



SCHOOL PROSPECTUS

2013 – 2014

Welcome to Ysgol Penmorfa

Welcome to Ysgol Penmorfa. We are very proud of our school and its ongoing achievements and we hope that you will very quickly feel part of our school community.

We have written this School Prospectus to tell you about our school and its procedures. We have included all the information that we think you will need to help your child get the most from his / her education at Ysgol Penmorfa.

Ysgol Penmorfa is an English medium Community Primary School catering for boys and girls between the ages of 3 and 11 years. At present, the number of full-time pupils on roll is just over 400. There are two classes in each year group and each of the classes in a year group studies the same topics. Teaching staff within each year group hold weekly planning meetings to ensure that all classes within a year group are engaged in similar learning activities and enjoy similar learning experiences. Lessons are taught in English, but all pupils are taught Welsh as a second language, in accordance with the county's second language policy. We aim to promote bilingualism through the use of incidental Welsh during the school day.

The school has a large hall with its own stage, and a separate dining room and kitchen in which lunches are prepared on site. We also have a pre-school and a Breakfast and After School Club on site. The school uses the school grounds to enhance the educational provision for pupils including an outdoor classroom and a nature area.

Ysgol Penmorfa has a tradition of fostering an inclusive, happy and caring family atmosphere and we believe in encouraging every child to achieve his/her potential, making learning an enjoyable and exciting experience. This prospectus should provide information about the daily running of the school. However, if there is anything else you would like to know about Ysgol Penmorfa, all you need to do is ask. We believe that parents and Staff should work together and we look forward to developing our partnership for the benefit of your child.

School Mission



Making the most of everyone

A happy, caring and respectful school community providing quality experiences which enable everyone to reach their full potential.

School Aims

To create a happy, caring environment where every pupil feels secure and valued.

To provide opportunities and quality experiences through which pupils may achieve their full potential.

To promote positive relationships, encouraging pupils to show care and respect for one another and consideration towards all members of the community.

To provide a broad and balanced curriculum in order to prepare each child for the many and varied challenges he/she will meet in the future.

HEADTEACHER:-

Mr D W Edwards

YSGOL PENMORFA

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LL19 8SY

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E mail: ysgol.penmorfa@denbighshire.gov.uk

Website: ysgolpenmorfa.com.

CHAIR OF GOVERNORS:-

Mrs Janet Jones

2 Llandaff Drive
Prestatyn
Denbighshire
LL19 8AS

CORPORATE DIRECTOR FOR EDUCATION:-

Mr Hywyn Williams
Denbighshire County Council
County Hall
Wynnstay Road
Ruthin
Denbighshire

Tel: 01824 706000

GOVERNORS: -

Mrs J Jones	-	Community (Chair)
Mr A West	-	Community (Vice Chair)
Mr J Jones	-	Community
Mrs J Szabo	-	Community (Minor Authority)
Mr D Morris	-	Local Authority
Mr M Dakeyne	-	Local Authority
Mrs N Hambridge	-	Teacher
Mrs E Millward	-	Staff
Mrs B Spruce	-	Parent
Mrs K Clewett	-	Parent
Ms T Brown	-	Parent
Mr J Woodmansee	-	Parent
Mr D W Edwards	-	Head Teacher
Mrs J Lloyd	-	Clerk to the Governors

The *Governors* of the school are a group of people who have been elected by parents or teachers or who have been nominated by local government to manage the school. They make or endorse policy decisions such as admission, discipline and curriculum. They appoint staff and are responsible for the delegated budget, the upkeep of the building and the welfare of pupils and staff.

The *Governing Body* formally meet at least once every term. In addition to these full meetings, the following sub-committees regularly meet:-

Finance Sub-Committee

Curriculum Sub-Committee

Health, Safety and Maintenance Sub-Committee

Additional Learning Needs Sub-Committee

STAFF

Early Years

Mrs A Mawrey	EMP	
Mrs G German	EMP	Curriculum Leader
Mrs C Jones	EYJ	
Miss Ellis-Williams	EYP	

Foundation Phase

Mrs C Wright	1W	
Mrs K Fuller	1FM	
Mrs N Hambridge	2H	Assistant Head Teacher
Mrs K Roberts	2RG	
Mrs G German	2RG	

Key Stage 2

Mrs J Roberts	3R	Curriculum Leader
Mrs L Dakeyne	3D	
Mrs L Alexander	4D	
Miss L Swann	4S	
Mr C Winn	5W	
Mrs H Baker	5B	
Mr D Fuller	6F	
Miss C Carter	6C	

Mr S Grant	KS2	Deputy Headteacher
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Higher Level Teaching Assistants

Mrs D Scarll	Foundation Phase
Mrs A Parry	Key Stage 2
Mrs S Jackson	Key Stage 2
Mrs L Gregory Roberts	Nurture Room

Teaching Assistants

Miss K Nicholson	
Mrs E Millward	Miss L German
Mrs Y Bailey	Mrs G Williams
Mrs D Bingley	Mrs R Brown
Mrs D Magistro	Mrs N Thomas
Mrs D Nield Siddall	Mrs M Hallam

Mrs H Wardell
Mrs K Jones

Mr C Beattie
Mrs S Footitt

School Administrator

Mrs J Lloyd

Attendance Clerk

Mrs A Prys Jones

Caretaking and Cleaning

Mr S Baldwin

Mrs E Jones

Mrs J Walley

Ms H Davies

Mrs J Twiss

Mrs M Hewitt

Caretaker



Canteen Staff

Mrs C Knowles

Mrs G Gregory

Mrs J Bryant

Mrs L Parry

Cook



Midday Supervisors

Mrs L Thompson

Mrs J Twiss

Mrs E Jones

Mrs A Evans

Mrs J Lloyd

Senior Mid-day Supervisor

Outside Agencies:

Miss K Armstrong

Mrs M Butterworth

Mrs J Ormerod

Mrs J Gorman

Mrs A Roberts

Educational Psychologist

Educational Social Worker

School Nurse

Teacher of English as an Additional Language

Behaviour Support

ADMISSIONS:

After viewing and deciding upon a school placement for their child, parents wishing to secure a place at Ysgol Penmorfa are required to complete an official application form from the Schools Admissions Department at County Hall, Ruthin. Tel: 01824 706000.

Children whose fourth birthday falls between the 1st September and the 31st August of the following year can be admitted to our Early Years Department for five half days per week. Parents will receive an invitation to meet the Nursery Teachers and Support Staff during the summer term prior to their child's admission.

Ysgol Penmorfa has adopted the admissions procedures from the 'Information for parents, guardians and carers' document, published by Denbighshire County Council. Parents may register their interest by providing the school with the name, date of birth and address of their child. Nursery and Reception class information evenings are held each year before your child starts school. Older pupils, transferring from other schools, may contact the school at any time to arrange a visit.

Ysgol Penmorfa prides itself on being an inclusive school and it is our policy to welcome and integrate children who have additional learning needs.

Parents and pupils are invited to sign a Home-School Agreement that outlines the expectations of home and school. The Home-School Agreement helps to reinforce the partnership between parents, pupils and the school.



INDUCTION OF PUPILS

Pupils transferring to Ysgol Penmorfa from another school will be provided with a carefully chosen 'buddy' who will be a pupil already established in your child's new class. The 'buddy' will sit with a new pupil during lessons and will escort him/her during playtimes and lunchtimes, introducing the new pupil to the daily routine at the school. In a very short time your child will become familiar with the daily routines and procedures at school and will begin to make new friends. A Pupil Records request form will be forwarded to the previous school inviting the previous Headteacher to forward your child's educational records to Ysgol Penmorfa.

DISCIPLINE AND BEHAVIOUR

Self-discipline is encouraged in every pupil. It is the policy at Ysgol Penmorfa to use Assertive Discipline whereby all staff are encouraged to remark on good behaviour and manners, and to commend children for their positive actions. If a pupil does have to be reprimanded regarding inappropriate or anti-social behaviour, this is done in a constructive manner, condemning the behaviour without humiliating or 'putting down' the child.

In this environment, most children will respond more co-operatively and with less resentment than if they were constantly criticised for any negative behaviour.

Praise is used as a reward, together with the giving of merit badges during a special Merit Service each week. The merits are given to pupils for their positive actions such as good behaviour, sustained effort and co-operation with others. 'Caught you being good' awards are also given out in class.

On occasions, some pupils may need to be disciplined for poor behaviour and our policy is to teach the children that there are consequences if they deliberately ignore the code of good behaviour, which the majority of pupils maintain in the school. Sanctions may include keeping a child inside at playtime and lunchtime, or removal of the pupil by the Headteacher to a place of internal exclusion. If poor behaviour continues, the parents are invited to discuss the matter and appropriate targets will be set for the child and there may be a warning of temporary or permanent exclusion. Such cases are seldom, but this action may be necessary for the welfare of the majority of pupils in the school.

Each class is requested to formulate their own class rules together with agreed rewards and consequences, which are prominently displayed in the classroom.

We do not have many School Rules and those that we have are simply to make our school a happy, safe place where children feel free to express their own talents and opinions without fear of being teased or criticised. Good manners and consideration for each other are the standards we all aim for. Staff endeavour to treat each child courteously and expect to receive politeness in return. Rough games such as play fighting are strongly discouraged in school and we consider kicking and any form of bullying to be particularly distasteful. We want our children to be honest, trustworthy and kind. Our children need to be good friends who help each other.

We need your support to ensure that our school is a welcoming, calm place where our pupils are well behaved and respectful. Our School Expectations are regularly reinforced at school and can also be reinforced at home.

Our School Expectations are not a vision of the routines we want our children to keep to, instead they are a vision of the people we want them to be. Our School Expectations are the moral values which underpin all of the choices and decisions made by our school and our pupils. We want our school to be a place where being gentle, kind, honest, hardworking, careful and a good listener is valued and encouraged.

School Expectations

Respect each other

Respect property

Always try your best

THE CURRICULUM

General Aims

We aim to provide pupils with a broadly based and balanced curriculum set within a framework that expects and seeks to attain high achievement from all pupils. We aim to:

- promote pupils' academic, personal, social and physical development;
- help pupils to make decisions within an accepted moral code;
- encourage tolerance and respect for others;
- promote the ability to work well with others, showing social skills of co-operation and leadership;
- motivate pupils and enable them to build on experience and to learn from mistakes;
- develop pupils' ability to remember facts accurately and use them in written form;
- encourage independent working;
- develop pupils' ability to identify and solve problems independently.

Specific Objectives

- To develop in pupils a high level of competence in the core subjects of English, Mathematics and Science in order to provide a secure foundation for life long learning.

- We acknowledge that every child is unique, each with their own talents and interests. By providing a broad curriculum we hope to ensure that every child is engaged and stimulated so they enjoy the school experience and have the opportunity to succeed thereby developing their self esteem.
- To actively promote our Welsh culture, language and heritage across the curriculum.
- To develop ICT as a tool to enhance learning, and in an increasingly technological world to provide children with the skills they will need for future success.
- To develop and apply basic skills across the curriculum in order to enhance educational success and in promoting life skills.
- To use extra curricular experiences to enhance and enrich children's development.

Co-ordination of the Curriculum

The Foundation Phase Curriculum and the Key Stage 2 Curriculum are each co-ordinated by a Curriculum Leader, supported by all the teaching staff working in each of the departments. The role of the Curriculum Leaders is to co-ordinate and monitor the planning and delivery of each subject in the curriculum. The work of the Curriculum Leaders is monitored by the Headteacher and the Curriculum Sub-Committee.

THE FOUNDATION PHASE CURRICULUM

The Aims of the Foundation Phase Curriculum

- To provide a happy, safe, secure and stimulating environment with opportunities for children to enjoy learning, develop confidence and self-esteem, and build good relationships with others.
- To support, foster and develop children's personal, social and emotional well-being.
- To build on what children already know, understand and can achieve.
- To enable pupils to express preferences, communicate needs and make choices and decisions.
- To develop positive attitudes and dispositions for learning.
- To address the individual needs of all children by enabling them to participate in a broad , balanced, relevant and age appropriate curriculum, with due regard to equal opportunities.
- To promote the moral, spiritual and cultural development of the children and to celebrate the distinctive cultures, language and traditions of Wales.
- To value parents/carers as important partners in their children's learning.

The Structure of the Foundation Phase Curriculum

The Foundation Phase curriculum is based around the following seven areas, where stimulating structured play activities are woven into the learning experiences:

- Personal and social development, well-being and cultural diversity;
- Language, literacy and communication skills;
- Mathematical development;
- Welsh language development;
- Knowledge and understanding of the world;
- Physical development;
- Creative development.

Planning

The Foundation Phase Curriculum at Ysgol Penmorfa is planned as units of work (topics) which are child initiated and provide a framework for planning (long term plan) and determine what is taught and when it happens. These are based on the experiences highlighted by the Foundation Phase Framework and staff knowledge and understanding of how children develop and learn. Medium term plans and short term plans give learning objectives and outcomes as well as activities. The planning allows for flexibility to include topic work and activities which are child initiated.

The wider curriculum consists of :

- Educational visits and visitors
- Outdoor classroom provision
- Links with local community organisations, eg. community police officer, school nurse
- Links with Family Learning
- Religious Education

KEY STAGE 2 CURRICULUM

Curriculum Subjects

The curriculum at Ysgol Penmorfa follows that of the National Curriculum for all state schools in Wales.

There are three core subjects (English, Science and Mathematics) and eight foundation subjects (Welsh, Information and Communication Technology, Geography, History, Design Technology, Physical Education, Music and Art) .

The children also study Religious Education.

Planning

Lessons are planned by class teachers, working in year groups following consultation with Curriculum Leaders. The subject skills are taught and applied through a range of learning activities.

Topic webs are produced for each term which link curricular areas in a meaningful way. A topic web documents the range to be taught and a copy is sent home as information to parents.

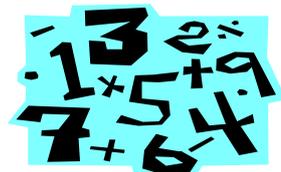
Teachers in each year group meet weekly to ensure lessons have clear learning objectives. A weekly planning grid is completed, which documents the learning objectives and the subject skills taught. The development of key skills are also identified and documented. The emphasis of the curriculum is to foster more child centred learning and topics may vary from year to year but the range covered should remain the same. The weekly year group meetings help to ensure consistency across year groups.



English:

Children's confidence and competency in language is developed through a variety of activities. At Ysgol Penmorfa, English will be developed within an integrated programme of speaking and listening, reading and writing. Pupils are encouraged to develop and apply their literacy skills across the curriculum.

Our aim is to encourage enthusiastic, independent readers. Children in the Early Years Department are introduced to picture books before commencing a formal reading scheme - **Oxford Reading Tree**. As children become more fluent, they are introduced to a range of literature. Our Home Reading programme encourages children to regularly read at home with a parent and comments are written in the children's individual Reading Diaries.



Mathematics:

The mathematics curriculum includes lessons in a range of Maths topics, investigations and problem solving activities. In this way our Mathematics curriculum is well balanced and covers the requirements of the National Curriculum.

Mathematics lessons are usually introduced as whole class activities followed by individual or group work appropriate to the child's level. Lessons provide opportunities for pupils to consolidate and apply newly learnt skills. In order to reinforce learning and to clarify their understanding, pupils are encouraged to

discuss how they calculate answers and to explain how they solve mathematical problems.

We aim to provide pupils with a grasp of the arithmetic necessary for everyday life and do not restrict the development of pupils' numeracy skills to formal mathematics lessons. Teaching staff identify opportunities to develop and apply numeracy skills across the curriculum.



Science:

A variety of scientific themes is studied in each year group. These themes are covered at progressively higher levels so that pupils are able to build upon their previous knowledge and experiences. Children are encouraged to design and carry out investigations using a scientific approach. Work in science is structured and schemes of work have the flexibility to cater for children at all levels within the National Curriculum.



Welsh:

Lessons are taught through the medium of English. Welsh is taught as a second language. However, pupils are encouraged to use incidental Welsh during the day in order to practise new vocabulary and to promote bilingualism. A 'wythnos tocyn iaith' or 'Welsh token week' is occasionally held during which pupils are rewarded for speaking Welsh. Our pupils participate in the annual inter-schools Welsh quiz and also in Urdd events such as the Urdd Sports. St. David's Day is celebrated each year with a special service.



Religious Education:

We regard collective worship to be a designated time for pupils to reflect and consider. In line with the 1988 Education Reform Act, which states that collective worship should be 'wholly or mainly of a broadly Christian character', we normally

base our assemblies on the teachings of Christ and traditions of the Christian Church. However, we conduct our assemblies in a manner that is sensitive to the individual faith and beliefs of all members of the school.

While the majority of acts of worship in our school are Christian, we also hold assemblies that reflect other religious traditions that are represented in the school and the wider community.

There is daily act of collective worship for all pupils. Religious Education lessons are provided in all classes. Parents wishing to withdraw their children from such activities are asked to write to the Headteacher. We have established close links with local churches and the ministers visit our school to take assemblies at regular intervals. Harvest Services are held each Autumn. At Christmas the school choir and musicians participate in the Parish Church Carol Service.

Kindness and respect for others is actively encouraged throughout the school.



Information Technology:

All children are encouraged to develop ICT skills in accordance with the Foundation Phase Framework and the National Curriculum guidelines. Every classroom has two computers and there is also a class set of netbooks for whole class activities. The use of ICT is integrated in other curriculum areas throughout the school day. Staff, pupils and parents are requested to sign an Internet Code of Conduct form to encourage Internet safety.



Art:

One of our main aims in this subject is to encourage the natural abilities that every pupil has. During their education at Ysgol Penmorfa, children will use a variety of media and explore the styles of famous artists. We hope also that by making the classrooms and corridors visually stimulating with displays, children will learn to appreciate and value the work of others.

Technology:



Pupils engage in a wide range of Technology activities at Ysgol Penmorfa and these activities are often structured to link with work going on in other subject areas. Children are encouraged to design their own products using their own ideas and are guided in the use of tools and materials suitable for making their products. Pupils are then encouraged to evaluate their designs.

Physical Education:



All children have P.E. lessons in the school hall. Key Stage 2 pupils also have a period of outdoor games each week. Each area of the P.E. curriculum is covered on a yearly cycle. Children are encouraged to achieve personal bests and activities are designed to bring out the talents of all children at all levels of ability.

Your child will need pumps, shorts and T- shirt for indoor P.E. Key Stage 2 pupils will also need suitable footwear and clothing for outdoor games. From a health viewpoint, it would be appreciated if your child's P.E. equipment could be brought to school in a bag and not worn to school on the selected P.E. days. Also it would be advisable if jewellery is not worn for any P.E. activity.

The annual Sports Days are usually held during the summer term and parents are welcome as spectators. Pupils in Key Stage 2 are given the opportunity of weekly swimming lessons in either the Autumn or Spring Term. If you consider your child unfit to take part in a P.E. lesson it would be appreciated if you would inform the class teacher in writing.

School teams compete against other local schools in a range of tournaments including football, netball, hockey and cross country running. In addition, a variety of extra curricular activities are available each term including dance, football, athletics, netball, hockey, cricket and cross country running.



History and Geography:

History and Geography are taught both as whole class lessons and through individual topic work. History and Geography themes are occasionally complemented by off-site educational visits. From an early age, pupils develop key concepts and skills as they study the local environment. These concepts and skills are further developed as pupils go on to study a variety of historical and geographical themes each year.

Music:

Music plays an important part in the life of the school and every child is encouraged to participate fully in musical activities. The children in the school choir perform at local community events. Tuition for tuned instruments is provided at school by peripatetic tutors. Please inform the Head Teacher if you would like your child to receive music lessons e.g. violin, clarinet.

End of Key Stage Teacher Assessments:

Class teachers regularly assess pupils' ability in each subject area. These assessments enable class teachers to decide upon the most appropriate tasks and activities to help the child progress to the next level. In addition, teacher assessments enable teachers to agree upon the overall level at which pupils are working at the end of the Foundation Phase and Key Stage 2. The expected level for pupils at the end of the Foundation Phase is Outcome 5. The expected level for end of Key Stage 2 is Level 4.

Complaints about the curriculum:

A parent or guardian with a complaint or concern about the curriculum provided at Ysgol Penmorfa should follow the school complaints procedure. (page 28).

ADDITIONAL LEARNING NEEDS

At Ysgol Penmorfa all our children are special to us, but some may need extra support to overcome a difficulty. Our policy is one of integration for pupils with additional learning needs and we aim to avoid feelings of being different or separate from the rest of the school.

All children have access to the Foundation Phase Framework and the National Curriculum at a level appropriate to their ability. We believe in equal opportunities for all pupils and we are aware that a weakness in one area of the curriculum does not mean weakness in all areas. At Ysgol Penmorfa, we aim to find, encourage and develop particular strengths and talents. Our support team comprises an Additional Learning Needs Coordinator and a team of teaching assistants throughout the school. Members of the support team liaise closely with external support services.

If it is thought that your child may need special provision, you will be invited into school to discuss this. The provision may take the form of extra teaching support in the classroom, the use of special resources and equipment and the setting out of individual programmes of work to help enable your child to participate fully in all aspects of school life.

You will be kept informed of your child's progress and consulted about any changes to his/her individual educational plan.

The school keeps a register of all children who are identified as having additional learning needs and this is carefully monitored by the Headteacher and the governors with responsibility for additional learning needs.

If your child has a statement and you are moving to us from another county, it is necessary for us to consult with the Local Authority before offering your child a place at our school.

Children with disabilities:

Ysgol Penmorfa has a reputation for welcoming and providing appropriate support for pupils with disabilities. The school has wheelchair access to all areas of the school except for three rooms upstairs. Before commencing at Ysgol Penmorfa, the individual needs of a child are discussed with parents and outside agencies to ensure that appropriate provision and support is provided.

A copy of the school policy for Additional Learning Needs is available from the Headteacher on request.

Personal and Social Education (PSE)

From the earliest years, we teach children how to keep themselves safe. The lessons are always appropriate to the age of the children. Nursery children learn not to wander and how to cope with a fire drill. Later we invite visitors to warn about the dangers of dropped syringes, of traffic awareness and safety in the home.

Sex and Relationships Education:

At Ysgol Penmorfa, we regard sex and relationships education as learning about physical, moral and emotional development. Sex and relationships education is part of the personal, social and health education curriculum in our school.

We teach children about:

- the physical development of their bodies as they grow into adults
- the way humans reproduce
- raised self-esteem and respect for their own bodies
- respect for the views of other people
- to reassure children of their value and self-worth
- to inform children on matters of personal hygiene and related health issues
- to educate against discrimination and prejudice

We teach sex and relationships education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal and social education (PSE) curriculum, we also teach some sex education through science where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In PSE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and at Upper Key Stage 2 we explain to pupils what will happen to their bodies during puberty. For example, the School Nurse explains to pupils about boys' voices changing during puberty and she explains about menstruation.

In Science lessons in the Foundation Phase we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

We arrange a meeting for all parents and carers of children in Year 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

HOMEWORK

At Ysgol Penmorfa, we regard homework as anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning.

Homework can be a very important part of a child's education and can add much to a child's development. We view homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners and we believe that homework is one of the main ways in which children can develop the skills of independent learning.

All children have homework to some extent. Where homework is given parents are asked for their support and encouragement. Guidelines for homework for each year group will be issued at the beginning of the school year.

Reading is the key to learning and we strive to encourage a love of books. Children are strongly encouraged to take their reading books home so as to enhance their reading ability and develop a love of reading. The partnership between the home and the school is very important concerning reading.



CROSS PHASE LIAISON

We try to make the transition from Foundation Phase to Key Stage 2 as easy as possible for pupils. Because Ysgol Penmorfa is a through school, most Foundation Phase pupils learn to recognise teachers in Key Stage 2. Year 2 pupils formally meet their next teacher during the Summer Term before they move up to Year 3.

Year 6 pupils spend two induction days at Prestatyn High School during the Summer Term before they move up. Also during the summer term Year 6 pupils in all of the feeder schools of Prestatyn High School engage in similar work activities, which are continued in Year 7.

REPORTING TO PARENTS

During the summer term, teaching staff prepare detailed written reports for parents. Two formal open evenings are held during the school year, when parents have an opportunity to look at workbooks and to discuss their child's progress. However, we view education as a partnership between the child, parents and staff and so parents are most welcome to make arrangements to visit school at anytime to discuss their child's progress.

Teacher Assessment levels for pupils are provided to parents at the end of the Foundation Phase (Year 2) and Key Stage 2 (Year 6).

PARENT TEACHER ASSOCIATION

We have an excellent P.T.A. which provides an invaluable service to the school. It is a true partnership between parents and staff. The P.T.A. also helps to welcome new parents to our school. They plan and run events such as the Christmas fayre, raffles and social evenings. In recent years the P.T.A. fund-raising has provided the school with the funds to refurbish classrooms and to purchase essential resources including computers, reading books and text books. Parents receive frequent circulars related to various P.T.A. functions and activities.

A very warm welcome is extended to all parents and friends. If you would like to be involved with helping our school, please come to any of the P.T.A. meetings.

For many years, parents and volunteers have come into school to listen to pupils read, to help with craft activities and to provide talks to classes to compliment their topic work. This partnership has been invaluable and we would like to further encourage such parental involvement. If you would like to help at school, please do not hesitate to contact us to let us know. We are always pleased to welcome new helpers. The school insists that all volunteer helpers undergo a DBS police check before commencing at the school.



CHARITIES

Every year, the school supports at least one national charity and one local charity and in doing so, we feel that we are encouraging pupils to consider people who may be less fortunate than themselves. The chosen charities are introduced and discussed during school assemblies so that pupils are made fully aware of how they are helping others.

THE SCHOOL DAY

Early Years:

There are three Early Years classes. Nursery pupils receive 0.5 provision in the Early Years Unit.

Morning groups	09.00 a.m. - 11.30 a.m.
Afternoon groups	12.35 p.m. - 3.05 p.m.



Foundation Phase:

Morning Session 1	9.00 a.m.	-	10.15 a.m.
Morning Break	10.15 a.m.	-	10.30 a.m.
Morning Session 2	10.30 a.m.	-	11.45 a.m.
Lunch	11.45 a.m.	-	12.30 p.m.
Afternoon Session 1	12.30 p.m.	-	1.40 p.m.
Afternoon Break	1.40 p.m.	-	2.00 p.m.
Afternoon Session 2	2.00 p.m.	-	3.05 p.m.

Key Stage 2:

Morning Session 1	8.55 a.m.	-	11.00 a.m.
Morning Break	11.00 a.m.	-	11.20 a.m.
Morning Session 2	11.20 a.m.	-	12.30 p.m.
Lunch	12.30 p.m.	-	1.15 p.m.
Afternoon Session 1	1.15 p.m.	-	2.20 p.m.
Afternoon Break	2.20 p.m.	-	2.30 p.m.
Afternoon Session 2	2.30 p.m.	-	3.15 p.m.

ATTENDANCE

Attending school regularly and punctually is very important and lessons begin promptly each morning. Doors are opened from 8.45 a.m. and pupils are encouraged to take to their seats and start working quietly on their registration tasks once in class.

If your child has not reached school by 9.05 a.m. he or she will be marked as absent in the register. A 'late' symbol will be entered against the mark if your child arrives after 9.05 a.m. Pupils who arrive at school after 9.05 a.m. should report to the main office in order to register their attendance.

If your child is unavoidably absent from school because of illness, injury or perhaps a significant religious occurrence, a note from the parents/guardians must be received by the school in order to explain such an absence. If we do not receive contact from a parent or guardian, the Attendance Clerk will telephone home to enquire about the absence.

If you decide to take your child away on holiday during term time, please ask for, and complete a holiday form. However, may we suggest that it is preferable for the child to attend school as often as possible, as even the shortest periods of absence can disrupt the pattern of teaching received by the pupil.



CLOSURE OF SCHOOL

In the event of very heavy snowfall during the day, concerned parents are welcome to come to collect their children from school. During very severe weather, parents are advised to listen to local radio stations since the Local Authority may make the decision to close all schools in the county. Information is also included on the Denbighshire website and school website - www.ysgolpenmorfa.com

EXTRA CURRICULAR ACTIVITIES

At Ysgol Penmorfa, we pride ourselves in the variety of extra curricular activities, many of which are offered after the formal close of the school day. These activities which are taken either at lunchtime or after school include:- Football, Netball, Rugby, Rounders, Gymnastics, Choir, Recorders, Dance, Welsh, Computers, History, Art and Craft, Technology, Eco Club, Chess and Gardening.

Our school aims to provide pupils with a range of opportunities to Participate in a range of inter-school sporting tournaments and eve



Off-site visits:

Year 5 pupils are given the opportunity to participate in a two night residential visit to Glan Llyn, Bala. Year 6 pupils have the opportunity of a two night residential visit to Nant Bwlch yr Haearn near Llanrwst. Prior to a residential visit, parents are reminded of the school remissions policy and eligibility for the remission of costs.

There are also annual educational day visits arranged for each class as well as visits to local sites of educational interest. Each of the educational day visits complement

the topics studied by pupils. Before an off-site activity takes place parents are notified and parental permission is requested. Risk assessments are carried out prior to off-site visits.

Charging and Remissions

All education during school hours is free. We do not charge for any activity undertaken as part of the National Curriculum with the exception of individual or group music tuition.

When organising school trips or visits which enrich the curriculum and educational experience of the children, the school invites parents to contribute to the cost of the trip. All contributions are voluntary. If we do not receive sufficient voluntary contributions, we may cancel a trip.

If the school organises a residential visit in school time, we do make a charge to cover the costs of board and lodging and for travel expenses. However, parents who receive benefits may be exempt from payment for board and lodging. This is explained in greater detail when a specific visit is arranged.

The school organises swimming lessons for all pupils in key stage 2. These take place in school time and are part of the National Curriculum. We make no charge for the swimming lesson. We inform parents when these lessons are to take place and we ask parents for a voluntary contribution towards the cost of transport.

UNIFORM

We are very proud of our school and encourage pupils to share in our pride through the wearing of their uniform which is recognised throughout the local community. School Uniform is available from various retail outlets in Prestatyn.

Ysgol Penmorfa Uniform is as follows:-

Boys:	Grey/Black Trousers White Shirt Bottle Green Jumper Jog Suit with Penmorfa logo (optional) Gold or white Polo Shirt
Girls:	Grey Skirt/Pinafore Dress White Blouse

Bottle Green Jumper/Cardigan
Jog Suit with Penmorfa Logo (optional)
Gold or white Polo Shirt
Green/White Gingham Dress (Summer)

Indoor P.E. Kit:

Shorts, T/shirt and Indoor Pumps
Swimming costume (Key Stage 2 only)

Outdoor Games Kit

Summer - Shorts
Winter - Track suit
Outdoor pumps/training shoes

Parents are asked to label all of their child's clothes clearly, including coats and P.E. clothing and to ensure that there is a loop on coats so that they can be hung securely on pegs.

SCHOOL MEALS



School meals are prepared on the premises.

Children who have special diets can be catered for by prior arrangement. (Please ask at the School Office). The Cook operates a three-week menu and also holds themed meal events each term.

The school operates a pre-paid, cashless system in the canteen. The cost of a School meal is currently £1.90 which should be paid in advance of your child receiving a meal. Please send dinner money in separate envelopes for each child, marked with the child's name, class and amount. Payments by cheque should be made payable to "Denbighshire County Council". Pupils who bring sandwiches are catered for under adult supervision. **No glass bottles please.**

Free Meal application forms are available from the School Office for parents who are in receipt of Income Support.

HEALTH

It is vital for a child's well being that we know if he/she has any health problems. With certain illnesses the Health Authority recommend that children are kept from school for a minimum number of days.

Chicken Pox	-	5 days from appearance of rash
German Measles	-	4 days from appearance of rash
Measles	-	7 days from appearance of rash
Mumps	-	7 days from appearance of rash

On occasions a child may feel ill and need to be taken home. If both parents are working we must have a local telephone number of a relation, friend or neighbour whom we can contact if the need arises.

We would ask parents not to send medicines to school without prior arrangement with the Headteacher. Children who need antibiotics could be given dosages at home just before and after school. Children who possess an inhaler should have it clearly labelled.

Most staff are First Aid trained and there are two designated First Aiders at Ysgol Penmorfa. Teaching Staff, Support Staff and Midday Supervisors are expected to attend formal First Aid Training when it is provided at school.

SCHOOL SECURITY



We try to be a friendly and welcoming school and parents are encouraged to visit the school whenever they wish. However, the safety of all who work here - pupils and staff - must be our prime concern and it is necessary for us to restrict access to the school building during the school day. All visitors should enter the school by the main entrance at the front of the building, the lock of which is controlled in the School Office. Visitors should press the bell for attention. After entering, all visitors should sign the Visitors' Book in the School Office. Visitors are not normally allowed to visit classrooms unaccompanied.

External doors are kept closed during the school day, unless supervised by staff. All staff and pupils are encouraged to ensure that external doors are kept closed during the school day in order to prevent unauthorised access to the building.

Finally, we sincerely hope that no parents will be put off visiting us by our security measures. We are always pleased to speak to parents.

Safeguarding

All staff working at Ysgol Penmorfa receive training on Safeguarding and Child Protection. All staff have a duty of care to pupils and they adhere to the guidelines set out in the All Wales Child Protection Policy (2008). If a member of staff has a concern that a pupil has been harmed, is at risk of harm or if they receive a disclosure, they must inform a member of staff at school with responsibility for child protection. The person with responsibility has a legal duty to refer such concerns to Denbighshire Social Services.



PARKING AND SAFETY

The co-operation of parents in not parking directly outside the school gates is appreciated. We respectfully ask parents to park clear of the main entrance - highlighted in yellow road markings. Parents are also asked to refrain from parking vehicles for extended periods in the designated drop-off bays. These arrangements are made with the safety of your children being the prime consideration.

COMPLAINTS PROCEDURE

We do try to get everything right but occasionally there may be a problem or misunderstanding. If you follow this step by step guide, we should be able to resolve any concerns:

- ⇒ Is your concern about your child's work or welfare at school?
If YES, please see your child's classteacher.
- ⇒ Is your concern about something else?
If YES, then see the School Administrator at the main office.
- ⇒ If your problem is not resolved, then see the Headteacher.
- ⇒ If you still feel there is a problem, then contact the Chair of Governors.
- ⇒ If your problem is not resolved contact the Local Authority.

The Headteacher maintains a record of parental concerns and the action taken to resolve issues. The Complaints Policy can be found on the school website (www.ysgolpenmorfa.com).

Home-School Agreement

The staff and governors warmly welcome you and your child into our school's community. We believe in nurturing a strong and lasting partnership between the school and the parents or guardians, in the best interests of pupils. We are also legally required to ask you to enter into an Agreement of Partnership.

Parents or guardians, like the school, have duties towards the children. We set out these duties in a Home-School Agreement as pledges, and include pledges for your child as well.

Pledges for the Parent or Guardian promise to accept the school's overall aims and objectives, and positively support the class teacher.

Pledges from pupils promise to abide by the school rules.

Pledges from the school promise to provide a high standard of education, care and support.

Parents are asked to read and discuss the Home-School Agreement with their child before it is signed and returned to the Headteacher to be countersigned.

Equality of Opportunity

We aim to ensure that the school is a place where everyone - irrespective of their race, language, colour, gender, marital status, sexual orientation, size, religious or political beliefs, ethnic or nation origin, previous occupation or disability - feels welcomed and valued. It is the policy of the Governing Body to welcome and

integrate all pupils into our school. When parents of a disabled child inform the Headteacher that they wish their child to attend Penmorfa, the individual needs of the child are thoroughly discussed. This discussion is followed by a review meeting with outside agencies in order to ensure that the needs of each pupil will be met as effectively as possible. Because of the successful integration of several disabled pupils in recent years, the school has developed strong links with outside agencies.

The school has a Strategic Equality Plan in place. Our vision is to be a progressive school inspiring pupils, staff, parents, governors and our community to achieve their full potential. We aim to offer maximum opportunity for every pupil to excel, irrespective of identity, race, cultural tradition or community experience. This will be driven by our principles of commitment, responsibility, nurturing, respect and community.

The Headteacher is the designated member of staff with the responsibility for promoting the educational achievements of looked after children. The progress and welfare of looked after children is monitored by the governing body in line with the Equal Opportunities policy.

Accessibility:

Wheelchair access may be gained through several entrances that have been provided with ramps. Two lifts allow wheelchair access to all levels of the school building except for the three classrooms upstairs. The new classroom block includes facilities for disabled pupils and an accessible toilet has been installed by the main office. Paths around the school have been widened to allow wheelchair access.

Parents and visitors with a disability are able to access all areas of the school, except for the three classrooms upstairs. Therefore no disabled visitors are excluded from special events such as parents' evenings, concerts, class assemblies and sports events.

Attendance of Pupils in 2012-2013:

	Overall attendance	Unauthorised absence	Authorised absence
Nursery	86.23%	1.08%	12.68%
Reception	92.19%	0.8%	7.01%
Key Stage 1	93.19%	0.87%	5.94%
Key Stage 2	94.06%	0.46%	5.57%
Whole School Attendance (excluding nursery)	93.1%	0.71%	6.17%

The Headteacher and Governing Body set an annual target for attendance. The target set for 2012 - 2013 was 93%. The target set for 2013 - 2014 is 93.5%. Holidays taken by pupils during term time affected the ability of the school to meet attendance targets. 1.2% of pupil absences were due to holidays taken during term time during the last year.

School Term Dates 2013 - 2014

<i>Autumn Term</i>	School opens	Wednesday 4 th September 2013
	School closes	Friday 25 th October 2013
	School opens	Monday 4 th November 2013
	School closes	Friday 20 th December 2013
<i>Winter Term</i>	School opens	Tuesday 7 th January 2014
	School closes	Friday 21 st February 2014
	School opens	Monday 3 rd March 2014
	School closes	Friday 11 th April 2014
<i>Summer Term</i>	School opens	Tuesday 29 th April 2014
	May Day	Monday 5 th May (school closed)
	School closes	Friday 23 rd May 2014
	School opens	Monday 2 nd June 2014
	School closes	Friday 18 th July 2014

Staff Training Days:

Monday 2nd September 2013
 Tuesday 3rd September 2013
 Monday 6th January 2014
 Monday 28th April 2014
 Monday 21st July 2014



School Performance

School Performance 2013

Summary of Foundation Phase Assessment results of pupils in the school in June 2013.

This is the first year that progress has been recorded as Learning Outcomes. The expected Learning Outcome for a child at the end of Year 2 is Outcome 5. A more able child could be expected to achieve Outcome 6.

Ysgol Penmorfa 2013

		N	D	W	1	2	3	4	5	6	A
Personal and social development, well-being and cultural diversity	School	0.0	0.0	0.0	0.0	0.0	2.1	2.1	66.7	29.2	0.0
	Wales	0.1	0.1	0.2	0.3	0.5	1.3	6.7	52.3	38.4	0.2
Language, literacy and communication skills (in Welsh)	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Wales	0.1			0.1	0.3	2.1	11.4	61.1	24.8	
Language, literacy and communication skills (in English)	School	0.0	0.0	0.0	0.0	2.1	0.0	8.3	68.8	20.8	0.0
	Wales	0.1	0.1	0.3	0.3	0.5	2.6	12.7	57.9	25.2	0.3
Mathematical development	School	0.0	0.0	0.0	0.0	2.1	0.0	10.4	72.9	14.6	0.0
	Wales	0.1	0.1	0.3	0.2	0.5	1.7	10.5	62.5	23.9	0.3

The Foundation Phase Indicator is the % of pupils achieving Outcome 5 or above in each of the three main areas of:

- Personal and Social Development, Well-Being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development

Foundation Phase Indicator	
School	87.50
National	82.96

Key Stage 2 Performance 2013

The expected level for a pupil at the end of Year 6 is level 4. A more able pupil could be expected to achieve level 5.

Ysgol Penmorfa CP

		N	D	NC O1	NC O2	NC O3	1	2	3	4	5	6+	4+
English	School	0.0	0.0	0.0	0.0	0.0	0.0	1.5	8.8	54.4	32.4	2.9	89.7
	<i>Wales</i>	<i>0.2</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.2</i>	<i>0.6</i>	<i>2.5</i>	<i>11.0</i>	<i>52.2</i>	<i>32.4</i>	<i>0.5</i>	<i>85.2</i>
Oracy	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.4	60.3	35.3	0.0	95.6
	<i>Wales</i>	<i>0.2</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.6</i>	<i>2.1</i>	<i>10.9</i>	<i>51.3</i>	<i>33.8</i>	<i>0.6</i>	<i>85.7</i>
Reading	School	0.0	0.0	0.0	0.0	0.0	0.0	1.5	4.4	51.5	39.7	2.9	94.1
	<i>Wales</i>	<i>0.2</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.6</i>	<i>2.5</i>	<i>11.3</i>	<i>48.2</i>	<i>35.9</i>	<i>0.7</i>	<i>84.8</i>
Writing	School	0.0	0.0	0.0	0.0	0.0	0.0	5.9	17.6	48.5	25.0	2.9	76.5
	<i>Wales</i>	<i>0.2</i>	<i>0.1</i>	<i>0.2</i>	<i>0.1</i>	<i>0.1</i>	<i>0.7</i>	<i>3.3</i>	<i>16.0</i>	<i>53.3</i>	<i>25.4</i>	<i>0.6</i>	<i>79.3</i>
Mathematics	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.9	58.8	33.8	1.5	94.1
	<i>Wales</i>	<i>0.2</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.5</i>	<i>2.0</i>	<i>10.0</i>	<i>53.8</i>	<i>32.5</i>	<i>0.4</i>	<i>86.8</i>
Science	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.4	60.3	35.3	0.0	95.6
	<i>Wales</i>	<i>0.2</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.4</i>	<i>1.6</i>	<i>8.8</i>	<i>55.5</i>	<i>33.0</i>		<i>88.5</i>
Welsh Second Language	School	0.0	0.0	0.0	0.0	0.0	2.9	11.8	39.7	44.1	1.5	0.0	45.6
	<i>Wales</i>	<i>0.4</i>	<i>0.3</i>	<i>0.3</i>	<i>0.1</i>	<i>0.2</i>	<i>1.6</i>	<i>7.0</i>	<i>28.6</i>	<i>50.7</i>	<i>10.7</i>	<i>0.2</i>	<i>61.6</i>

The core subject indicator is the % of pupils who achieve level 4 or above in each of the core subjects i.e. English, mathematics and science.

Core Subject Indicator

School	89.7
<i>Wales</i>	<i>82.6</i>