



Pen-y-fai Church in Wales Primary School

Annual Governors' Report to Parents 2017-2018



**Pen-y-fai Church in Wales Primary
School
Heol Eglwys
Pen-y-fai
Bridgend
CF31 4lx**

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www.penyfaiciwprimary.com



**Headteacher:
Mr M. Street**

**Chair of Governors:
Mr M. Bater**

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Dear Parent/Carer

Governing Body Pen-y-fai Church in Wales Primary School Annual Parents Report 2017-18

I am pleased to be able to advise you that the Governors' Annual Report to Parents for the academic year 2017/18 is now available on the school website.

Under the School Standards and Organisation (Wales) Act 2013 (the Act) the governing body is no longer required to hold a meeting for the purpose of discussing the attached report.

However, under this legislation, if a Governing Body receives a petition from parents of registered pupils at the school requesting that a meeting takes place this request must be acceded to if the following conditions are met;

- The petition contains the signatures of (either) ten percent of the parents of registered pupils or thirty of the parents of registered pupils at the school (whichever is the lower number).
- The meeting must be for the purpose of discussing a matter relating to the school.
- Should meetings be requested/held there will be no more than three meetings held during the school year in which the (initial) petition is received.
- There are enough school days remaining in the school year for the meeting to be held in line with the requirements of the Act.

Should a meeting be held it will be open to all parents of registered pupils at the school, the Headteacher and other persons invited by the governing body.

Yours sincerely

**Mr Matthew Bater
Chair of Governors
Pen-y-fai Church in Wales Primary School**



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ANNUAL GOVERNORS' REPORT TO PARENTS

ACADEMIC YEAR SEPTEMBER 2017 – AUGUST 2018

This is the full Governing Body annual report to parents which has been emailed to all parents, is available on the school website and in hard copy by request at the school.

CHAIR OF GOVERNORS' ADDRESS

The report highlights some of the key issues the Governing Body has considered during the year including the results of the Post Inspection Action Plan, standards and finance; it also provides some details of the school and its activities. There are sections that cover pupil performance data, priorities for school improvement, categorisation, curriculum and attendance, as well as information on the school structure and organisation.

There have been a few changes in staffing for the school year 2017/18. Mrs Gharalar and Mr Kalinka have joined the teaching staff and Mrs Matthewson has become a permanent member of the team. I would therefore, on behalf of the Governing Body and all the staff, like to welcome the new members to the team wish them all well as they settle into their new routines at Pen-y-Fai Church in Wales School.

We also had to say goodbye to another valued member of the staff at the beginning of 2018, Mr Jordan has decided to pursue another opportunity outside of the school. I would therefore, on behalf of the Governing Body and all the staff, like to thank him for all his dedication and hard work during his time at Pen-y-Fai Church in Wales Primary School.

After a very positive start to the year, with changes already starting to take effect, the School's Challenge Advisor confirmed that the school had made strong progress against each recommendation in the Post Inspection Action Plan and she was extremely positive on the expected outcome. Then in June 2018 we received confirmation from Estyn advising the school that they are extremely pleased with the progress made from the inspection findings and that we will no longer require Estyn review or a further visit.

Despite everyone's initial disappointment with the outcome of the inspection at the beginning of 2017 the full governing body had complete faith in all the staff at the school to turn things around and show Estyn what a great school Pen-y-Fai Church in Wales Primary School is. The Governing Body would like to thank all the staff for the dedication and hard work over the last 18 months in implementing the Post Inspection Action Plan. The Governing Body also acknowledges that this result would not have been possible without the great group of children we have in the school, who have shown great aptitude and the ability to embrace change and thrive on the new challenges put before them.



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We continue to drive pedagogical and curriculum reform in light of Professor Donaldson's Successful Futures document. Key principles such as pupil's independence, pupil voice, allowing children to develop their own lines of enquiry which allow them to apply their high levels of literacy and numeracy and a clear focus on pupil wellbeing and the rights of the child, continue to shape our teaching. A strong focus on the professional learning of our staff is ensuring that all changes to our practise are measured by the impact on pupil outcomes. These are uncertain yet exciting times in education and we are determined not to be left behind in order to secure the highest possible standard of education for your children.

The Annual Report also demonstrates that the children have had a very busy year and they continue to succeed in their academic, social and extracurricular activities.

The school achieved excellent results across both key stages. All staff in the Foundation Phase and Key Stage 2 continue to focus on pupil development including the skills of Literacy, Numeracy, RE, ICT, and emphasising Social Skills all within an exciting, stimulating and challenging curriculum.

The children have enjoyed many visits outside of the school during the past year which has helped to broaden their outlook on life. These activities and visits will also continue in the current academic year. The school has also welcomed many visitors and professionals from the local community and further afield.

All these outcomes have been achieved because of the commitment of our dedicated staff, our happy pupils keen to learn and not least your parental contribution to all aspects of the school.

As Governors, we recognise the efforts and good work of all staff in contributing to the continuing progress of the school whilst also maintaining sector-leading practices in many areas. A few examples of this are the Rights Respecting Gold Standard and our approach to "Independent Learning" which was demonstrated throughout the Local Authority (and further afield) in the festival of Learning. These school achievements, working practices and methodologies have been recognised and shared across the Borough. This is something we can all be proud of and further demonstrates what a great environment Pen-Y-Fai Church in Wales Primary School is for our children.

We are very lucky at Pen-y- Fai Church in Wales Primary School to have an extremely professional, dedicated and hard-working group of teachers, learning support officers, lunchtime supervisors, and breakfast club staff. We must also acknowledge the vast contribution afforded by the school secretaries, caretaker and cleaning staff to the effective running of the school. All the above people work extremely hard to ensure your children enjoy their time at school, feel secure and happy.



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We must also recognise the efforts of the Friends of Pen-y-Fai Church in Wales Primary School who work tirelessly every term, holding events for our children and help in raising money for the school. This school year has seen these efforts, which span years, now become tangible in the form of outdoor learning areas and climbing frame for all pupils to enjoy and benefit from.

There was a difficult time in the Summer Term 2018 where the current Year 6 class and parents experienced several months of turmoil and distress in relation to Secondary School Admission, which unfortunately resulted in the class being split amongst several Secondary Schools within the Bridgend Local Authority. The outcome of this was that the Governing Body and Headteacher all acknowledged that Pen-y-Fai Church in Wales Primary School needed to establish better connections with other Secondary Schools within the Borough to ensure that transition arrangements for future years are not limited to just one Secondary School.

Once again, the children must be congratulated for their hard work and achievements over the last year. However, all this is achieved through the dedication, commitment and professionalism of all the staff and the cooperation and support of the parents.

The Governors look forward to working with the Headteacher, building on the strengths of the school, improving on an already strong foundation to provide a caring and supportive learning environment to enable all pupils to achieve their full potential.

Finally, on behalf of the Governors I would like to thank everyone involved with our school for your support and cooperation for the school year 2017/18, which has undoubtedly contributed to the school's achievements.

Mr Matthew Bater
Chair of Governors
Pen-y-Fai Church in Wales Primary School



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This report is a summary of the steps taken by the Governing Body in the discharge of its functions since the last report was published.

1. Clerk to the Governing Body

The Clerk to the Governing Body is Ms Simone Delaney, School Governance Solutions Ltd. Ms Delaney can be contacted, via email, at schoolgovernancesolutions@gmail.com

2. Chairperson of the Governing Body

The Chairperson of the Governing Body is Mr Matthew Bater. Mr Bater can be contacted, via email, at m.bater@penyfaelprimary.co.uk

3. Members of the Governing Body

The following people are currently members of the Governing Body.

Name	Category of Governor	Appointed By	End of Term of Office
Mr Matthew Bater (Chair)	Local Education Authority	Council Members	09/05/2020
Mr Kevin Pascoe			09/05/2020
Cllr Altaf Hussain			25/04/2022
Ann John Vacancy	Community	Governing Body	02/09/2021
Mrs Patricia Owen	Foundation		02/10/2022
Father Anthony Beer			07/11/2020
Mrs Val Trimlett			12/09/2020
Mrs Anne Kendall			18/02/2020
Mrs Kate Gapper	Parent	Parents	06/09/2022
Mrs Lisa Deere			08/12/2020
Mr Robert Green			08/12/2020
Mr Peter Lee			08/12/2020
Mr Stuart Morris (Vice Chair)			08/12/2020
Mrs Jo Fitzgerald	Teacher	Teaching Staff	02/10/2022
Mrs Claire Davies	Staff	Non-Teaching Staff	04/12/2022
Mr Mike Street	Headteacher		

When fully constituted the governing body is made up as follows:

LEA Representatives	3
Community Governors	2
Foundation	4
Parent Governors	5
Teacher Governor	1
Staff Representative	1
Head Teacher	1
Total	17



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4. Election of Parent Governors

The next election of parent governors will take place when existing governors reach the end of their term. If, however, any Parent Governor(s) resign before this date arrangements will be made for an election to be undertaken at the appropriate time.

5. Financial Statement for the Period 2017 – 2018

The school was allocated a budget of £793,103 with an additional £140,820 coming in from WAG funding and other income. £48,407 was left in reserve from the previous year, meaning that the school had a total of £982,331 allocated for 2017/18. Throughout the year, £950,678 was spent. Leaving a surplus of £31,653 to carry forward to the academic budget 2017/18.

6. School Prospectus

The School Prospectus is updated annually to include any changes required by the Welsh Assembly Government or other related bodies. A copy of the prospectus is generally issued to every family when their child starts at Pen-y-Fai CiW Primary for the first time or transfers from another school. Parents are informed if any amendments are made to the existing prospectus.

7. School Aims

- To create a warm, friendly and safe school where everyone is valued, supported and encouraged to develop the life skills which will allow them to take their place in and contribute to the community.
- To teach and learn to the highest possible standards where everyone strives to achieve their best and to have high expectations of themselves and others in all areas of life in the school.
- To deliver a demanding and rewarding environment where together everyone is challenged, where success is celebrated but failure is not feared.
- To establish good personal relationships between everyone in the school, so that an open and caring environment is created to benefit all.
- To understand that everyone is an individual with their own needs and strengths, we will strive to meet those needs and give each of them the opportunity and encouragement to build on those strengths.
- To promote a positive image of the school by building on existing links and forging new ones between the school, parents, governors and the wider community.
- To encourage and support all those within the school to effectively communicate, whilst making sure everyone understands the importance of listening and valuing the views and beliefs of others.
- To give everyone in the school the right and the ability to understand and to question and set them on the road to selecting their own set of values and beliefs.

8. School Performance Data

The progress of every child is individually tracked and monitored. The school is allocated a 'Family of Schools' by which to be compared, school family members are contextually similar. Pupil performance is compared to performance of pupils in the county of Bridgend, in Wales and in the school's family. Tables 1 and 2 below show the results of pupil's performance at the end of the Foundation Phase and following the end of Key Stage 2 assessments.



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Table 1: School Comparative/Validation 2017 (End of Foundation Phase Pupils)

		1	2	3	4	5	6	A
Personal and social development, wellbeing & cultural diversity	Penyfai	0.0	0.0	0.0	0.0	42.9	57.1	0.0
	Wales	0.2	0.4	1.0	3.3	35.5	58.8	0.1
Language, literacy & communication skills (in English)	Penyfai	0.0	0.0	0.0	4.8	47.6	47.6	0.0
	Wales	0.2	0.6	1.7	8.7	51.8	36.1	0.1
Mathematical development	Penyfai	0.0	0.0	0.0	4.8	42.9	52.4	0.0
	Wales	0.2	0.4	1.3	7.5	53.5	36.3	0.1

FP Indicator**

School	95.2
Wales	87.0

Table 2: School Comparative/Validation 2017 (KS2 – Pupils)

		1	2	3	4	5	6+	4+
English	Penyfai	0.0	0.0	7.7	26.9	61.5	3.8	92.3
	Wales	0.5	1.6	6.8	48.4	40.6	1.4	90.3
Mathematics	Penyfai	0.0	0.0	3.8	38.5	53.8	3.8	96.2
	Wales	0.4	1.4	6.5	47.8	41.5	1.6	91.0
Science	Penyfai	0.0	0.0	3.8	30.8	65.4	0.0	96.2
	Wales	0.4	1.3	5.8	49.2	42.3	0.2	91.7

Core Subject Indicator**

School	92.3
Wales	88.6

School performance results indicate that performance is very good and the school remains in Standards Group 1. At the expected outcome/level there is little variance from year to year. At the expected outcome/level +1 there were improvements everywhere. There is still a gender gap but this can be put down to the exceptional performance of girls as opposed to the poor performance of boys. In fact, nearly always, the boys out perform all comparators at the expected outcome/level +1.

Areas for Further Improvement

The school has identified the following areas for improvement which are being addressed in the post inspection action plan:

- Improve the performance of boys at outcome 5+ in LLC and MD.
- Improve the performance of boys at outcome in MD
- Improve performance in English, particularly of boys, to improve outcomes in the CSI.



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9. Post Inspection Action Plan

Following the full inspection of our school in December 2016, a Post Inspection Action Plan (PIAP) has been created to address each of the recommendations made by the Estyn team with the main purpose of securing the best possible outcomes for all our pupils. The purpose of the PIAP is to also move the school forward from Good to Excellent and to produce children who are:

- ambitious, capable learners, ready to learn throughout their lives;
- enterprising, creative contributors, ready to play a full part in life and work;
- ethical, informed citizens of Wales and the world; and
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The PIAP, which is a result of the collaborative work of the staff, governors and CSC Challenge Advisors, has been considered and approved by Governors and is currently being implemented by the staff. It will be regularly monitored and revised to take account of progress made. More detailed information on the progress made will be given at the meeting if required. Following the successful implementation of this plan (as detailed in the chair's address) a new school improvement plan has been drawn up and will run over the coming 3 terms as school leaders aim to further drive up standards.

10. Target Setting

The implementation and review of the school's strategies and targets is documented in detail in the Post Inspection Action Plan.

End of Foundation Phase Targets 2017-18	% Achieving Outcome 5+	% Achieving Outcome 6+
Personal, Social, Wellbeing and Cultural Development	100	62.2
Language, Literacy & Communication	91.9	37.8
Mathematical Development	97.3	37.8
Foundation Phase Outcome Indicator (FPOI)	91.9	N/A

End of Key Stage Two Targets 2017-18	% Achieving Level 4+	% Achieving Level 5+
English	92.6	63.0
Maths	96.3	55.6
Science	96.3	63.0
Core Subject Indicator (CSI)	92.6	N/A

11. Religious Education and Collective Worship

We are a Voluntary Controlled Church in Wales School where it has been agreed that Religious Education will have a definite place in the curriculum. If parents have concerns about this, they should discuss them with the Headteacher before their child is admitted.



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However, parents have the right to withdraw their children from Religious Education and Collective Worship. In our school, Religious Education, which includes worship, is in accordance with the teaching and practice of the Church in Wales and is expressed through the appropriate Diocesan Church in Wales syllabus and the Book of Common Prayer. Our school aims to provide an education, which is Christian in principle and practice and in accordance with the rites, ceremonies and doctrines of the Church in Wales. Children and staff participate in daily worship.

12. Use of the Welsh Language - Communication

This school is an English medium school; lessons and other school activities are communicated through the medium of English. The use of the Welsh language is however promoted by the use of incidental Welsh with all pupils throughout the school day. Class Helpwr Heddiws are responsible for monitor roles as well as reinforcing vocabulary, sentence patterns and questions. Pupils are also encouraged to develop an understanding of what it is to be Welsh and celebrate this 'Welshness'.

Pupils for whom English is a second language are catered for according to their needs with input from appropriate personnel.

At Foundation Phase

In the Foundation Phase, hearing and understanding are the first important building blocks towards acquisition of any language. As a first step, children will hear Welsh through incidental Welsh and Welsh rhymes, songs, commands, greetings and simple stories in informal play situations. There are interactive displays (including labels) that support the development of familiar concepts such as discussing parts of the body, colours and numbers and so on. Children will develop confidence through practitioner responses: praise, positive reinforcement and supportive gestures.

Children will experience short, structured sessions, where they will hear simple phrases and language patterns. They will, for example, hear basic question patterns, such as '*ble mae?*' ('where is?'). These should be introduced into their play.

Through structured and spontaneous opportunities and activities children will have opportunities to 'explore' books and listen to a range of Welsh stories, rhymes and poems.

At Key Stage 2

The practice detailed above is continued and explored further in KS2, with pupils having further opportunities to lead Welsh session as Helpwr Heddiws, reinforcing specific vocabulary and sentence patterns, orally in written form. This helps to increase pupils' confidence in communicating clearly with a variety of audiences including teachers, peers and familiar adults in everyday situations. Annual moderation meetings, involving staff from KS3, support pupils' transition to secondary school.

13. Curriculum

At Pen-y-fai the aim is to have happy, motivated and successful children who progress through the curriculum by careful planning and cooperation between staff. In order to create a high achieving learning environment, teachers and support staff are encouraged to take responsibility for their personal and professional development within the limitations of the school's resources.



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Children follow a programme designed to meet an appropriate curriculum for 3 to 7 year olds that supports the development of children and their skills as specified by the Welsh Government. From Year 3 to Year 6 our children follow the Skills Framework and the new Literacy and Numeracy Framework. Every effort is made to match the level of work to the child and to provide appropriate challenge and support.

Each class in the school is of mixed ability and within that class the teacher will use a variety of grouping methods depending on what is to be taught. The teacher might use ability groups, friendship groups, partners, small groups or whole class groups. Our classes are generally of a single age with only one mixed age class.

A variety of teaching methods are employed depending on what is to be taught. For example, in reading 'phonics' and 'look and say' are used to help the children learn the skills of reading. In science for example, investigations are used so that the children are challenged to find out for themselves. The school aims to encourage every child to develop in the way that suits them best.

14. Community Focused Schools

A community-focused school is one that: 'provides a range of services and activities', often beyond the school day, to help meet the needs of its pupils, their families and the wider community. Across Wales, many schools already provide some community services including adult education, study support, ICT facilities and community sports programmes'.

The development of community-focused schools is not just a short-term project or initiative but a real opportunity for schools and communities to work together in new ways for the future benefit of children, young people and adults.

Our school engages in a range of community focused activities which include:

- Breakfast club;
- A range of after school clubs;
- Morning Prayers;
- Liaison with our local PCSO
- Good links established with our local church – All Saints Church and the vicar, Father Anthony Beer.
- Family literacy and numeracy activities;
- Transition activities with feeder schools;
- Community food collections for Food Bank – involved in our Harvest celebrations.
- Children In Need Fundraising
- Charity Coffee Mornings
- Operation Christmas Child
- Design a Christmas Card Competition



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15. Term Dates and Holidays 2018/2019 Academic Year

	Terms Begins	Half Term Starts	Half Term Ends	Term Ends
Autumn Term 2017	Monday 3 rd September 2018	Monday 29 th October 2018	Friday 2 nd November 2018	Friday 21 st December 2018
Spring Term 2018	Monday 7 th January 2019	Monday 25 th February 2019	Friday 1 st March 2019	Thursday 12 th April 2019
Summer Term 2018	Monday 29 th April 2019	Monday 27 th May 2019	Friday 31 st May 2019	Friday 19 th July 2019
TOTAL 195 days				

The Welsh Assembly Government may decide to allocate additional INSET days and schools will be informed of these at the appropriate time. The School day is organised as follows;

Morning School Starts: 9:00am
 Morning School Ends: 11:55am (Foundation Phase) 12:10pm (Key Stage 2)
 Lunchtime: 11:55am – 1:10pm (Foundation Phase) 12:10pm – 1:10pm (KS2)
 Afternoon School Starts: 1:10pm
 Afternoon School Ends: 3:30pm

16. Gifts to the School

The Governors are indebted to the Friends of Pen-y-Fai (FOPS) for their continued hard work in organising social events for pupils and adults as well as their fund raising. The FOPS made a substantial contribution towards the cost of the outdoor play equipment. The FOPS also made a generous contribution to the Year 6 Prom.

17. Review of School Policies

The school has a large number of policy documents covering both curriculum and non-subject areas. These documents are regularly reviewed/revised by staff/governors to incorporate changing trends and legislation. Further information is available by contacting the Headteacher during school time.

18. Additional Learning Needs

The School's Policy for the Assessment of and Provision for, pupils with additional learning needs is summarised as follows:



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The School's policy for the identification, assessment and provision for pupils with Additional Learning Needs is consistent with the requirements of the Special Educational Needs Code of Practice for Wales issued by the Welsh Assembly Government in January 2002.

The School's Additional Needs Co-ordinator (ALNCO) works closely with all other members of staff to ensure that individual educational plans are developed and implemented to meet the needs of pupils, appropriate to those who require them. The ALNCO also liaises with all members of staff, to ensure that the progress of all pupils is regularly monitored and assessed and to ensure that each pupil reaches his or her potential.

19. Access for Disabled Pupils

The Governing Body is mindful of the requirements of the Disability Discrimination Act (DDA) 1995 and The Special Needs and Disability Act (SENDA) 2005 in drawing up the School Improvement Plan/Post Inspection Action Plan, and the day to day operation of the whole site.

The school is committed to ensuring that all pupils are able to participate in the school curriculum and (where they desire) in activities such as after school clubs, leisure/sporting events and educational visits. All aspects of accessibility, including access to written information are included in the planning process.

20. Fabric of the Building

The school is a modern well-resourced building offering good learning spaces and adequate play areas including a sports field. There are an appropriate number of toilet facilities for the number of staff and pupils throughout the school, including arrangements for children and adults with disabilities. The school employs contract cleaners to clean all areas of the school.

Health and Safety procedures are regularly discussed and monitored by members of the Governing Body's Health and Safety Committee.

21. Attendance Information

The school places strong emphasis on good attendance. In order to help your child understand the importance of their education, your support in ensuring that attendance is regular and punctual is vital. Persistent lateness means your child is missing essential learning experiences. Listed below are the pupil attendance figures for the last three completed school terms.

	% Attendance	% Authorised Absences	% Non-Authorised Absences
Summer 2018	93.7	5.6	0.7
Spring 2018	95.5	4.4	0.0
Autumn 2017	95.6	4.3	0.1

Absence from school is a contributing factor in low pupil achievement, so the Welsh Assembly Government is targeting improved attendance. Parents can help this situation by informing the school if they feel that there are any problems that are preventing pupils from attending or causing the pupil to feel that they do not want to attend school.



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22. Admission/Transition Arrangements

Admissions are made in line with the Local Authority's admissions procedures. Every school has a published admissions number (PAN) which determines the number of school places available. Many year groups are over the published admissions number.

Bridgend County Borough Council is the Admissions Authority for Pen-y-fai CiW Primary School. The school's admission arrangements are therefore, operated in line with the Authority's policy on school admissions.

Pupils will usually remain in the school until they complete Year Six and then transfer to secondary school. As there are no longer such things as 'Feeder Schools', pupils may apply to attend any secondary school they choose subject to compliance with the Authority's admissions policy. They may also make separate applications to 'Faith Based' schools that control their own admissions.

23. Sporting Aims and Achievements

Sporting achievements during 2017-2018 were once again impressive and Pen-y-fai is being recognised as a school that participates and achieves well in a wide range of events. Pupils took part in sporting activities throughout the year including football, rugby and netball.

The school has achieved our Platinum Green Flag award. Our School Council is supported with Eco activities by our Eco Warriors, Junior Road Safety Officers and Fairtrade Group.

The school has also become a 'Gold Standard' Rights Respecting School.

24. Healthy Eating

The food and drink provided in all local authority maintained schools must meet The Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013.

Parents are encouraged to ensure that packed lunches reflect the school's Healthy Eating Policy and includes a balanced meal. Pupils are taught about the benefits of healthy lifestyles including strategies such as '5 a day' and operate a Healthy Tuck Shop. Pupils are also encouraged to bring water bottles to school. School meals provided by the kitchen are healthy, balanced and affordable and range from a hot, filling dish of the day to salads and more. Water is freely available to all children during classroom and meal times.

25. Complaints

We work hard to maintain good relationships with parents and the community. These are based on mutual respect and a willingness to listen. The Governors sincerely hope that any concerns and problems can be addressed by discussion with the Headteacher and staff prior to becoming an issue for the attention of the Governing Body and the Local Authority. The first point of contact in the event of a concern is always, out of courtesy, the Headteacher. If there are however, issues which cannot be resolved then a copy of the complaints policy is available from the school upon request.



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