



## Abbey Primary School - Ysgol Gynradd Abbey

Head Teacher: **Mr. Kevin Hodder**

Deputy Headteacher: **Mrs. Nicola Griffiths**

Heol Penlan, Longford, Neath Abbey, Neath. SA10 7LB

Tel: **01792 812202** Email: [office@abbeyprimary.npt.school](mailto:office@abbeyprimary.npt.school)

Website: [Abbeyprimaryschool.com](http://Abbeyprimaryschool.com)

# PROSPECTUS



**Age Range of Pupils 3 – 11 Years**

**Number on Roll 422 (Inc. nursery)**

*This information is correct and up to date at the time of printing. Adjustments may be necessary during the course of the school year.*



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## Our Vision

“At Abbey Primary, the child is at the heart of everything we do. We create a safe, happy, and supportive environment, fostering tolerance and understanding. We cultivate a dynamic and inclusive ethos where every child is valued, inspired, and empowered to reach their full potential. Rooted in Welsh culture, heritage, and values, our school promotes curiosity, diversity, and a lifelong passion for learning.

We are dedicated to the holistic development of the child, fostering strong bodies and minds. By celebrating all talents and achievements, we ensure that every child feels valued and recognised. Our focus on wellbeing encompasses not only academic success but also emotional, social, and physical health, helping each child to thrive in all aspects of life.

Our Abbey family stretches beyond the school gates. In partnership with families, governors, and our school community, we nurture a love for learning, foster a culture of kindness and empathy, and empower every child to be the best version of themselves. At Abbey, we are laying the foundations for our children to become stewards of the planet, teaching them to cherish and protect the ever-changing world around them. By developing a strong sense of Cynefin, we see a future where our children emerge as responsible, confident, and compassionate citizens who embrace their Welsh identity and contribute positively to their community, Wales, and the wider world.”

**A**t the heart of all we do, each child's potential grows,  
**B**uilding strong minds and bodies, as their confidence shows.  
**B**ridging dreams with learning, fostering curiosity,  
**E**mpowering every student, embracing creativity.  
**Y**earning for a future, where values hold them strong,

**P**romoting Welsh heritage, they proudly belong.  
**R**ich experiences guide them, with talents they pursue,  
**I**nclusive, kind, and caring, in all that they do.  
**M**easured risks and resilience, helping them reach high,  
**A**bbey's family united, with hopes that soar and fly.  
**R**esponsible, compassionate, they lead with gentle hand,  
**Y**oung stewards of the planet, cherishing our land.

## Ethos

Abbey Primary is an English medium primary school. Through careful organisation, the school attempts to give to the children what is best in education. In all our activities, we try to work as a family, where members have a sense of purpose, a sense of belonging and a feeling of being responsible to the school and to its community. We aim to provide work each day that is balanced, varied and suitable to the child's ability and development. These experiences will help each child to learn and to become self-reliant and responsible members of the community. We aim to create a happy, caring environment with an emphasis on making learning fun, where positive relationships are seen as being vital to our success.

The school, parents and pupils have signed Home School Agreements. This agreement outlines what is expected by each party and focuses mainly on ensuring our school is a warm and caring place where children feel valued, happy and are always encouraged to do their best.

## School Aims

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

- ❖ To create a warm, caring, happy, safe and secure environment where our children can achieve their full potential.
- ❖ To ensure that our children have access to their curriculum entitlement according to the new Curriculum for Wales guidance. The National Literacy and Numeracy Framework is integrated into the school's planning, the school embraces pupil voice.
- ❖ To provide our children with appropriate teaching and learning activities which cater for the individual needs and abilities.
- ❖ To help our children learn that courtesy, good manners and consideration for others are very important qualities.
- ❖ To help our children develop enquiring minds and positive attitudes to learning.
- ❖ To provide experiences that will enrich our children's education.
- ❖ To encourage parents to play a supportive role in their child's learning.
- ❖ To make school a welcoming place where children want to be, where they learn, are engaged and have fun.
- ❖ To equip our children with the necessary skills to prepare them for life in this increasingly complex and technological world.
- ❖ Educate each child to the highest possible standard through providing a broad and balanced curriculum.
- ❖ Encourage each child to cope with challenges and to develop the ability to work both collaboratively and independently.
- ❖ Develop in children a broad range of integral skills (including problem solving, critical thinking, creativity and social skills).
- ❖ Foster in each child a respect for religious, ethical and moral values, with tolerance of other races, creeds, religions and way of life.
- ❖ Encourage awareness and concern for the environment in which we live and to develop a worthwhile partnership between home, school and the community.
- ❖ Value and develop the skills and abilities of all members of staff.
- ❖ Continue to build Abbey Primary Schools reputation as a school committed to continuous improvement.





## Our Governors

It is the duty of the Governing Body to make decisions about how the school is run. Governors have legal duties, powers and responsibilities as a body but cannot act individually.

The Governing Body believe the aims of the school as set out in this Prospectus should continue to be pursued. Underpinning these aims is Abbey's philosophy, that all our children are entitled to the very best education possible, which the school endeavours to provide, in close partnership with parents.

Each term the following sub-committees meet and report to the main Governing Body meeting:

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

Other issues relating to the budget, pupil activities, school performance and the Early Years Assessment Centre are discussed. They can only act together, not individually. The parents of the school elect parent governors. They serve, as do other governors, for a period of four years. Parent governors bring the views of parents to the governing body. However, they are not delegates for parents, as they speak and act as individuals.

Name	Appointed by	Term of Office	Committee member	AoLE Link	Class Link
Cllr. Mike Harvey Chair	LA	01.09.23 31.08.27	TBC	Expressive Arts <b>Lucy M Richards</b>	Year 2 <b>Victoria Ryan Sheridan Williams</b>
Cllr. Vic James	LA	01.09.23 31.08.27	TBC	Humanities <b>Sheridan Williams</b>	Nursery/ Reception <b>Jeni Williams</b>
Cllr. James Henton	LA	01.01.24 31.12.27	TBC	Lang., Lit. & Communication <b>Nicola Griffiths</b>	Year 5 <b>John Richards Sacha Jarvis</b>
Cllr. Keith Davies	Community Minor Authority	02.10.23 01.10.27	TBC	Science and Technology <b>Sara Powell</b>	Year 6 <b>Danielle Thomas</b>
Father Chris Cole	Community	01.09.23 31.08.27	TBC	Maths & Numeracy <b>John Richards</b>	

Dr. Lisa John Vice Chair	Community	01.09.23 31.08.27	TBC	Expressive Arts <b>Lucy M Richards</b>	Reception <b>Sue Jones</b>
Mrs. Sue Davies	Community	01.09.23 31.08.27	TBC	Health and Wellbeing <b>Danielle Thomas</b>	
Mrs. Jenna Hickman	Parent	28.03.22 27.03.26	TBC	Lang., Lit. & Communication <b>Nicola Griffiths</b>	EYAC Lucy V Richards
Mrs. Hannah May	Parent	28.03.22 27.03.26	TBC	Maths & Numeracy <b>John Richards</b>	Year 4 Alex Davies Gavin Fitchett
Mr. Paul Davies	Parent	28.03.22 27.03.26	TBC	Humanities <b>Sheridan Williams</b>	Year 3 Lois Evans Lucy M Richards
Mrs. Cerys Davies	Parent	01.10.24 31.09.28	TBC	Science and Technology <b>Sara Powell</b>	Year 1 Nicola Griffiths Sara Powell
Mr. Kevin Hodder	Headteacher	Ongoing	Ongoing	N/A	N/A
Mrs. Nicola Griffiths	Deputy Headteacher	02.10.23 01.10.27	TBC	N/A	N/A
Ms Sacha Jarvis	Teaching Assistant	01.09.22 31.05.26	TBC	N/A	N/A
Mrs. Rachel Richards	Bursar	Ongoing	Ongoing	N/A	N/A
Mrs. Anthea Jackson	Clerk to the Governing Body	Abbey Primary School, Heol Penlan, Longford, Neath Abbey, Neath. SA10 7LB. Tel: 01792 812202 Email: <a href="mailto:JacksonA51@hwbcymru.net">JacksonA51@hwbcymru.net</a>			

### School Staff and Class Structure

The school is organised into mixed ability classes according to the age of the pupil. In general, pupils receive the greater part of their tuition from their own class teacher and a PPA teacher. Single age classes are arranged, when possible, but mixed age classes are organised when the needs are such. The school also has morning and afternoon Nursery classes. Attendance is on a part-time basis for either the morning or afternoon. Admission to the nursery is achieved after the child's 3rd birthday providing that a Nursery space is available. Children are admitted to full-time education the September after their 4th birthday. The school has an Assessment Centre for children with Special Educational Needs between the ages of 3-5 years.

Teaching Staff	Position	Class / Year Group
Mr. Kevin Hodder	Headteacher	Office
Mrs. Sue Jones	Teacher / Senior Management	Reception – F. Ph.
Mrs. Jeni Williams	Teacher	Nursery – am/pm / Reception F. Ph.
Miss. Lucy V Richards	Teacher	Nursery/Reception - Assessment Centre
Mrs. Sara Powell	Teacher	Yr1 – F. Ph.
Mrs. Nicola Griffiths	Deputy Headteacher	Yr 1 – F. Ph.
Mrs. Victoria Ryan	Teacher	Yr 2 – F. Ph.
Mrs. Sheridan Williams	Teacher	Yr 2 – F. Ph.
Miss. Lois Evans (Katie Bowring – Welsh Secondment)	Teacher	Yr 3 – KS2
Mrs. Lucy M. Richards	Teacher	Yr 3 – KS2
Mr. Gavin Fitchett	Teacher	Yr 4 – KS2
Mr. Alex Davies	Teacher/Senior Management/ALNco	Yr 4 – KS2
Miss. Lisa Dew	Teacher	Yr 5 – KS2
Mr. John Richards	Teacher/Senior Management	Yr 5 – KS2
Mr. Cameron Mellin	Teacher/Senior Management	Yr 6 – KS2
Mrs. Danielle Thomas	Teacher	Yr 6 – KS2
<b>Administration/other staff</b>		
Mrs. Helen Woodford	Education Support Officer	LA
Mrs. Anthea Jackson	Admin Officer L4 / PA	Office
Mrs. Alyson Callard	Admin Officer L3/Website Support	Office

Mrs. Rachel Richards	Bursar	Office
Miss Emma Jones	HLTA/ELSA/PPA	KS2
Mrs. Philippa Anderson	HLTA/Forest Schools/PPA	F. Ph./KS2
Miss Sacha Jarvis	HLTA/ ELSA	Family Engagement Officer/TA – F. Ph.
Mr. Jeff Bradley	Site Manager	All school site
Mr. Paul Wright	Site Manager	All School site
<b>Teaching Assistants</b>		
Mrs. Nicola Hamer	TA	Nursery AM & PM – F. Ph.
Mrs. Vicky Green	TA	Nursery AM & PM – F. Ph.
Miss Megan Masters	TA	Nursery AM & PM – F. Ph.
Mrs. Emma Hopkins	TA	Nursery AM & PM – F. Ph.
Mrs. Hilary Moule	TA /Nurture	Reception – F. Ph.
Miss. Danielle Williams	TA	Reception – F. Ph.
Mrs. Justine Hughes	TA	Reception – F. Ph.
Mrs. Emma Deavall	TA	Yr 1 – F. Ph.
Miss. Kayleigh Penny	TA	Yr 1 – F. Ph.
Mrs. Tanya Heskins	TA	Yr 1 – F. Ph.
Miss. Grace Miles	TA	Year 1 – F. Ph.
Mrs. Nicola Gibbings	TA	Year 2 – F. Ph.
Mrs. Sharon Davidson	TA	Year 2 – F. Ph.
Mrs. Gemma Noakes	TA	Year 2 – F. Ph.
Mrs. Gill Nedin	TA	Year 2– F. Ph.
Mrs. Gail Evans	TA	Year 3 – KS2
Mrs. Sarah Lewis (Maternity Leave)	TA	Year 3 – KS2
Miss. Gemma Thomas	TA /Behaviour support	Year 4 - KS2
Miss. Kelly John	TA	Year 4 – KS2
Mrs. Karen Boshier	TA	Yr 5 – KS2
Mrs. Jordan Jones	TA	Yr 5 – KS2
Mrs. Jade Fernquest	TA	Year 1/Year 6 – F. Ph. / KS2

Miss. Laura Bray Milton	TA	Nursery/Reception - Assessment Centre
Mrs. Laura Jones	TA	Nursery/Reception - Assessment Centre
Mrs. Sam Richards	TA	Nursery/Reception - Assessment Centre
Miss. Loreida Salway	TA	Nursery/Reception - Assessment Centre
Mrs. Laura Jones	TA	Nursery/Reception - Assessment Centre
Miss Chloe Boxer	TA	Nursery/Reception - Assessment Centre
<b>Cooks/Breakfast and Lunchtime Supervisors</b>		
Mrs. Louise Eley		Cook
Mrs. Susan Williams		Kitchen Asst.
Mrs. Vicky Green		Kitchen Asst.
Mrs. Susan Dewar		Kitchen Asst.
Mrs. Tracey Rayner		Kitchen Asst.
Mrs. Kelly Williams		Kitchen Asst.
Miss Keira Hunt		Breakfas club Asst.
Mrs. Marchelle Cooke		Supervisor
Miss. Danielle Williams		Supervisor
Mrs. Carolyn Rees		Supervisor

## Our School Community

Everyone has their part to play in our school and this brings with it certain responsibilities. All parents and potential parents/carers can visit the school with prior arrangement.

### Children

- Come to school with their parents and friends.
- Always try their best, in everything they do.
- Be independent in managing their own possessions.

- Understand and follow the school rules.
- Follow the class routines.

#### **Parents**

- Bring their children to school and collect them on time every day.
- Ensure that their children attend school.
- Support their child by hearing them read and encouraging them to complete any tasks that their Teachers ask them to do at home.
- Keep the school informed of any concerns they may have about their child's welfare.

#### **Teachers**

- Take responsibility for the children between 8.45am and 3.05pm/3.15pm/3.20pm
- Communicate effectively and work closely with parents.
- Always provide the highest quality of education and care.

#### **Governors**

Support and assist the Headteacher in the strategic direction of the school.

#### **Welfare**

The health, welfare and care of your child is our main priority. We will always contact you if we have any concerns.

#### **Medical Care**

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

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

We will need your telephone numbers and numbers of other emergency contacts in school. You will need to ensure that these are kept up to date.

#### **Food and Drink**

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

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

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

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

### **Your Child's Learning....**

#### ***'Play together, work together' - High expectations, high achievements***

The broad and balanced curriculum will stimulate your child to acquire knowledge and develop individual skills.

Children's achievements are celebrated, and everyone enjoys success and praise regularly during their time in school. We encourage children to become independent and confident in both their academic and social development.

The children are taught by their own class teacher in mixed ability classes with children of approximately the same age.



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

The class teacher will get to know your child very well and will be pleased to involve you in their life at school. Children make progress at their own rates and in their own ways. It is important to value them as individuals and to provide learning opportunities that will build on their strengths and overcome their weaknesses. The curriculum provides for the academic, moral, physical, creative, personal and social development of every child. In our school today, we recognise that learning consists of:

- Acquiring knowledge
- Understanding ideas
- Practising skills
- Developing good attitudes.

In order for this to take place, the children must:

- Become involved with things that interest them.
- Be active in their learning.
- Be encouraged to work with each other.
- Make progress and be challenged in each area of learning.
- Be encouraged to think and act for themselves and become independent.
- Behave appropriately.

## The Curriculum

### Curriculum for Wales

At Abbey, we are currently working under the new legislation relating to the Curriculum for Wales 2022, which has been designed for all learners, aged 3 to 16. Current legislation states 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.

### (Easy read version of the curriculum)

#### **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 dynamic nature of the *expressive arts* can engage, motivate and encourage learners to develop their creative, artistic and performance skills to the full.

The Expressive Arts Area of Learning and Experience (Area) spans five disciplines: [art, dance, drama, film and digital media and music](#). Although each discipline has its own discrete *body of knowledge* and *body of skills*, it is recognised that together they share the *creative process*.

### Health and Well-being

The Health and Well-being Area of Learning and Experience (Area) provides a holistic structure for understanding health and well-being. It is concerned with developing the capacity of learners to navigate life's opportunities and challenges. The fundamental components of this Area are physical health and development, mental health, and emotional and social well-being. It will support learners to understand and appreciate how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning.

Engagement with this Area will help to foster a whole-school approach that enables health and well-being to permeate all aspects of school life.

### Humanities

The Humanities Area of Learning and Experience (Area) seeks to awaken a sense of wonder, fire the imagination and inspire learners to grow in knowledge, understanding and wisdom. This Area encourages learners to engage with the most important issues facing humanity, including sustainability and social change, and help to develop the skills necessary to interpret and articulate the past and the present.

The Area encompasses geography; history; religion, values and ethics; business studies and social studies. These disciplines share many common themes, concepts and transferable skills, while having their own discrete body of knowledge and skills. Learners may also be introduced to other complementary disciplines, such as classics, economics, law, philosophy, politics, psychology and sociology, if and where appropriate.

### Languages, Literacy and Communication

The Languages, Literacy and Communication Area of Learning and Experience (Area) addresses fundamental aspects of human communication. It aims to support learning across the whole curriculum and to enable learners to gain knowledge and skills in Welsh, English and *international languages* as well as in *literature*.

The four statements that express what matters in this Area should be addressed holistically. This means that different languages should be explored in relation to one another, so too the skills of listening, speaking, reading and writing. It also means that learning about and through literature should be seen as contributing to all aspects of learning about languages. The statements support and complement one another and together they contribute to realising the four purposes of the curriculum.

### Mathematics and Numeracy

The development of mathematics has always gone hand in hand with the development of civilisation itself. A truly international discipline, it surrounds us and underpins so many aspects of our daily lives, such as architecture, art, music, money and engineering. And while it is creative and beautiful, both in its own right and in its applications, it is also essential for progress in other areas of learning and experience.

What is more, numeracy – the application of mathematics to solve problems in real-world contexts – plays a critical part in our everyday lives, and in the economic health of the nation. It is imperative, therefore, that mathematics and numeracy experiences are as engaging, exciting and accessible as possible for learners, and that these experiences are geared towards ensuring that learners develop mathematical resilience.

### Science and Technology

The importance of science and technology in our modern world cannot be overstated. Developments in these areas have always been drivers of change in society, underpinning innovation and impacting on everyone's lives economically, culturally and environmentally. As such, the Science and Technology Area of Learning and Experience (Area) will be increasingly relevant in the opportunities young people encounter and the life choices that they make.

Ready access to vast amounts of data requires all learners to be able to assess inputs critically, understand the basis of information presented as fact, and make informed judgements that impact their own behaviours and values. They need to develop the ability to meaningfully ask the question, 'Just because we can, does that mean we should?' What matters in this Area has been expressed in six statements which support and complement one another and should not be viewed in isolation. Together they contribute to realising the [four purposes](#) of the curriculum.

### 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 a pupil's literacy and numeracy skills are 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.

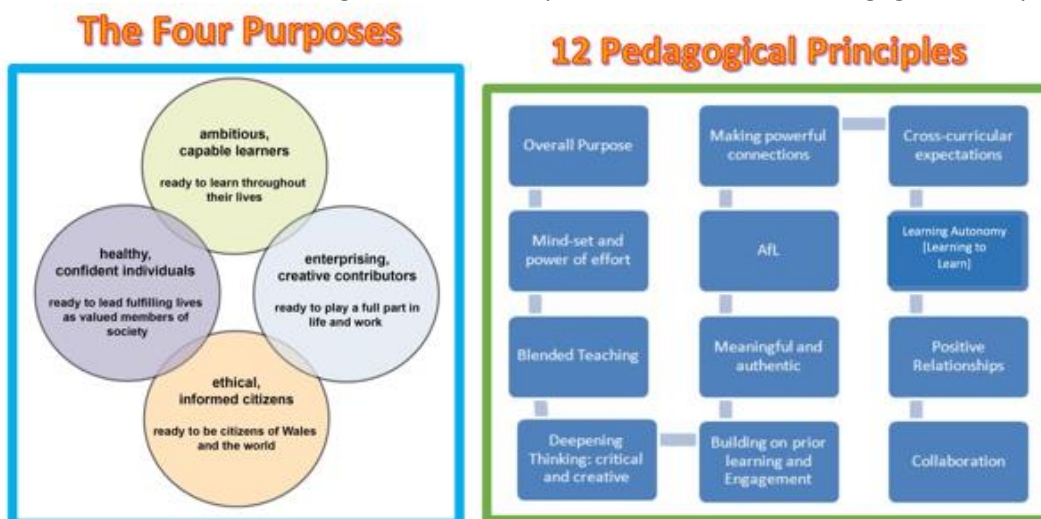
#### Why is outdoor learning important?

At Abbey, we place great importance on staff using the outdoors as another classroom where children can work on a daily basis. We have a wonderful Forest School area which our Forest School Lead, other 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.

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



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

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

### Religious Education

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

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

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

### Sex Education

The Governing Body has adopted the LA Relationships and Sexuality Education (RSE) Policy and guidelines. However, growth and reproduction are taught as part of the science KS2 curriculum. Many issues are handled sensitively if they arise through our Personal and Social Education curriculum. The School Nurse speaks to all Year 5/6 pupils before they transition to Dwr-y-Felin Comprehensive school.

### Homework Policy

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

### Use of Welsh Language

The Curriculum Cymreig is addressed through cross-curricular themes and is strengthened by use of incidental Welsh throughout the school day.

At Abbey Primary, the main language for teaching is English. However, Welsh is taught as a second language as required by Welsh Government. Pupils respond to Welsh commands, answer the register through Welsh and sing Welsh hymns and prayers. We really feel that it is important that our children learn about the Welsh culture and their Welsh heritage. St. David's Day is celebrated with a week of Welsh activities, e.g. Eisteddfod, cooking Welsh recipes, listening to Welsh folk tales, music and art competitions, concerts and enjoying Welsh visitors to the school.

A Welsh peripatetic teacher visits the school where guidance and training is given to the staff and the subject is monitored. The school has achieved the Bronze Award – Siarter Iaith.

## Curriculum Arrangements for Additional Learning Needs

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

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

### Early Years Assessment Centre (EYAC)

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

### Social Skills

**Social Skills** group caters for small groups of children who attend "Busy Bees"; the children develop their social and conversational skills and how to express themselves and how to value the opinions of others. In busy bees everyone belongs, our motto is "A friend is one of the nicest things you can have and one of the best things you can be".

### Forest School

**Forest School** has allowed the children to broaden their experiences, take risks and become confident in reflecting on their learning. We believe that outdoor learning and the outdoor environment is where children learn about the world around them, it offers challenge and promotes exploration, investigation, fun and adventure. The provision nurtures the children and helps develop a love of learning alongside a positive approach to attending school. It allows the children to apply the skills to the challenges of everyday life.

Outdoor learning has a positive effect on children's well-being and development. All children have the right to experience the unique and special nature of being outdoors. These areas have been recognised by Estyn Inspectorate as a significant strength of the school.

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



## Strategic Equality Plan and Disability Access

At Abbey Primary School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored, and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

At Abbey Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. The school has a dedicated Looked after Children (LAC) person, Mr. Kevin Hodder, who oversees the education, care and well-being of children in care.

The school has in place a Strategic Equality Plan and Access Plans. This is reviewed annually. If any parents / carers would like to discuss any disability issues, then please contact the school for an appointment.

## Equal Opportunities

It is our policy to promote true equality for all pupils, to discourage sexist, racist and stereotyping attitudes and to promote a positive ethos regarding our community.

At our school, we teach the curriculum to all children, whatever their ability and individual needs. Equal opportunities form part of the school curriculum policy and enables us to provide a broad and balanced education to all children. Through our teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language, and we take all reasonable steps to achieve this. All children and staff are treated equally. The school has an Equal Opportunities Policy.

## School Discipline and Behaviour

**'Good behaviour is a necessary condition for effective learning to take place.'**

*Education Observed DFES 1987*

Within a school 'family', some rules are essential; these are mostly matters of common sense to ensure the safety of our children. The emphasis in the school is to praise positive behaviour, attitude and effort and to increase children's awareness of the need to make a positive contribution to their community.

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

### **Restorative Practice:**

#### **Aims**

- We will strive to create a positive climate in which child's self-esteem is nurtured and misbehaviour becomes a less attractive way to gain attention.
- All people in the school will be valued, respected and safe.
- Abbey Primary is an orderly environment in which effective teaching and learning can take place.
- Everyone will work together to encourage good behaviour
- A high level of parental involvement is encouraged and expected.
- We will work closely with other agencies to ensure that children with complex needs and difficulties, and their families, are given appropriate support.

#### **Our five simple school rules are:**

- ✓ I will walk and talk quietly in our school.
- ✓ I will be helpful and polite to everyone.
- ✓ I will look at and listen to people who are talking to me.
- ✓ I will look after everything in our school.
- ✓ I will always try my best in everything I do.

Members of staff will provide attention to those who are behaving correctly. When pupils have to be reminded of the rules, this will be done quietly and calmly with the aim of getting the pupil back on task as soon as possible. The inappropriate behaviour will be criticised not the child. The school follows a 'graduated response' programme for behaviour.

All adults in school will keep in mind that *EACH DAY IS A FRESH START*.

#### **Working together to improve behaviour**

We will always try to work with parents/carers. Good behaviour is the result of a partnership between home and school and standards set at home and school should complement each other. If any pupil lets his or her standards of behaviour fall, we follow gradual response procedures should it deteriorate further we will then inform parents and discuss it with them. It may be that sanctions outside school can help to reinforce sanctions being used in school.

### **Extra-Curricular Activities**

The school is involved with many outside agencies in organising its post-school activities. At present, the school operates the following after school clubs at various times of the year:

Rugby	Netball
Football	Fit and Fun
Arts and Crafts	Gymnastics
Dodgeball	Chess
Lego construction	Coding
Lego WeDo	Cookery
Sports	Film
Cricket	Bootcamp

Year 4, Year 5 and Year 6 children have an opportunity to participate in a Residential Visit to Urdd City sleepover (2night) / Llangrannog (2 nights) /Tregoyd House (2 nights). This provides the children with the opportunity to study a variety of activities in a very different environment and promotes team building.

### **Sporting Aims**

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

The school participates in a wide range of sporting activities that include football, rugby, netball, cricket, dance, yoga, gymnastics, etc. We encourage all children to lead an active and healthy lifestyle and introduce our pupils to a wide range of activities that they can hopefully pursue in the free time. We believe in a sport-for-all mentality and will encourage to children to participate in activities that they enjoy.

The school actively participates in local and national competitions and inter-school events as part of our philosophy of giving children opportunities to reflect on their own performance through competition.

## Parental Involvement

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

Parental interview evenings are organised twice a year along with parental workshops and information sessions. An annual report to parents is provided once a year.

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

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

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

## Admissions

The NPT County Borough Council is the Admissions Authority for all maintained Nursery Classes, Infant, Junior, Primary and Secondary Community Schools.

### **Admission to Nursery Classes**

Children can access a part-time nursery place from the start of the term following their third birthday. Admission Application Forms are available from, and should be returned to, The Admissions Officer, School and Family Support, Port Talbot Civic Centre, Port Talbot SA13 1PJ. Admission to a nursery prior to the start of the term following the child's third birthday can only be agreed in consultation with the admissions officer.

### **Admissions to schools including Infant, Junior, Primary and Secondary Schools**

All admissions to mainstream schools are approved by the Admissions Officer, School and Family Support. Children are admitted to reception classes in the September following their fourth birthday. Children transfer to the comprehensive school in the September following their eleventh birthday. Admissions Application Forms are available from, and should be returned to, The Admissions Officer, School and Family Support, Port Talbot Civic Centre, Port Talbot SA13 1PJ. All parents of pupils due to transfer from one sector to another at the end of the academic year will be sent an Admissions Application Form by the authority during the Autumn Term.

Admission arrangements will be advised in writing towards the end of the Spring Term.

Attendance at a Nursery Class does not automatically entitle a child to a reception class place in the same school, neither does attendance at a primary school automatically entitle a child to a place at the partner comprehensive school.

Parents have the right to express a preference which will be considered individually and complied with wherever possible. Some schools have more requests for places than there are places available. Where a school is oversubscribed preferences will still be considered, but the priorities set by the authority will be applied.

[School admissions - Neath Port Talbot Council \(npt.gov.uk\)](http://npt.gov.uk)

A full copy of the Authority Admission Policy is available on request.



## Charging and Remissions Policy

Under Section 10 of the 1988 Education Act, the Governing Body has determined that parents be invited to make voluntary contributions towards the benefit of the school or to support particular activities, e.g. educational visits in order to offset transport costs and entrance fees. The school is firmly committed to the belief that children learn best from first-hand experiences and these visits are planned to enhance and enrich children's education.

## Information on how to make complaint

If you have a complaint about any aspect of your child's schooling, in the first instance it is better to attempt to solve it in school. Please discuss your concern with the Headteacher and staff. If you are still not satisfied, ask about the complaint procedure, which the Headteacher (or Governing Body Representative) will explain to you. The Complaints Policy is available on the website.

## Inspection of Documents

Documents required to be available by Regulation may be inspected, and, where appropriate copied at the school during school hours by arrangement with the Headteacher.

## Freedom of Information Act

The Freedom of Information Act requires publicly funded bodies, including schools, to be clear about the information they publish. We have produced a publication scheme setting out all the information we publish on a regular basis and where to find it. The school Administrative Officer will let you see the publication scheme or provide you with a copy free of charge.

## Security & Health and Safety

The Governing Body has a Premises, Health & Safety sub-committee who meet once a year and tour the school to identify any potential health and safety issues. Any identified areas are dealt with promptly.

All staff have a duty of care to be diligent and comply with the school's Health and Safety Policy. Risk assessments are undertaken by staff for all activities. The Neath Port Talbot Health and Safety Policy is available to view at the school along with the school Health and Safety Procedures.

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

The Site Managers, Security Firms (Cintrix and Mitie), Headteacher, and Deputy Headteacher are the designated key holders.

It is the responsibility of the class teacher to make sure that their classroom is secure, windows are closed, and equipment switched off before leaving the premises and that it is a safe environment for all concerned.

## Medicines Policy

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

## Listening to our Learners

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

## Uniform

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

### Girls School Uniform

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

### Boys School Uniform

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

### PE Uniform

White T-shirt (or Sports Day coloured t-shirt), navy blue PE shorts and trainers with non-marking soles.

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

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

Valuables are brought to school at the child's own risk but are discouraged. Mobile phones are not allowed unless prior permission has been sought from the Headteacher and then will be stored in a secure place in the class or school office.

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

## School dinners

All primary school pupils in Reception – Year 6 are eligible for free school meals. These meals are prepared, cooked and served on the premises. A three-week balanced fixed menu rota is in place serving a variety of healthy options.

[Primary school meals - Neath Port Talbot Council \(npt.gov.uk\)](http://npt.gov.uk)

## School Times – 2024-2025

### Foundation Phase - Nursery

	<b>Part Time Pupils</b>
	<i>Morning Session</i>
Start	8.45am
Morning Break	10.10am – 10.30am
End	11.00am
	<i>Afternoon Session</i>
Start	1.00pm
Afternoon Break	2.00pm – 2.10pm
End	3.15pm

## Foundation Phase – Reception – Year 2

Morning Session	
Start	8.50am
Morning Break	10.30am – 10.45am
End	11:55am
Afternoon Session	
Start	1pm
Afternoon Break	2.00 pm – 2.10 pm
End	3.10pm

## KS2 – Year 3 – Year 6

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

The hours spent on teaching during the normal school week, including Religious Education, but excluding the statutory daily act of worship, registration and breaks are 22.5 hours at Foundation Phase and 24.0 hours at Key Stage Two.

## School Term Dates– 2024-2025

Term	Term Begins	Mid Term Holiday		Term Ends
Autumn 2024	Monday 2 <sup>nd</sup> September	Monday 28 <sup>th</sup> October	Friday 1 <sup>st</sup> November	Friday 20 <sup>th</sup> December
Spring 2025	Monday 6 <sup>th</sup> January	Monday 24 <sup>th</sup> February	Friday 28 <sup>th</sup> February	Friday 11 <sup>th</sup> April
Summer 2025	Monday 28 <sup>th</sup> April	Monday 26 <sup>th</sup> May	Friday 30 <sup>th</sup> May	Friday 21 <sup>st</sup> July

Schools will be closed to pupils for [INSET/Staff Preparation \(2024/25\)](#) on up to six days between Monday, 2<sup>nd</sup> September 2024 and Monday, 21<sup>st</sup> July 2025 these days will be set by the school.

## Attendance figures

Attendance 2023 – 2024	
<b>% attendance</b>	92%
<b>Authorised Absence</b>	4.2%
<b>Unauthorised Absence</b>	4.7%

The Governing Body has set our attendance target for 2024/25 at 93.5%