procedures outlined in the Code of Practice, which is a guide for the identification, and assessment of individual pupil additional needs requirements.

We have excellent links with outside agencies that provide specific expertise, skills and support by recommending helpful strategies for intervention for those children on the ALN register. We take great care to ensure each child's needs are addressed individually. All pupils with Additional Needs, including those with a Statement have access to the Curriculum at a level that is appropriate. Work is carefully planned and differentiated according to each pupil. Children are supported in two ways, either:

- in class support and/or
- Individual/group support with the Additional Learning Needs Teaching Assistants or

intervention staff.

The ALNCO offers advice to class teachers with whom she works in close partnership. The writing of and working with IEP's in conjunction with class teachers is an important aspect of her work. Parents of pupils with IEP's are invited in on a termly basis to review their child's progress.

## **Looked After Children**

Looked After Children (LAC) are pupils whose care is facilitated by the Local Authority. Our main priority is to ensure the pupils' emotional and educational welfare is supported and developed through all aspects of school life. This can sometimes involve accessing where appropriate the Additional Learning Needs provision as described previously.

The Headteacher is responsible for Looked After Children within the school. This includes working closely with the pupil, carers, social services and other agencies involved with the care of the child.

## **Pupils with Disabilities**

As part of our inclusion policy children with disabilities (see definition below) are given opportunities and included into school life as fully as possible. As part of the Health and Wellbeing curriculum all children at Rhydyfro are made fully aware of what disability means, also the consideration that should be shown towards children with disabilities.

At Rhydyfro, all reasonable means will be taken to accommodate pupils with a disability, subject to the physical constraints of the building. Pupils with special educational needs (physical) but not in a wheelchair can be catered for by special arrangements with additional adult support. Parents of pupils with a disability should arrange a meeting with the Headteacher and Additional Learning Needs Co-ordinator.

The Disability Discrimination Act (DDA) 1995 defines a disabled person as one who has “A physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.” This would include, for example sensory impairments affecting sight and hearing, learning disabilities, severe disfigurements and progressive conditions where impairments are likely to become substantial”.

### **Attendance**

The school bases its Attendance Policy on the guidelines as set out by the local authority and ERW Consortium. Whilst the legal responsibility for regular school attendance rests with parents, the school shares with them, and the local authority (LA), responsibility for encouraging good attendance and improving poor attendance. The school is required by law to maintain specific records and to produce specified information on the attendance of pupils. Statutory obligation apart, the school is committed to improvement in attendance standards as a direct stimulus to raising pupil achievement. Poor attendance is destructive of educational achievement, undermines the well-being of each pupil and demoralises staff.

The LA has a statutory duty to ensure that a child for whom they are responsible is receiving suitable education and, if a registered pupil at school, this means attending school regularly and on time. All schools are required to distinguish in their Attendance Registers between Authorised and Unauthorised absences of pupils of compulsory school age.

Authorised absences cover: Medical/dental appointments, educational visits, attendance at an alternative Educational Unit, religious holidays and sickness. The class teacher or headteacher will need to be informed in person, writing or by telephone of the reason for absence. If this is not done, then the absence becomes unauthorised. Absence from school will not be authorised for:

- shopping or haircuts;
- missed bus;
- overslept;
- no uniform;
- looking after brothers, sisters or unwell parents;
- birthdays;
- holidays/day trips taken in term time.

Parents are asked to make all medical and dental appointments outside of school hours, wherever possible.

Unauthorised absences are recorded and the school percentage is indicated in the Annual Governors’ Report. The unauthorised absence of an individual pupil of compulsory school age, which brings the pupil’s attendance to below 90% in any one term, or when unauthorised absence is due to a family

holiday taken in term time, the Education (Penalty Notice) (Wales) Regulations gives the school the ability to request that the Local Authority (Education Welfare Service) consider issuing a Penalty Notice to a parent(s)/day to day carer of the named pupil. This request, when made, will be in accordance with conditions laid down in the ERW Consortium Code of Conduct.

At Primary level, good attendance depends upon a positive attitude by parents. At this age, children depend on you to get them to school regularly and on time. Pupils must therefore be in the playground no later than 8:55 am and no earlier than 8:45 am. We are not legally required to let children into school any earlier than ten minutes before school starts. Children should also be met promptly at the end of the school day, which is 3:20pm.

Further information regarding attendance can be found in the school's Attendance Policy on the school website. Copies are also available from the school office upon request.

The Education Welfare Officer for Rhydyfro Primary School is Mrs. Helen Gibbon.

### **Breakfast Club**

A free Breakfast Club which is funded by the Welsh Assembly is provided for all children. The club starts at 8:15a.m. daily during term time and offers each child attending a free breakfast of a choice of cereal, toast and fruit juice. The pupils will be supervised from 8:15a.m. to 8:45a.m. and there will be a selection of exciting games for them to play whilst they are waiting for school to start. Children must arrive for breakfast club between the times of 8:15a.m. and 8.30a.m. There will be NO admittance after 8:30am.

### **Lunchtime Arrangements**

School lunches are cooked on the premises and the wide variety of meals provided reflects a balanced, healthy diet and are good value for money. Squash or water is provided as a drink with the school lunch. The children are supervised by Lunchtime Supervisors. Children who wish to bring their own packed lunch are seated alongside children who have school lunches, but we do not allow any glass bottles or containers for safety reasons. Healthy lunchboxes are encouraged and monitored by lunchtime supervisors. Parents will be informed of any issues regarding food choices detrimental the healthy living of the child.

Dinner money is collected every **Monday morning** and costs **£2.35** per day. Please put the money in an envelope and write your child's name, class and amount paid on the envelope. Cheques should be made payable to "Neath Port Talbot C.B.C." If any children are entitled to free school meals, the relevant forms are issued by Rhydyfro Primary School. Children who remain in school at lunchtime must not leave the school at any time or under any circumstances. Permission will only be given upon a written or verbal request from the parent.

### **Georgie Porgies' Wraparound Care**

The school works in partnership with the childcare provider Georgie Porgie's. Georgie Porgie's uses the Nursery classroom to provide the following childcare:

11:30am – 3:15pm: Children aged 3+

1:00pm – 3:15pm: Children aged 2+

3:20pm – 5:30pm: Children aged 4-11

Registration forms and further information can be obtained from Carolyn George, tel. 07988 411206.

### **School Hours**

Curriculum hours per week:

8:45am - Teachers on duty to supervise main yard

8:55a.m - School starts.

8.55am - 9:05am: Registration

9.05am - 10.15 a.m. Teaching time 1 hour 10 minutes

10:15am - 10:30am – assembly or circle time session (Monday)

10.30am - 10.45am Break

10.45am - 12.00pm Teaching time 1 hour 15 minutes

12.00pm - 1.00pm Lunch

1.00pm - 3:20pm - Teaching time 2 hours 20 minutes

*Total teaching time is **4 hours and 45 minutes.***

The 15 minutes in excess of statutory teaching time is allocated for the purpose of Achievements or Special Assemblies.

The school office is open from 8.30 a.m. – 3:30 p.m. daily. These are the times when the school secretary will be available.

In the case of bad weather, children will be allowed into the school from 8.45 a.m. onwards.

### **Times of the School Day**

#### **Full Time Pupils**

##### Morning Session

Start: 8:55am

Morning Break: 10.30am – 10.45am

Lunch: 12.00pm – 1.00 pm

##### Afternoon Session

Start 1:00pm

School Day ends 3.20pm

#### **Part-time Pupils**

##### Morning Session

Start 8:55am

Morning Break 10.30am – 10.45am

Morning Session ends: 11.30am

The total amount of time spent on teaching during the week including Religious Education, but excluding Daily Worship, Registration and breaks is 24 hours 10 minutes.

## School Terms and Holiday Dates

### 2019/2020 Academic Year

Term	Term Begins	Mid Term Holiday		Term Ends	Days
		Begins	Ends		
Autumn 2019	Monday 2 <sup>nd</sup> September	Monday 28 <sup>th</sup> October	Friday 1 <sup>st</sup> November	Friday 20 <sup>th</sup> December	<b>75</b>
Spring 2020	Monday 6 <sup>th</sup> January	Monday 17 <sup>th</sup> February	Friday 21 <sup>st</sup> February	Thursday 3 <sup>rd</sup> April	<b>60</b>
Summer 2020	Monday 20 <sup>th</sup> April	Monday 25 <sup>th</sup> May	Friday 29 <sup>th</sup> May	Monday 20 <sup>th</sup> July	<b>60</b>
<b>Total</b>					<b>195</b>

The school will be closed to pupils for six INSET/Staff Preparation days between Monday 2<sup>nd</sup>

September 2019 and Monday 20<sup>th</sup> July 2020. The dates so far are:

- Monday 2<sup>nd</sup> September 2019
- Friday 25<sup>th</sup> October 2019
- Monday 6<sup>th</sup> January 2020
- Monday 20<sup>th</sup> July 2020
- 

**There will be 2 further INSET/Staff Preparation days – dates to follow**

Should we, because of reasons beyond our control, have to make any changes to the above dates, we will notify you as soon as possible.

#### **Bank Holidays:**

- Good Friday, 10 April 2020
- Easter Monday, 13th April 2020
- May Day, 8th May 2020 (All Schools Closed) \*to mark the 75th anniversary of VE Day
- Spring Bank Holiday, 25th May 2020

## **Rules and Discipline**

### **School Rules**

Every community needs clear, enforceable rules in order to protect people and property and to ensure an efficient organisation. Our school rules are kept to a minimum and are based upon a 'Rules, Rewards and Consequences system. The school operates an Assertive and Positive Discipline Policy, whereby children are encouraged to behave in a responsible way, and are rewarded accordingly.

### **Our School Rules**

- Treat other people as you wanted to be treated
- Be polite and kind
- Be the best that you can be
- We all have kind hands, kind feet, and kind words.

### **Our School Rewards**

Positive behaviour will be praised. Each class has a reward "Star Chart". Children who display very good standards of work, behaviour, effort, achievement, manners and helpfulness may receive points on the chart. Every Friday a Merit Assembly will be held where one child from each class will be recognised as pupil of the week for various endeavours, and one child is chosen by the Headteacher for a Head Teacher's Award. The children receive a certificate and sticker as a reward. Their photograph will be taken and published on Twitter to celebrate their successes. Children will also receive certificates for Bronze (25 points), Silver (50 points), Gold (75 points) and Head Teacher's Award (100 points).

The children of Rhydyfro Primary School show a caring, responsible attitude in all they do and understand that, for example, behaviour such as bullying and racism are never tolerated. However, where such behaviour occurs, staff will discipline pupils. In more serious cases, the parents of the pupil will be informed in order to work together to maintain an acceptable standard of behaviour. The ultimate sanction is a period of exclusion of the pupil by the Headteacher, which is recorded and reported to the Governors and the Local Authority.

The partnership between school and home is of paramount importance, and parents are always welcome to visit the school. Should any parent wish to see a class teacher, we always ask you to contact the school office in order to make an appointment. Every effort is made to inform you of what is going on in school through regular texts, letters, newsletters, Twitter feed and Parent Consultation Evenings. Many parents have been able to help out in school in a variety of ways, ranging from listening to children read to Art and Craft Activities. If you feel that you would like to help in any way, please contact the school.

### **General Rules**

Valuables are brought to school at the child's own risk. The wearing of jewellery and earrings is not allowed (with the exception of stud earrings and watches). Glass bottles are strictly forbidden on school premises, as is chewing gum. Mobile phones and music playing devices are strictly forbidden on school premises, unless permission is sought from the Headteacher regarding mobile phones. Sweets and chocolates are also actively discouraged. Drinking water is readily available in classrooms

and children can fill their own bottles. Fruit is available to purchase each morning for breaks or pupils may bring their own. No other snacks are permitted, as we are part of the Healthy Schools Network.

### **Home-School Agreement/E-Safety**

The school's aims, ethos, rules and discipline are reflected in the Home-School Agreement and E-Safety Consent Form. This is sent out to families during the autumn term and given to new pupils as they start school. A copy of the Home-School Agreement is contained in Appendix 1.

### **School Uniform**

We believe that the wearing of school uniform contributes to a sense of belonging to the school community and helps to develop a sense of pride in the school.

Pupils wear the designated sweatshirt (Royal blue) and polo shirt (white) of Rhydyfro Primary School. Pupils also wear black or grey school trousers or skirt/dress. These are very smart and considerably cheaper than the type of clothes that children would otherwise want to wear. You can purchase the uniform from [MyClothing](#), Order Uniform UK, J&S Clydach or Swansea Valley Customised Wear. Please ensure all clothing is labelled with your child's name.

### **Clothes for Physical Education**

All children are required to bring kit for P.E. lessons. This will consist of shorts and a t-shirt for indoor P.E. (no shoes). For outdoor games, trainers are required, with a sweatshirt and joggers during the winter months. No jewellery is to be worn during P.E. lessons. Again, please label these clothes in case they get misplaced.

### **The School Curriculum**

At Rhydyfro Primary School, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

### **Aims and objectives**

We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching, we aim to develop:

- Ambitious, capable learners who are ready to learn throughout their lives.
- Enterprising, creative contributors who are ready to play a full part in life and work.
- Ethical, informed citizens who are ready to be citizens of Wales and the world.
- Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.  
*(Four purposes from 'A curriculum for Wales...a curriculum for life').*

*Even though the new curriculum is being developed at Rhydyfro, we are still fully aware of all statutory obligations relating to the curriculum.*



## What will children learn?

### **Curriculum for Wales 2022**

At Rhydyfro, we are currently working towards developing the new Curriculum for Wales 2022, which has been designed for all learners, aged 3 to 16. Current proposals for legislation are that the new curriculum will be provided for:

- 3 to 5-year-olds who attend nursery classes in maintained schools and those attending funded non-maintained settings
- 5 to 16-year-olds who attend maintained schools in Wales.

### **The Four Purposes of the Curriculum**

The four purposes of the curriculum have guided the whole design and development of Curriculum for Wales 2022.

‘Curriculum’ includes all the learning experiences and assessment activities planned in pursuit of the four purposes of the curriculum, which are to develop children and young people as:

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

Curriculum for Wales 2022 is designed to help all learners realise these four purposes. Each purpose is more than a headline; it is also described in terms of key characteristics. In their entirety, they should underpin all teaching and learning in Wales.

### Six AoLEs (Areas of Learning and Experiences)

#### [Expressive Arts](#)

The Expressive Arts Area of Learning and Experience centres on the five disciplines of art, dance, drama, *film and digital media*, and music. While these disciplines have a common *creative process* and share transferable skills, each has its own discrete body of knowledge and set of discernible skills. This area of learning and experience will ensure that learners are entitled to access all five disciplines.

#### [Health and Well-being](#)

The Health and Well-being Area of Learning and Experience is about the physical, psychological, emotional and social aspects of our lives.

It recognises good health and well-being as a key enabler of successful learning. This area of learning and experience will support learners to develop and maintain not only their physical health and well-being, but also their mental health and emotional well-being, as well as developing positive relationships in a range of contexts. To enable this, it will build learners’ capacity to make informed decisions about their health and well-being and also to engage critically with a range of social influences which may impact on their values and behaviours.

## Humanities

The Humanities Area of Learning and Experience is all about asking questions about the human condition.

Humanities encompasses geography, history, religious education, business studies and social studies. These disciplines share many common themes, concepts and transferable skills, while also having their own body of knowledge and skills. Likewise, learners and teachers may reference other complementary disciplines, such as classics, economics, law, philosophy, politics, psychology and sociology, if and where appropriate.

Humanities will provide opportunities for all learners to learn about their heritage and sense of place through a study of their *cynefin* and of Wales. It will promote an understanding of how the people of Wales, its communities, culture, landscape, resources and industries interrelate with the rest of the world. Promoting an understanding of the ethnic and cultural diversity within Wales will also help learners appreciate the extent to which it is part of a wider international community. Consequently, Humanities will help learners see how their personal story is part of a wider picture of the past and present.

## Languages, Literacy and Communication

The Languages, Literacy and Communication Area of Learning and Experience will enable all learners to gain knowledge and skills in Welsh, English and *international languages* as well as in *literature*. Where applicable, its provision will include opportunities to learn Welsh and English as additional languages (WAL/EAL) and to learn other home or community languages too. In all cases, it will encourage learners to be aware of the links between languages as they develop an appreciation of the origins of words and an interest in language patterns. They will be encouraged to transfer what they have learned about how languages work in, for example, Welsh and English to learning and using international languages. This multilingual approach will ignite learners' enthusiasm and provide them with a firm foundation for a lifelong interest in learning subsequent languages and in literature from Wales and the world.

## Mathematics and Numeracy

Mathematics is an international discipline, and numeracy, the application of mathematics, plays a critical part in our private, social and civic lives, and in the economic health of the nation.

In the early years, play forms an important part in the development of mathematics and numeracy, enabling learners to solve problems, explore ideas, establish connections and collaborate with others. In later years, learners need to have opportunities to work both independently and collaboratively to build on the foundations established in the early years.

For learners of all ages, real-life examples drawn from the local, national and international environment help them make connections between the concrete and the abstract. Real-life contexts can be used to introduce and explore mathematical concepts, as well as to consolidate them. Indeed, teaching that introduces a reasoning and problem-solving approach to all mathematics and numeracy experiences supports the development both of positive dispositions and of the four purposes of the curriculum, as well as the development of the mathematical proficiencies.

## Science and Technology

Science and Technology draws on the disciplines of biology, chemistry, computer science, design and technology, and physics to enhance our knowledge and understanding of the world.

Developments in both Science and Technology have always been drivers of change in society, underpinning innovation and impacting on everyone's lives, materially, economically and culturally. As such, this area of learning and experience will be consistently relevant in the opportunities young people encounter and the life choices that they make.

## Three-Cross-Curricular Strands

### Literacy and Numeracy Framework

Successful development of pupils' literacy and numeracy skills are essential to ensuring all pupils achieve their full potential. The curriculum for Reception to Year 6 pupils will incorporate the Literacy and Numeracy Framework. The framework will ensure that all pupils are being taught a curriculum, which ensures pupil's literacy and numeracy skills developed and embedded through all subjects.

During the summer term, parents will receive a narrative report, which details the progress pupils have made against the framework and the next steps of development.

### Digital Competence Framework (DCF)

The DCF encapsulates the skills that will help learners thrive in an increasingly digital world. Digital competence is one of three cross-curricular responsibilities, alongside literacy and numeracy. It focuses on developing digital skills, which can be applied to a wide range of subjects and scenarios.

### Effective learning

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

### Why is outdoor learning important?

At Rhydyfro, we place great importance on staff using the outdoors as another classroom where children can work on a daily basis. We have a wonderful 'Muddy Boots Forest' area which staff and pupils use regularly to develop their knowledge, skills and experiences.

There are many reasons for encouraging children to use the outdoors such as:

- children's health and fitness benefit from running, jumping and skipping outside and using toys and equipment that cannot be used inside;
- children can experience nature at first hand - how the weather changes and how plants and animals react to the different seasons;
- problem solving can relate to real experiences such as, how to move logs from one area to another;
- children can experience aspects such as conservation and sustainability at first hand;
- they can develop a love of nature and undertaking activities out of doors.

### **Listening to our Learners (Pupil Voice)**

There are a number of pupil committees set up at the school. We work closely with the children to provide the education that they feel part of developing. These include:

- The School Council, including Head Boy/Girl and Deputy Head Boy/Girl
- Prefects
- The Eco-School Committee, Criw Cymraeg, Rights Respecting Ambassadors and Bronze Ambassadors (Sport)

Pupils' opinions are also obtained through pupil questionnaires. Subject leaders also talk to learners when monitoring teaching and learning within a specific subject area. Pupils' opinions and ideas are closely listened to and acted upon where appropriate to improve the quality of the learning, teaching and the school environment.

### **Teaching Policies and Planning**

The school has a separate policy for each area of the curriculum. These documents have been agreed by the Governing Body and staff and relate to how each are will be delivered. Schemes / Themes of work relate to what is going to be taught in each particular age group. The staff have agreed long, medium and short-term plans to ensure that all subjects are adequately represented both in terms of content and time during the course of the school year and across the key stage. Short term planning shows what is going to be taught in one and two-week periods. Within the medium-term plans, certain areas are given much more time than others, this balance is redressed however, in the following half terms. Where it is not possible to integrate a particular subject, then these are taught in discreet lessons.

### **Inspection of Documents**

Documents required to be made available by regulations, may be inspected and where appropriate, copied at the school during school hours, by arrangement with the headteacher. Appendix 4 contains information regarding inspection of documents.

### **Visiting the School**

Parents are always welcome to visit the school, but we ask you to contact the School Clerk in the Office and sign the Visitors' Book. Further information about the school can be obtained by contacting the school office. We will always be happy to help.

### **Organisation**

At present, the class areas are structured in the following way:

Foundation Phase	Key Stage 2
Nursery	Year 3/4
Reception/Year 1	Year 4/5
Year 1/2	Year 6

These arrangements are subject to change as pupil numbers fluctuate. It is necessary to organise classes into mixed year groups to keep class sizes to reasonable levels. Each teacher is responsible for

a class, as well as one or more curricular area. The classes are organised primarily into mixed-ability, mixed-age groups, but organisation is flexible, to reflect the wide range of activities that might be undertaken. There will be opportunities for children to work as individuals, as a member of a group or as a whole class.

### **Arrangements for Religious Education & Collective Worship**

Moral and Religious Education is a compulsory element within the curriculum and is taught in accordance with the Authority's agreed syllabus. The school assembly is an important aspect of school life, which provides for a creative and imaginative experience shared by the school community. Parents have the right to withdraw their children from R.E. provision in the school as well as Assemblies. Daily Assemblies and classroom quiet times offer pupils experience of contemplation and prayer mainly based on the Christian Faith. Biblical and moral readings, poetry, prayer and hymns are typical aspects of our school worship. Parents may exercise their rights to withdraw their children from religious worship, or religious education if they so wish. This request however must be in writing to the headteacher.

### **Sex and Relationships Education**

The school's programme of Sex and Relationships Education is part of our broad based personal and social education curriculum. It is based on the Local Authority's Policy and is taught in a sympathetic and sensitive manner. Older pupils will receive information from our link nurse regarding the implications of changes at puberty and "growing up".

Parents may view our policy statement and they have the right to withdraw their children from Sex Education should they wish to do so.

### **Transfer to Secondary Education**

Children transfer to the Secondary stage of their education in the September following their eleventh birthday. The Secondary School to which children at Rhydyfro Primary School transfer now depends on where they live.

Parents can apply for a place for their child to attend Cwmtawe Community School. Applications are dealt with by the Neath Port Talbot CBC Admissions Officer, Mrs. Helen Lewis.

### **Pastoral Care Arrangements**

The school aims to create a friendly, caring and safe atmosphere. Every member of staff accepts this aim, with the over-riding responsibility being that of the Headteacher.

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

Minor accidents are dealt with in the school, but accidents of a more serious nature, needing medical attention are notified to the parents/carers. Occasionally, an accident occurs when it becomes necessary to take a child to hospital. If parents cannot be contacted, a member of staff will accompany the child to hospital or call for an ambulance.

## **School Security and Health and Safety**

Every effort is made to ensure the school environment is a safe and healthy environment for our pupils. Regular fire and 'lockdown' drills are carried out and regular checks on school equipment in the classrooms and on the yards, are undertaken. We have a member of staff responsible for health and safety and designated members of staff are trained in first aid. The school follows the Neath Port Talbot Health and Safety Guidelines.

## **Medication**

If a child has to take prescribed medicines, we require you to complete a form "Request for the administration of prescribed medicines" form. We will not administer any medicines without this authorisation form. This is for safety reasons and is in your child's best interest. If medicines need to be sent to school and sent home at the end of the day, then it is the responsibility of the parent/carer to ensure it is collected.

## **Strategic Equality Plan**

At Rhydyfro Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, marriage and civil partnership. 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.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Rhydyfro Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. *Copies of the Strategic Equality Plan are available from the School Office.*

## **Lost Property**

We get a considerable amount of Lost Property in school simply because there are no names on them. It is therefore very important that each item of clothing is clearly marked with your child's name when they come to school.

## **Toilet Facilities**

At Rhydyfro Primary School, all pupils have access to toilets close to their teaching and learning areas:

Nursery/Reception: Pupil toilets located within the classroom

Years 1/2: Pupil toilets located adjacent to the classroom.

Years 3, 4, 5 and 6: A designated boys'/girls' toilet is adjacent to the two classrooms.

A disabled toilet is situated on the first floor.

All toilets are cleaned by the Local Authority contracted school cleaners on a daily basis. Any problems with the toilets are immediately reported to the school caretaker/Headteacher. This is dealt with immediately.

## **Homework**

With the exception of extra help with reading, spelling or phonics homework is not formally set in the Foundation Phase.

Pupils of key stage 2 age are set homework regularly on a weekly basis, which is an extension of schoolwork and parents are requested to ensure that the homework is completed by the pupils. Arrangements for the marking of the work are the responsibility of the class teacher.

## **Extra-Curricular Activities**

At Rhydyfro Primary School, we run several extra-curricular activities for our pupils. We run clubs such as: Football, Netball, Construction, Choir, ICT, Bingo, Newspaper, Gardening and Animaltastic Clubs. These clubs are for boys and girls from all ages. See specific consent forms for exact details. These clubs are subject to change throughout the year and may be cancelled due to extenuating circumstances. We participate in as many sporting tournaments as possible and always give our best.

## **Sporting Aims at School**

All pupils are expected to make the effort to change into appropriate kit for the purpose of doing physical exercise as well as games. Parents will be informed at the beginning of term as to when these activities take place so that pupils will be able to bring kit to school on the correct day. Children in Years 3 - 6 have the opportunity to go swimming at Pontardawe Swimming Pool. We participate in cluster sporting events against other local primary schools. During the year, the children will develop their P.E. skills with a focus a variety of activities and sports.

## **Charging and Remissions**

Many educational visits and residential courses will be arranged to give pupils a wider range of experiences and to reinforce work undertaken in class. Under sections 449-462 of the Education Act 1996 ("the 1996 Act") the Governing Body has determined that parents be invited to make voluntary contributions towards the benefit of the school or to support a particular activity. Parents will be asked to make a voluntary contribution towards the cost of these trips, as they would not be able to take place without parental support. If you have any concerns about the cost of the visits please come and speak to the Headteacher, as we do not want any child to miss out.

## **Parents and School**

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

We like to have parents, grandparents, aunts, uncles and community helpers for art, craft, library assistance, listening to reading amongst other ancillary tasks. If there is any other way in which you feel that you are able to help please see your child's teacher or the Headteacher.

When children see their parents taking an interest in their schooling, there is benefit to their attitude, effort and attainment. The importance of parental interest cannot be under-estimated. It does pay dividends. The development of a close relationship between school and home demands commitment and time. It also needs the right balance of space and trust. An appreciation of, and confidence in each other's role, makes a purposeful and happy place where children feel at ease, can work to reach their full potential and can gain maximum benefit from their schooling.

Parents are represented on the Governing Body by:

Mr. J. Davies (Chair), Mrs J. Davies Ms. S. Norris, Ms. D. Wrapson and Mrs. N. Richards.

**Parental Liaison / Reporting to Parents**

Parents are encouraged to keep a close relationship with school. Formal Parent / Teacher open evenings will take place twice a year, usually in October/November and again during the spring term.

**Parent's Teacher's Association (P.T.A)**

There is an active P.T.A, which organises a regular programme of fund raising activities. The school is extremely grateful for the financial contribution the Association makes but also its contribution to the community life of the school. New members are always welcome, the growth of the Association helps in what is a very satisfying contribution to school life.

**Complaints Procedure (Section 23 Education Reform Act 1988)**

The Local Education Authority has made arrangements under the above Act to receive complaints about all its maintained schools. For further information regarding the Complaints Procedure and to receive a copy of the school's Complaints Procedure Policy, please contact the school.



## **APPENDICES**

**Rhydyfro Primary School**

**Home - School Agreement**

**The school will:**

1. Encourage children to do their best at all times.
2. Provide a caring, disciplined environment conducive to learning.
3. Encourage children to care for and to show respect for themselves, their surroundings and others around them.
4. Inform parents of the children's progress.
5. Provide regular opportunities for parents to have discussions with class teachers and view children's work.

Signed..... - Headteacher.

**The family will:**

1. Make sure their child attends school regularly and arrives on time.
2. Inform the school promptly about any reasons for absence.
3. Encourage their child to do their best at all times and help with homework when necessary.
4. Support the school in ensuring that the child's behaviour is appropriate and as outlined in the school's discipline policy.
5. Try to attend parent's evenings to discuss their child's progress.

Signed ..... – Parent/Carer

**The child will make every effort to:**

1. Give of their best at all times.
2. Take care of themselves, their fellow pupils and their school.
3. Be well behaved, helpful and friendly.

Child's signature..... (Optional)

**Together we will:**

1. Support the child's learning to help them achieve their full potential.
2. Encourage the children to keep school rules.
3. Tackle any special needs

## Appendix 2 – Summer 2019 National Curriculum End of Key Stage Results

### Foundation Phase (3 year outcomes)

Foundation Phase	Area	School			LA			Wales		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Rhydyfro Primary	FPI	78.95%	61.54%	56.25%	81.20%	69.32%	67.76%	87.28%	82.58%	79.99%
Rhydyfro Primary	LCE 5+	78.95%	69.23%	62.50%	82.45%	70.15%	67.75%	88.11%	84.05%	82.04%
Rhydyfro Primary	LCE 6+	26.32%	23.08%	0.00%	29.04%	19.23%	17.79%	38.10%	33.53%	32.48%
Rhydyfro Primary	MDT 5+	89.47%	69.23%	56.25%	85.43%	75.34%	73.50%	90.28%	86.56%	84.72%
Rhydyfro Primary	MDT 6+	26.32%	7.69%	12.50%	32.08%	19.94%	18.50%	38.73%	33.94%	32.27%
Rhydyfro Primary	PSD 5+	94.74%	84.62%	75.00%	91.35%	86.58%	84.59%	94.66%	93.40%	92.23%
Rhydyfro Primary	PSD 6+	31.58%	15.38%	0.00%	47.89%	39.69%	37.07%	64.32%	59.41%	57.36%

### Key Stage 2 (3-year outcomes)

Key Stage 2	Area	School			LA			Wales		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Rhydyfro Primary	CSI	82.35%	85.00%	100%	84.13%	83.17%	82.34%	89.53%	89.50%	87.85%
Rhydyfro Primary	English 4+	88.24%	85.00%	100%	85.60%	84.58%	85.03%	91.11%	91.07%	89.70%
Rhydyfro Primary	English 5+	11.76%	45.00%	27.27%	32.05%	32.89%	30.39%	44.71%	45.95%	44.50%
Rhydyfro Primary	Maths 4+	82.35%	85.00%	100%	85.80%	86.37%	86.37%	91.64%	91.82%	90.68%
Rhydyfro Primary	Maths 5+	29.41%	30.00%	18.18%	35.70%	36.98%	32.63%	47.04%	47.85%	45.78%
Rhydyfro Primary	Science 4+	88.24%	85.00%	100%	87.52%	85.67%	85.41%	92.22%	92.07%	90.83%
Rhydyfro Primary	Science 5+	23.53%	40.00%	9.09%	32.44%	32.50%	27.13%	46.45%	46.46%	44.03%

## National Tests

National Tests: Years 2-6	Subject	2015/16		2016/17		2017/18		2018/19	
		>84	>115	>84	>115	>84	>115	>84	>115
Rhydyfro Primary	Eng Reading	80.90%	11.24%	79.78%	10.11%	76.40%	10.11%	74.12%	12.94%
NPT	Eng RDG	83.14%	14.47%	82.89%	13.85%	82.26%	14.70%	82.83%	13.14%
Wales	Eng RDG	83.78%	16.68%	83.52%	16.52%	83.46%	16.69%	83.20%	15.44%
Rhydyfro Primary	Mat Procedural	76.40%	6.74%	78.65%	15.73%	75.28%	14.61%	n/a	n/a
NPT	Mat PRC	83.76%	14.65%	83.77%	14.75%	82.53%	13.62%	n/a	n/a
Wales	Mat PRC	84.28%	16.14%	83.82%	16.00%	83.63%	15.94%	n/a	n/a
Rhydyfro Primary	Mat Reasoning	80.90%	19.10%	79.78%	7.87%	74.16%	7.87%	78.82%	15.29%
NPT	Mat RSG	83.18%	14.27%	82.79%	14.27%	81.84%	13.29%	82.45%	12.97%
Wales	Mat RSG	84.78%	16.92%	84.19%	16.60%	83.50%	15.90%	83.43%	15.54%

### Appendix 3 – Attendance Statistics

All Pupils		2015/16		2016/17		2017/18		2018/19 (to 5/6/19)	
		%	Quartile	%	Quartile	%	Quartile	%	Quartile
Rhydyfro Primary	Years 1-6	93.55%	3	94.26%	2	95.62%	1	94.95%	0
NPT	Years 1-6	94.55%		94.69%		94.14%		94.02%	
Family	Years 1-6	94.20%		94.30%		94.08%		n/a	
Wales	Years 1-6	94.92%		94.88%		94.58%			

Gender		2015/16	2016/17	2017/18	2018/19 (to 5/6/19)
Rhydyfro Primary	Male	93.07%	94.69%	95.69%	95.08%
Rhydyfro Primary	Female	94.17%	93.68%	95.51%	94.78%
NPT	Male	94.50%	94.65%	93.99%	93.86%
NPT	Female	94.60%	94.72%	94.30%	94.20%
Wales	Male	94.88%	94.85%	94.51%	
Wales	Female	94.97%	94.94%	94.65%	
Free School Meals	Entitlement	2015/16	2016/17	2017/18	2018/19 (to 5/6/19)
Rhydyfro Primary	FSM	91.59%	91.99%	93.66%	93.51%
Rhydyfro Primary	NFSM	94.79%	95.34%	96.59%	95.82%
NPT	FSM	92.67%	92.64%	92.08%	91.73%
NPT	NFSM	95.15%	95.29%	94.77%	94.84%
Wales	FSM	92.72%	92.66%	92.14%	
Wales	NFSM	95.46%	95.41%	95.13%	

SEN Stage	Stage	2015/16	2016/17	2017/18	2018/19 (to 5/6/19)
Rhydyfro Primary	School Action	91.82%	93.66%	96.40%	96.23%
Rhydyfro Primary	School AP	92.49%	89.76%	94.57%	95.14%
Rhydyfro Primary	Statement	97.35%	91.01%	95.90%	98.41%
NPT	School Action	93.76%	94.12%	93.20%	92.87%
NPT	School AP	93.59%	93.12%	92.58%	92.80%
NPT	Statement	93.27%	93.53%	92.39%	91.84%

### Exclusions

Fixed Exclusions - Primary	2016/17			2017/18			2018/19 (to 13/6/19)		
	No. of Fixed Exclusions	Days Lost	Days Lost per Pupil	No. of Fixed Exclusions	Days Lost	Days Lost per Pupil	No. of Fixed Exclusions	Days Lost	Days Lost per Pupil
Rhydyfro Primary	5	12	0.078	4	12	0.075	3	12	0.078
NPT	168	160	0.025	165	320	0.027	160	350	0.022

### School Categorisation

School	2015/16	2016/17	2017/18	2018/19
Rhydyfro Primary	Yellow	Amber	Amber	Green

## **Appendix 4**

### **Publication Scheme / Freedom of Information Act**

#### **1. Introduction: what a publication scheme is and why it has been developed**

One of the aims of the Freedom of Information Act 2000 is that public authorities, including all maintained schools, should be clear and proactive about the information they will make public.

To do this we must produce a publication scheme, setting out:

- The classes of information which we publish or intend to publish;
- The manner in which the information will be published; and
- Whether the information is available free of charge or on payment.

The scheme covers information already published and information which is to be published in the future. All information in our publication scheme is available in paper form.

Some information which we hold may not be made public, for example personal information.

This publication scheme conforms to the model scheme for schools approved by the Information Commissioner.

#### **2. Categories of information published**

The publication scheme guides you to information which we currently publish (or have recently published) or which we will publish in the future - this is split into categories of information known as 'classes', which are contained in section 5 of the scheme.

The classes of information that we undertake to make available are organised into four broad topic areas:

- School Prospectus - information published in the school prospectus.
- Governors' Documents - information published in the Governors' Annual Report and in other governing body documents.
- Pupils & Curriculum - information about policies that relate to pupils and the school curriculum.
- School Policies - information about policies that relate to the school in general.

#### **3. How to request information**

You can request a copy of the information you want from the contact detailed below.

If the information you are looking for isn't available via the scheme, you can still ask if we have it. You can contact the school by telephone, email or letter.

Email: [rhydyfro@npt.school](mailto:rhydyfro@npt.school) Tel: 01792 862200

Contact Address: Rhydyfro Primary School, Waun Penlan. Rhydyfro, Pontardawe SA8 3BB

To help us process your request quickly, please clearly mark any correspondence "PUBLICATIONS SCHEME REQUEST" (in bold CAPITALS)