

# Prospectus

2023-2024

Prestatyn

Success

Cyngor  
sir ddinbych  
denbighshire  
County Council



# Letter from the Headteacher

**Dear Parent/Carer,**

I would like to wish you and your family a very warm welcome to Ysgol Penmorfa. Choosing the right school for your child is a very important decision and I hope that the information contained within this prospectus will give you a flavour of the curriculum and enrichment offered at our school. 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.



At Penmorfa, we recognise the importance of a broad and balanced curriculum and how such a curriculum impacts positively on our children's futures. We also place the wellbeing of our children at the centre of everything that we do; we firmly believe that children who are happy learn the best.

We are defined as a 'Predominantly English Medium Primary School' by the Welsh Government catering for pupils between the ages of 3 and 11. Although English is the main language of daily life, significant emphasis is placed on developing the Welsh language skills of our pupils, staff and wider community. At present, the number of full-time pupils on roll is just under 400. There are two classes in each year group and each of the classes in a year group studies the same topics.

The school has a large hall with its own stage, and a separate dining room and kitchen where 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, a Forest School, a nature area and more recently our newly developed Builders Yard.

Links between home and school are of vital importance to ensure a successful education and we work tirelessly to develop these links through our open-door policy, community work, celebration of achievement and the work of our excellent Parent Teacher Association. Our staff are always on hand to listen and work in cooperation with you to ensure that the needs of your child are being met.

We have very high expectations at school, both in terms of behaviour and attitude to school life. 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. Thank you for your interest in our school.

## 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.



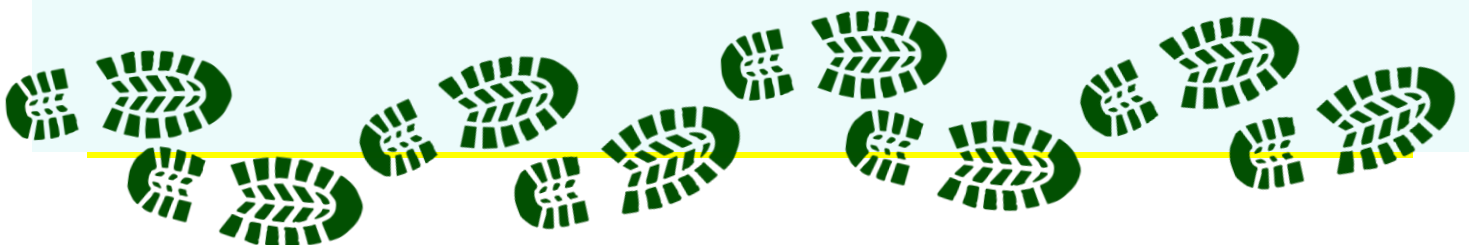
## School Aims

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

*To 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 they will meet in the future.*

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





## Headteacher

Mrs. S.A. Davies

Ysgol Penmorfa  
Dawson Drive  
Prestatyn  
Denbighshire  
LL19 8SY

## Chair of Governors

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## Head of Education for Denbighshire

Mr. Geraint Davies  
Denbighshire County Council  
County Hall  
Wynnstay Road  
Ruthin  
Denbighshire

Tel: 01824 706000



# Governors

**MRS J. JONES**  
**CHAIR**

**COMMUNITY**

**CLLR. A. WEST**  
**VICE CHAIR**

Community

**MR J. JONES**

Community

**MRS. L. TIPPING**

Local Education Authority

**MR. A. COLLIER**

Local Education Authority

**MR P. DOP**

Local Education Authority

**MRS E. MILLWARD**

Staff

**CLLR. K. CLEWETT**

Parent

**MR D. WALLIKER**

Parent

**MR G. PARRY**

Parent

**MRS N. HAMBRIDGE**

Teacher

**MRS S. DAVIES**

Headteacher

**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 govern 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 ALN/Curriculum Sub-Committee

Health, Safety and Maintenance Sub-Committee



# Staff

HEADTEACHER

MRS. S. DAVIES

DEPUTY HEADTEACHER

MR. P. NOLAN

NURSERY	Miss. S. Hughes	
RECEPTION	Mrs. K. Fuller	Mrs. N. Hambridge
YEAR 1	Mrs. K. Roberts	Mrs. C. Jones
YEAR 2	Mrs. M. Heathcote	Mrs. J. Paley
YEAR 3	Miss. S. Church	Mrs. S. Gallego
YEAR 4	Miss. E. Roberts	Miss. N. Jones
YEAR 5	Mrs. E. Alexander	Miss. E. Owen
YEAR 6	Miss. C. Carter	Mrs. J. Roberts
PPA COVER & BUILDERS YARD	Mr. D. Fuller	
ALNCO	Mrs. C. Wright	
INCLUSION TEACHER	Miss. P. Thompson	
SEB MANAGER/FAMILY LIAISON	Mr. M. Nolan	
HLTA	Mrs. S. Jackson	
FOREST SCHOOL & GARDENING	Mr. J. Morris	
COOKING & LIFE SKILLS	Mrs. R. Bowden	
GARDEN & LIFE SKILLS	Mrs. C. McComish	
TEACHING ASSISTANTS	Miss. M. Parry	Mrs. E. Millward
	Mrs. R. Brown	Mrs. J. Smith
	Miss. A. Dickinson	Ms. C. Thomas
	Miss. L. Hammond	Miss. L. Walley
	Miss. S. Beanland	Mrs. B. Donaldson
ALN SUPPORT	Ms. M. Airey	Mr. E. Williams
	Mr. M. Hughes-Roberts	Mrs. H. Wardell
	Mrs. S. Footitt	Mrs. G. Wadsworth
SCHOOL ADMINISTRATION	Mrs. J. Lloyd	
ATTENDANCE CLERK	Mrs. F. Grimwood	





# CARETAKING AND CLEANING

CARETAKER	Mr. K. Davies	
CLEANERS	Mrs. E. Jones	
	Ms. H. Davies	
	Vacancy	
	Mrs. J. Lloyd	
CANTEEN STAFF	Mrs. A. Jones	
	Mrs. G. Gregory	
	Mrs. J. Bryant	
	Mrs. A. Evans	
MIDDAY SUPERVISORS	Mrs. J. Twiss	
	Mrs. E. Jones	
	Mrs. J. Lloyd	
OUTSIDE AGENCIES	Mrs. Fran Games	Educational Psychologist
	Mrs. M. Butterworth	Educational Social Worker
	Mrs. C. Maguire	School Nurse
	Mrs. M. Debowska	English as an Additional Language
	Mrs. K. Packer	Behaviour Support
	Mrs. E. Jouzza	Speech and Language



# 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 either using the on-line form on the Denbighshire website or by phoning the Schools Admissions Department at County Hall, Ruthin. Tel: 01824 706101.

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 Teacher 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. 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 them 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 Head teacher to forward your child's educational records to Ysgol Penmorfa.

## Looked-After Children

Children who are 'Looked After' by the Local Authority are given priority in the Admissions Policy. During their time with us their progress, wellbeing and care will be monitored by the Additional Learning Needs Coordinator.

## Nursery Admission

We are proud of our Early Years Department which includes part time nursery provision. Pupils who attend nursery attend either for the morning or afternoon and have the opportunity of wrap around care on site for the part of the day they do not attend school (There is a charge for this additional element of childcare). Nursery education is not a statutory provision and parents have no right of appeal under the Education Act 1996 if they are unsuccessful in gaining a place. Admission to the nursery provision of the school does not guarantee admission to the school.



# Transition

Pupils joining our school will visit prior to their formal start to familiarise themselves with the school grounds, the staff and their peers. Should a structured transition plan be required, this will be developed in partnership with parents/ carers and the Additional Learning Needs and Inclusion Coordinator. Throughout Year 6, pupils will be prepared for the move up to their respective High Schools. Strong links exist between the school and high schools that pupils transfer to and we work hard to help develop confidence and reduce any anxiety.

# 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. 'Dojo' awards are also given out for each class in the Foundation Phase and KS2 are in the process of adopting a new 'shop' reward system which will begin after Christmas.

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 Head teacher to a place of internal exclusion. If poor behaviour continues, the parents are invited to discuss the matter. Appropriate targets will be set for the child. There may be a warning of temporary or permanent exclusion. Such cases are rare, but this action may be necessary for the welfare of the majority of pupils in the school.

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

Be Kind

Be Respectful

Be the best you can

## Prestatyn Promises

### Our Values

- Be Kind
- Be Positive
- Be a Good Friend
- Be Respectful
- Be the Best We Can



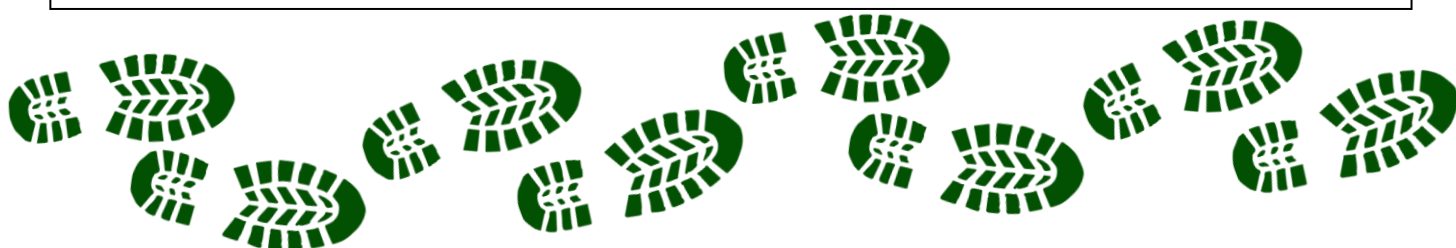
### Our Steps

Our school community promotes a caring and nurturing environment ensuring every voice is listened to.

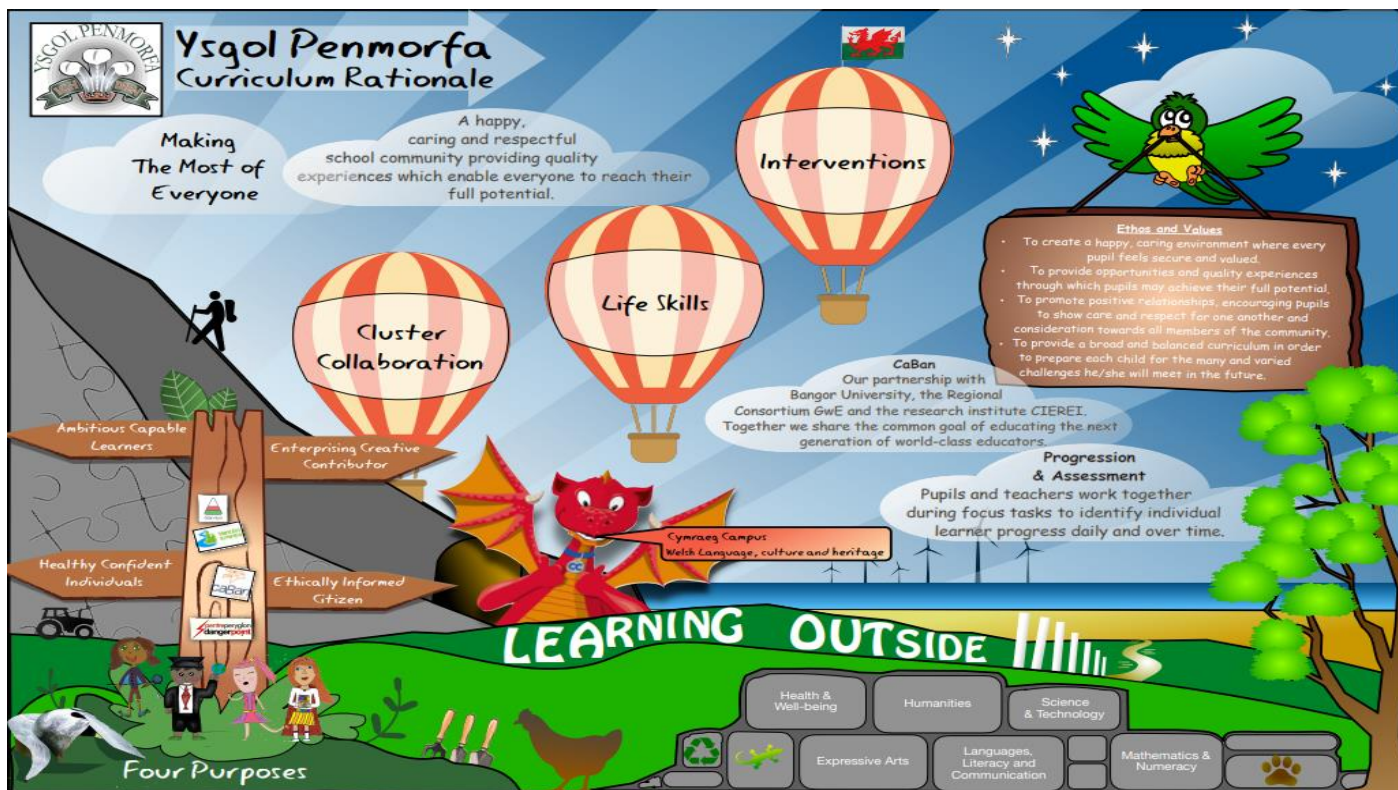
Learners are encouraged to adopt a 'Growth Mindset' approach to all activities in school and will be supported to maintain positivity.

Through extra-curricular activities and group tasks in class, pupils are supported to maintain healthy friendships.

Everyone at our school is unique; our learners and families, staff and stakeholders. We will strive to be the best we can.



# 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, learn from mistakes and develop a growth mindset;
- 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

- 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.



# Coordination of the Curriculum

The continuum has been separated into three areas – Wanderers, Hikers and Mountaineers. These are coordinated by two members of the Senior Leadership Team and supported by all the teaching staff working in each of the departments. The role of the Curriculum Leaders is to coordinate and monitor the planning and delivery of each Area of Learning in the curriculum. The work of the Curriculum Leaders is monitored by the Head teacher and the Curriculum subcommittee.

## The Aims of the 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 Curriculum

The curriculum has the four purposes at its centre, promoting pupils to become:

- Healthy, Confident Individuals
- Ambitious, Capable Learners
- Enterprising, Creative contributors and
- Ethically Informed Citizens

There are six areas of learning and experience, where stimulating, structured activities are woven into the learning experiences:

- |  |                            |
|--|----------------------------|
| • Language, Literacy and Communication | • Mathematics and Numeracy |
| • Humanities                           | • Expressive Arts          |
| • Science and Technology               | • Health and Wellbeing     |

## Planning

The Curriculum at Ysgol Penmorfa is planned as units of work (topics) which are child initiated and provide a framework for planning and determine what is taught and when it happens. These are based on the experiences highlighted by the Curriculum Framework and staff knowledge and understanding of how children develop and learn.

Plans and short-term plans outline anticipated learning as well as activities. The wider curriculum consists of:

- Educational visits and visitors
- Outdoor classroom and Forest School provision
- Links with local community organisations, e.g. community police officer, school nurse
- Links with Family Learning
- Religious Education and Sexuality and Religious Education
- Life skills sessions

# **Language, Literacy and Communication**

Children's confidence and competency in language is developed through a variety of activities. At Ysgol Penmorfa, English is 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 begin learning phonics using the Read Write Inc programme and are introduced to picture books before commencing a formal reading scheme. 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.

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. Our pupils participate in Urdd events such as the Urdd Sports and Arts.

St. David's Day is celebrated each year with a special service.

As part of the Literacy and Communication's curriculum, French is taught as an international language at KS2 and Foundation Phase have the opportunity to be aware of other languages through meaningful links to topic work.

## **Mathematics and Numeracy**

The Mathematics and Numeracy curriculum include 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 structured in a group cycle involving focused tasks 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. Teachers seek opportunities to develop and apply numeracy skills across the curriculum.

## **Science and Technology**

A variety of topics are studied in each year group. These topics are pupil initiated and activities are planned so that pupils are able to build upon their previous knowledge and experiences. Children are encouraged to design and carry out investigations using a logical and practical approach, whilst using the different skills associated with the different areas of learning involving Science, Digital Technology and Design Technology. Work is structured to facilitate the skills involved, whilst allowing pupils the freedom and the opportunity to follow their own lines of enquiry. Planned units of work ensure there is the flexibility to cater for children at all levels within the Curriculum.

# Humanities

At Ysgol Penmorfa, the Humanities curriculum enhances the studying of human experiences in the past and present, at local, national and global levels, with a view to encouraging them to contribute to their communities, imagine possible futures and benefit from a sense of belonging. Humanities encompasses geography; history; religion, values and ethics; business studies and social studies. These disciplines share many common themes, concepts and transferable skills, while also having their own body of knowledge and skills. At Ysgol Penmorfa, Humanities provides opportunities for all learners to learn about their heritage and sense of place through a study of their locality and of Wales. By promoting an understanding of the ethnic and cultural diversity within Wales, it also helps pupils appreciate the extent to which it is part of a wider international community.

# Expressive Arts

The dynamic nature of the Expressive Arts at Ysgol Penmorfa engages and motivates learners and so encourages them to develop their creative, artistic and performance skills to the full.

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

During Expressive Arts experiences, learners will be physically, socially and emotionally engaged, and as a result their well-being, self-esteem and resilience will be nurtured. This in turn will enhance their self-confidence. The Expressive Arts Area of Learning and Experience will also foster creativity and critical thinking skills which will aid learners' capacity to question, make connections, innovate, solve problems, communicate, collaborate and reflect critically.

# Health and Well-being

The Health and Well-being Area of Learning and Experience at Ysgol Penmorfa is about the physical, psychological, emotional and social aspects of our lives. It recognises good health and well-being as a key enabler of successful learning. This area of learning and experience will support learners to develop and maintain not only their physical health and well-being, but also their mental health and emotional well-being, as well as developing positive relationships in a range of contexts. To enable this, it will build learners' capacity to make informed decisions about their health and well-being and also to engage critically with a range of social influences which may impact on their values and behaviours. This understanding in turn will enable learners to develop the behaviours, habits and dispositions which will support their health and well-being in a rapidly changing world.





# Sex and Relationship Education

The new curriculum for Wales which started in September 2022 includes developmentally appropriate Relationships and Sexuality Education (RSE).

Young people should have the right to access information that keeps them safe from harm. This includes learning about healthy relationships, keeping safe, online and offline, and being confident to raise issues with responsible adults. RSE is designed to safeguard all our children and young people, supporting them to develop knowledge, skills and behaviours that will assist in protecting them throughout their lives. This is critical to building a society which treats others with understanding and empathy, whatever their ethnicity, social economic background, disability, sex, gender or sexuality.

Find out more here: <https://www.youtube.com/watch?v=-05yWWBuQwg>



The Relationships and Sexuality Education (RSE) Code provides details for schools and settings on what must be taught and when. Great care has been taken to ensure that all learning within RSE will be developmentally appropriate, and the teachers and professionals involved in its development have ensured that this is reflected within the Code.

RSE will be taught developmentally appropriate so learners aren't exposed to things that aren't appropriate to their age and development, including the resources schools use in implementing RSE. The three strands taught will be at developmentally appropriate phases. The three strands are:

1. Relationships and identity
2. Sexual health and well-being
3. Empowerment, safety and respect

## **Relationships and identity:**

*helping learners develop the skills they need to develop healthy, safe, and fulfilling relationships with others and helping them to make sense of their thoughts and feelings.*

## **Sexual health and well-being:**

*helping learners to draw on factual sources regarding their sexual and reproductive health and well-being, allowing them to make informed decisions throughout their lives.*

## **Empowerment, safety and respect:**

*helping to protect learners from all forms of discrimination, violence, abuse and neglect and enabling them to recognise unsafe or harmful relationships and situations, supporting them to recognise when, how and where to seek support and advice.*

# National Tests

In November and June of each year pupils in Year 2, 3, 4, 5 and 6 sit National Tests in Reading, Maths Procedural and Maths Reasoning. This gives pupils guidance on ways to improve. The information is released via Hwb and pupils can access this directly using their own account.

# 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.

## **Additional Learning Needs**

At Ysgol Penmorfa all our children are special to us, but some may need additional support to overcome specific difficulties. The ALNET Act 2018 along with our Inclusion Policy are about integration and inclusion for all children regardless of their needs. We aim to avoid feelings of being different or separate from the rest of our school. We use a person-centred approach when planning for our children which ensures the child and their needs are at the heart of everything we do.

All children have access to the 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 ALN team comprises a Senior member of staff who is the Additional Learning Needs Coordinator (ALNCo) and teaching assistants who offer additional support in the classroom in order to ensure all of our children access the curriculum. The ALNCo liaises closely with teaching staff and external agencies in order to best meet the needs of all our children.

If it is thought that your child may need additional support, this will be discussed with you by your child's class teacher or the ALNCo. The support may be short or long term and will be reviewed regularly. This may take the form of extra teaching support in the classroom, interventions outside of the classroom or adaptations 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 additional support.

The school keeps a record of all children who are identified as having additional needs and/or receiving additional support. This is carefully monitored by the ALNCo and overseen 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 Head teacher on request.

## **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 each new topic.

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 Links

At Penmorfa we have allocated two 'Leaders of Learning', one responsible for the 'Wanderers' leading into the 'Hikers' and the second responsible for leading the 'Hikers' into 'Mountaineers'.



Wanderers

→ Progression Step 1

Nursery & Reception



Hikers

Progression Step 1→2

Years 1, 2 & 3



Mountaineers

Progression Step 2→3

Years 4, 5 & 6

Pupils are invited to spend time in their new classes before the end of each academic year to ensure a smooth transition. This includes pre-school pupils, new pupils and those moving onto high school.

## Reporting to Parents

During the Summer Term, teaching staff prepare written reports for parents. There is also an interim report sent out to parents in the Autumn Term. There is an open evening held during the Autumn Term, when parents have an opportunity to look at workbooks and to meet the new teacher and a more formal meeting in the Spring term where pupil progress is discussed. However, we view education as a partnership between the child, parents and staff and encourage parents to make arrangements to visit school at any time to discuss their child's progress. Each class also has 'Seesaw' as a way of communicating with parents.



# 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 Fair, 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 complement 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.

## The School Day

### Nursery

Morning sessions:	9.00 a.m. – 11.30 a.m.
Afternoon sessions:	12.30 p.m. – 3.00 p.m.

### Reception – Year 2:

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. – 12 noon.
Lunch	12 noon – 1.00 p.m.
Afternoon Session 1	1.00 p.m. – 2.00 p.m.
Afternoon Break	2.00 p.m. – 2.10 p.m.
Afternoon Session 2	2.10 p.m. - 3.05 p.m.

### Year 3 – Year 6:

Morning Session 1	8.55 a.m. – 10.15 a.m.
Morning Break	10.15 a.m. – 10:30 a.m.
Morning Session 2	10.30 a.m. – 12 noon
Lunch	12 noon. – 1.00 p.m.
Afternoon Session 1	1.00 p.m. - 2.15 p.m.
Class Moves	2.15 p.m. - 2.25 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 at 8.45 a.m. and pupils are encouraged to start working quietly on their registration tasks once in class.

If your child has not reached school by the beginning of the morning session he or she will be marked as absent in the register. External doors are locked at 9.00am for Foundation Phase and 8.55am for Keys Stage 2. Pupils arriving after these times should report to the school office.

If your child is unavoidably absent from school because of illness, injury or perhaps a significant religious occurrence, a call or 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 contact home to enquire about the absence.

If you decide to take your child away on holiday during term time, please ask for, and complete an Absence Request 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.

The Head teacher and Governing Body set an annual target for attendance. The target set for 2023 – 2024 was 94.5%.

	<i>Overall Attendance</i>	<i>Authorised Absence</i>	<i>Unauthorised Absence</i>
<i>Whole School (Excluding Nursery)</i>	93.31	5.83	0.86

The table below shows what different percentages mean in terms of your child's attendance. Allowing for illness, medical appointments and other exceptional circumstances, all pupils should have an attendance of at least 96%. Whilst 90% sounds good in many walks of life, in terms of school it means your child will have missed almost 4 full weeks of learning, out of 38.

Good attendance	Acceptable attendance but some concerns	Unacceptable attendance with cause for concern	Unsatisfactory attendance and cause for serious concern
Between 96% and 100%	Between 93% and 95%	Between 90% and 92%	Below 90%

## Closure of Schools

In the event of heavy snowfall during the day, concerned parents are welcome to come to collect their children from school. During severe weather, parents are advised to listen to local radio stations since the Local Authority may make the decision to close schools in the county. Information is also included on the DCC and the school app [ourschoolsapp.com](https://ourschoolsapp.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, Choir, Dance, Welsh, Computers, Art and Craft, Technology, Eco Club and Gardening.

Our school aims to provide pupils with a range of opportunities to participate in a range of inter-school sporting tournaments and events.

## Off-site visits

Year 3 are given the opportunity to participate in a one-night residential visit to Kingswood Centre. Year 4 are given the opportunity to participate in a two-night residential visit to Pentrellyncymer. Year 5 pupils are given the opportunity to participate in a two-night residential visit to Kingswood. Year 6 pupils have the opportunity of a two-night residential visit to Glan Llyn.

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 and payment is requested via [www.parentpay.com](http://www.parentpay.com). 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.

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. Taking part is 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. We aim to keep the cost as low as possible by obtaining grants and with a top-up contribution from school.

All payments for trips and residential visits should be paid for online via ParentPay.

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. We also have a uniform exchange scheme at school. Parents are welcome to donate uniform which is then available for others who may need it free of charge.



# Ysgol Penmorfa Uniform is as follows

Grey Trousers Yellow Polo Shirt  
Bottle Green Jumper/Sweatshirt with logo Grey/White Socks  
Black Shoes/ALL Black Trainers

Grey Skirt/Pinafore Dress/Trousers Yellow Polo Shirt  
Green and White Gingham Dress (optional for summer) Bottle Green Jumper/Sweatshirt/Cardigan with logo Grey Tights or Grey/White Socks  
Black Shoes/ALL Black Trainers

## Indoor P.E. Kit

Black Shorts, White T-shirt and Indoor Pumps. Swimming Costume (upper school years only)

## Outdoor Games Kit

Black Shorts, White T-shirt,  
Black Tracksuit with Penmorfa logo (optional) 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 £2.50 which should be paid online via ParentPay in advance of your child receiving a meal. Reception through to Year 2 are entitled to universal primary free school meals. Pupils who bring sandwiches are catered for under adult supervision.

## No glass bottles please.

Even if your child is in Reception, Year 1 or Year 2 and you think you may be entitled to free school meals (FSM) please apply directly to the benefits department at [www.denbighshire.gov.uk](http://www.denbighshire.gov.uk). You can also claim for a uniform grant on the same application.

## Health

It is vital for a child's wellbeing 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.

<b>Coronavirus Symptoms</b>	-	<b>Follow relevant Welsh Government guidelines</b>
<b>Chicken Pox</b>	-	<b>5 days from appearance of rash</b>
<b>German Measles</b>	-	<b>4 days from appearance of rash</b>
<b>Measles</b>	-	<b>7 days from appearance of rash</b>
<b>Mumps</b>	-	<b>7 days from appearance of rash</b>

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 who we can contact if the need arises.

We would ask parents not to send medicines to school without prior arrangement with the Head teacher. 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. Further information is available in the 'Managing Medicines Policy' which is available on our website or from the school office.

Most staff are First Aid trained and there are five 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 Procedures (2018). 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. All concerns in school are recorded via the MyConcern platform. 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. There is a traffic order in place for St James' Drive and St George's Drive at the rear of the school which restricts access and parking.

# 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 class teacher.

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 Head teacher. 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 Head teacher 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](http://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 also 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 Head teacher to be countersigned.

# Equality Opportunities

We aim to ensure that the school is a place where everyone – irrespective of their race, age, 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 Head teacher 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 Head teacher 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.





# School Term Dates 2023 - 2024

## Autumn Term

**Starts:** Friday 1 September 2023

**Ends:** Friday 22 December 2023

**Autumn half term:** Monday 30 October to Friday 3 November 2023

**Christmas holiday:** Monday 25 December 2023 to Friday 5 January 2024

## Spring Term

**Starts:** Monday 8 January 2024

**Ends:** Friday 22 March 2024

**Spring half term:** Monday 12 February 2024 to Friday 16 February 2024

**Easter holiday:** Monday 25 March 2024 to Friday 5 April 2024

## Summer term

**Starts:** Monday 8 April 2024

**Ends:** Friday 19 July 2024

**Early May bank holiday:** Monday 6 May 2024

**Summer half holiday:** Monday 27 May 2024 to Friday 31 May 2024

## Staff Training Days

1<sup>st</sup> September 2023

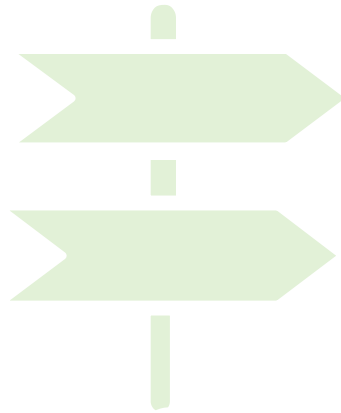
29<sup>th</sup> September 2023

6<sup>th</sup> November 2023

29<sup>th</sup> April 2024

30<sup>th</sup> April 2024

19<sup>th</sup> July 2024



**Thank you for your  
interest**