PROSPECTUS 2019 – 2020

YSGOL ESTYN COMMUNITY SCHOOL

Hawarden Road, Hope, Flintshire. LL12 9NL
Twitter: @Ysgolestyn
www.ysgolestyn.com
esmail@hwbmail.net
Facebook: Ysgol Estyn Family Learning
Telephone 01978 760501

Headteacher Mr Gareth David Jones B Ed (Hons) NPQH
Dear Parents,

I have great pleasure in welcoming you to Ysgol Estyn Community School.

As parents or guardians you will be concerned for your child's education and future, for the opportunities and experiences that schools offer, and be interested in the quality of education and welfare that schools provide.

The aim of this prospectus is to give parents important information about our school; how the curriculum is organised and managed, and a better understanding of the educational, cultural, physical, social and moral experiences which we offer our pupils.

Our prime concern is for the individual to reach their full potential. We want pupils to acquire the skills and knowledge which will enable them to be life long learners. We believe that this can only be achieved by nurturing a strong partnership between home and school, so that parents and the staff at Ysgol Estyn support each other in the best interests of your children.

I look forward to meeting you and your children, and shall be pleased to show you around the school and to discuss any concerns or queries you may have.

Do not hesitate to arrange an appointment.

Yours sincerely,

Mr G D Jones
Headteacher
SCHOOL VISION STATEMENT
FOR YSGOL ESTYN

Our school will be the kind of place where:

😊 each individual within the institution is valued.

😊 everyone feels that his / her opinion and voice is heard, valued and respected.

😊 there is a clarity and understanding of the school’s aims and ethos.

😊 there is ‘learning and living together’ so that everyone’s potential is exploited for the benefit of the whole.

😊 we are developing ‘Quality People for a Quality Future’.
Ysgol Estyn is a County Primary School which celebrated its Centenary in 2005 / 2006. It was one of the first Council Schools to be built and was originally designed on the Central Hall plan with a distinctive ventilator dome rising above it. Since then a number of changes and adaptions have been made to the original building, such as an additional classroom block and a large Hall and stage. The school has recently undergone refurbishment in order to create a lobby area at the main entrance, along with newly fitted CCTV.

At the rear of the school there is a large, well marked, hard playground area, netball court and a sports field for a wide range of physical activities to take place. The school is well equipped for environmental education, and is continually developing its well used Forest School area. There is a specific Outdoor Classroom area for Foundation Phase along with a substantial adventure and golf course which is used well during both lunchtimes and after school.

It is situated in the village of Hope (Yr Hob) approximately 6 miles from Wrexham alongside the main road (A550) from Wrexham to Hawarden, with easy access from Mold, Wrexham and Chester. Also there is access by rail to Wrexham and Liverpool from Hope Station on the Wrexham to Bidston Line. The school has open views of Hope Mountain and surrounding countryside.

It is an English medium school for pupils aged 3 to 11 and Welsh is taught as a second language. Classes are organised in mixed ability, peer groups and no class has more than 30 pupils.

Our Nursery department is housed in a purpose built unit at the rear of the school and currently offers 5 morning sessions a week to children who have reached the age of 3 years. The local Playgroup offers up to 5 sessions per week on the same site during the afternoon.

School meals are provided for staff and pupils. They are cooked on site in our own kitchen and served in our canteen. Pupils choosing to bring sandwiches/packed lunches are supervised in classrooms.

At 11+ years old, pupils traditionally transfer to Castell Alun High School in the village, although parents are given the opportunity to express a preference for other High Schools if they wish.
Aim, Ethos and Objectives

At Ysgol Estyn

- We believe that the children we teach are important. We are there for them.

- We recognise that parents have an important part to play in the education of their children.

- It is our duty to ensure that children are happy in school and that parents feel welcome in it.

- We aim to provide a rich, stimulating environment where all our pupils can develop their abilities to the full.

- We believe in educating the ‘whole’ child and endeavour to provide all our pupils with the best preparation for life.

- We not only recognise the importance of academic development but also the aesthetic, moral, social and physical development skills necessary for our children to become useful, caring members of our society.

- Children are at the centre of education and whatever their gender, race or religion have equality of opportunity in all we offer as a school.
**TEACHING AND LEARNING**

Teaching and learning is the purpose of our school. It is the method through which we offer a curriculum which is broad and balanced and meets the requirements of the Education Reform Act:

- relating to the National Curriculum and Foundation Phase, Religious Education and Collective Worship
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviour and work
- working as a team, supporting and encouraging one another.

**OUR TEACHERS** work towards the school's aims by

- providing challenging and stimulating programmes of study designed to enable all of our pupils to reach the highest standards of personal achievement
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- ensuring that learning is progressive and continuous
- being good role models - punctual, well prepared and organised
- maintaining up to date knowledge of the National Curriculum and Foundation Phase
- having a positive attitude to change and the development of their own expertise
- establishing links with the community and preparing pupils for the opportunities, responsibilities and experiences of adult life
- working collaboratively with a shared philosophy of commonalty of practice.

**PUPILS** work towards the school's aims by

- attending school in good health
- attending school regularly
- being punctual and ready to begin lessons on time
- being organised - bringing necessary kit, taking letters home promptly, returning reading books and homework regularly and on time
- conducting themselves in an orderly manner in line with the Code of Conduct
- taking growing responsibility for their own learning and actions.

**PARENTS** work towards the school's aims by

- ensuring that children attend school in good health, regularly and punctually
- providing support for the discipline within the school and for the teacher's role
- being realistic about their children's abilities and offering encouragement and praise
- participating in discussions concerning their children's progress and attainments
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour.
HOME SCHOOL AGREEMENT

At Ysgol Estyn we have always emphasised the importance of school and parents working together in partnership. We believe that commitment to this partnership is essential if each young person is to achieve their full potential.

School's Commitment

- Care for your child's safety and happiness.
- Ensure that your child achieves their full potential as a valued member of the school community.
- Provide a broad and balanced curriculum and meet the individual needs of your child.
- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- Keep you informed about general school matters and your child's progress in particular.
- Inform parents of matters for praise or concern affecting their child's work or behaviour.
- Set homework on a regular basis to assist your child's learning with an emphasis on high quality rather than volume.
- Be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the school.

Parents' Commitment

- See that their child goes to school regularly, on time and properly equipped, informing the school as soon as possible regarding the reasons for any absence.
- Make the school aware of any concerns or problems that might affect their child's work or behaviour.
- Support the school's policy on dress code for daily wear and for PE and games.
- Support the school's policies and guidelines for behaviour.
- Encourage and support their child in home-learning.
- Attend parents' evenings and discussions about their child's progress.
- Get to know about their child's life at school.

Pupils' Commitment

- Always be polite and courteous to all pupils and adults within the school.
- Always obey the anti-bullying policy, and report any incidents of bullying that they become aware of.
- Maintain high standards of discipline both inside and outside the classroom.
- Be punctual, attend regularly and be prepared for lessons (with the necessary equipment).
- Be dressed correctly in full school uniform.
- Do not behave in a way which will damage the good name of the school and their family at any time, both inside and outside school.
- Take a pride in the school and the local environment.
- Work to the very best of their ability at all times.
- Be prepared to help and show consideration for others.
- Ensure that homework is always completed on time.
ESTYN INSPECTION
Currently schools are fully inspected every six years. Ysgol Estyn was last inspected in October 2010. This is what the Inspectors said about us:

All pupils are courteous and friendly towards staff and visitors. Behaviour is generally very good.

Results in National Curriculum assessments at end of Key Stage 1 and Key Stage 2 show that pupils have achieved well in Maths and Science over the past three years. All results are above Local Authority and Wales averages.

Pupils awareness of Welsh culture and heritage is good.

Nearly all pupils make good progress in developing their social and life skills. They work well with others and their ability to solve problems is good. Pupils undertake a range of responsibilities with maturity.

The school provides good quality of care, support and guidance for all pupils.

Senior managers have succeeded in creating a positive whole school ethos where staff and pupils feel valued.

All pupils feel safe in school and have good awareness of health and safety issues.

Pupils with Additional Needs achieve well against targets set in their Individual Education Plans.

The school provides a wide range of learning experiences that meet the needs of nearly all pupils. Teachers work together effectively to provide a curriculum which is broad and balanced.

In Spring 2011 the school gained the Bronze Award for Eco Schools and are working towards achieving the silver Award.

All teachers have good up to date subject knowledge and use a wide range of approaches. They have good working relationships with their pupils and manage behaviour successfully.

Ysgol Estyn was re-inspected in December 2011 and the ESTYN Inspectors stated that the school has fully addressed the five recommendations set.

A copy of the summary report or the full report is available from school on request. The most current Healthy Schools report can also be collected from the school office.
YSGOL ESTYN NURSERY - PART TIME EDUCATION - 5 MORNINGS A WEEK

It is County Policy that: Children can be admitted to our Nursery if they have attained their 3rd birthday BEFORE the 1st September. Parents may express a preference for any nursery irrespective of where the child’s home is in relation to the school. However, expressing a preference does not guarantee a place at that nursery.

Ysgol Estyn Nursery offers pre-school education for children of three and four years and is part of the primary school. The staff consists of a Nursery teacher and sufficient Classroom Assistants to cover a ratio of 1:10 in any given academic year. The curriculum is based on the Foundation Phase for Early Years Education.

Our aim is to create a happy, stress-free and purposeful atmosphere. New arrivals are welcomed into a relaxed and cheerful atmosphere. We lay the foundations for such work as learning letters, recognising and using numbers. We try to improve the children's grasp of language by encouraging them to talk. We try to develop their understanding of colours and shapes and they play with sand, water, bricks, dough and paint. We encourage pupils to learn at their own rate and develop skills in language and maths when they are ready.

The children explore personal relationships, learning to share, take turns and play together. They still have a lot of growing to do, so they need activities that develop both co-ordination and muscles. At Nursery, they learn to use a paint brush, crayons and scissors - a competence that will help towards good co-ordination of hand and eye later when they are learning to write. They begin to learn their letter sounds, number names and 1-1 correspondence.

Regular attendance is essential for your child to settle well into our Nursery. If your child is absent for any reason please notify school immediately.

Most of all we aim for and hope that the children will be happy and enjoy their time in the Nursery at Ysgol Estyn.
FULL TIME EDUCATION - RECEPTION CLASS

Children who have attained their 4th birthday BEFORE 1st September are admitted into full time education at Ysgol Estyn. All children start in Reception Class at the beginning of the school year in September. The Education Act of 1980 allows parents to express a preference for a school. The L.A. is the admitting authority and endeavours to comply with that preference unless the school is full, when the procedure defined in the County's admission policy will be followed. (A copy is available on request from the school office.)

TRANSFER OF PUPILS

Parents who wish their children to be admitted to our school by transferring from another school or area may obtain more information from school. Pupils who are transferring schools must complete relevant transfer forms online at www.flintshire.gov.uk prior to transfer. Arrangements to visit the school may be made by prior appointment. Transfer cannot be guaranteed and is dependent among other reasons on pupil numbers in each year group.

HOPE PLAYGROUP

Pre-school playgroup sessions are held in the school on a number of afternoons. Details may be obtained from Mrs Sam Davies, tel: 07932 982918 who will be happy to provide further information. Induction sessions for Nursery and Reception are arranged towards the end of the summer term.

AFTER SCHOOL CLUB

The Hope After School and Holiday Club runs after school every day until 5.30pm. The holiday club runs during every holiday with exception of Christmas week and the last week of the summer holidays. Children are able to choose from a range of games and activities, indoors and outdoors when the weather is obliging. All pupils of Ysgol Estyn are welcome to attend. For details of charges and an enrolment form (which must be completed before a child's first attendance) please contact the play leader Jamie on 07983 822208

EARLY MORNING CHILDCARE

School and kitchen staff run a pre school childcare club between 7.45 – 8.15 a.m. Parents pay, in advance per half term for this service (discounts are given to siblings).

FREE BREAKFAST CLUB

The school facilitates a pre school breakfast club between 8.15 – 8.45am. This is a free service for all pupils and breakfast is provided. Last entry for this provision is 8.30am.
**CLASS ORGANISATION**

The school is organised into 8 classes and taught through the medium of English. Welsh is taught as a second language.

**HEADTEACHER:** Mr G D Jones  
**DEPUTY HEADTEACHER:** Mr H Ellis  
**KEY STAGE 2 LEADER:** Mrs L McMullan

**EARLY YEARS – FOUNDATION PHASE**

| Nursery (a.m.) | Mrs A Davies | Mrs A Milner, Mrs S Davies |
| Reception      | Mrs N Jones  | Mrs A Hughes, Mrs K Dunn  |
| Year 1         | Ms S. Tedds  | Mrs A Ollerhead           |
| Year 2         | Mr H Ellis   | Mrs T Jones               |

Classroom Assistants are decided upon pupil numbers. The ratio of adults to pupils in Nursery / Reception being 1:10 and Years 1 & 2 1:16

**JUNIORS – KEY STAGE 2**

**Teachers:**  
Mr D Guy  
Mrs H. Benjamin  
Mrs P. Merry  
Mrs L. McMullan

- Support teacher (PPA) Mrs D Pullen  
- ANCO / Additional Needs Teacher Mrs D Pullen  
- Learning Support / Teaching Assistants Mrs. J. Stephens, Ms H Cordwell, Mrs J Joinson, Mrs J Condren, Mrs V O’Dougherty  
- Additional Needs Classroom Support Mrs Jayne Jones  
- Additional Needs Intervention Support Mrs K Jones  
- Forest Schools Leader Mrs A Andrewes

**MORNING SESSION**

- Infants and Juniors - 8.55 am - 12 noon

(The bell is sounded at 8.55 am. and all pupils must be on the yard at this time).

**AFTERNOON SESSION**

- Infants - 12.55 pm - 3.00 pm  
- Juniors - 12.55 pm - 3.15 pm

- Nursery Sessions - 5 morning sessions per week - every morning  
  8.55 am - 11.30 pm

Number of hours of lesson time per week -  
- Infants - 21.65 hours  
- Juniors - 22.25 hours

- Break 10.20 – 10.35 a.m.  
- Lunch 12.00 – 12.55 p.m.  
- 2.00 – 2.10 p.m.
THE SCHOOL CURRICULUM

The Education Reform Act, 1988 specifies that a balanced and broadly based curriculum should be provided by schools which "promotes the spiritual, moral, cultural, mental and physical development of pupils at the schools and of society; and prepares such pupils for the opportunities, responsibilities and experiences of adult life". The Act goes on to list the core and foundation subjects which make up the National Curriculum. By January 2000 a review of the National Curriculum carried out by ACCAC was accepted by the National Assembly for Wales. From September 2008 the Welsh Assembly implemented a new curriculum in both Key Stage 1 and Key Stage 2. At Key Stage 1 a new Foundation Phase curriculum has been introduced to Early Years. At Key Stage 2 a new National Curriculum has been introduced. Changes to the curriculum will form a single coherent framework for curriculum, assessment and qualifications which will help schools to raise standards and widen educational opportunity in Wales.

Our basic intention is to provide a balanced and broadly based curriculum which will help each child realise his/her maximum potential.

Our principal aims are:

- to create a happy, warm, enriching and civilising environment,
- to help children to learn through Personal and Social Education that courtesy, good manners and consideration for others are important qualities,
- to help children develop lively, enquiring minds giving them the ability to question, to argue rationally and sensibly and to apply themselves to tasks,
- to ensure a good command of English, to enable them to use language effectively and imaginatively in reading, writing and speaking,
- to encourage an enjoyment of reading,
- to develop an awareness of the heritage around us through project-type historical, geographical and religious education studies,
- to develop an awareness of the Welsh culture and language
- to develop an awareness and respect of the diverse multicultural and multiethnic nature that exists within the greater community
- to encourage aesthetic development through art, design, music, dance and drama,
- to teach skills in handwriting,
- to familiarise pupils with today's technological aids, e.g. computers, calculators, etc.
- to provide an enjoyment of a range of physical activities and to teach basic recreational games skills.
THE NATIONAL CURRICULUM

The Primary National Curriculum is currently planned in two Key Stages. Foundation Phase for Infants and Key Stage 2 for Juniors (Years 3 to 6). From September 2008 the Foundation Phase was phased into Early Years / Key Stage 1 to be fully implemented from Early Years to Year 2 by 2011. Likewise from September 2008 Key Stage 2 began to follow a revised National Curriculum which is now phased in to all Junior classes. The Welsh Assembly dictate that “Schools in Wales should ensure that all learners be engaged as full members of their school communities, accessing a wider curriculum and all school activities and working wherever possible alongside their peers. Schools should teach in ways appropriate to learners’ developing maturity and abilities and ensure that learners are able to use fully their preferred means of communication to access the curriculum. In order to extend their learning, learners should experience a variety of learning and teaching styles. Schools should use material in ways suitable for the learners’ age, experience, understanding and prior achievement to engage them in the learning process”.

The Foundation Phase comprises the following educational elements: - Personal and Social Development, Language Literature and Communication, Mathematical Development, Creative Development, Physical Development, Knowledge and Understanding of the World and Bilingualism.

Pupils at Key Stage 2 will work mainly in a thematic approach which will encompass the following subjects though not necessarily as ‘stand alone’ or discrete subjects:-

**Core Subjects**
- Maths
- English
- Science

**Foundation Subjects**
- ICT
- History
- Geography
- Physical Education
- Design Technology

- Music
- Art
- Welsh
- Religious Education
- PSE

Personal and Social Education is an integral part of the school curriculum. Some aspects of this subject are taught discretely but the majority of issues are integrated into curriculum topics. Throughout all subject areas learners are given opportunities to develop thinking, communication, ICT and number skills.

In 2015 a revised National Curriculum was introduced to the Foundation Phase. This document sets out the curriculum and outcomes for 3 to 7 year olds in Wales in the Foundation Phase. The statutory areas of learning in the Foundation Phase are:

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

For each area of learning the educational programme sets out what children should be taught and the outcomes set out the expected standards of childrens’ performance.

A revised national Curriculum was also introduced to Key Stage 2. The core subjects and Foundation subjects remain the same. In both curriculums there is greater emphasis on Numeracy and Literacy. Teachers are expected to integrate literacy and numeracy into their teaching whatever the subject matter.

**Digital Competence Framework (DCF)**

This framework encapsulates the skills that will help learners thrive in an increasingly digital world. Digital competence is the set of skills, knowledge and attitudes to enable the confident, creative and critical use of technologies and systems. It is the skill set that enables a person to be a confident digital citizen, to interact and collaborate digitally, to produce work digitally and to be confident in handling data and computational thinking (problem solving).
ENGLISH / LANGUAGE / COMMUNICATION
English is the key to learning across the whole of the curriculum, and as a result the aims of our English teaching influence the whole of the rest of the curriculum and is an integral part of every lesson.

Children are helped to learn to read through a combination of approaches and methods, including the 'look and say' remember method and through a phonic approach.

The Oxford Reading Tree provides the basic reading skills programme throughout the school. This is supplemented with a variety of other reading books and materials. The class teacher determines when a pupil is ready to move to another level of the scheme. It may be recommended that the child continues to read a wide variety of other material, including fiction, non-fiction and library books of similar interest/difficulty before moving on. We want all pupils to have the opportunity, not only to develop their reading abilities to their full potential but also to acquire a healthy attitude towards reading, whereby it is always an enjoyable activity. The aim is for our pupils to become enthusiastic and reflective readers.

A home/school shared reading booklet is used, and we expect pupils to take books home regularly. A little time should be set aside, preferably each night, when both parent and child can sit and read together.

We aim to teach children how to use written language appropriately with correct punctuation and spelling. Correct formation of letters is very important and great emphasis is placed throughout the school on developing a good style of handwriting. Pupils are given the opportunity to develop their writing skills for a variety of purposes and audiences, and in response to a wide range of stimuli. The quality of their writing is developed through learning the skills of planning, discussing, drafting and revising.

Oracy / Communication skills will be developed throughout all stages of a pupil's life at school through drama, poetry, class discussion, group discussion, story telling, use of CD, DVD and media broadcasts for schools.

MATHS
Our over-riding aim is to give pupils a thorough grounding in basic computation. As skills are acquired, pupils are given a variety of problem solving situations where they can apply their knowledge at the appropriate level, thus developing their mathematical thinking and its application in life.

The National Curriculum involves much practical and investigational work, using calculators and other information technology, and time is dedicated to these aspects. Nevertheless, we still firmly believe that skills in basic number work, tables and number bonds are essential and fundamental to sound mathematical learning.

A variety of material is used to ensure a wide experience of both skills based and investigational skills. Mathematics is also encompassed within other elements of the curriculum as part of a thematic approach.

SCIENCE / EXPLORATION OF THE WORLD
Science for young children means exploring, discovering and investigating the world around them. The specific skills and range of themes for pupils are set out in the National Curriculum Orders.

The aim at Ysgol Estyn is for pupils at all Key Stages to be given the opportunity to develop a wide range of skills, attitudes, knowledge and understanding through a variety of topics and activities based on scientific enquiry. They will be given the opportunity to develop and reflect on their skills and knowledge throughout their time at school. Work will be linked to class topics.

THE LITERACY AND NUMERACY FRAMEWORK
The school follows the Literacy and Numeracy Framework and integrates these skills into class topics. This ensures that children are provided with the opportunities to develop their Numeracy and Literacy skills across the curriculum.
ICT
The school is continually upgrading its ICT equipment in order to offer our pupils a wide and varied experience. Interactive whiteboards are extensively used to enhance all curriculum areas. Each classroom currently has the use of at least two computers with full access to the internet along with access to a mobile computer suite which consists of 30 laptops. The school have also purchased 90 iPads to enhance the children's learning within the classroom. Both staff and Governors are committed in developing digital learning for all pupils. The school has an Acceptable Use Policy and every safeguard is taken to limit undesirable access through County based firewalls. A wireless mobile computer suite is an addition to our resources which enables whole class instruction / ICT skills to be practiced and classes are timetabled for their use each week.

MUSIC
The school follows the recognised music scheme ‘Sounds of Music'throughout the school for its curriculum based work. Pupils have ample opportunity to take part in choral singing and musical composition. Mrs Pullen our resident Music specialist teaches the subject to all pupils in KS2.

Piano, Guitar and Woodwind - County Music Peripatetic Team
Tuition is available for junior pupils who are extracted from normal lessons. We have a limited number of instruments available for use by the pupils who are expected to take care of the instruments, to bear the cost of repairs, broken strings, etc., and to purchase any music required. There is a termly charge for this service.

Guitar - Guitar lessons are available to junior pupils who are extracted from normal lessons. We have a limited number of guitars available for use by the pupils who are expected to take care of them and to bear the cost of repairs, broken strings, etc. The charge for lessons is determined by the Tutor at the beginning of each term.

The school has a school choir and recorder group which meet regularly to practice, often performing at school events. The school's music teacher, Mrs D Pullen leads both of these along with teaching music to all junior classes.

RELIGIOUS EDUCATION
All children are expected to attend school assemblies and follow Religious Education lessons and activities. These lessons reflect the Christian heritage of the area as well as making pupils aware that in both Wales and in the world society there are living faiths besides Christianity. We aim to encourage pupils to develop respect, attitudes of interest, open-mindedness and tolerance to all religions through knowledge and understanding.

Assemblies - Pupils gather daily for an act of worship either as a whole school or in their respective departments. Occasionally local religious ministers are invited to lead a service.

A group of volunteers from local churches visit on a fortnightly basis to perform dramatised versions of Bible stories. The whole school visit Hope Parish church at both Christmas and Easter to enjoy a service led by Rev Pawley.

Under the provisions of the Education Act, parents may withdraw their children if they feel this necessary. Parents considering this are asked to inform the headteacher in writing, who will discuss any special arrangements with them.
WELSH
Welsh is taught as a second language to all pupils. They are encouraged to practise using the language incidentally in school, for example, to greet each other, staff and visitors. Year 6 pupils are encouraged to complete their morning duties using everyday Welsh.

The National Curriculum lays the responsibility of providing a programme for the study of Welsh on each school to cover three areas, namely oral, reading and writing.

The Deputy Head Teacher delivers a fortnightly Welsh assembly, during which children are introduced to Welsh language patterns and play language games.

As part of the schools aim to raise the standards in Welsh, a newly formed ‘Criw Cymraeg’ has been formed. This is a group of children from KS2 who will meet weekly with Mrs N Jones to discuss and plan activities, which in turn will raise the profile of Welsh in school.

PHYSICAL EDUCATION AND GAMES
Pupils are expected to wear the correct clothing for games, physical education, swimming, etc. - see School Uniform

The LEA guidelines on Safety in P.E. state: "Pupils should at all times be suitably clothed for any physical activity they undertake". For obvious safety reasons therefore, children will not be allowed to do P.E. without the right clothing and footwear. Pumps or bare feet will be used for indoor work and trainers or pumps for outdoor work. For football, hockey, etc. on the sports field, trainers and shin pads are highly recommended.

Swimming: Long bermuda-type shorts are not acceptable.

Children representing the school at football, rugby, netball, rounders, etc. will be provided with a school team kit.

All jewellery including earrings must be removed for all PE sessions.

SWIMMING

Junior pupils in Years 4, 5 and 6 attend swimming lessons at Gwersyllt Swimming Pool as part of their National Curriculum P.E. programme. Sessions are arranged throughout the year and parents are informed of times, etc. at the beginning of each term. The school also participates in the local swimming gala in the Summer Term.

Transport is provided by a local bus company and parents are requested to pay a voluntary contribution per lesson towards transport costs, to ensure continuation of this activity. Parents will be informed of costs at the beginning of the school year. All awards, certificates, badges, etc. are provided free of charge to pupils, costs being met by the school. Please note that ALL jewellery must be removed before a swimming session.

Helpful hints in the interests of hygiene

Parents should check their children's feet for infections, e.g. athlete's foot or verrucae, and are encouraged to cover with a 'sock' (although not statutory) to prevent them spreading to other children. Such an infection does not exclude a pupil from taking part in a lesson.

Parents should ensure that their children have the correct P.E. kit on the specified days and if they are medically unfit for P.E. or swimming, a brief explanatory note must be sent to school. Children will not be excused from PE sessions unless this has been received. Children who forget their kit will complete other work related tasks outside the Head teacher’s office.

P.E. kit may be left in school in a suitably labelled bag.
COMPETITIVE SPORTS
The school is affiliated to the Mold and Buckley Primary Schools' Association which organises competitions in a variety of sports including netball, soccer, rugby, cricket, rounders, athletics, cross country and swimming. We try to take part in as many events as possible in order to give our pupils the widest possible experiences. An Athletics/Sports Day in both Infant and Junior Departments is held in school each year during the Summer term with competitions between the three house teams.

ANNUAL PLAYS / CONCERTS AND EISTEDDFOD
Annual plays or concerts are performed by both infant and junior pupils every Christmas. Usually there is both an afternoon and evening performance of each production. Tickets are available for family and friends. An Eisteddfod or Concert is held each Spring term along with a Talent Show. Mini concerts are held regularly throughout the year to celebrate special events and are often linked to Home and School Association events. At the end of the year a Special Leavers’ Service is held where our school leavers’ achievements are celebrated.

EXTRA CURRICULAR ACTIVITIES
Children will have the opportunity to take part in a number of enjoyable and fulfilling activities throughout their time at this school.

Year 6 pupils have the opportunity to attend a three day cultural visit to Cardiff. They visit many landmarks in the Capital City.

Arrangements are also made for a three day visit to the PGL Centre in Shrewsbury, for the children in Year 5. It is an Action Adventure Course, enabling the children to take part in outdoor activities.

A number of educational trips in conjunction with projects and topics studied by individual year groups take place regularly throughout the year. All trips are well organised, risk assessed and fully supervised. Details of planned trips are always given to parents in writing for their consent. Voluntary contributions are expected to cover the costs of transport, admission and insurance of these out of school visits.

At various times of the year practice sessions in football, rugby, netball, cricket, tennis and rounders are available. Close links with Castell Alun also provide extra curricular activities for our pupils throughout the year.

Fencing, tennis, dodgeball, choir, art and craft, textiles, golf club and dance club are also available at various times throughout the year. A timetable is distributed termly to inform parents about these clubs.

The school cook also teaches all children during the school year. This allows the children the opportunity to plan, prepare and taste food linked to their topics along with learning vital life skills.

School Council
Pupil voice plays a very important role in developing whole school provision. The School Council consists of representatives from Years 2 – 6. They meet on a half termly basis and regularly organise themed and charity events. The team have recently set up their own twitter page - @estynsc

Eco Council
The school is proud of its grounds and the Eco Council also meet half termly to discuss and plan ways to improve the environment.
Digital Leaders
The school is committed to the safeguarding of all children. Staff facilitate opportunities for pupils to be made aware of the implications when accessing the internet. A working party of representatives from junior classes has been formed to lead on this along with improving all children’s digital competency.

Criw Cymraeg
The school is committed raising standards in Welsh. Staff facilitate opportunities for pupils use Welsh on a daily basis. A working party of representatives from junior classes has been formed to lead on this and develop ways to further improve this area.

HOME AND SCHOOL ASSOCIATION
The association, of which every parent is a member by right, works closely with the staff to raise funds in order to purchase goods and equipment for the school. The fund raising involves a wide range of activities to encourage optimum participation. Parents are encouraged to take part in as many events as possible, as this fosters a strong parental involvement with the school.

Meetings of the association are held at regular intervals, and are open to all parents and friends of the school. Finance is not the only purpose of the association. Many events are organised to provide information and / or entertainment for parents and children.

Please contact the headteacher for further information and especially if you are able to be actively involved with the association.

FAMILY LEARNING
Ysgol Estyn is committed to engage fully with all members of its community. School provides a number of opportunities for family members to attend sessions with their child during the school day. Some of these include:

- Numeracy and Literacy
- Phonics
- Numicon
- Chatterbox
- Techniquest science and maths based workshops
- Forest Schools
- First Aid
- Welsh

The school also prides itself on good communication and regularly updates ysgolestyn.com and @ysgoestyn to deliver important messages to parents.

ADDITIONAL NEEDS
Pupils who have significant learning difficulties have an additional educational need and are initially identified by the class teacher, parent or involved professional, e.g. Educational Psychologist, School Nurse, Educational Social Worker, Speech Therapist. The school is required to keep a register of those pupils who have additional educational needs and uses a staged approach when identifying and working with such pupils. ‘School Action’ is school based and can include extra tuition by our specific ALN teaching assistant; ‘School Action Plus’ is organised in conjunction with the local authority and can include extra support supplied by other agencies. Parents are informed when their child has been put on the register and of any changes of developments e.g. moving to different stage. They are also informed of Review Meetings, when their child is discussed. During these meetings pupils’ progress, programmes of work and targets for achievement are discussed and evaluated.

Support is given in a number of ways:

1. Individual needs are met within the planned curriculum by members of staff.
2. Pupils are withdrawn from the class to receive individual or small group tuition by designated members of staff or by the Additional Needs Support Teaching Assistant.
3. Additional support from external agencies.
DISABLED PUPILS / INCLUSION POLICY
According to the School's Admission Policy there will be no discrimination to any pupil on the grounds of disability. The school does have some facilities for disabled pupils. If your child is disabled please discuss the situation with the Headteacher. Both the Governing Body and LEA have made a commitment to upgrade the facilities for disabled pupils and adults in the near future through a Disability Inclusion Policy and Accessibility Plan. The school is equipped with a lift and ramps to enable wheelchair users to access all areas.

CHILD PROTECTION
There are clear procedures laid down by the Department for Education, Welsh Office and Flintshire Local Education Authority for all staff to follow where a child is thought to be in need of protection against abuse. We at Ysgol Estyn, therefore, have a duty to refer any concerns about the well being of pupils to the Social Services Department and School Medical Officer for further advice.

The Head teacher is the person responsible for Child Protection and 'Looked After Children', in his absence the Deputy Head teacher takes on this role. Mrs L McMullan (KS2Leader) is the Governor who has responsibility for this area. All three members have been trained at Level 3.

ATTENDANCE AND PUNCTUALITY
The attendance register has to be called at the start of each morning and afternoon session and must show whether each pupil registered at school is present or absent. This is extremely important in times of emergency, such as fire, when registers have to be consulted for numbers on premises.

It is very important that your child attends school punctually and regularly. A child who is late for school has to be registered as such and therefore parents should aim to get their children to school on time, at least five minutes before the bell at 8.55 am so that they can say their goodbyes and start on their lessons promptly at 9.00 am. Late arrival can be upsetting to the child and disturb the class. Missed schooling is very difficult to make up. In the event of a child being persistently late or absent with no reasonable explanation, our Inclusion Welfare Officer and the school governors will be informed. The school's average attendance is always around 96% and we encourage every child to aspire to this.

The school celebrates pupils success by presenting 100% attendance certificates each term. The class with the highest weekly attendance are rewarded with a certificate each week.

Very early arrival at school in the morning is discouraged, as we can only guarantee supervision of children on the premises from 8.45 am. At the end of the day infant children must be collected by a responsible adult at the school gate where they will also be supervised by a member of staff:

Parents of Foundation Phase / Key Stage 2 pupils are encouraged to leave their children in the safe hands of the teachers on duty at the beginning of the school day. For obvious reasons we do not allow parents to congregate on the school yard at this time. Parents are reminded to ensure that prams do not block entrances or cause a safety hazard on the play area.

DISCIPLINE
As a school we aim to develop a positive climate based on a quiet yet firm insistence on high standards of behaviour. We believe that without a strong commitment to good discipline, effective teaching and learning cannot take place. It is vital that parents support our policy for the benefit of the pupils.

We expect the children to behave in a responsible manner both to themselves and others, showing consideration, good manners, courtesy and respect for other people.

We aim to promote good behaviour by ensuring that teaching is lively and stimulating by showing that pupils' efforts are valued and that progress really matters. Pupils will be well supervised throughout the school day and minor breaches of discipline will be dealt with firmly and quickly. In the event of persistent inappropriate behaviour, joint solutions with parents will be sought at the earliest opportunity.
Tocynnau Clod/House Points (House System)
These are given to pupils by all members of staff for effort, politeness, good work, thoughtfulness, good behaviour etc. at any time. Pupils put their awards on their "House" list and these are counted by the House Captains at the end of each week. Results are announced in Friday’s whole school assembly and a league chart runs throughout the year. Merit certificates are also awarded to individual pupils nominated by their class teachers. They are presented each Friday before the whole school and names together with the reason for the award are logged in the School Merit Book. Certificates are also awarded for good behaviour during lunchbreak.

PASTORAL CARE
We believe that a happy, loving, caring and secure environment is crucial for children to be able to develop and reach their full potential. Each teacher therefore has a responsibility to ensure that this begins at classroom level - in building up strong pupil/teacher relationships based on mutual trust and understanding. A child should have the opportunity to discuss and confide in any member of staff when problems and worries arise. Our prime concern is the welfare of the child.

ASSESSMENT AND REPORTING
Children's progress is monitored regularly during the year through ongoing teacher assessment according to National Curriculum guidelines. Additional standardised tests in reading spelling and mathematics are organised annually, including CATs tests (Cognitive Ability Tests) to Year 4 pupils during the Summer Term. Other assessment tests would include -

- small group discussions perhaps in the context of a practical task,
- short tests in which the teacher gives questions orally and pupils answer in writing or orally,
- individual discussions in which children are encouraged to appraise their own work and progress.
- National reading and numeracy tests are undertaken by pupils from years 2 to 6.

FORMAL SUMMATIVE ASSESSMENT is carried out at the end of each National Curriculum Key Stage (i.e. Years 2 and 6) through the use of teacher assessment.

Results of assessments are made available to parents, governors, LEA and the Welsh Assembly and in the case of Year 6 pupils to the forwarding High School.

Parents receive information about their child’s progress in various ways. At the end of the summer term each pupil receives a written report in accordance with National Curriculum guidelines. Parents will also be invited to attend three Parents' Evenings during the year to establish contact with the class teacher and discuss progress. At these meetings pupils’ targets which address each individual pupils future needs are formally identified and discussed with parents. We also operate an 'open door' policy and welcome the opportunity to meet parents to discuss any aspect of their child's learning or any problem they may have. Just ring or ask the Headteacher or class teacher for an appointment at a mutually agreed time.

All written reports include specific targets for individual pupils to strive for which are discussed and agreed between class teacher and pupil.

An Assessment File is collated for each pupil as they progress through the school which contains samples of work to show progression in Core Subjects.
RECORDS OF ACHIEVEMENT

A Record of Achievement will be collated for all pupils as they move through the school. This forms the basis of information to be passed on at transfer to secondary school. A Record of Achievement Folder is presented to each individual child at a special presentation service at the end of Year 6.

MARKING POLICY

Feedback to pupils about their own progress is achieved through the marking of their work. We believe that effective marking:

- aims to help children to learn, not to find fault, and comments aim to be positive and constructive,
- is often done while the task is being carried out through discussion between child and teacher, though this may not always be possible or practical. Thus, comments written on a pupil’s work may on occasions require a response from the pupil to show that they have been read and understood and can even give an opportunity for some self assessment,
- of written work should be used sensitively and with discretion so that the child can assimilate a limited number of corrections at one time - this will vary according to age and ability.

Teachers will determine their own systems in their classrooms to provide incentives as positive reinforcements for learning and motivation and to celebrate good work or effort, e.g. housepoints / Tocynau Clod, stickers, stars, smiley faces, etc., in addition to sending a child to the Headteacher to 'show' him his/her work for a special pat on the back!
SCHOOL MEALS

School dinners are available in the school canteen for children and staff. Payment should be made where possible online via the School Gateway website or app. This is a straightforward and easy way to manage payments and check balances. Payment to school, either cash or cheque will **only** be collected on a Monday or a Friday. Whenever possible, the **correct money** should be sent. No money is kept on the premises, which often makes it very difficult to provide change. Dinner money should be sent in an envelope, or similar, with the child's name, the days that dinner is required, and the amount enclosed. **Please make sure that dinner money is sent separately for each child.** You are welcome to pay for school dinners by cheque, but please make all cheques payable to **FLINTSHIRE COUNTY COUNCIL**, as all dinner money received is paid directly to the Council. Payment may be made in advance on a termly or half termly basis.

Dinner money should be paid on the first day of the school week, in advance. If your child misses a meal that has been paid for, then this will be credited to the following week, and that much less dinner money should be sent.

**ALL DINNERS MUST BE PAID FOR IN THE WEEK THAT THEY ARE TAKEN.** Parents who have not paid for their child's dinners by the end of the week will receive a letter from the Council requesting payment. Debts that are not cleared in a reasonable time are then referred to the Legal Department at County Hall. Parents will then receive an invoice directly from the Council. This is a costly and time consuming process. We ask parents to support this policy and pay for dinners in the week that they are taken, thus enabling us to keep our Books clear and up to date.

The cost of meals will be communicated to parents at the beginning of the school year, or during the year in case of change.

Parents who receive Income Support may be entitled to free meals for their children. These are offered by the LEA and application forms are available at school.

Facilities are available for children who wish to bring packed lunches to school. These should be in a suitable container (**please do not send drinks in glass bottles**).

The children are supervised throughout their lunchbreak by a Senior Midday Supervisor and three assistants, who should be afforded the same respect as any member of staff.

Children may go home for dinner, but parents should make sure that their child's class teacher is aware of the situation.

Access to cooled, filtered water is provided through two water fountains at school. A small maintenance charge is applied for this service. Pupils are encouraged to provide a ‘water bottle’ for class and instructed to clean / replace this bottle regularly.

**CHARGING FOR SCHOOL TRIPS**

Trips and other activities are regularly organised. By law schools cannot charge for such activities, but **voluntary contributions** from parents can be requested. At Ysgol Estyn we will not exclude individual children if no payment is made, but clearly unless there are **substantial** voluntary contributions from parents, these activities will have to **be cancelled**.

Where activities involve an overnight stay, parents who receive Income Support or Family Credit may be entitled to the remission of board and lodging costs for their child. Details are available on request.
SCHOOL UNIFORM

We believe that school uniform helps to promote a sense of identity, pride and community in the school, and is therefore positively encouraged. The school has a red and grey uniform as follows:

**Boys:** Red sweatshirt or jumper, red or white polo shirt/white shirt and grey trousers. In summer suitable shorts may be worn, but garish bermuda shorts and beachwear are not allowed.

**Girls:** Red sweatshirt or cardigan, white blouse or red or white polo shirt, grey skirt or pinafore dress. In summer girls may wear red gingham dresses, but beachwear-type shorts are not allowed.

Denim jackets, jeans and marked tee shirts are not deemed suitable clothing and must not be worn for school.

School uniform with embroidered school logo as follows may be ordered and purchased through Forrester Sports Shop, 2, New Street, Mold. Telephone 01352 759482, or the new website [www.myclothing.com](http://www.myclothing.com).

Waterproof cagoules, red fleece jackets, red sweatshirts and red or white polo shirts. For the winter red or black ski hats are available, and for summer red or black baseball caps.

**P.E. Infants:** Boys and girls both wear black shorts, white T-shirts/polo shirts and pumps, which are kept in a pump bag at school.

**P.E. Juniors:** Black shorts and white T-shirts/polo shirts, trainers or pumps outdoors. Black shorts and white T-shirts/polo shirts, pumps or bare feet indoors. Class teachers will inform pupils should tracksuits be required/allowed for outdoor PE sessions if necessary.

'Bermuda' type shorts and baggy colourful tee shirts are not to be worn as they constitute a safety hazard. For outdoor games suitable warmer clothing or track suit, etc. may be worn in cold weather and trainers may be used instead of pumps.

**We ask parents to label ALL clothes.**

**FOOTWEAR**

Suitable and appropriate black shoes should be worn at all times. Shoes with high heels are not deemed suitable.

**JEWELLERY and BODY ADORNMENT**

The wearing of any jewellery can be a source of danger during P.E. and playtimes. We therefore ask parents to support us in not sending children to school wearing any jewellery. If earrings must be worn, then please make sure they are of the small stud variety. **ALL** jewellery must be removed for any P.E. activity. Dangling necklaces or hoop earrings are strictly forbidden.

It is also school policy to discourage our pupils from wearing any other body adornment e.g. make up, nail varnish, temporary tattoos and hair colouring. This is in accordance with our current Health and Safety Regulations.
SAFETY IN SCHOOL

School Crossing – A ‘Puffin’ Crossing is situated at the front of the school to help pupils safely across the road. Please ensure you use this service. Because of the position of the school on a busy main road Nursery and Infant Parents must escort their children on and off the premises at the beginning and end of the day. Except for Nursery Pupils, parents are not encouraged to remain on the playground after escorting their children to school. Teachers are on duty from 8.45 a.m.

Parking - In the interests of safety, please do not drive into and park on the school grounds at the beginning and end of school sessions, on the yellow restricted zone or in the school entrance. Please park in the nearby lay-by and adjoining car park. There is a Strictly NO PARKING rule for parents on the Staff Car Park during school hours. If parents are using the after school provision they are able to park in the car park after 4.30pm. Pedestrians are also prohibited from using this area.

On no account should dogs be brought onto the school premises at any time.

Fire Safety - A fire drill, with full evacuation of the building of all personnel is held at least once each term.

First Aid - A number of members of staff hold valid First Aid Certificates and provide cover when on site. First Aid materials are available at designated points around the school. A designated member of staff acts as a 'first aider' during the school day.

In the event of any injury other than a minor one, parents are immediately informed. It is imperative therefore that parents provide up to date telephone contact numbers for home or place of work, plus an additional emergency contact number of a close relative, neighbour, childminder, etc. At the beginning of each school year you are invited to confirm this information so that our records can be kept up to date.

Administration of Medicines
Teaching staff cannot accept responsibility for the administration of drugs/medicines to pupils where the timing is crucial, some technical or medical knowledge is required, or intimate contact with pupils is necessary. Wherever possible parents should make arrangements to come into school or for children to go home at lunchtime for medication. Teachers have the right to refuse to administer medicine. No other adult on site is allowed to administer medicine. Parents are requested to complete and sign an administration of medicine consent form in the presence of the class teacher / Headteacher. The following procedure should be followed after consultation with the class teacher:

- medication must have been prescribed by a doctor and have the child’s name on the label,
- with clear instructions for dosage,
- glass containers should not be used.
- no medicines should be kept in school bags.

Asthma – the school have an Asthma Policy and keep a register of those pupils diagnosed with this condition. It is therefore very important that parents ensure inhalers are kept in school and they check the expiry date and replace when necessary.

Sex Education
Aspects of sex education is taught at the school as part of the PSE curriculum and when it arises as part of the Science topic ‘All About Me’. Year 6 pupils in their final term before transferring to secondary school are given a talk on personal development and personal hygiene. A short film is also shown which includes a brief outline of how a baby develops. The talk and film are shown to boys and girls separately. Parents have a right to view the short film prior to the pupil session and have the opportunity to withdraw their children from the talk and/or film should they deem it unsuitable or inappropriate.
ABSENCES
Absences from school may be authorised for medical reasons, e.g. visits to the doctor, the hospital, the dentist, clinics, etc. Please inform school in writing or by phoning the school secretary. Parents are encouraged not to take their children on holiday during term time. If this is unavoidable parents should apply in writing for a permission form for leave of absence during term time and a maximum of ten days per school year may be authorised at the discretion of the Headteacher according to a set list of criteria, which includes current and past attendance. If the ten days are exceeded the additional days are recorded as unauthorised absences. We are required to record all authorised and unauthorised absences and late arrivals on end of year reports.

In the case of absence for medical reasons, it is essential that parents inform the school either by telephone or in writing on the day of absence (or before, if known in advance), or send a note of explanation with their child when they return to school. This will then authorise the absence of the child in the class register. Notes of enquiry will be sent home if parents fail to inform school of their child's whereabouts. Persistent absences will be reported to the local authority and an Inclusion Welfare Officer will be asked to investigate the reasons for the absence.

All unexplained absences, or those not recognised as authorised absences, will be recorded as unauthorised absences.

Attendance figures for the school year September 2017 – July 2018 were as follows:-
Possible attendance during the year 83637
Actual attendances 79821 (95.44%)
Authorised absence 3595 (4.3 %)
Unauthorised absence 221 (0.26%)

MEDICAL AND DENTAL EXAMINATIONS

School Health Service in Primary Schools
North East Wales NHS Trust has a comprehensive School Health Service. The aim of this service is to review the full scope of your child’s individual needs, promoting health in the widest sense and to identify any special problems that may arise.

The primary contact with the School Health Service is through the School Nurse and / or the School Doctor, both of whom have specialised training in Educational Medicine, Community Paediatrics and Child Health. The school sister for Ysgol Estyn is Sarah Wisbey and the school doctor is Dr Bos. The Team Leader for the school nursing service in our locality is Sarah Wisbey. These specialists are able to liaise directly with all other areas of Flintshire's Health Services and other agencies should the need arise.

Your child will not be examined by the school doctor without your permission, except in a medical emergency. All health issues discussed at medicals are strictly confidential and your consent will be sought before discussing any issue with the school teaching staff. Obviously, it would be in your child's best interest for the teaching staff to be aware of any medical condition that may affect his/her progress.

Parents' attendance at school health interviews is highly valued, especially at primary age. You will receive, in advance, a written invitation and a consent form for you to sign. If you are unable to attend please provide a contact number.

When your child is in Reception the school nursing service will check his/her height, weight and hearing. The vision will be screened by the community orthoptists. You will be informed when this is taking place and the outcome of the screening.

Thereafter, the School Nurse visits regularly to check the children's general health, to promote healthy lifestyles and to liaise with the school staff regarding any health problems.

If you have any concerns with any of your children, do please feel free to approach the school sister to discuss them. Mrs Sarah Wisbey is based at Hope Health Centre - Tel. 01978 318427.
## Incubation and Exclusion Periods of the Commoner Infectious Diseases

<table>
<thead>
<tr>
<th>Disease</th>
<th>Incubation Period</th>
<th>Symptoms</th>
<th>Recommended Exclusion Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chickenpox</td>
<td>10-21 days</td>
<td>Rash, sometimes preceded by a slight fever. Crops of small pimples which soon turn to blisters. Mostly on back and chest - few on face, arms and hands.</td>
<td>5 days from onset of rash. Pregnant women and immuno-suppressed persons in contact should seek advice.</td>
</tr>
<tr>
<td>Dysentery, Food Poisoning and Gastroenteritis</td>
<td>1 hour-11 days</td>
<td>Diarrhoea and/or vomiting, sometimes with tummy pain, fever and headache.</td>
<td>Over 5 years of age until symptom-free, under 5 years of age for 48 hours after diarrhoea or vomiting has stopped.</td>
</tr>
<tr>
<td>Hand, Foot and Mouth Disease</td>
<td>3-5 days</td>
<td>Fever, diarrhoea and nausea, and within 5 days by blisters/ulcers on tongue, inside of cheeks, hands and feet.</td>
<td>None.</td>
</tr>
<tr>
<td>Head Lice</td>
<td>Eggs take 7 days to hatch</td>
<td>Detection of early infestation is difficult. Use a fine toothed detection comb to find live (moving) lice. Eggs (nits) on their own indicate old, not current infection. Most cases do not itch.</td>
<td>None. Treat if live lice are seen.</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>2-6 weeks (4 weeks usually)</td>
<td>Fever, malaise, nausea for a few days before jaundice appears. Children usually have no symptoms.</td>
<td>None over 5 years of age. 7 days if under 5 years or personal hygiene difficult.</td>
</tr>
<tr>
<td>Impetigo</td>
<td>4-10 days</td>
<td>Blisters containing clear fluid becoming pus-filled or with yellow crusts, surrounded by redness, usually on face.</td>
<td>Until lesions are crusted or healed. Requires prompt treatment.</td>
</tr>
<tr>
<td>Meningococcal meningitis and septicaemia</td>
<td>2-7 days Delete sentence</td>
<td>Fever, rash (red-purple spots) anywhere on body which does not fade under pressure, severe headache, vomiting, drowsiness, discomfort in bright lights or a stiff neck.</td>
<td>None. Antibiotics eradicate carriage in siblings and close contacts. Distribute leaflets on signs and symptoms.</td>
</tr>
<tr>
<td>Mumps</td>
<td>12-25 days</td>
<td>Fever, painful swelling above angle of lower jaw. No rash.</td>
<td>9 days from onset of swollen glands.</td>
</tr>
<tr>
<td>Ringworm</td>
<td>4-10 days</td>
<td>Flat, spreading, ring-shaped lesions.</td>
<td>None, but should be treated promptly.</td>
</tr>
<tr>
<td>Rubella (German Measles)</td>
<td>14-23 days</td>
<td>Often no symptoms but perhaps slight fever, headache, sore throat. Rash, usually on first day - small, pink spots on face and neck rapidly spreading all over, lasting 24 to 48 hours.</td>
<td>5 days from onset of rash. Pregnant women in contact with a case should seek advice.</td>
</tr>
<tr>
<td>Scabies</td>
<td>Itch usually starts after 3-4 weeks</td>
<td>Slightly elevated burrows on skin, usually between fingers and front of wrist. Causes intense itching. Symmetrical rash on trunk, legs and arms.</td>
<td>Until first treatment applied.</td>
</tr>
<tr>
<td>Scarlet fever</td>
<td>1-4 days</td>
<td>Fever, sore throat, sandpaper-like rash on neck and chest, and red tongue.</td>
<td>5 days after starting antibiotic treatment.</td>
</tr>
<tr>
<td>Shingles</td>
<td>None (reactivation of virus)</td>
<td>Pain in the area of affected skin, the rash is blister-like which rapidly merges together.</td>
<td>None unless lesions are exposed or widespread, then for 5 days from onset.</td>
</tr>
<tr>
<td>Slapped Cheek Disease (Fifth Disease)</td>
<td>4-20 days</td>
<td>Bright red rash starts on cheeks and may spread. May come and go for 10-60 days. Joint pain in adults. Children often remain well.</td>
<td>None. Not infectious once rash is present. Pregnant women and immuno-suppressed persons in contact should seek advice.</td>
</tr>
<tr>
<td>Threadworms</td>
<td>2-6 weeks</td>
<td>Severe itching around anus, particularly bad at night.</td>
<td>None- should be treated promptly.</td>
</tr>
<tr>
<td>Whooping Cough (Pertussis)</td>
<td>7-21 days</td>
<td>Cold symptoms with some cough for 1-2 weeks which changes to repeated spasms with inspiratory &quot;whoop&quot; or vomiting. May last up to 3 months.</td>
<td>5 days after starting antibiotic treatment.</td>
</tr>
</tbody>
</table>

When the cause is unknown, any child with a rash, diarrhoea or who is generally unwell should be excluded until medical advice has been obtained, or until the child has recovered. Family or other contacts should not be excluded as a routine.

Head Teachers and playgroup/nursery supervisors should notify the Consultant in Public Health Medicine or the relevant Consultant Community Paediatrician of any outbreak of disease, from whom further advice may be obtained.
COMPLAINTS PROCEDURE

If you are worried/concerned about something please do not hesitate to contact the Headteacher. Dependent upon the nature of the problem, he may be able to sort out the problem directly or take up the issue with the governing body or Local Education Authority.

The school has a copy of the procedures and arrangements for dealing with formal complaints to the governing body and/or the LEA about the curriculum or any related matter.

The flowchart outlines the procedures for dealing with any complaints at school. It is the school's policy that complaints should be dealt with on an informal basis wherever possible in the first instance.

**Person raises a complaint orally or in writing**

Stage 1

Complaint resolution undertaken by teacher or passed to the complaints officer if one has been identified and investigated.

Complaint unresolved

Stage 2

Complaint referred to Headteacher, preferably in writing, for investigation

Stage 3

Complainant dissatisfied

Written complaint to Governing Body Complaints Committee who hear complaint.

Complainant dissatisfied

Complaint to Governing Body Appeal Committee who hear complaint.

Stage 1

Inform complainant

Make record

Written confirmation of resolution to complainant

Record all evidence.
SECURITY

The security of the school building and premises is reviewed annually by the school governors. Digital locks are fixed to all entrances and visitor access is restricted to the main entrance at the front of the school. Visitors are requested to ring a door bell and use the intercom and await a member of staff to let them in. They should then report immediately to either the Headteacher or School Secretary to notify their business and sign in. As soon as the last child enters the building entrances are secured only allowing safe exit from the inside. During the school day gates directly onto the school yard are locked. At night the school gates are locked and the building is alarmed. Security lights cover both the front and rear of the school including car park area. CCTV also covers most of the school grounds.

ACCESS TO SCHOOL DOCUMENTS

Documents produced by and for the governing body are available for viewing in the school office provided that Headteacher or Chair of the Governors receive reasonable notification of such a request.
The following table shows the percentage of pupils attaining each outcome.

<table>
<thead>
<tr>
<th>Language, Literacy, and Communication Skills in English (LCE)</th>
<th>Z</th>
<th>S</th>
<th>G</th>
<th>N</th>
<th>D</th>
<th>W</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6+</th>
<th>5+</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>41</td>
<td>52</td>
<td>93</td>
</tr>
<tr>
<td>National</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.1</td>
<td>0.4</td>
<td>0.4</td>
<td>0.2</td>
<td>0.5</td>
<td>1.6</td>
<td>8.6</td>
<td>50.0</td>
<td>38.1</td>
<td>88.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language, Literacy, and Communication Skills in Welsh (LCW)</th>
<th>Z</th>
<th>S</th>
<th>G</th>
<th>N</th>
<th>D</th>
<th>W</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6+</th>
<th>5+</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>National</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.2</td>
<td>0.1</td>
<td>0.1</td>
<td>0.2</td>
<td>0.9</td>
<td>7.7</td>
<td>52.8</td>
<td>38.1</td>
<td>90.9</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematical Development (MDT)</th>
<th>Z</th>
<th>S</th>
<th>G</th>
<th>N</th>
<th>D</th>
<th>W</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6+</th>
<th>5+</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>41</td>
<td>59</td>
<td>100</td>
</tr>
<tr>
<td>National</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.1</td>
<td>0.4</td>
<td>0.3</td>
<td>0.2</td>
<td>0.3</td>
<td>1.3</td>
<td>7.2</td>
<td>51.5</td>
<td>38.7</td>
<td>90.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal and Social Development, Well-being and Cultural</th>
<th>Z</th>
<th>S</th>
<th>G</th>
<th>N</th>
<th>D</th>
<th>W</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6+</th>
<th>5+</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>93</td>
</tr>
<tr>
<td>National</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3.1</td>
<td>33.3</td>
</tr>
</tbody>
</table>

There were 29 pupils in the group.

<table>
<thead>
<tr>
<th>Foundation Phase Outcome Indicator</th>
<th>School</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>93</td>
<td>87.3</td>
</tr>
</tbody>
</table>
The following table shows the percentage of boys attaining each outcome.

<table>
<thead>
<tr>
<th>Boys</th>
<th>School</th>
<th>National</th>
<th>5+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language, Literacy, and Communication Skills in English (LCE)</td>
<td>92</td>
<td>83.8</td>
<td></td>
</tr>
<tr>
<td>Language, Literacy, and Communication Skills in Welsh (LCW)</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Mathematical Development (MDT)</td>
<td>100</td>
<td>88.3</td>
<td></td>
</tr>
<tr>
<td>Personal and Social Development, Well-being and Cultural</td>
<td>100</td>
<td>92.2</td>
<td></td>
</tr>
</tbody>
</table>

There were 13 boys in the group.
The following table shows the percentage of girls attaining each outcome.

<table>
<thead>
<tr>
<th>Girls</th>
<th>School</th>
<th>National</th>
<th>5+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language, Literacy, and Communication Skills in English (LCE)</td>
<td>-</td>
<td>-</td>
<td>94</td>
</tr>
<tr>
<td><strong>Girls</strong></td>
<td><strong>Z</strong></td>
<td><strong>S</strong></td>
<td><strong>G</strong></td>
</tr>
<tr>
<td>Language, Literacy, and Communication Skills in Welsh (LCW)</td>
<td>-</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td><strong>Mathematical Development (MDT)</strong></td>
<td>-</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td><strong>Personal and Social Development, Well-being and Cultural</strong></td>
<td>0</td>
<td>0</td>
<td>94</td>
</tr>
</tbody>
</table>

There were 16 girls in the group.
Summary of National Curriculum Assessment results of pupils in the school (2018) and nationally (2017) at the end of Key Stage 2 as a percentage of those eligible for assessment.

<table>
<thead>
<tr>
<th>Subject</th>
<th>School</th>
<th>National</th>
<th>School</th>
<th>National</th>
<th>School</th>
<th>National</th>
<th>School</th>
<th>National</th>
<th>School</th>
<th>National</th>
<th>School</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>N</td>
<td>D</td>
<td>1, 2, &amp; 3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6+</td>
<td>4+</td>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td>English</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>39</td>
<td>55</td>
<td>0</td>
<td>94</td>
<td>0.1</td>
<td>0.4</td>
</tr>
<tr>
<td>Oracy</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>35</td>
<td>55</td>
<td>0</td>
<td>90</td>
<td>0.1</td>
</tr>
<tr>
<td>Reading</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>39</td>
<td>52</td>
<td>0</td>
<td>90</td>
<td>0.1</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>45</td>
<td>45</td>
<td>0</td>
<td>90</td>
<td>0.1</td>
</tr>
<tr>
<td>Cymraeg</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.1</td>
</tr>
<tr>
<td>Oracy</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.1</td>
</tr>
<tr>
<td>Reading</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.1</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>35</td>
<td>55</td>
<td>0</td>
<td>90</td>
<td>0.1</td>
<td>0.4</td>
</tr>
<tr>
<td>Science</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>32</td>
<td>52</td>
<td>0</td>
<td>84</td>
<td>0.1</td>
<td>0.4</td>
</tr>
<tr>
<td>Core Subject Indicator</td>
<td>School</td>
<td>84</td>
<td>National</td>
<td>89.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### % boys at each level

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>D</th>
<th>NCO 1, 2, &amp; 3</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6+</th>
<th>4+</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>53</td>
<td>33</td>
<td>0</td>
<td>87</td>
</tr>
<tr>
<td>National</td>
<td>0.2</td>
<td>0.5</td>
<td>-</td>
<td>0.6</td>
<td>1.9</td>
<td>7.8</td>
<td>50.2</td>
<td>37.2</td>
<td>1.2</td>
<td>88.7</td>
</tr>
<tr>
<td><strong>Cymraeg</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>National</td>
<td>0.1</td>
<td>0.1</td>
<td>-</td>
<td>0.4</td>
<td>1.4</td>
<td>9.2</td>
<td>55.9</td>
<td>31.4</td>
<td>1.3</td>
<td>88.6</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>33</td>
<td>60</td>
<td>0</td>
<td>93</td>
</tr>
<tr>
<td>National</td>
<td>0.1</td>
<td>0.5</td>
<td>-</td>
<td>0.5</td>
<td>1.5</td>
<td>6.7</td>
<td>43.6</td>
<td>44.6</td>
<td>2.1</td>
<td>90.3</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>40</td>
<td>40</td>
<td>0</td>
<td>80</td>
</tr>
<tr>
<td>National</td>
<td>0.2</td>
<td>0.5</td>
<td>-</td>
<td>0.5</td>
<td>1.5</td>
<td>6.4</td>
<td>46.7</td>
<td>43.7</td>
<td>0.2</td>
<td>90.6</td>
</tr>
</tbody>
</table>

|        |     |    |               |    |    |    |    |    |    |    |
| **Core Subject Indicator** | School | 80 |    |    |    |    |    |    |    |    |
| National | 87.3 |    |    |    |    |    |    |    |    |    |

### % girls at each level

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>D</th>
<th>NCO 1, 2, &amp; 3</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6+</th>
<th>4+</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>75</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>National</td>
<td>0.1</td>
<td>0.3</td>
<td>-</td>
<td>0.3</td>
<td>0.8</td>
<td>4.6</td>
<td>42.3</td>
<td>49.1</td>
<td>2.2</td>
<td>93.7</td>
</tr>
<tr>
<td><strong>Cymraeg</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>National</td>
<td>0.0</td>
<td>0.1</td>
<td>-</td>
<td>0.2</td>
<td>0.7</td>
<td>4.4</td>
<td>44.5</td>
<td>47.7</td>
<td>2.3</td>
<td>94.6</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>38</td>
<td>50</td>
<td>0</td>
<td>88</td>
</tr>
<tr>
<td>National</td>
<td>0.1</td>
<td>0.3</td>
<td>-</td>
<td>0.2</td>
<td>0.8</td>
<td>5.2</td>
<td>45.6</td>
<td>46.0</td>
<td>1.4</td>
<td>93.1</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>25</td>
<td>63</td>
<td>0</td>
<td>88</td>
</tr>
<tr>
<td>National</td>
<td>0.1</td>
<td>0.3</td>
<td>-</td>
<td>0.2</td>
<td>0.7</td>
<td>4.5</td>
<td>44.8</td>
<td>48.9</td>
<td>0.3</td>
<td>94.0</td>
</tr>
</tbody>
</table>

|        |     |    |               |    |    |    |    |    |    |    |
| **Core Subject Indicator** | School | 88 |    |    |    |    |    |    |    |    |
| National | 91.9 |    |    |    |    |    |    |    |    |    |
# MEMBERS OF STAFF 2019 - 2020

**Headteacher**  
Mr G Jones (First Aider)

**Deputy Headteacher**  
Mr H Ellis

**Teachers**
- Mrs H Benjamin
- Mrs L McMullan
- Mrs P Merry
- Mr D Guy
- Mrs D Pullen
- Ms S E Tedds
- Mrs N Jones
- Mrs A Davies

**Additional Needs Co-ordinator**  
Mrs D Pullen

**Additional Needs Teaching Assistant**  
Mrs K Jones (First Aider)

**Classroom Assistants**
- Mrs K Jones (First Aider)
- Mrs A Hughes (First Aider)
- Mrs T Jones
- Mrs K Dunn
- Mrs A Milner
- Mrs A Ollerhead
- Mrs J Joinson
- Ms H Cordwell (First Aider)
- Mrs J Stephens
- Mrs J Condren
- Mrs V O’Dougherty
- Mrs A Andrewes (Forest Schools Leader)

**Additional Needs Classroom Assistant**  
Mrs Jayne Jones

**School Secretary**  
Mrs S A Chadwick

**Caretaker**  
Mrs A Moss

**School Cook**  
Ms T Davies

**Canteen Assistants**
- Mrs J Evans
- Mrs N Williams

**Lunchtime Supervisory Assistants**  
(on a rota basis)
- Mrs B Kearn
- Mrs C E Jones
- Mrs C M Jones
- Mrs S Parry
- Ms H Cordwell (First Aider)

**Breakfast Club Assistant**  
Mrs A Jones

**Tea Time Club (after school club)**
- Mrs Jane Lewis (First Aider)
- Mrs A Jones
- Ms T Davies
- Ms Jamie Warburton

**Caretaking**  
Mrs A Moss

**Cleaners**  
Ms C E Jones

**School Nursing Sister**  
Sister S Wisbey  
Tel. 01978 318427

**School Doctor**  
Dr. Bos  
Tel. 01978 318427

**Inclusion Welfare Officer**  
Mrs D Taylor  
Tel. 01978 760238

(Based at Castell Alun)  
Mr J Hartfree
MEMBERS OF THE GOVERNING BODY
Chair                   Mr. R Howorth (07888 729753)
Vice Chair             Mr B Cox
Parent Governors       Mrs S M’Caw
                        Mr R Howorth
                        Mrs H Smallwood
                        Mr B Cox
                        Mr D Lloyd
Teacher Governor       Mrs L McMullan
Staff Governor         Mrs A Hughes
L.E.A. appointed       Mr D Swale
                        Mrs Gladys Healy
Community Council      vacancy
appointed
Community Co-opted    Mr. D Barnes
                        Mr P Grundy
Headteacher            Mr G Jones
Clerk to Governors     Mrs D Woolrich

*If you are interested in becoming a School Governor please contact the Headteacher or the Chair of Governors for information.*

USEFUL TELEPHONE NUMBERS

Ysgol Estyn             01978 760501
Director of Education, County Hall, Mold 01352 752121
School Medical Officer  01978 356551
Castell Alun School     01978 760238
Castell Alun Sports Centre 01978 760097
Wrexham Maelor Hospital 01978 291100
Hope Surgery            01978 760468
Hope Library            01978 761025
Gwersyllt Swimming Baths 01978 754394
Admissions Dept, County Hall 01352 704068
Hope Playgroup          07932 982918
CODE OF CONDUCT

Each one of us at Ysgol Estyn is expected to:

• respect each other

• be polite

• be neat and tidy in appearance and follow the school uniform policy

• behave properly both in and out of school

• be on time and ready to work

• move around the school in a safe and orderly way

• take pride in our school building and look after school equipment

• always tell the truth and be a good friend to others

Be proud of your school!

Be proud of yourself!
FLINTSHIRE COUNTY COUNCIL

SCHOOL TERM DATES & TRAINING DAYS

2019 – 2020

| Autumn Term 2019 |
|------------------|-----------------|-----------------|
| Training Day     | Monday          | 2nd September   |
| Training Day     | Tuesday         | 3rd September   |
| School Opens     | Wednesday       | 5th September   |
| School Closes (Half Term) | Thursday | 24th October |
| Training Day     | Friday          | 25th October    |
| School Opens     | Monday          | 5th November    |
| School Closes    | Friday          | 21st December   |

| Spring Term 2020 |
|------------------|-----------------|-----------------|
| Training Day     | Monday          | 6th January     |
| School Opens     | Tuesday         | 7th January     |
| School Closes (Half Term) | Friday | 14th February |
| School Opens     | Monday          | 24th February   |
| School Closes (Easter) | Friday | 3rd April     |

| Summer Term 2020 |
|------------------|-----------------|-----------------|
| School Opens     | Monday          | 20th April      |
| School Closed (May Day) | Monday | 4th May       |
| School Closes    | Friday          | 25th May        |
| School Opens     | Monday          | 1st June        |
| School Closes    | Friday          | 17th July       |
| Training Day     | Monday          | 20th July       |

Please note that training dates are provisional and may be subject to alteration