



At Garnteg we Climb to Sparkle



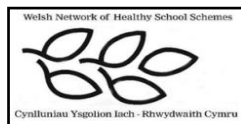
LIVE, LEARN, SUCCEED TOGETHER

GARNTEG PRIMARY SCHOOL

School Prospectus 2019-2020

Head teacher : Mrs S. E. Roche

Chair of Governors: Mr K. Gauntlett



GARNTeg PRIMARY SCHOOL

School address:	Garnteg Primary School Hillcrest Garndiffaith Pontypool Torfaen NP4 7SJ
Telephone:	01495 742934
E Mail:	head.garntegprimary@torfaen.gov.uk
Website:	www.garntegprimary.co.uk
Head teacher:	Mrs S Roche
Chair of Governors:	Mr K Gauntlett
Local Education Authority:	Torfaen County Borough Council

Introduction

A warm welcome to Garnteg Primary School!

The school prospectus has been compiled to provide you with the necessary information about school procedures. Parents/carers should also refer to other school policies which are published on Garnteg Primary website and are available from the school office.

Garnteg Primary School is situated on the outskirts of the town of Pontypool in the borough of Torfaen, South Wales.

The area the school serves is the valley area of Garndiffaith and Abersychan parents care deeply about their child's education and are very supportive of the school and as a result the school and the community are interlinked and have excellent relationships.

Garnteg has very strong links with the local community. The school is used by Torfaen and private contributors who rent out the School's climbing wall and the school is part of the Garnsychan Partnership Group, local Neighbourhood Committee.

The local churches provide the school with pastoral support as well as taking acts of collective worship and lesson enrichment.

Currently the school has 448 pupils on roll. A full break down of the school organisation is laid out further on in this document.

Our school vision is:

Live, Learn, Succeed Together!

Choosing the right school for your child is vitally important. Most parents want the best education for their children but they also want them to feel safe, secure and happy.

At Garnteg we believe we can offer all these things. We pride ourselves on the wellbeing of pupils and the broad, balanced and full education we can provide from Foundation Phase through to Key Stage 2. The high standards of teaching and learning are a credit to the hard work of both staff and pupils. Equally, we are also proud of the atmosphere of friendliness co-operation and respect which is always evident.

At Garnteg we try to ensure that everyone is treated fairly. All children are given equal access to the school and its curriculum and all at Garnteg are considered equal in the learning partnership. When children have special needs we make arrangements to inform parents and design specific programmes.

Garnteg pupils will be prepared for an ethnically diverse society. The school will work hard to promote racial equality and harmony by preventing and challenging racism. If anyone ever feels unjustly treated then the school welcomes and values a response. It is in working together that we will make Garnteg even better. We value all our pupils and we believe that their time in school should be rewarding and fulfilling.

Yours sincerely

Mrs S E Roche - Headteacher

Our School Values

At Garnteg Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

All our learners will:

1. Have a flying start in life
2. Have a comprehensive range of education and learning opportunities
3. Enjoy the best possible health and are free from abuse, victimisation and exploitation
4. Have access to play, leisure, sporting and cultural activities
5. Are listened to, treated with respect, and have their race and cultural identity recognised
6. Have a safe home and a community which supports physical and emotional well-being
7. Are not disadvantaged by poverty.

At Garnteg we are ambitious to Learn – Aleshia (Year 5)

At Garnteg we aim to be:

- Successful learners: responses referring to the cognitive outcomes of education and attitudes towards learning and knowledge.
- Confident individuals: responses referring to aspects of personal efficacy and self-assurance.
- Responsible citizens: responses relating to the need for education to instil a sense of social responsibility.
- Competent adults: responses covering 'life-skills'.
- Healthy minds and bodies: responses relating to the need for schools to foster mental and physical well-being.

Written and agreed by the Head teacher, Staff, Governors, Parents and Pupils of Garnteg Primary School Community. See also our strategic vision at the end of this booklet.

SCHOOL TIMES AND DATES

A free breakfast club is held in the school hall from 8.20 - 8.50am. Please fill in a form at the main school office

Morning Session

KS 2 Juniors 9 am - 12.15 noon

Foundation Phase 9 am – 12.00 noon

Nursery 9 am - 11.30 am

Afternoon Session

KS 2 Juniors 1.00 pm - 3.15 pm

Foundation Phase 1.00 pm - 3.15 pm

Nursery 12.45 pm - 3.15 pm



The school doors will open at 8.50 am to facilitate pupils being in their classes and ready for lessons to commence promptly at 9 am. Members of Foundation Staff will be on duty on the doors at 8.50 am for the security of children entering school. The doors will open on the KS2 yard at 8.50pm all pupils can enter the school building in preparation for the start of the day at 9am.

When approaching the school grounds please refrain from smoking, using offensive language, and leave dogs at home or well away from all school grounds.

Barrier System

The school grounds are operated by a Barrier System. The school barrier at the main gates will be operated at the press of a buzzer which will go through to the school office. The system is camera operated where identity and nature of business will be checked.

Operational Times – Morning

8.00am – 8.30am staff only

8.30am – 9.05 parental access – the barrier will be up at this time to allow access

After 9.05am access will be for visitors disabled badge holders and deliveries only. Health and Safety – Please do not tailgate as the barrier will be up at this time to allow access.

After 9.05am access will be for visitors disabled badge holders and deliveries only. Health and Safety – Please do not tailgate as the barrier will come down after each car has entered the school site.

Operational times – Afternoon

2.45pm – 3.05pm – As normal parental access. Please fill up car park in an orderly manner and switch off engines.

3.05pm -3.25pm – Barrier will be closed as per our usual procedures which has worked well in the smooth transition of entering and leaving the school site.

Bottom gate entrance: Additional Parking is also available at the Millennium Hall.

2019/2020 Academic Year

School Term and Holiday Dates - 2019/2020 Academic Year

Term	Term Begins	Half Term Begins	Half Term Ends	Term Ends
Autumn	Monday 02.09.19	Monday 28.10.19	Friday 01.11.19	Friday 20.12.19
Spring	Monday 06.01.20	Monday 17.02.20	Friday 21.02.20	Friday 03.04.20
Summer	Monday 20.04.20	Monday 25.05.20	Friday 29.05.20	Monday 20.07.20

Current Teaching Staff

Class	Teacher	Teaching Assistant	Teaching Assistant	Teaching Assistant
Dosbarth 0 Nursery	Miss C Hudspeth	Miss K Quigley Miss B Daniell	Mrs J J Watkins (50%)	Mrs H Darmanin (50%)
Dosbarth 1 Reception	Miss S Carroll	Miss S Gilbey	Mrs B Wall	
Dosbarth 2 Reception	Mr E Key	Mrs A Richards	Miss D Williams	
Dosbarth 3 Year 1	Miss J Bones	Miss L Jones		
Dosbarth 4 Year1/Year 2	Miss S Brooks	Mrs N Safdar	Mrs T Freeman	
Dosbarth 5 Year 2	Mrs S Attewell	Miss Z Sweeting		
Dosbarth 6 Year 2	Mrs Z Ally-Perrett	Miss L Freeman	Mrs T White	
Dosbarth 7 Year 3	Mrs C Lewis	Miss F Britton	Miss L Jenkins	
Dosbarth 8 Year 3	Miss A Paske	Mrs S Parfitt		
Dosbarth 9 Year 4	Mrs N Rogers	Miss S Cox	Miss L Jenkins	
Dosbarth 10 Year 4	Mrs E Messore	Miss T Rudge		
Dosbarth 11 Year 5	Miss D Grimas	Mrs N Underwood	Mrs C Cox	
Dosbarth 12 Year 5	Miss Z Williams	Mrs P Richards		
Dosbarth 13 Year 6	Mrs S Parker-Evans	Miss K Edwards		
Dosbarth 14 Year 6	Mr A Phillips	Mrs C Patterson	Miss S Parry (50%)	

Teaching Co-operative

Mrs C Jones, Mrs L Davies, Mrs H Lee, Mrs K Ngwenya

HLTA Mrs M James, Mrs C Paterson

Current Teaching Staff

The school has 18 full time teacher and the Head Teacher. The school has 21 full time Teaching Assistants and 4 part-time.

Current Non -Teaching staff

The school has the services of three school support officers, two full time and one part- time. One full-time caretaker and one part-time caretaker is employed by the school and we pay a service level agreement to provide a cleaner. One cook and two helpers provide high quality meals.

GOVERNORS

The Governing Body has the responsibility for overseeing the work of the school. Governors present an annual report on the school to the parents in the autumn term.

The Role of Governing Body

The School Governing body is accountable for ensuring that the school has effective policies and procedures in place to safeguard and promote the welfare of children and monitoring its compliance with them.

Governing bodies should ensure that-

- the school has an effective child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures;
- the policy is reviewed at least annually and is made available to parents or carers on request;
- the school has an up to date and agreed staff disciplinary procedure for dealing with allegations of misconduct , including child protection allegations, that complies with the relevant legislation.
- the school operates safe *recruitment* procedures and ensures that all appropriate checks are carried out on new *staff* and *volunteers* who will work with children.

GARNTeg PRIMARY SCHOOL GOVERNING BODY

Clerk:

Chair: Mr K Gauntlett
Vice Chair: Mrs A Skyrme
Headteacher: Mrs S E Roche

Community Governor:

Mr K Clark
Mrs S Shrigley
Mrs A Skyrme
Mrs K Arthur

Co-opted Link Governor: Mrs G Clark

LA Governor: Mr R Williams

Parent Representatives:

Miss L Sparkes

Mrs E Tew

Mrs H Huxley
Mrs L Rankin

Staff Representative: Mrs L Mayley
Teacher Representatives: Mrs K Ngwenya

Non Voting DHT Mrs C Jones

THE SCHOOL CURRICULUM

The teaching of the National Curriculum is a legal requirement in all state schools.

We have an Early Years Nursery classroom ages 3-4 years currently

Part time 9.00-11.30am and afternoon session of 12.45-3.15pm.

Garnteg Primary School teaches the Foundation Phase. Aged 3 - 7 years

And Key Stage 2 of the National Curriculum and involve children at 7 - 11 years at KS2.

Those children entering school at age 4 fall outside National Curriculum requirements, but will be introduced to the skills and knowledge within an appropriate Early Years Curriculum. This allows for a smooth transition into Foundation Phase.

We enjoy learning about different cultures and communities around the world – Ruby (Year 5)

The subjects of the Curriculum from 2008 to the present day are as follows:

Foundation Phase 3-7 yrs

Key areas of learning

- Language & Communication
- Mathematical Development
- Physical Development
- Knowledge & Understanding of the world
- Creative Development
- Welsh Development
- Personal & Social Well Being & Cultural Diversity

KS2 7-11 Yr. 3, 4, 5, 6

Core Subjects

English
Mathematics
Science
Welsh Second Language
ICT

Foundation Subjects

History
Geography
Design Technology
Information Technology
Music



Physical Education

Art

Religious Education, whilst not included as a New Curriculum subject, is a statutory requirement for all children unless parents request otherwise.

Welsh Second Language is taught throughout Nursery to Year 6 through a structured teaching programme based on themes.

The New Curriculum has provided schools with a progressive framework of skills and knowledge to be taught. Within its structure, the school has the freedom to choose the most appropriate methods in which to deliver it. In Garnteg we match the delivery of the curriculum to the needs of the children and the content of the lesson. The methods used will be class, small group, and individual.

Our endeavour is to provide our children with a curriculum appropriate to their needs now and in the future, enriched with worthwhile experiences and opportunities.

Garnteg Primary School uses a thematic planning approach through the Early Years, Foundation Phase and Key Stage 2. Topic webs highlight curriculum coverage. They highlight discrete areas of teaching, e.g. Mathematics.

- For the Foundation Phase, teachers use an Umbrella Topic for the term, e.g. I am ... You are/Pirates and Princesses.
- With input from pupils they then create topic webs for the seven key areas of learning: Language and Communication, Mathematical Development, Physical Development, Knowledge and Understanding of the World, Creative Development, Welsh Development, Personal and Social Well Being and Cultural Diversity on a ½ termly basis
- In addition, weekly plans highlight differentiated activities, assessment opportunities and resources. Planning is also linked to the School Development Plan
- For Key Stage Two, teachers create topic webs for the curriculum subjects of: English, Mathematics, Science, Welsh, History, Geography, RE, Music, Art, PE, DT and PSE.
- For Key Stage Two, overview plans for subjects detail main objectives, differentiated activities, assessment opportunities and resources. They also show linkage to the School Improvement Plan.
- Weekly planning grids highlight the main learning outcomes for each session and are completed by teachers during the weekly planning and preparation time.
- When topic webs in the Foundation Phase and KS2 have been created, teachers highlight the skills that the children will be taught on the Skills grid. This ensures skills coverage.
- Numeracy and Literacy skills across the curriculum are also incorporated into weekly overviews.
- An Additional Learning Needs identification sheet accompanies planning grids and highlights how those children with additional learning needs are supported.
- Thinking skills are embedded through learning experiences to extend learning and provide an appropriate level of challenge..

Children are continuously assessed throughout their time at school by the teaching staff. At the end of Foundation Phase and KS2, 7 and 11 years respectively, children are assessed and this information is

submitted to the LEA and then to the Welsh Assembly. At Foundation Phase the teacher assesses the children in their skills in communication i.e.: oracy reading, writing, mathematics and Personal and Social and Welsh development. At KS2, teacher assessment takes place in English, Mathematics, Science and Welsh.

The results of the teacher assessments will be included in your child's school report and discussed at Parent Consultations in the Summer Term.

Pupils in Nursery and Reception are given a base line assessment as they enter school. Year 2 - Year 6 pupils complete National Numeracy and Reading tests annually. These tests offer the school diagnostic information from which future learning can be planned.

All parents are offered a twice annual consultation of 10 minutes duration with the class teacher. These take place in the autumn and summer terms. Parents are encouraged to take advantage of these sessions. In the autumn and spring terms your child's exercise books will be available for you to browse through, and in the summer term their 'Record of Achievement' will also be available. Following the summer term report, we ask that you fill in a comment form on your perception of your child's progress for that year. This will form part of their Record of Achievement.

If at any time you should have a concern or a query, regarding your child's progress, please do not hesitate to speak with the class teacher, Deputy or the Head Teacher.

Formal written reports are sent home by pupil post in the summer term.

Literacy and Numeracy Framework

At Garnteg Primary School we fully endorse and have integrated the National Literacy Framework into all our curriculum policies and Schemes of work.

Within all the areas of learning in the foundation phase the following skills have been mapped into both the long term and short term planning to produce a comprehensive continuum for pupils learning.

The LNF focuses on the learners' **acquisition** of, and ability to **apply**, the skills and concepts they have learned to complete tasks appropriate for their stage of development. Expectations are given for each school year from Reception to Year 6 in each of the elements and aspects. The LNF is designed to be inclusive of all learners, including those with additional learning needs (ALN). The Routes to literacy and Routes to numeracy components of the LNF describe progression into Foundation Phase for learners with ALN. Extension expectations are also given for those learners with higher-order literacy and/or numeracy skills, such as more able and talented (MAT) learners. The two components of the LNF are divided into the following strands.

Within literacy the strands are:

- *oracy across the curriculum
- *reading across the curriculum
- *writing across the curriculum.

Within numeracy the strands are:

- *developing numerical reasoning
- *using number skills
- *using measuring skills
- * using data skills.

The teaching of these language skills should always be **integrated** so that each supports the others. Numeracy in the Literacy and Numeracy Framework is described as consisting of four strands. However, developing numerical reasoning underpins the three procedural strands of using number skills, Using measuring skills, Using data skills. It is vital that numeracy is not viewed as four discrete strands, which are developed in isolation from each other.

Progression through the stages is demonstrated by an ability to develop and demonstrate increasing competence in literacy and numeracy skills. The expectations are essentially concerned with developing and recognising a learner's ability to select and apply literacy and numeracy skills in ways that are appropriate to each context.

We set ourselves challenges and work effectively and responsibly in everything we do – Lori (Year 5)

Our exciting new curriculum overview-

At Garnteg we are proud to be part of creating a new learning curriculum in Wales. The aim across Wales is to see schools as learning organisations. We have been given the exciting opportunity to Pioneer a 'Curriculum for Wales' The National Mission. This means we are providing our learners with authentic, holistic opportunities within their learning. We aim to provide learners with a range of 'real life' opportunities that will be enjoyed thoroughly. Through pupil voice, pupils engage in the planning and evaluation of their learning across all Areas of Learning Experiences.

These include:

- Language, Literacy and communication - which includes Literacy, Welsh language as well as engagement with Modern Foreign Languages further on in the school.
- Mathematics and Numeracy.
- Science and Technology – developing Science, Design Technology, ICT and STEM opportunities.
- Creative Development – Music, Drama and Art
- Health and Wellbeing
- Humanities – Geography, History and RE

Alongside these Areas of Learning and Experiences, we aim to develop the Core Purposes within learning. Within the new curriculum there are four Purposes aimed at developing the pupils for their future ventures and opportunities.

The aim is for our children to become:

- Healthy, Confident Individuals
- Enterprising, Creative Contributors
- Ambitious, Capable Learners
- Ethical Informed Citizens

These purposes will be shared with the pupils regularly and available around the school



Our pupils feel the 'Curriculum for Wales' has so far...

I really like that we get the chance to explain what we would like to learn. Our ideas get listened to and used to help the planning of our lessons – Oscar Year 5

It is really good being put in a curriculum team because I get to around the school and see what other children would like to learn and let their teachers know – Alivia Year 5

Being able to plan our own topics makes them more engaging for me and helps me be more confident in lessons- Connor Year 5

I like being able to speak to visitors as it gets me confident in speaking out loud and presenting and introduces me to people like the community council. This helps me become an ambitious capable learner – Matilda Year 5

Lots more coming this year.

Planning, Preparation and Assessment PPA

It is statutory for teaching staff to receive non contact for 10 per cent of the timetable. This is to be used for Planning, Preparation and Assessment (PPA). This takes place throughout the week by Mrs C Jones, Mrs L Davies, Mrs H Lee, Mrs K Ngwenya

All staff at the school and helpers and Governors are DBS checked. Activities for PPA promote physical and mental skills, self esteem, team building and social skills.

Opportunities for enhancing and enriching the education your child receives is taken readily. Visits to support projects are made, and guest speakers are invited to dialogue with the children. Practising writers, artists, musicians, actors, choreographers, publishers, etc. at appropriate times, are employed In addition to these services, PE in Sport Club Players and coaches regularly instruct the pupils in dragon rugby. Dragon sport officials work and train the pupils along with cricket coaching from staff.

The wide range of extra curricular activities and the School is part of the Children's University where pupils receive credits for activities completed.



COMPLAINTS PROCEDURE REGARDING CURRICULUM AND OTHER MATTERS

The Governing Body has adopted the complaints procedure outlined by Torfaen LEA 2013. A full copy of the schools complaints policy and procedures is available by request from the school office.

PARENTAL COMPLAINTS AND CONCERNS

Procedure for Parents

If you should ever feel it is necessary to make a complaint about the school curriculum or indeed any other aspect of the school, your first point of contact would be the class Teacher, Senior Leader Member, Deputy Head Teacher then the Head Teacher. If after speaking with the class teacher you are still concerned you can contact the school and arrange to discuss any matter with the Head Teacher in the hope that it can be resolved quickly and to everyone's satisfaction.

Should the issue still not be resolved then you can make a formal complaint to the governing body, preferably in writing to the Chair of Governors. It is not the role of parent governors to bring complaints from individual parents into school or to meetings. That is the responsibility of the parents themselves to follow the procedure listed above. We aim that early contact and discussion would resolve most concerns so please remember that is always best to contact school at your earliest opportunity. A policy statement on bullying has been and is available to all parents. A full copy of the schools Anti-bullying policy and procedures is available from the school. A full copy of the schools complaints procedure adopted by our Governors fully complies with Welsh

Assembly advice and is the policy written and adopted by Torfaen and can be obtained via the school reception smaller leaflets are available from the waiting areas in school and are on our school website. A flow chart of the procedures is included at the end of this prospectus.

TEACHING METHODS

A variety of teaching styles is used to ensure effective delivery of the curriculum. Children will be taught through class lessons, group instruction, and individually. The method of delivery will be determined by the content of the lesson and the children's needs.

Ensuring that your children have the skills and attitudes required to be self motivating and independent learners is undertaken from the time they enter school. This discipline is essential to the success of their educational careers and to the philosophy of life long learning.



We learn lifelong skills to prepare us for our futures – Lewis (Year 5)

ABSENCES and ATTENDANCE

The Welsh Assembly Target for attendance for all pupils is throughout the year 95%

It is inevitable that there will be times when your child will need to be absent from school. It may be because of a visit to the doctor, dentist, opticians, etc. Whilst we would ask that, where possible, most of these appointments are made outside school hours, we acknowledge that in certain circumstances it is not possible. At these times, it will be necessary to inform the school prior to the appointment, by writing or telephoning. This absence will be authorised.

Should your child be absent through illness, please telephone and inform school on the morning of absence. These absences will be authorised except where consistent absenteeism gives cause for concern. Parents will be contacted in such cases.

It is Torfaen and Welsh Assembly policy that **all** absences have to be accounted for. If your child is going to be absent from school please ensure that you inform the school office as early as possible that morning. In the case of a known absence, for example a medical appointment, please inform the office in advance with a copy of the appointment card or letter.

If the school is not informed you will be contacted by the school. If we do not receive a response to a message or letter the absence will be recorded as unauthorised for your child and the Education Welfare Officer will be informed and may subsequently contact you.

Should you wish to take your child for a family holiday in school time then a letter requesting absence from school should be forwarded to the Headteacher. Torfaen LA has agreed that no holiday absences should be authorised unless in highly exceptional circumstances. The school has a copy of this letter and it can be found in the main reception area of the school. Where your child has a poor attendance record, permission for absence will be refused and termly meeting with the Educational Welfare Officer will be arranged for pupils who fall below 90% attendance. The name of the school Educational Welfare officer is Mr Graham Garland.

Persistent absences from school, or absences not deemed appropriate, such as - shopping, visiting family, birthdays, etc. will be classified as unauthorised. The number of unauthorised absences from school will appear on your child's report. Also letters are sent to parents where attendance falls below 90%. This is part of our ongoing commitment to communication.

Parental Responsibility

It is inevitable that there will be times when your child will need to be absent from school.

It may be because of a visit to the doctor, dentist, opticians, etc. Whilst we would ask that, where possible, most of these appointments are made outside school hours, we acknowledge that in certain circumstances it is not possible. At these times, **it will be necessary to inform the school prior to the appointment, by writing or telephoning. This absence will be authorised but will still affect pupil's overall % attendance.** If you are picking a child up for an appointment then letters or cards need to be shown.

Late pupils

Please note if your child arrives late after 9.30 am your child will receive an **unauthorised** mark for that session and this will bring your child's attendance over the year down. Lateness is also monitored by the school education welfare officer.

Attendance

Attendance during one school year	Equals days absent	Which is approximately weeks absent	Which means this number of lessons missed
95%	9 Days	2 Weeks	45 Lessons
90%	19 Days	4 Weeks	95 Lessons
85%	29 Days	6 Weeks	145 Lessons
80%	38 Days	8 Weeks	190 Lessons
75%	48 Days	10 Weeks	240 Lessons
70%	57 Days	11.5 Weeks	285 Lessons
65%	67 Days	13.5 Weeks	335 Lessons

Year 1 – Year 6	2015/2016			2016/2017			2017/2018			2018/2019		
	Target	Actual	Unauthorised	Target	Actual	Unauthorised	Target	Actual	Target	Actual	Unauthorised	
	94.5%			94.5%			94.5%		94.7			
AUTUMN		96%	0.5%		95.4%	1%		95.7%		95.4%	1%	
SPRING		95%	0.6%		94.5%	0.8%		94.3%		95.2%	1%	

SUMMER		94%	2.0%		93.6%	2.2%		93.08%			
UNAUTHORISED	1.1%		1.1%	1.1%		1.3%					
School Year average		95%			94.8%			94.4%		94.4%	
WALES AVERAGE	95%	95%	1.0%	95%	95%	1.0%	95%		95%		

ACADEMIC PERFORMANCE AND ACHIEVEMENT

Teacher Assessment: Foundation Phase End of Year 2 Pupils are 7 years of age

Foundation Phase	2017 Foundation Outcome 5+	2017 Foundation Outcome 6+	2018 Foundation Outcome 5+	2018 Foundation Outcome 6+	2019 Foundation Outcome 5+	2019 Foundation Outcome 6+
Personal and Social Development	94%	66%	100%	66%	97%	60%
Language, Literacy and Communication	94%	51%	97%	38%	95%	47%
Mathematical Development	94%	54%	97%	50%	97%	47%
FPI	FPI School 94% WALES 87% 7% ABOVE Welsh average from (2016)			FPI School 97% WALES 87% 10% ABOVE Welsh average from (2017)		FPI School 95% WALES 83% 12% ABOVE Welsh average from (2017)

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Teacher Assessment: Key Stage 2

Comparison of Results over a three year period

Key Stage 2 (End of Year 6= 11 years)

Key Stage 2	2017 Level 4+	2017 Level 5+	2018 Level 4+	2018 Level 5+	2019 Level 4+	2019 Level 5+
English	95%	56%	93%	57%	96%	49%
Maths	98%	61%	100%	61%	96%	47%
Science	100%	61%	100%	64%	100%	59%
CSI (Core Subject Indicator)	CSI School (2017) 95% Wales (2016) 89% 6 % above Wales		CSI School (2018) 93% Wales (2017) 89.5%		CSI School (2019) 96% Wales (2018) 89.5%	
Welsh Language Development	85%	34%	89%	36%	86%	33%

CSI- the School is above the Welsh averages set in both Foundation Phase and Key Stage 2.

ADMISSIONS

Children are accepted into the school in the Autumn Term (September), provided they are 3 years old before the 31st August.

Parents of out-of-catchment children who wish their child to attend Garnteg should apply to:

Mrs K Worwood

Pupil Services Section
Torfaen County Borough Council

01495 766915

During May, a letter of invitation is sent to all parents of children who will be starting school in September.

On this occasion, parents and children visit the school, during which time the children experience play activities in the nursery and reception area. Meanwhile, parents attend a meeting in the hall.

Mrs Davies and Reception class teachers visit the Nurseries in the area, to meet all the children who will be starting school in September. These visits take place prior to our induction afternoon.

Dates of all the visits are circulated via Playgroup Notice Boards or post.

All new pupils are welcome to spend a day session with us prior to taking up their placement.

Children attend school for the full day from the beginning of term unless special arrangements have been made.

ASSEMBLIES

Assemblies take place daily as required by the Education Reform Act.

These are basically Christian in nature, but celebration and understanding of other religions is taught.

Phase assemblies take place on a Monday, Tuesday and Wednesday. These services are often taken by visitors from places of worship.

Celebration assemblies take place on a Thursday (KS2) and Friday (FP), at this assembly the children share their achievements and their awards.

BEHAVIOUR

I am sure that all parents will share our expectations that children behave well at all times, including the journeys they make to and from school. Courtesy, good manners and respect for others and their property are values that we all wish to nurture in our children. The training they receive in school and the examples set by adults

will assist in the development of self-discipline. This will ensure that cases of serious misconduct will continue to be rare.

Should the behaviour of a child cause concern, parents will be invited to school and their support enlisted to deal with the matter.

A full copy of the schools behaviour policy and procedures is available by request from the school.

EQUAL OPPORTUNITIES

School has an equal opportunities policy agreed and ratified by the full governing body. The Equal Opportunities Policy contains explicit reference to racial equality. An action plan has been implemented to ensure we meet our racial equality objective. School records monitor all reported racist incidents and how they are solved. A full copy of the schools Equal Opportunities policy and procedures is available from the school.

ANTI - BULLYING

At Garnteg Primary School we take incidents of bullying very seriously and seek to resolve these incidents immediately. Children who bully will be disciplined and the help of the parents enlisted.

A policy statement on bullying has been and is available to all parents. A full copy of the schools Anti-bullying policy and procedures is available from the school

DRESS AND JEWELLERY

Uniform

It is the School's expectation that all pupils attending the school wear school uniform

The school has a school uniform that consists of:

Grey/black trousers/grey/black skirts/pinafore dresses

White polo shirts

Red cardigans/jumpers/sweatshirt

Shoes, suitable trainers

Girls' red and white check dresses for summer

All school uniform is available from:

- Pretty Miss, 5 Caradoc Road, Cwmbran – 01633 484408
- Ruck un Maul, North Pontypool Industrial Estate, Pontnewynydd, Pontypool – 01495 769467
- On-line at Brigade Clothing – www.brigade.com – See school website
- www.schooltrends.co.uk
- www.clothingattesco.com/icat/embschoolwear

Footwear not suitable for school, eg. Heeled shoes and strappy sandals, which are potential safety hazards, will be discouraged.

With the same uniform being worn by all the children - please, please, please, ensure that all your child's clothing and equipment are properly labelled.

Bags should be of a sensible size because of the limited space available for storage in the cloakrooms.

Jewellery of any type is discouraged because of the danger to the wearer, their friends and because of its security. If children must wear earrings to school they must be restricted to one pair of the 'stud' type earring. These must be removed prior to PE to minimise the risks to themselves and to others. Children whose ears are in the healing period following piercing will need to provide medical tape to cover the ear lobe during PE. Parents have co-operated 100% in this matter, and we should be grateful for similar support from parents of new pupils.

Toys should not be brought to school as they are a distraction to the child and will prove problematical to the staff if they become lost or broken.

EDUCATIONAL VISITS

Teaching the primary school curriculum effectively is certainly the most important aspect of our work, to allow our pupils to develop in an 'all round way', activities and events outside the school environment are provided. Prior to any visit outside the confines of the school, a parental consent form should be filled in. This must be returned to school prior to the visit, otherwise it will be assumed that consent is refused.

The letter of consent will ask for contributions to be made towards the cost of the visit. Parents should please note that unless the full amount is paid by all parents, then the visit will need to be cancelled, as the school does not have the budget to support these events.

Risk Assessments are completed for all visits and school trips using the Evolve Risk Assessment program and Validated by the Local Authority.

EMERGENCY TELEPHONE NUMBERS

Occasionally it will become necessary to contact parents quickly, particularly in the case where a child has had an accident and requires hospital treatment.

Please ensure that the school is provided with easily accessible, up-to-date telephone numbers, where you or a delegated adult can be contacted.

This is vitally important.

EXTRA-CURRICULAR ACTIVITIES

The school offers a considerable range of extra-curricular activities which benefit those pupils taking part. These activities take place during the lunchtime and as after school activities. A parental consent form will be required to be filled in for after school clubs. These 'clubs' take place due to the care and commitment of the teaching staff.

Pupils are offered a variety of clubs including:

Band		Climbing Wall
Football	Choir	
Lego	Gardening	
Cricket	Forest School	
Rugby	Art/Craft	
Netball	Comic Club	
Dance	Drama	
Cycling	German Club	
School Council	Woodwind/Brass/Guitar	
Eco-Council	Learning Literacy Club	

GAMES AND PHYSICAL EDUCATION

Games and PE are compulsory for all children, except those permanently excluded on health grounds. These children must have a note from their GP to this effect. Those suffering from minor ailments will only be excused if supported by a brief note from the parents.

Suitable clothing for PE is essential. No child will be allowed to participate in gymnastics and games unless appropriate clothing and footwear is worn.

Clothing for educational gymnastics and dance

Girls: T shirt / school polo shirt and shorts

Boys: Shorts

All work in the hall will be carried out in bare feet except where parents request otherwise, perhaps because of a foot infection. Should this be the case, trainers or plimsolls should be worn.

Clothing for games and skills lessons

Boys and girls: T shirt / school polo shirt, shorts
Tracksuits for cold days

Plimsolls/trainers/football boots, where appropriate



We love to be able to climb and sparkle in everything we do – Charlotte (Year 5)

HOME AND THE SCHOOL

The partnership between the school and the home is of great benefit to the children. We always endeavour to welcome our parents into school, but we would ask that you co-operate with these simple requests:

- Please report to the school office on arrival
 - Please enter your name in the Electronic Visitor's System
 - Do not visit the classrooms without a prior appointment. Staff are very busy people and find it difficult to supervise a class whilst dealing with a parent;
 - If transporting your child to and from school by car, please use the car park sensibly;
 - Please do not collect your child from inside the school at the end of the day unless prior arrangement with the class teacher has been made. As you can appreciate, staff are very busy organising children into their various dismissal areas and a child who goes missing causes great concern and problems;
 - There may be times when you may be visiting to complain or would wish to discuss problems. Where this is the case, parents must report only to the main office head teacher, or in her absence, the deputy.
- Please endeavour to observe this request.

Thank you.

COMMUNICATIONS BETWEEN THE HOME AND SCHOOL

Policy Documents

Policy documents on a wide range of subjects such as Attendance, Homework, Discipline, Complaints and Concerns, etc. are available on the school website. Up-dated versions are uploaded as they become available.

Weekly Newsletter

A Weekly Newsletter is available on the school website. The newsletter contains items of interest, news, school development and matters of concern.

Letters

Sometimes your child will come home with a letter. These can take the form of requests or information on educational visits. Please check your child's bag nightly.

Class Curriculum Information

At the start of the academic year children will bring home information, including curriculum areas being taught, homework and other useful information

Pupil of the Week Assembly

We hold a "Pupil of the Week" assembly on a Wednesday and Friday, KS2 parents are invited to this assembly on a Wednesday and Foundation Phase parents on a Friday.

Parent Helpers

If you feel that you can offer your services on a regular basis to help in your child's classroom or any other, we would appreciate you filling in the form which is circulated at the start of the school year.

Parent/Teacher Consultations

Parents have the opportunity to meet staff privately twice a year. These consultations take place in the Autumn and Spring Terms. Each appointment is of 10 minutes duration.

Friends of Garnteg Primary School

Our Friends of Garnteg Primary School group consists of parents, staff and community members. They work together in a variety of ways to raise funds for the school.

We are extremely grateful for the funds the Friends of Garnteg provide and would urge all parents to actively support the group's work.

If you are interested in becoming a member of the group or have any fundraising ideas please contact them via our school office

LEAVING SCHOOL EARLY/CHANGES OF DESTINATION

If someone other than the main parent or carer is picking up a child at the end of the school day please inform the class teacher/member of staff on the door that morning. If arrangements change during the day please contact the school office who will inform the teacher. It is extremely important that your child's teacher knows exactly who will be collecting your child from school at all times. Also please ensure that it is someone over the age of 18. Thank you for your co-operation in ensuring the safety of our children

LIAISON

Liaison takes place between the local playgroups, Nurseries and Abersychan Comprehensive School. The liaison is designed to make the transition to and from each phase as smooth for the children as possible, both academically and emotionally.

MEDICAL

If your child suffers from a medical condition that is likely to affect his / her education, we would be grateful if you would inform us, some pupils may require a care plan to support their needs.

At various stages through your child's stay in school, they will be seen by the School Nurse and the School Dentist. Parents will be informed of these visits and will be able to refuse the review. Should your child require regular medication and you wish the school to undertake its administration, we must ask that you inform us in writing. Information should contain the time of day it is to be taken and the dosage.

Parents of children suffering from asthma are requested to arrange the completion by a doctor of an asthma card. This will give the school relevant and valuable information on your child's condition.

For cases of minor illness the school is unable to administer any medicines.

Policy for Administration of Medicine

Legally schools are not compelled to administer medication to children because of the risks involved and possible legal consequences. However, it is Garnteg Primary School policy, wherever possible, to assist children and parents by administering medicines in school time. We do impose certain conditions before medication is administered to children in our care.

Parents/carers **MUST** fill in a consent form (available at the school office) with full details of medication, dosage and times to be administered. This information must comply with the information on the original medication bottle. Medication is then to be handed in at the school office along with the consent form. Under no circumstances should children bring medication into school in their bag.

PUPILS WITH DISABILITIES AND STRATEGIC EQUALITIES

Garnteg Primary School does not discriminate on grounds of disability.

The school is accessible to all and there are no barriers to accessing a full curriculum. The school has an accessibility plan in place. A policy statement on bullying has been and is available to all parents. A full copy of the schools policy and procedures is available from the school.

Live Learn, Succeed Together

All schools in Wales have been required by the Welsh Assembly Government to publish Equality Objectives and a Strategic Equality Plan by April 2012 to ensure that equality is promoted appropriately at school. In developing our objectives we are undertaking a consultation process with all major stakeholders.

Strategic Equality Plan and areas of action at Garnteg Primary School

1. Publish and promote the schools' Strategic Equality Policy (SEP) developed in line with the Equality Act 2010 through the school community.
2. Reduce the poverty for pupils achieving More Able Provision
3. Reduce the Gender gap performance in Literacy and numeracy at Key Stage 2
4. Improve outcomes in attainment and education provision levels for Looked after Groups of learners in Literacy and numeracy.

REPORTS

Formal reports are circulated to all parents via pupil post toward the end of the academic year and interim progress reports will be given at out in the autumn and spring term parent consultations.. The reports will include all areas of the curriculum and reports on your child's progress in relation to the targets set for your child at the beginning of the year and the end of year attainment grade. In addition to this aspect, a

report will be given to parents on their child's progress in relation to the Literacy and Numeracy Framework in Wales.

All reports will be discussed with parents at the beginning of the new academic year

RULES FOR SUCCESS

We will achieve our best when we:

- Respect each other
 - Stop look and listen to the chosen speaker
 - Follow directions first time
 - Keep hands, feet, objects and unkind words to ourselves
 - Use the correct voice at all times
 - Walk quietly around the school
-

REWARDS FOR SUCCESS

The school encourages and acknowledges good behaviour in the following ways:

- Praise
- Materials: stars
 stamps
 stickers
- Notes home
- Certificates
- Pupil of the week
- Class wide rewards
- Class Dojos
- Sparkle Time

Pupils' behaviour, manners and attitude towards school are rewarded through our class Dojo's and house point system, winning houses are rewarded each term.

Pupils achievements within the community are also celebrated, pupils are encouraged to bring in medals, trophies etc that they have received to share with the other pupils in the school. There reports are then displayed for all to see!

CONSEQUENCES

Classroom

General Sanctions (consequences)

- Proximity look then Verbal Warning reminding of the rule or direction.

- Time out - 5 minutes working away from the group.
- 10 minutes working away from the group.
- Sent to a senior member of teaching staff.
- If necessary contact made with parents.
- Sent to Deputy Head teacher (sanction applied).
- Letter sent to parents by Deputy Head teacher.
- Head teacher involvement (sanctions applied).

Parental involvement if and when required

(From points 5 to 7)

Severe Sanctions

- Swearing at any member of staff or pupils.
- Physical or aggressive behaviour.
- Leaving the school grounds without permission.

General

It is the responsibility of all staff to promote and maintain good behaviour at all times. Positive behaviour should be publicly rewarded in order to promote good models of behaviour to all children.

Incidents within the classroom should be dealt with by the class teacher. This may involve the children working in isolation for a period of time, sanctions at play or lunchtimes or monitoring persistent inappropriate behaviour using a behaviour book. If these strategies prove unsuccessful, the following hierarchy must be adhered to:

1. Involvement of senior Key Stage / Phase teacher – Miss Ally (FP) Mr Phillips (KS2)
2. The Deputy Head teacher Mrs C Jones – a warning followed by a letter sent home to parents / carers informing them of the situation. The emphasis should be on the school and the parents / carers working together to solve the problem, adopting a consistent approach based upon reinforcement of positive behaviour.
3. The Head Teacher will be the final stage if a situation cannot be resolved.

If a serious situation occurs, all steps will be by passed and the Head teacher will immediately be involved. In extreme circumstances, it is possible for the Head teacher to exclude a child for a specified number of days or permanently with the permission of the governing body.

SAFETY EDUCATION

Through liaison with the police, fire brigade and other such bodies, the children are made aware of dangers around them. You will be notified of these visits through the Weekly Newsletter

SCHOOL CLOSURE

On five days of the academic year, the school will close for staff training. These will be spread out throughout the year. Parents will be informed of closure dates as soon as they are available.

SCHOOL MEALS, FREE MEALS AND CLOTHING GRANTS

Free meals and clothing grants are available for those parents who need them.

Application forms may be obtained from:

Pupil Services
Education Department,
Torfaen County Borough Council
01495 762200

Dinner/Tuck Money

Garnteg operates a cashless system and all dinner and tuck money is paid online at www.torfaen.gov.uk

When children start school they will be issued with a unique pupil number to enable parent/carers to pay money into their child's account.

SCHOOL SECURITY

All external doors to the school building are locked from the inside during lesson times. All visitors report to reception and are addressed via intercom.

During playtime three staff members supervise children on the school playgrounds.

The school grounds are monitored by CCTV. Images are being monitored and recorded for the purposes of crime prevention and public safety. The scheme is controlled by Torfaen County Borough Council.

Facebook/Social Networking Sites

All staff at Garnteg want the best for the children in their care and it is important that parents and teachers can work together constructively in the best interests of the children. For this reason, we will not accept or condone derogatory, defamatory, threatening or abusive language/behaviour. We will take appropriate action if this does occur and contact the site, the LEA and/or Heddlu Gwent Police if it involves staff, parents, guardians and/or children. Please help us to keep building a safer community.

SEVERE WEATHER

Should there be a heavy fall of snow overnight, the school and Torfaen website will carry information about school closure. Also, please ensure that the school emergency numbers are up-dated in case of severe weather conditions when the children are in school.

SEX EDUCATION

Sex Education at Garnteg follows the guidelines issued by the National Assembly for Wales and Torfaen Education Authority. The programme covers the physiological aspects of sexual development and should address the issues of gender in a personal, social and societal level.

The school's programme of sex education is agreed by the governing body and is available for parents to see upon request. It is linked to areas of the National Curriculum and reflects the needs of the pupils as they develop throughout KS2. Parents are welcome to view the policy and discuss it. Parents have the right to withdraw their children, should they so wish, from sex education.

Strategic Equalities Plan

The school has a strategic equalities plan which is reviewed and annually up dated the objectives completed in 2016-20 were:

Equality Objective 1.

Publish and promote the schools' Strategic Equality Policy (SEP) developed in line with the Equality Act 2010 through the school community.

Progress in Objectives

Report on cultural diversity presented to Governors

Meetings taken place to implement action plan.

Newsletters are issued weekly to all parents and Governors and the website is update on a regular basis and any both will be aware of any changes.

Equality Objective 2.

Reduce the gap between FSM and Non FSM pupils achieving more able provision.

Progress in Objective

Impact 2014 in 2014 the gap between FSM (46%) and Non FSM (56%) has decreased to 10%. In 2013 the gap was 26.5%, therefore the gap has narrowed by 16.5% in 2014.

In 2014, the percentage of boys attaining L5+ was 50% and girls 64%. Therefore there is a current gender difference of 14%.The gap has been reduced by 15 percentage points compared to last year.

Impact 2015

In 2015: 65% Non FSM pupils are on target to achieve FO6 in reading compared to 62% FSM

50% non FSM pupils are on target to achieve L5 in reading compared to 17% FSM pupils

In 2015 45% non FSM pupils are on target to achieve FO6 in maths compared to 62% FSM pupils

68% non FSM pupils are on target to achieve L5 in maths compared to 17% FSM

Equality Objective 3.

To Reduce the incidents of characteristics name calling and use of and use of in appropriate language in school and in the community.2

Progress in Objective

Analysis of the school and parent survey 2016 and scrutiny of teaching incident and pupil concern logs report that name calling and in particular homophobic has increased by 20 % from 2015 and 13 % from 2014 Bullying logs into the authority report an increase in particular in year 5 and 6.

Equality Objective 4.

Improve outcomes in attainment and education provision levels Lac Pupils in Literacy and numeracy

Progress in Objective

100% pupils who took part in tackling the tail intervention had improved benchmark levels

80% pupils reading age increased by at least 6 months

20% pupils increased by 18 months

100% year 2 pupils and 71% year 1 pupils completed RWinc programme

100% pupils following the 'success at six' programme have met their target and are no longer underachieving in reading.

100% pupils following the 'catch up' programme in year 5 have met their targets and are no longer underachieving in reading.

29% pupils following catch up in year 4 are still below their target however, these pupils have made an improvement within their NC levels

Additional Educational Needs Provision

Pupils placed at Early Years/School Action receive support within the classroom or a small group activity. Pupils placed at Early Years/School Action Plus receive advice from specialist outside agencies, this advice is fed into the pupils Individual Education Plan and their one page profile. It is then either used by support staff within the school or specialist staff coming in to the school. Pupils with a Statement of Special Educational Needs receive specific support from a member of the Support Staff Team within the school based upon the requirements set out in their statement.

During the year pupils receive support from the Educational Psychology Service, the Behaviour Support Service, the Specific Learning Difficulties service, Torfaen Health Speech and Language Service, the Educational Service for the Hearing Impaired and Visually Impaired, the Children's Centre. The school's team of support staff work with pupils on the ALN register throughout the school as well as supporting groups and individuals within classrooms.

During the year pupils can move from School Action to School Action Plus following reviews of their Individual Education Plans and assessments by outside agencies. Pupils can also move from School Action Plus to School Action or be removed from the ALN register following successful intervention programmes.

Thrive Approach

At Garnteg Primary we are adopting a whole school approach to "Thrive". Thrive supports children with their emotional health, well-being and social skills, all of which are needed for learning to take place. Thrive is based on up to date brain science and research into child development and helps staff in school to adapt their approach to individual children to build self-esteem, well-being and good behaviour. The Thrive Approach begins with a whole class, computerised screening, where teachers answer a series of questions about each child in the class. The computer programme then identifies any children who would benefit from a more detailed assessment, which in turn suggests ideas, activities and strategies to support the individual child. You can find out more about Thrive at www.thriveapproach.co.uk

We believe that this approach can be of a huge benefit to all our children and so we are informing all parents and carers that we will be carrying out whole class Thrive Screening. We will of course let you know of any concerns revealed by the screening and you will be fully consulted and involved in any follow-up activities. Sometimes but may be useful to share the results with other agencies, for example our Educational Psychologist or Behaviour Advisor so we ask your permission for this too.

SWIMMING

An intensive swimming course is held for Year 5/6 pupils.

TRANSFER TO THE COMPREHENSIVE SCHOOL

At the end of the Summer Term, Year 6 pupils transfer to Abersychan Comprehensive School, unless parents have applied for their child to receive secondary education elsewhere, or they reside outside the catchment area.

Parents of pupils from out-of-catchment areas must apply to the Chief Education Officer Education at the Civic centre, Pontypool (01495 762200) for permission for their child to attend Abersychan Comprehensive. Being a pupil at a feeder primary does not guarantee placement.

Prior to the transfer to the high school, staff meet the children for a talk and the children attend their high school for a day of lessons and activities.

Some pupils may require enhanced transition to secondary school because of an additional learning or behaviour need.

Child Protection Information for Parents

Keeping your child safe at Garnteg Primary School

Protecting your child from abuse at school: your school's role

Everyone at Garnteg Primary School and in the education service plays a part in keeping children and young people safe from harm and abuse. Creating a safe learning environment, identifying pupils who are suffering or at risk of harm and then taking appropriate action, are vital to ensuring children are safe at home and at school.

The role of Garnteg Primary school in protecting your child from abuse

Your child's school has a number of measures in place to help protect them;

- Staff who have been trained to identify signs of abuse including what to do if they or someone else is worried about a child
- a designated teacher responsible for dealing with child protection procedures for checking on staff before they are allowed to work with children
- a child protection policy which includes procedures to be followed if a teacher or other member of staff is accused of harming a child

Child Protection provides advice to schools and others on their responsibilities in relation to child protection. We also have a pastoral counsellor who works in the school.

Pastoral Care in schools: Child Protection

As well as having child protection procedures in place, schools should teach your child how to protect themselves. Personal, Social and Health Education (PSHE) lessons cover issues such as:

- risky behaviour
- appropriate and inappropriate physical contact
- dealing with peer pressure

- Dealing with suspected cases of abuse

School staff will listen to and work closely with parents to make sure your child feels safe and protected in the school environment.

If you suspect that a child is being abused, you should report it to police or local social services. If you work in a school, you should tell the designated teacher responsible for child protection. They will take the appropriate action based on procedures set out by the local authority and local safeguarding children board, notifying the authorities where it is required.

Once the authorities are notified, they will decide the best way to proceed. The school's role is then limited. School staff will not take part in an investigation, though they may be called on to supply information. They may also be asked to provide additional support for the child or young person.

Please remember that all staff at Garnteg Primary School have a duty of care to report a Child Protection concern to Torfaen Social Services department, we act on behalf of all our children to keep our children safe.

CHILD PROTECTION AND SAFEGUARDING

Child Protection Policy breakdown and reporting procedures. A full copy of the Safeguarding and Child protection policy is available by request from the school office

Garnteg is a professional, caring environment. All staff make safeguarding their primary responsibility.

There will be times where it is necessary for the Child Protection Officer, Mrs S Roche, to make a child protection referral to Torfaen Social Services. For parents /carers this may be an anxious and upsetting time. All referrals made by the school will aim to inform parents/carers at the time of the referral is made. However, there may be occasions where parents/carers will not be informed. Please contact Mrs Roche if you have any questions or concerns.

Aims:

To provide a safe and secure educational environment for pupils attending the school and to ensure that existing procedures reinforce our stated aims of affording pupils 'dignity and a sense of self-worth'.

To create procedures within Garnteg Primary School that recognises the requirements of the Torfaen County Borough procedures for Child Safety (2001-2) And Safeguarding Children in Wales Procedures 2008.

Child Protection Procedures at Garnteg Primary School

ALL INCIDENTS INCLUDING STAFF MEMBERS SHOULD BE REPORTED TO:

The named child protection officer **Mrs S Roche Headteacher**

IN HER ABSENCE ALL INCIDENTS SHOULD BE REPORTED TO

The Deputy Named Protection officers

1. **Mrs C Jones Deputy Head teacher**

2. **Mrs L Davies ALNCO**

3. **Mr A Phillips, Miss Z Ally-Perrett , Mrs K Ngwenya, Mrs Lee SLT**

IN THEIR ABSENCE OR AGAINST A SLT/HT ALL INCIDENTS SHOULD BE REPORTED TO:

4. **The Child Protection Officer for Torfaen is Mr D Joseph – 01495 766932**

5. **Torfaen Social Services REFERRAL UNIT 01495 762200**

A General Definition of Abuse:

- Making a child feel unwanted, ugly, worthless, guilty, unloved (**emotional abuse**)
- Being physically violent to a child (**physical abuse**)
- Exploiting a child sexually (**sexual abuse**)
- Failing to provide the things needed for a child to grow (**neglect**)



Equal Opportunities:

Garnteg Primary School is committed to equality, including racial equality, for all members of the school community. The school promotes a positive and proactive approach to valuing and respecting diversity, and will not tolerate racial harassment of any kind.

Information Technology

Pupils now have access to the Internet and it is important that only supervised access is allowed and that other school procedures are followed as outlined in the E- Safety Policy.

Values Based Curriculum-Family Values

A values based education is used by the children and adults at Garnteg Primary School. Values Education gives a consistent approach to moral education. We explore the twenty two values taught through the school to teach the children perseverance, resilience and a positive attitude to embrace the challenges ahead of them. Without children having these values taught to them, and demonstrated to them in their everyday lives at school and home, how can they grow up to be citizens of the future?

“Values Education has the power to transform schools; their staff, children and culture.”

At Garnteg we aim to introduce positive values into the classroom and be positive role models to all members of the school community. The values are woven into the curriculum and used in the life of the school. The basis of these values is that what you wish done to yourself you should do to others. The care, nurture and valuing of both pupil and teacher are vital for the well being and success of the school. Below are the twenty two values:

Appreciation	Caring	Co-operation	Courage	Freedom
Friendship	Happiness	Honesty	Hope	Humility
Love	Patience	Peace	Quality	Trust
Responsibility	Simplicity	Tolerance	Unity	Respect
	Understanding	Thoughtfulness		

Live Learn, Succeed Together!



Garnteg Primary School

Success

Pride in the community

Ambitious

Respectful

Kinaesthetic

Learning

Enterprising

Creative, collaborative

Learning using:

Investigative and ICT skills to

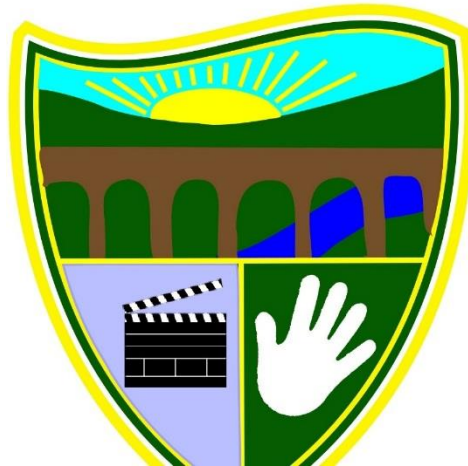
Motivate us to

Believe in ourselves

Garnteg Primary school creates successful learners who take pride in their community. They are exposed to a range of learning opportunities and valuable experiences that allow them to be ambitious, enterprising and respectful individuals who 'climb and sparkle' together to grow in every way.

Strategic Vision

2016-2020



Provide opportunities for all pupils to have an enjoyable, flying start, filled with new experiences.

Access a variety of experiences including sport, play and cultural differences.

Promote healthy values and ethos, encouraging pupil participation in a range of activities, providing a wide variety of support for pupils and their families

All children are exposed to the same opportunities and encouraged to become enterprising individuals

Create a communal family in which everyone feels safe, included and welcomed

Explore learning in a variety of ways, both indoor and outdoor, being exposed to the wider community.

Celebrate a range of races and cultures, producing respectful, well-rounded members of the community.