

# Ysgol Gynradd Llandeilo Primary School School Prospectus



## Location

Llandeilo Primary School is located alongside the main A483 road close to the centre of the market town of Llandeilo. It is a small but thriving town in Carmarthenshire situated on the edge of the Brecon Beacons National Park. The community is of about 2000 residents and is well served with small, popular, and friendly shops attracting business both near and far. The town also boasts excellent services provided by the health centre, primary and secondary schools, library, church, chapels, and the town council. The National Trust's Dinefwr Park can be found within easy walking distance of the school and provides a wonderful environment for learning and outdoor activities. The area is also noted for its ancient castles and gardens with Aberglasney and the Botanic Garden close by. The extensive Gower, Carmarthen and Pembrokeshire coastlines are within an hour's journey.

Llandeilo is located within easy reach of the town of Carmarthen being approximately 15 miles away. The 'Heart of Wales' railway line travels through the heart of town with the train station only a few minutes' walk from the school. The M4 corridor can be joined at Pont Abraham providing access to the University of Swansea and of course is the main route to the rest of the country.

### Our Beautiful Town



Pupils work, following a week with an Artist in Residence



## Ysgol Gynradd Llandeilo Primary School

Name of School:	Ysgol Gynradd Llandeilo Primary School School
Address:	20 Rhosmaen Street, Llandeilo Camarthenshire, SA19 6LU
Telephone Number:	01558 822498
Email:	admin@llandeilo.ysgolccc.cymru
Website:	<a href="http://www.llandeiloprimaryschool.co.uk">www.llandeiloprimaryschool.co.uk</a>
Head Teacher:	Mrs Karen Towns
Assistant Head:	Mrs Victoria Davies
ALNCO:	Mrs Cerys Holker
School Business Manager:	Mrs Rachel James
Chair of Governing Body:	Mrs. Catherine Bleasdale
Type of School:	Local Authority Category
DES Number:	669 2185

Llandeilo Primary school is a Local Authority maintained school for pupils between the ages of 3-11. The school roll range between 210-240 pupils each year. English is the main medium of language taught at the school, with a great deal of importance placed on developing bi-lingual skills, and Welsh as a second language.



## Message from the Head Teacher & Staff

Croseo / Welcome,

Thank you for taking the time to read our school prospectus.

Llandeilo Primary provides a safe, stimulating, high-quality and caring environment in which children feel valued, and successes are celebrated. We are a very happy school with high expectations. We want children to enjoy their learning and give them every possible opportunity to reach their full potential.

We work closely with our local community and strive to build and maintain positive relationships and open communication with all our children and their families.

Our school is justifiably proud of its reputation and commitment for its concern over each individual child in terms of their wellbeing, as well as educational provision. We understand that children learn best when they feel safe and secure. We are committed to creating conditions where our pupils can thrive in a range of learning environments, both indoors and outdoors.

We pride ourselves on delivering a Concept based inquiry curriculum and offer wide and varied authentic learning experiences. Pupils are contributors of our planned provision, using a variety of approaches to ensure equity for all.

The United Nations Convention on the Rights of the Child (UNCRC) is at the heart of our school's planning, policies, practice and ethos. As a Rights Respecting school, we not only teach about children's rights but also model rights and respect in all relationships. Our belief in restorative approaches ensures that every child is heard.

Selecting a school that will provide the best education for your child is one of the most important decisions that parents or carers must make. I am certain that the experiences our school offers will develop your child into the best that they can be and seek the best in others.

We look forward to welcoming you to our school. If you have any questions, please do not hesitate to contact us.

*Mrs Karen Towns & Staff*



## Our School Aims

At Llandeilo Primary School, we aim to:

- Create a safe, happy, and engaging environment for all.
- Respect the UNICEF's Rights of the Child (Our school has received the silver award).
- Promote equity, opportunity and respect for everyone irrespective of belief, race and gender.
- Work closely with parents, carers and the wider community
- Develop children's love of learning through a Concept based inquiry approach, creating lifelong ambitious and independent learners.
- Engage pupils in outdoor learning to improve physical & mental health, to appreciate the world around them and develop skills such as problem solving & communication through Forest school and woodworking opportunities.
- Use every opportunity to develop the skills of Numeracy, Literacy and Digital Competency enabling each child to experience achievement at all levels.
- Enable pupils to be given progressive responsibility for organising their own learning and management of time.
- Enhance self-worth and the ability to value each person's own worth through a caring and secure environment. This will develop sensitivity to others, self-discipline, high self-esteem, and acceptable behaviour.
- Develop imagination and creativity by offering a wide range of real-life learning experiences.
- Develop an appreciation of the heritage and history of Wales as well as learning the Welsh language.



## Our Rights of the Child and School Values

Month	Right	Values	Class/School Events	National/Global Events	Train Your Brain
September	Article 28: The right to an education.	Responsibility Courage	Class Charters Monitor Duties	National Coding Week World Peace Day	I am brave enough to try something new.
October	Article 12: The right to be heard.	Fairness/ Equality Patience	School Councils	Black History Month Harvest World Mental Health Day Anti-Slavery Day	Little progress adds up to big results.
November	Article 19: The right to be safe.	Trust Honesty  (Book Link - Anti-Bullying)		Anti-Bullying Week Remembrance Sunday Armistice Day World Children's Day Children in Need	Give your friend a complement.
December	Article 14: The right to follow your own religion.	Understanding Tolerance  (Book Link – Loss)		Christmas Celebrations/ Nativity Story Customs around the World.	Reach for the stars!
January	Article 29: The right to be the best you can be.	Resilience Perseverance	Target Setting Review Charters	New Years Resolutions	My practise makes progress.
February	Article 2: All children have rights.	Respect Freedom  (Book Link - Sustainability)		Children's Mental Health Week Internet Safety Day Fairtrade Fortnight	It isn't one giant step that helps us get there...It takes lots of little steps.
March	Article 7: The right to a name and nationality.	Identity Compassion  (Book Link -Diversity)		St David's Day Word Book Day Comic Relief International Women's Day World Water Day	Mistakes are proof that I am trying.
April	Article 24: The right to food, water and medical care.	Kindness Caring		Easter World Health Day Earth Day	Alone we can do so little, together we can do so much.
May	Article 27: The right to a good standard of living.	Gratitude Thoughtfulness		Walk to School Week	I am able to share my knowledge with others.
June	Article 6: The right to life and be healthy.	Peace Hope  (Book Link – Refugee/Conflict)		Clean Air Day World Refugee Day World Day Against Child Labour	Instead of thinking...I give up! Think...I'll try a different way!
July	Article 31: The right to relax and play.	Friendship Cooperation	Year 6 Leaving Assembly Year 6 Prom Summer Holidays	International Day of Friendship	Instead of saying "My friend can do it." Try saying "I will learn from them!"



## Our Mission Statement



**Success with a Smile - Llwyddiant gyda Gwên**



## Our Vision

We pride ourselves on putting all pupils and staff at the heart of inquiry-based learning at Llandeilo Primary School. We encourage everyone to become thinkers who:

- Let inspiration and curiosity lead their learning,
- Make connections between their thinking, understanding and skills,
- Take action to make meaningful changes with the local community and wider world.
- Are influential in developing all aspects of school life
- Understand how health & nutrition impact on learner assets

It is a place where Healthy relationships support everyone to regulate emotions and feelings, create an environment of safety, connection and compassion at all times. Real life experiences develop all learners to become Ambitious Capable Learners, Healthy Confident Individuals, Enterprising Contributors, and Ethical Informed Citizens to become the best that they can be and seek the best in others.

Rydym yn ymfalchïo mewn sicrhau bod yr holl ddisgyblion a staff wrth galon dysgu seiliedig ar ymholiad yn Ysgol Gynradd Llandeilo. Rydym yn annog pawb i ddod yn feddylwyr sydd:

- yn gadael i ysbrydoliaeth a chwilfrydedd arwain eu dysgu,
- yn gwneud cysylltiadau rhwng eu meddwl, eu dealltwriaeth a'u sgiliau,
- yn cymryd camau i wneud newidiadau ystyrlon gyda'r gymuned leol a'r byd ehangach.
- yn ddylanwadol wrth ddatblygu pob agwedd o fywyd yr ysgol
- yn deall sut mae iechyd a maeth yn effeithio ar asedau dysgwyr

Mae'n fan lle mae perthnasoedd iach yn cefnogi pawb i reoleiddio emosiynau a theimladau, creu amgylchedd o ddiogelwch, cysylltiad a thosturi bob amser.

Mae profiadau bywyd go iawn yn datblygu pob dysgwr i ddod yn ddysgwyr uchelgeisiol galluog, unigolion iach hyderus, cyfranwyr mentrus a dinesyddion egwyddorol gwybodus i ddod y gorau y gallan nhw fod, a cheisio'r gorau mewn eraill.





## **Opportunities for Equity**

Every child has rights “without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status” (Article 2).

Learners have the right to the best possible health and protection from harm. Good well-being is fundamental to learners’ progress and achievement. Learners need to experience physical, psychological, emotional and social well-being in order to thrive and engage successfully with their education, society and the opportunities that life presents.

Good levels of well-being empower learners to take responsibility for their own lives and to have a positive influence on the lives of others. An equitable and inclusive school takes account of and responds to the unique challenges that present themselves to individual learners, enabling them to make good progress.

The school values all members of its community equally and supports them to achieve high levels of physical, psychological, social and emotional well-being. It provides high quality support for learners with additional needs and mitigates the impact of social disadvantage successfully.

The school positively promotes and celebrates diversity within and beyond its community. Learners’ well-being is central to teaching and learning experiences at all times. All staff demonstrate a commitment to learners’ well-being through modelling positive behaviour and relationships.

The school ensures that learners develop a secure understanding of factors that affect their well-being and the well-being of others. It supports learners to make informed choices and decisions about matters that affect them and others.

Partnerships with parents and other agencies have a positive impact on learners’ school experience and their well-being. The school enables all learners to develop positive attitudes to learning and to make the best possible progress.





We provide children with material that is appropriate to their ability, previous education and experience, and which extends their language development.

Entitlement for all children is a core factor at Llandeilo Primary. We ensure that all children are engaged as full members of the school community, accessing the wider curriculum and all activities and working wherever possible alongside their peers, using their preferred means of communication to access the curriculum.

For more able and talented children working at higher levels, we provide greater challenge in activities that extend breadth and depth of learning, and opportunities for independent learning across all curriculum areas.

## **School Information**

### **Admissions**

Admission to school is no longer an automatic process and there is a requirement for parents and carers to submit an application to Carmarthenshire County Council. The deadline for the receipt of applications for admission to a primary school is the 31<sup>st</sup> January in the school year before the child is due to start school.

To assist parents and carers and to maximise the possibility of obtaining a place at our school, the Authority has developed an online application form accompanied by supporting documentation to guide parents through the application process. This is accessible as a link from our school website [School Admissions – Llandeilo Primary School](#).

In the term prior to your child's entry, we will invite you into school to have a taste of what the class looks like in action and meet the class teachers. This will help you and your child become familiar with the surroundings and routines of school and raise any questions you may have. You will also have the opportunity to meet other families who are starting school for the first time too.

Pupils will be admitted to Llandeilo Primary School on a part time basis the term after your child's 3rd birthday. A part time place is in the morning from 08:45am till 11:15am. We work in partnership with Twts Tywi who offer wrap around care before and after the part time sessions.

**A full time place is allocated the term of your child's 4th birthday.**



## Term Dates

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Term	Term Begins	Half Term
Autumn 2022	Monday 5th September	Monday 31st October - Friday 4th November
Spring 2023	Monday 9th January	Monday 20th February - Friday 24th February
Summer 2023	Monday 17th April	Monday 29th May - Friday 2nd June

## Inset Days

Inset Days

Friday 2nd September 2022

Monday 5th September 2022

Monday 26th September 2022

Monday 7th November 2022

Monday 9th January 2023

Please refer to the school website and school app for updates.  
[www.llandeiloprimaryschool.co.uk](http://www.llandeiloprimaryschool.co.uk)

<https://myschoolapp.co.uk>



## School Uniform

Why do we encourage school uniform?

- School uniform promotes learning; it requires full attention to be successful. Pupils should focus on what they are learning, and not on what they are wearing.
- School uniforms nourish a sense of equality; when pupils have similar expectations for dress, unhealthy competitive feelings about looks are reduced. Pupils can stand out because of who they are, their character, and not their clothes.
- It promotes a feeling of community; they are part of a team working towards success in the classroom, and preparing for life
- It makes it easier to get ready in the morning, no more indecisions about what to wear in the morning!
- It is much more affordable and durable, that stand up to repeated washing and wear. Overall families save money by not having to keep up with the latest fashion.



There is an official school uniform which is compulsory to wear and is both comfortable and practical. School sweatshirts/hoodies/cardigans and polo shirts can be bought from RELM and IGAM OGAM, both shops are situated conveniently in the town of Llandeilo.

Articles of clothing should be labelled, and sensible footwear (dark coloured) is encouraged. We ask that you do not put your child's name in large lettering on the back of jumpers as this makes the children vulnerable to strangers. A very small, embroidered name is permitted on the sleeve of clothing so that clothes are identifiable.

Suitable clothing may be required for specific activities such as P.E and educational visits. The school P.E kit is black shorts/joggers, a white polo shirt and trainers. A selection of pupils will also be offered swimming lessons; swimwear and a swimming cap will be required for this activity. Jewellery is discouraged for safety reasons except for watches, earring studs and religious medallions.



Our miniPTA offer a recycled school uniform service. This allows families to purchase second hand school uniform for a highly discounted price. We encourage all families to hand in good quality uniform when their child(ren) have outgrown them.



## **School Breakfast club and School lunch**

A free breakfast club is run every day for children of all ages. Children may be dropped off from 8:05am and will be offered a healthy breakfast and drink. Children are supervised by school staff, and will be escorted to their respective classes at 8:35am. For more information, please see the school office.

All children have the opportunity to purchase toast and porridge at break times. The 'Tasty Tuck Shop' or 'Byrbryd Blasus' is an enterprise supported by Bocs Bwyd.

Parents/Carers are encouraged to pay 40p per day/£2 per week for their child to have access to fruit at break times. Pupil's may alternatively bring in their own fruit or vegetables as a healthy snack.



Milk is available daily for pupils in Progression Step 1 (Ages 3-7). The Welsh Assembly Government provide free milk to pupils throughout schools in Wales, if schools participate in the School Milk scheme.

All pupils are encouraged to drink water throughout the day, bringing their own water bottles from home. This has proved to be a more hygienic way to allow pupils to drink water throughout the day. Pupils can refill water bottles in each Learning hub (class) during the day.

For lunch, a wide variety of nutritious meals are cooked on the premises. Menus are available on the website or from the school office. Free school meals are available subject to eligibility, please visit the school office for more information.

The school meals service operates a healthy eating policy, which is reflected in the menus offered. Facilities are also available for the children to bring their own packed lunches. Special diets and allergies are also catered for.

We have achieved 4 Healthy school awards, and have begun a journey towards the National award. We do not allow sweets, crisps, fizzy drinks at break times (Please avoid packing too many of these items into your child's lunch box. Fizzy drinks are forbidden at all times).



At Llandeilo Primary we provide free cookery sessions to our pupils. The Community Training kitchen known as Y Gegin has been designed for all pupils to access.

Y Gegin is also available to the community to demonstrate healthy cooking and to make their own meals to take away.

Every child will become food literate by growing, cooking and learning about food. Cooking provides opportunities for children and young people to practise basic maths skills such as counting, weighing, measuring, tracking time; they also gain language and social skills by working together



## How to pay for school lunch, school trips etc

We have an online payments system in place to manage trips and school meals payments which includes a pre-ordering service. This is a cashless service we are not able to accept cash or cheque payments for trips or school meals. We realise that some families may experience problems paying online; as an alternative method of payment, parents/carers wishing to pay by cash can do so at local convenience stores, displaying the PayPoint logo by requesting a payment card.

In order to pay for trips and/or school meals, you will need to set up your ParentPay account using an activation code which will be supplied in your child's starter pack. Once you have activated your new account, you will then be able to use your account to pay for school related payments.

**Entitled to Free School Meals?** - It is important that you set up your ParentPay account and pre-select meals for your child even though your child is entitled to free school meals, as we know that some pupils eligible for free meals prefer to bring a packed lunch in from home. This will ensure that our cook knows how many meals to produce each day. ParentPay will not process any meal charges for the meals that you pre-select.



**Already have a ParentPay account?** - If you already have a ParentPay account for a child at another ParentPay school, you can simply log in to your existing account and add your other children via the Add a child section on your home page. You will need the activation username and password (which we can provide) to do this.

**Important** - If you have two or more children at this school, you only need to activate one account in order to create your ParentPay account. You can then add your other children via the Add a child tab on your home page.

**Secondary Payer** - Additional payers can be set up with their own login in order to make payments for example a partner or ex-partner. The Secondary Payer will need to contact the School Catering Office to request account details (Tel: 01267 246714).

### **Charging for visits/residentials etc**

Educational visits and activities covering all aspects of the curriculum will be regularly organised to support and compliment the learning that takes place in class. These will take place largely during school hours and all pupils are expected to attend.

However, each visit/activity will be dependent upon the necessary funds being available and/or the response of voluntary contributions.

Wherever possible, trips will be paid for or subsidised out of money raised by school's fundraising activities. No pupil will be excluded from such activities simply on the basis of non-contribution, but at the same time, cancellation of activities may be necessary due to lack of funds. For further information please see the full Charging and Remissions Policy as determined by the Governing Body of this school.



## After School Club – Cwtch Y Tywi

We offer an after-school club which is run by an independent childcare provider 'Twts Tywi' every day from 3pm to 6pm. Charges includes a light snack and drink. This club is offered to children of all school ages from Nursery to year 6.

The club offers planned activities, in a nurturing environment set up in the school hall. It gives pupils the choice of what they'd like to do after a busy day at school.

This ranges from reading on soft bean bags, to being creative with craft, being adventurous in the outdoors, or problem solving with construction, and many more activities tailored to the interests of the pupils.

To register your interest or secure a place, please contact Caryl or Charlotte on 01550 779039 or mobile: 07772683233



## **Safeguarding and Child Protection**

Llandeilo Primary School has a duty of care to all its pupils. The well-being of all pupils is a priority, and all staff have been trained in accordance with Safeguarding guidelines, In cases where the school has reason to be concerned that a child may be subject to significant harm, ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow the Wales Safeguarding Procedures guidance.

The school's Safeguarding policy is available on the school website.

Our Safeguarding Officer is the Head Teacher, Mrs K Towns.

Mrs Catharine Bleasdale, Chair of the Governing Body is also a Safeguarding Officer on behalf of the Governing body.

## **Security**

As a school we are committed to ensuring the Health and Safety of all pupils and staff.

All outside doors are security protected, and access controlled at all times. External gates are locked at 9am.

Visitors are required to sign in using the electronic system in our reception area.

Visitors will be given a pass to wear whilst on the school premises and cannot enter teaching areas without the authorisation of the Head Teacher. Before leaving visitors must 'check out' so we can control who is always on site. This system also allows us to use it as a Track and Trace tool in light of the latest Government advice in relation to Covid-19.

Pupils coming into school late, are also expected to sign in

## **Safety of Pupils**

As many pupils no longer walk to school, there is often traffic congestion at both school entrances at the start and the end of the school day. Cars irresponsibly parked put pupils at risk.

The police will prosecute anyone parking illegally outside our school entrances.

Fire drills are carried out termly, and the school is consistently maintained in a safe condition.

P.E. equipment is regularly inspected, and lessons are supervised responsibly.

## **Supervision of pupils**

Children are supervised by members of staff, at the beginning of the school day from 8:30 am, in their classes, during morning /afternoon break and until they are collected at the end of the school.

## **Administration of Medicines**

We will only administer medication prescribed by a GP. Parents must seek permission from the Head teacher and fill in a request form for medicines to be taken in school. Medicine that needs to be given 3 times a day can be managed outside of school times.





## **School Health Nurse**

The School Health Nurse Service provides education support, advice and assistance in all issues related to health and public health for school children aged 5 and upwards and the wider school community. They work closely with the school to provide information to staff and parents. They can support families with concerns such as bed wetting, long term medication, behavioural issues, and train staff to administer life threatening medication such as epi-pens.

Our school nurse is also available to discuss and advise on a 1:1 basis if appropriate. If you wish to contact the School Nurse, please speak to Mrs Rachel James in the school office.

Sight and hearing tests are carried out usually around the age of 5. The school nurse delivers Healthy Relationship lessons and puberty talks in years 5 and 6.

## **Illness or an accident at School**

If a pupil falls ill or has a fall at school, they will be comforted by a member of staff, and if required basic First Aid will be administered. If a child needs to be sent home for further treatment or comfort, then parents / carers will be contacted. Parents will also receive an email notification if an accident has happened at school where first aid attention has been provided.

It is the parents' responsibility to ensure the correct contact details are with the school for our records. You must contact the school immediately of any changes.

Minor accidents are dealt with in school, but in the case of a more serious incident, parents will be phoned to accompany the child to the surgery or hospital. In the case of an emergency an ambulance will be called. Parents will then be notified and if they are unable to arrive in time, a member of staff will accompany the child in the ambulance.

Every effort is made to ring the 'emergency contact' but if this fails, we will take whatever action is necessary, with the child's best interest in mind, such as taking the child to the local surgery to see a Dr, ringing an Ambulance and accompanying a child to the hospital if necessary.

## **Medical Appointments**

Medical appointments should not be made during school hours, unless it is absolutely necessary.

Please endeavour to notify the class teacher in advance of dental or medical appointments.

Medicines If your child requires medication this must be discussed with the Headteacher. If an agreement is made to administer medicine in school, parents must complete an appropriate form which is available from the main office.

## **Collection from School and pupil wellbeing**

Please notify the class teacher if someone other than yourself will be collecting your child from school. Day. At lunchtime pupils are supervised by our own Teaching Assistant and a member of the leadership team is always on duty.

The Head teacher or class-teacher must be informed if it is necessary to withdraw a pupil before the end of the school day.

If there are any issues affecting your child, please let the class teacher or Head Teacher know. It could affect their learning, and well-being at school.



## Attendance of Pupils

We place a high priority on regular attendance and punctuality of children. The importance of which should not be underestimated by parents/Carers. Please contact the school by 8.40am to explain your child's absence. It is a legal requirement, that schools record a child's absence daily.

### Important Attendance and Punctuality Facts

- **95% Attendance equals 10 days absent and 50 lessons missed.**
- **85% Attendance equals 30 days absent and 150 lessons missed.**
- **5 minutes late per day during the school year equals 3.7 teaching days lost and 18 lessons missed.**
- **10 minutes late per day during the school year equals 7.4 teaching days lost and 37 lessons missed.**
- **15 minutes late per day during the school year equals 10 teaching days lost and 50 lessons missed.**

You can help by:

- ensuring your child attends school every day and arrives punctually in order to make the most of the education offered.
- avoiding medical appointments in school time
- avoiding taking holidays in school time
- sending your child to school every day except when he/she is too ill to attend.
- ensuring your child catches up on missed work if absence is unavoidable



We as a school recognise there are factors which affect attendance, including the well-being of the pupil, family circumstances. We therefore know that many learners at some time in their school career may experience difficulties, which affect their learning; these may be long or short term.



Please arrange to meet with Mrs Towns the Head Teacher, or Mrs James the School Business and admissions manager. There are lots of ways you and your family can be supported through these difficult times.

If a child's absence is moving towards 90%, or your child is regularly late then you will be invited to attend a meeting with the Head Teacher who will provide advice and support where necessary. Where attendance falls below 90%, referrals are made by the school to the Education Welfare officers who will then make direct contact with families.

Government guidelines say that attendance should be at least 95%. Government regulations mean that schools must distinguish between authorised and unauthorised absences and report long term and regular absences. If your child is ill or unable to attend school then you should contact the school on the first day of absence.

### **Education Welfare Officer**

The Education Welfare Officer calls to the school on a regular basis. In cases of a child being absent without sufficient cause or information being given, or on a regular basis, the EWO will telephone or visit the home. Every child has an entitlement to education, the taking of holidays during term times will not be authorised.

### **Complaints**

If you have any concerns, first try and resolve the matter by making an appointment to discuss your concern first with the class teacher and then with the Head Teacher if the teacher cannot resolve your concern. If the problem is still unresolved you should put your concerns in writing to the Chair of the Governing Body, Mrs Catharine Bleasdale.

A copy of our Complaints Procedure is available from the school office or on the school's website.

### **Use of Digital Images, and permissions from parents /carers**

Staff will record your child's learning and take photos throughout their time in school. The photos will be recorded in class books, some will be used by the pupils to create power point presentations or used to enhance work on Hwb. (A Welsh Government site for schools)

Much of the pupils learning is shared with parents and carers through Facebook, the school app, local newspapers and on the school website. If you do not wish your child's photo to appear on any social media outlets, please let us know on the General consent form, which will be sent to you via the school app. The consent form also asks for your permission to allow your child to leave the school grounds to visit local areas of interest as part of a lesson, if your child has an allergy when food tasting or to walk home (must be year 5/6) etc.

The school is compliant with GDPR policies and procedures.



Myschool app



Facebook



hwb.gov.wales



## **Transition to Secondary School**

When pupils reach the end of year five, they will begin the process of engaging with activities conducted by secondary schools. As we are located in the catchment area for Ysgol Bro Dinefwr Secondary School, they provide the dominant opportunities for our pupils. However, Queen Elizabeth school in Carmarthen also provides activities for pupils.

Llandovery College is also an option for some pupils. This is based in Llandovery, and often has open days.

These secondary schools conduct activities aimed at preparing pupils for their transition to secondary school. They do this through a range of activities such as sporting events as well as lessons taught by subject teachers. The pupils will have numerous opportunities to visit Ysgol Bro Dinefwr school in year 6 to establish relationships with staff and pupils.



[Brodinefwr.org.uk](http://Brodinefwr.org.uk)



[qehs.carms.co.uk](http://qehs.carms.co.uk)



[Llandoverycollege.com](http://Llandoverycollege.com)

## **Our School Therapy Dogs**

We started using therapy dogs at Llandeilo Primary when Mrs Towns, our Head Teacher decided to partner with the scheme, 'Burns by your side'. She trained to develop literacy and building self-esteem skills through reading with dog sessions. The idea is that a dog creates an aura of calm, allowing pupils to feel at ease and communicate more effectively.

We also have dogs at the school who are part of the Carmarthenshire Therapy scheme. Millie is one of our school dogs who happily walks around the school with Mrs Towns comforting those who need emotional and social support. They calm pupils in the corridors and during lesson times. Even the staff need a 'cwtvch' at break times! Millie is not in school every day, so we decided to invest in our very own resident wellbeing school dog called, Rosie!



### **Rosie – Our School Wellbeing Dog**

We are extremely proud to have committed staff who always put pupils at the heart of everything they do. Wellbeing has been a big focus at our school and over recent years we have benefited from the introduction of Therapy Dog Visits, 'Pause points' (regular class-based yoga), Wellbeing School Council, and more recently our own Cwtch (school-based nurture group). However, we always knew in our hearts there was room for more!



During 2019, the Senior Management Team considered all options regarding the possibility of gaining a dog as a school pet. Following lots of discussion and research, the proposal was finally put before Governors in September 2019, and we were delighted to receive a unanimous response in agreement to our proposal!

Our rationale behind this decision was as follows:

1. For the school to have a dog that was able to live as naturally as conditions would allow.
2. For the dog to be properly cared for outside of the school day.
3. To have a dog that pupils could interact with and also be of benefit to social and emotional development.



Rosie was introduced to school in the Autumn term of 2019. She was born on the 25th July 2019, a chocolate Sprocker in training to become our very own school wellbeing dog and set to become an integral part of our community. Pupils have already benefited educationally and emotionally, increasing their understanding of responsibility and developing empathy and nurturing skills through contact with Rosie. In addition to these benefits, pupils take great enjoyment from interaction with her.

By having Rosie in school, we want to encourage those pupils specifically who are vulnerable, or those who are less confident with learning to have a friendly audience and to look forward to a challenge. Having Rosie in school every day has encouraged pupils with anxiety to come to school.

Rosie is gentle and loving, offering children opportunities to improve social development skills, unconditional acceptance and the chance to do something really well. For some pupils, Rosie is and will be a special friend, helping them to build self-esteem, relax and have fun. For others, time spent with Rosie has been a reward or a calming distraction.



## Benefits of our school therapy dogs

After lots of research it soon became clear that some schools, institutions of higher education and even businesses all over the world were reaping the benefits of having a dog. Wellbeing dogs have been working in schools for the past five years across the UK with evidence indicating that benefits include:

- **Cognitive:** Companionship with a dog stimulates memory, problem-solving and game-playing.
- **Social:** A dog provides a positive mutual topic for discussion, encourages responsibility, wellbeing and focused interaction with others.



- **Emotional:** A school dog improves self-esteem, acceptance from others and lifts mood, often provoking laughter and fun. Dogs can also teach compassion and respect for other living things as well as relieving anxiety.

- **Physical:** Interaction with a 'furry friend' reduces blood-pressure, provides tactile stimulation, assists with pain management, gives motivation to move, walk and stimulates the senses.

- **Environmental:** A dog in a school increases the sense of a family environment.

- **Reading:** Reading to dogs has been proven to help children develop literacy skills and build confidence, through both the calming effect the dog's presence has on children as well as the fact that a dog will listen to children read without being judged or criticised.

This comforting environment helps to nurture children's enthusiasm for reading and provides them with the confidence to read aloud.

Throughout the media, we hear significant coverage about the increase in adverse childhood experiences and the heightened anxiety. Rosie has already helped support these pupils. She is available to all members of our school community who may benefit from her help.



Whilst there are numerous benefits to Rosie joining our school, we recognise there are some concerns. Please be assured that the school has been working closely with the Local Authority and external agencies to ensure these areas have been considered.

***What if my child is allergic to dogs?*** It is understandable that some of you may be concerned about possible allergic reactions to a school dog. Rosie will be subjected to the most thorough cleanliness and grooming regime. She will also only be allowed in situations with pupils who voluntarily wish to work with her.



**How will Rosie be cared for?** Rosie will be extremely well looked after. She will live with Mrs Rachel James (School Business Manager) and her family and will come into school every day. She will, in time, listen to pupils read in a controlled setting and will always be accompanied by a member of staff. Rosie will undergo thorough and rigorous training (beginning with puppy classes) so she will be extremely well-behaved. Whilst Rosie is in school, she will have access to her own safe environment in the school office where she can relax and enjoy her own 'safe space' during non-contact time. Rosie will visit the vet frequently for all her injections as well as regular check-ups. If Rosie is unwell for any reason, then she will stay at home with a family dog-sitter.

**My child is scared of dogs** Some children may have had an upsetting experience and/or have a fear of dogs (or other animals). Rosie will only be in contact with children whose parents/carers are happy for their child to work with her. However, Rosie's training will help her to be calm and gentle around children. She is already showing signs of a very loving and gentle nature. Experience and research show that, with proper guidance and handling, children can learn to overcome their fear of animals and grow in respect and appreciation for them.

**The school has a 'no dogs' policy** Our school does have a 'no dogs' policy. However, as Rosie is training to be a wellbeing school dog, specific rules will apply to her, as a member of our team. When moving around the school, Rosie will always be accompanied by a member of staff. Rosie will also be fully insured to carry out her role thus allowing her to be on the school site. Rosie will not be allowed to roam the site freely so there will be no issues with toileting. A private grassed area which is not accessible to pupils will be used for Rosie's outdoor toileting.



The work of our school therapy dogs was broadcast on BBC's the One Show



## Staff at Ysgol Gynradd Llandeilo Primary School

<b>Leadership Team</b>	
Head Teacher	Mrs Karen Towns
Assistant Head Teacher	Mrs Vicki Davies
ALNco	Mrs Cerys Holker
School Business Manger	Mrs Rachel James

<b>Learning Hubs (Classes)</b>		
<b>Learning Hubs</b>	<b>Teacher</b>	<b>Teaching Assistants</b>
Learning Hub N/R	Mrs V Jones Mrs R Lemon	Mrs T Williams Ms A Davies Ms Z Tudor Miss E Davies
Learning Hub 1/2J	Mr M Jones	Miss T Robinson Miss V Spagoni
Learning Hub 1/2M	Miss S Miller	Mrs S Ralph
Learning Hub 3	Mrs A Beynon Mrs C Holker	Miss T George
Learning Hub 4/5M	Mr J Moore	Miss N Bagagiolo
Learning Hub 4/5J	Mrs J James	Mrs C Morgan
Learning Hub 6B	Mr M Butcher	Mrs C Thomas
Learning Hub 6W	Miss H Willans	Mr C Lewis Mrs S Stagg
Nature, Nurture & Nutrition	Mrs V Davies	Mrs L Williams Mrs B Ratti Mrs R Snelgrove Mr P Fairweather

<b>Other important people who help the school to run successfully</b>	
Business Manager	Mrs R James
Admin Assistant	Ms H Hamamci
Crossing Patrol	Mrs Y Leach





## Governors at Ysgol Gynradd Llandeilo

School Governors	
Chair of Governors:	Mrs C Bleasdale
Additional Community Representative:	Mr E Thomas
LA Representative:	Mr G Kilby
Community Representatives:	Mrs S Collins Dr R Plummer Mrs K Draper
Parent Representatives:	Dr N Paton Dr P Senior Mrs C Wright Mrs L Evans
Teacher Representative:	Mrs V Davies
Support staff Representative:	Mrs L Williams
Head Teacher:	Mrs K Towns
Clerk to Governors & School Business Manager:	Mrs R James



Reopening our school after COVID -



## Learning Hubs

At Llandeilo Primary we call classrooms Learning Hubs. This is where the journey for all the exciting enriching real-life experiences begin to take place.

Learning hubs are classes organised in mixed ability groups. Nearly all pupils with additional learning needs are fully integrated into our mainstream classes, receiving additional help from Teaching assistants. All staff are committed to the safeguarding and well-being of all pupils.

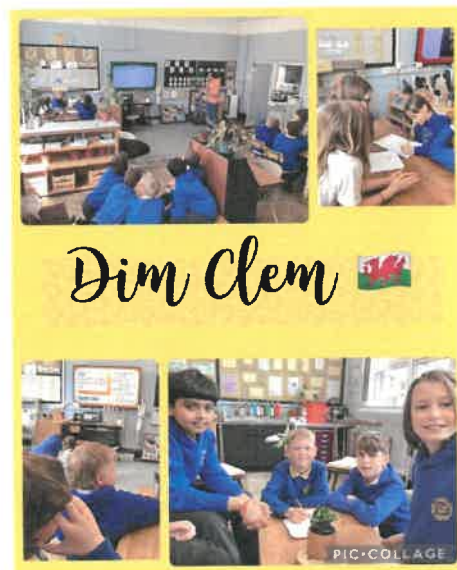
Some pupils may need extra support from our Nurture base called Y Cwtch as they may require greater input from specialist staff to help develop a social and emotional need.

Our classes are very different from most schools as we believe in creating calm, communication friendly spaces. Each class has been created to develop a natural, nurturing environment where connections between staff and pupils are our top priority. Providing safe, stable environments encourages our children to flourish.

We have adopted trauma-informed practice and have a sound understanding of child development. Staff know how children's brains develop and help them with their emotional regulation, knowing that this will help to safeguard their future mental health

We are a school which encourages responsibility appropriate to their age. Pupils are encouraged each term to apply for a 'job' in the learning hub and around the school. These include monitors for: lights, pencils, cloakroom, sound, recycling, IT, attendance, books, chairs, water, recycling, etc.

The school office advertises for office helpers, whilst teachers ask for Reading Buddies, Restorative Practice Buddies and our School Councils more formal roles within the school, as well as Super Ambassadors. It is important that everyone in the school has a role and feels part of the schools as a learning organisation.



## School Hours

	LHN/R		LH 1/2	LH 3	LH 4/5	LH 6
	Part time Nursery	Full time Nursery/ Reception				
<b>8.30am</b>	Wellbeing session Check -in, Speakr & PausePoints					
<b>8.40 – 9.05</b>	Basic Skills Time		SMILE TIME Our School 'Catch up' time			
<b>9.10</b>	Concept Based Inquiry Learning With the inclusion of Literacy, Numeracy and outdoor provision.					
Wellbeing Break – at Teacher's & Pupils discretion						
<b>11.15am</b>	End of session for Part Time Nursery		Concept Based Inquiry Learning			
<b>11.45-12.45</b>	Lunch Break / Amser Cinio PS1 & PS2					
<b>12.15 – 1pm</b>	Lunch Break / Amser Cinio PS3					
<b>1pm - 3pm</b>	Concept Based Inquiry Learning					
<b>3/3:10pm – 4.15pm</b>	Extra-Curricular After school clubs					
<b>3.10-6pm</b>	After school club - Cwtch Twts					

In addition to the timetable above, the pupils take part in 5 minute 'Pause points' sessions after or before a transition i.e. home to school, lessons to lunch, lunch to lessons etc. These are mini yoga session, offering pupils a chance to switch off from the busy world, and take a few minutes with the staff to Pause.

The pupils also get the opportunity to tell a staff member what is on their mind, using a system called 'Speakr'. The system allows the pupil to click an emoji, expressing to staff that they are happy, sad, excited, worried, etc. They also have the opportunity to write to a member of staff and tell them anything that makes them worry or makes them happy! It could be they don't like sitting next to a certain child in class, they are worried about going to the dentist or that it's their birthday and so on.



## **Collective worship and assemblies**

A daily act of collective worship is a legal entitlement for all registered pupils. These may take the form of an assembly or may happen at other times throughout the school day.

Our school assemblies give opportunities for collective worship, incorporating values, the Rights of the child, biblical / moral readings, fun songs and prayers. We allow pupils reflection time at the end of the assembly, where they can join in with the chosen prayer or reflect upon their own God. Pupils will be able to use their own personal choices over for example, bowing their heads, saying 'Amen', closing their eyes or singing. Those observing other faiths are not expected to join in the Christian prayer. We do encourage pupils to share their prayers from other faiths with us.

Collective worship in Llandeilo Primary School aims to give learners opportunities to consider spiritual and moral issues and explore their own beliefs. In our school, this will be mostly of a Christian nature, reflecting on the broad traditions of Christian beliefs, however, elements of each of the main faiths will be explored and reflected upon as we welcome and value everyone in our school community.

A parent may request that their child is excluded from collective worship. Please contact the school if this is something you feel you would like to do, in which case, your child will be provided with alternative arrangements.



## **Pupil Behaviour and School Discipline and Procedures**

### **What is Restorative Practice?**

Restorative Practice is part of everything we do. We believe that for children to be ready to learn, they must firstly feel happy and secure. Restorative Practice is a whole school approach and all of the staff have wholeheartedly made it part of their everyday practice. We do many things each day that are restorative and they have become a part of school life. One of the most important aspects of Restorative Practice is the language we use that positively affects everyone around us. This is what teaches our children social interaction, emotional literacy and understanding the impact of positive and negative behaviour. The way that we speak to each other and manage conflict is so incredibly vital to how we feel and this is why Restorative Practice is in the heart of our school. All staff are trained in the use of Restorative approaches at the school.

### **Restorative Questions**

Using restorative questions can resolve conflicts and encourage everyone to think about their feelings and those of others. They also encourage everyone to discuss what should happen next. The most important thing to remember when asking these questions is to say them in a calm and neutral voice, without directing blame without directing blame without directing blame at one person. The questions and discussion will prompt children to resolve the issue. Try to avoid asking 'why'? It is usually the first question we ask... 'Why did you do that?' but if you think about it, most children say 'I don't know' because it is a very hard question to answer.

- What happened?
- What were you thinking at the time?
- What do you think about it now?
- How has this affected you?
- How has this affected others?
- What has been the hardest thing for you?
- What do you think should happen now?

It is much better to allow the children to resolve their problems by talking it through. A restorative circle usually results in children discussing what has happened, admitting any wrongdoing, sharing feelings and thinking of ideas to move forward. It is an important process for both the wrongdoer and the victim. They both have their voices heard and are part of the process of resolving the problem.



There are many elements to this approach, read about 'check in' and 'out' below:

Every morning, the children and staff are actively involved in Restorative Practices. These include:

#### ***Check in***

We have a check in every morning to share our feelings from Nursery to Year 6. The children look forward to starting the day with a 'circle' and talking about how they feel **before** they start learning. This is a really important time as everyone is able to discuss their feelings. As a group we try to solve problems that may be worrying the children.

The staff also have a 'check in' weekly.

#### ***Check out***

At the end of the day the children sit in a 'circle' again and share their successes, achievements and feelings about their day in school. Again, this is a really important time as each child is able to discuss their feelings should they wish. The circle is important as we do not want children going home and worrying about something that happened in school



### **Bullying**

We aim:

- To ensure all staff are trained in Restorative practice approaches, and are Team Teach certified.
- To ensure everyone knows what bullying means and how it affects lives.
- To create an environment where all individuals can participate in the life of the school.
- To support and guide pupils and staff to enable them to feel confident to manage conflict through restorative approaches
- To ensure parents are aware of the school policy, and feel confident about procedures to be followed if they suspect their child is being bullied.
- To ensure pupils know what to do if they feel they are being bullied.



## What is bullying?

Our definition of bullying:

*Bullying is when someone deliberately hurts another or makes them feel unhappy. Bullying behaviour will be repeated over a period of time and be difficult for victims to defend themselves against.*

*We recognise that even a one-off incident can leave a learner traumatised and nervous of future recurrence.*

### Several Times and On Purpose = STOP

As a staff we feel that bullying is when a child, group of children or adult persistently manipulates and/or intimidates, either verbally or physically another child or group of children. An individual who watches as an onlooker and does not act in a positive way to stop the bullying is condoning the behaviour. Although the onlooker may not be fully implicated in the action, as a school we feel that it is unacceptable. We will work to ensure that the safety of the person hurt physically or mentally is our priority, and do our best to support improved behaviour from the person displaying bullying behaviour.

Our aim is to create and provide a happy, secure and safe environment for our school community.

We encourage our pupils and staff to be caring and respectful to each other. We support our pupils in developing the skills to become reflective about their behaviour and the impact it has on others. The language we use is polite, inclusive and respectful of our diverse backgrounds. We aim to protect the pupils and staff at Llandeilo Primary from unfair treatment and promote a fair, equal and safe place for our pupils to achieve their full potential, as in accordance with the 'Equalities Act 2010'.



Launch of the Buddy bench, and school rules



## Y Cwtch – The Nurture Base

Llandeilo Primary School is extremely fortunate to be able to provide its very own Nurture base facility, which we fondly name 'Y Cwtch'.

We created this special, inclusive 'base' especially for pupils that are identified as needing 'short-term' support in terms of their social, emotional or behavioural development, or indeed, if they just need that little bit of extra attention or security for a short while. Developing wellbeing is one of our many strengths at Llandeilo Primary and encouraging high levels of engagement and involvement to overcome barriers to learning is one of our priorities.

Children who might attend 'Y Cwtch' are assessed for eligibility through informal observation, discussion with the staff who work with them and of course, meetings with parents / carers ensure your views and opinions are listened to. Regular communication with you is actively encouraged – either to celebrate your child's successes or to work together to share information that will help us to provide the best possible support for your child.

Our small-group provision, nurture base staff, are highly experienced and nurturing practitioners. The 'Cwtch' is designed to be a '*home-from-home*'; a calming safe space, a warm and cosy room consisting of neutral colours, sofa, dining table, kitchen area, homely pictures and lots of resources and equipment that can provide comfort to children who may be experiencing heightened emotions.

In this welcoming environment, we encourage the development of social and emotional trust in adults. We work to develop skills of self-discipline, independence and build self-esteem and respect. There is a huge emphasis on language and communication. Nothing is taken for granted and everything is explained, supported by role-modelling and demonstration.

In this 'homely' setting, our staff will settle down for chats around the table and involve the pupils in the cooking and sharing of food. They also have regular opportunities to make and share food. This gives them first hand experiences of peeling potatoes, chopping onions!

Games will be played to develop turn-taking and sharing skills, circle-times will encourage discussion and empathy around feelings, boundaries and rules will be explored to help establish a greater understanding of positive behaviours and interactions with others. Children's voices are listened to.





## Our Curriculum

In Wales we are currently undergoing an exciting curriculum change with the New Curriculum for Wales (CfW) having become statutory from September 2022.

At Llandeilo Primary School we place our learners at the heart of our Teaching & Learning. As an innovative school, we are committed to developing a curriculum that is responsive to our pupils' needs, which engages, enthuses and inspires both pupils and staff. We continually reflect and evaluate our curriculum to ensure it is effective and truly impactful upon our pupil's learning, progress and wellbeing.

We pride ourselves on designing a bespoke curriculum for our pupils, school and community context, whilst ensuring the statutory requirements of the Curriculum for Wales (CfW).

We are currently embarking on an exciting new adventure within our curriculum design, which aims to further develop our pupils as curious, collaborative, and conceptual learners and thinkers. We aim for all our pupils to make connections between their previous and current learning, thinking and skills, and to be able to transfer this learning across all Areas of Learning and Experiences (AoLEs) and life! Throughout their time at Llandeilo Primary, our pupils will grow to be Thinkers, Communicators, Collaborators, Researchers, Self-managers and Contributors in order to develop the Four Purposes of the CfW and to achieve the school's vision and mission: ***Success with a Smile!***

Our learners are always at the heart of all learning and are pivotal in decision-making. We offer a purposeful, authentic and relevant curriculum. We believe that in order for our pupils to '*be the best that they can be*' we have to offer rich, exciting experiences.

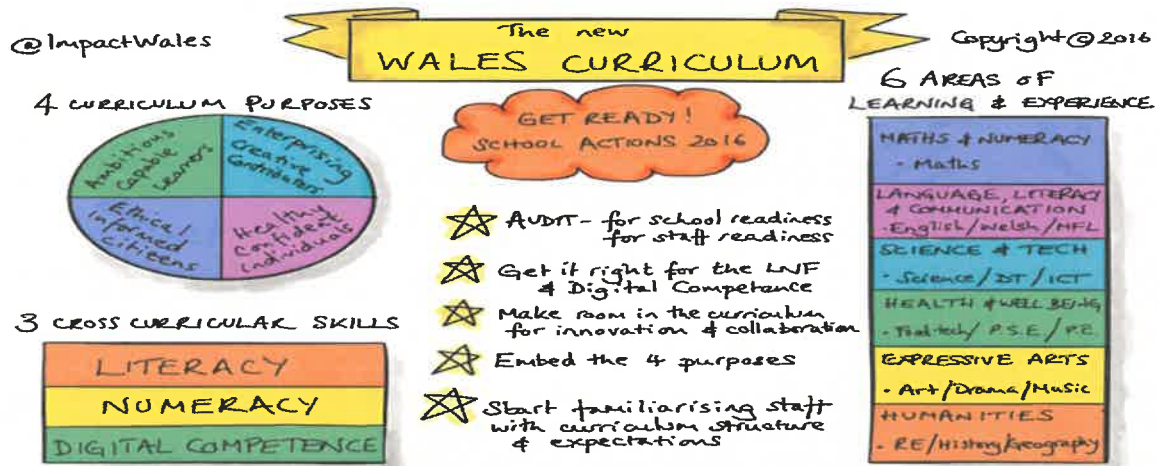
### **Our Curriculum is designed to:**

- Empower our pupils to become self-regulating, self-motivated individuals who are equipped for later life, through the Four Purpose and our Learning Assets.
- Be ambitious with a clear focus on developing basic skills in order to access the full curriculum on offer.
- Be sequenced so that simpler concepts are presented before more complex ones. Concepts are planned and designed to interrelate at the appropriate level. We aim to offer a high-quality teaching and learning experience based on the acquisition of key knowledge and skills where across the school and in all subjects, knowledge is progressive and concepts are sequential.
- Meet the needs of all learners in order that all pupils realise their own potential.
- Develop ambitious, capable, lifelong learners who are confident to apply acquired skills and knowledge with interdependence and independence in experiential and active learning.
- Enable pupils to develop their curiosity, thinking and questioning skills.



- Take in to account the local context of our pupils. It aims to provide opportunities to extend learning beyond the classroom and at times involve the wider community, in order to enrich the curriculum offer.

What does our curriculum look like? (In a nutshell!)

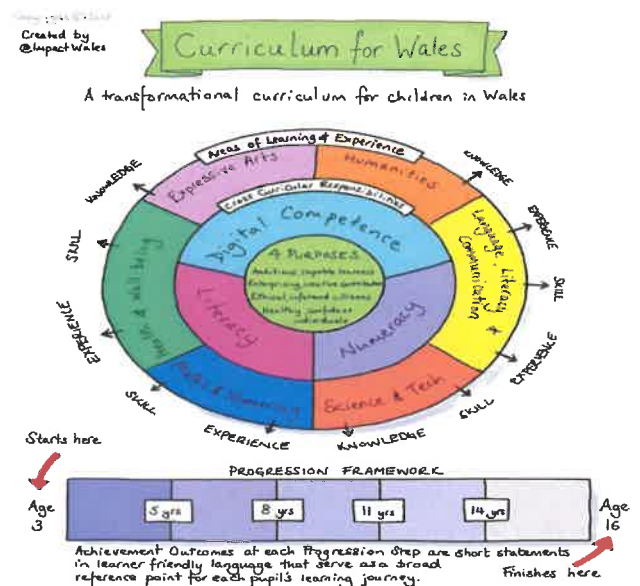


**6 Areas of Learning and Experience (AoLEs) from age 3 to 11. These are:**

- Languages, Literacy & Communication (Including English, Welsh and Foreign Modern Languages)
- Mathematics and Numeracy
- Science and technology
- Humanities
- Health & Well-being
- Expressive Arts

**3 cross curricular responsibilities:**

- **Literacy**
- **Numeracy**
- **Digital Competence.**
- Progression steps with reference points at ages 5, 8 and 11.
- Achievement outcomes which describe expected achievements at each progression steps.



Our Curriculum is based upon a Concept-Based Inquiry Model, which we have made bespoke to the culture, context and needs of our pupils and community.



Our Model consists of the following phases, which are usually conducted over a half term period.



### Why take an inquiry-based approach to learning?

- It is planned around the distinctive needs of the pupils.
- It promotes curiosity.
- It has a clear outcome, designed to raise standards.
- It gives a real context for the application of basic skills.
- It allows writing to be meaningfully embedded.
- It develops cross curricular teaching effectively
- It develops a love of learning
- It is underpinned by leading research about quality learning and brain-based learning.

### How Inquiry-based learning works.

The learning journey is explicitly shared with pupils in order to ensure they connect to the big picture of their learning, i.e. knowing what to expect.

**Hook into learning:** Teachers provide an initial stimulus experience that helps children connect with the context and skills of the unit of work. These can take many forms, e.g. a visit from a Roman soldier, finding a message in a bottle, a video diary excerpt, strange foot prints on the classroom ceiling etc.

**Pupil Voice:** The pupils exercise their '**Right to be heard**' (**Article 12**) through class planning at the beginning, and during each class context, putting their stamp on their own learning. Active planning input from the pupils is integral to Inquiry based learning; we want the children to feel that they are able to drive part of their learning journey. Our contexts also allow pupils to have an involvement with, and an impact on their immediate and further community, 'taking action' to make a difference to others.



Pupil voice is used throughout the unit of work to steer learning by asking children to pose questions that they want to know more about. Teachers refer to children's questions throughout the unit of work so that children can see that their contributions are valued and their questions drive their learning.

**Outcome:** Each unit of work has an agreed outcome that is shared with the children and may be negotiated with the children. e.g. art exhibition, PowerPoint presentation, tea party, taking over a National Trust property, designing a website for the community etc. This is a performance of understanding that leads to pupils taking action to make a difference to others around them. This celebration of learning is often shared with parents or the wider community.

**Reflection:**

Throughout each unit of work there is an ongoing process of reflection and evaluation of learning. This focuses on what has been learnt and how it has been learnt; leading to perhaps what they need to do or find out next. We want pupils to become reflective learners.

Throughout our curriculum and teaching, staff are encouraged to use a variety of teaching and learning approaches to ensure the best outcomes for our pupils – whole class, small group, focus teaching and carousel activities.

We believe in developing ambitious, capable, lifelong learners who are confident to apply acquired skills and knowledge with interdependence and independence in experiential and active learning.



Our curriculum is enriched, engaging, broad, balanced and relevant. It ensures progression and continuity for all pupils and provides opportunities for them to acquire knowledge, skills and experiences through engaging cross curricular themes across the year.



## Nature, Nurture & Nutrition:

Nature, Nurture & Nutrition is a provision we have introduced to enrich our curriculum and offer our pupils an opportunity to develop thinking and learn skills that will follow them for the rest of their future, also meeting their individual needs.



### Nature

Our well-developed outdoor areas are used every day as part of our learning, from Early Years through to Year 6. Wellies and waterproofs are a must for any pupil and member of staff here at Llandeilo Primary!

Alongside class-based provision, each class has a weekly outdoor learning session in the school allotment or school grounds.

Here, the pupils gain a wealth of experiences and work on developing a variety of skills, from woodwork, building nature knowledge, Literacy, Numeracy, survival skills, growing food and plants and cooking on a campfire. All sessions are cross-curricular and based upon the 'Five Ways of Wellbeing'. Small group allows strong relationships to be built and individual, emotional needs to be supported.



### Nurture

We have a small, purpose led Nurture base, called the 'Cwtch' (this is the Welsh word for a cuddle or hug). This supports pupils with social and emotional needs on a full-time or part-time basis, depending upon their level of need. This is led by highly skilled staff, who specialise in behaviour and emotional support.

### Nutrition

As part of the curriculum, we have a strong focus upon health, nutrition and wellbeing. Our aim is to ensure all pupils become food literate, having a high level of understanding about how to eat well and healthily to ensure they get the nutrition they require – whatever their financial circumstances.

Through the work of our Bocs Bwyd, growing our own food the allotment and the amazing development of 'Y Cegin', onsite teaching Kitchen we provide our pupils with regular literacy and cooking sessions, helping them develop lifelong skills and understanding. This is further supported through our work with outside agencies such as Cook 24 and local businesses.

**cook** **24** in  
our  
food



**We're taking over!**

On **Tuesday 25th & Thursday 27th February 2020** LH3 & LH4 will be taking over the guided tour of Newton House!

Over the last term we have been working in partnership with the National Trust to develop our knowledge on the history of the site and its historical inhabitants.

We will be holding guided tours at the following times on these dates - **11.15am, 12pm, 1pm, 1.30pm, 2pm and 2.30pm.**

Come along, enjoy our tours, enjoy the splendid Newton House and find out what we've been learning!

Normal membership/ admission fees apply.

Please come along and support your local school and community.

**Apple Picking**

## Educational visits

These are linked to the context within the pupil's learning hub (Class). They act as a stimulus for engaging pupils in the learning. They may be in the locality or further afield.

Inspirational visitors come into school to engage pupils in the learning context. We have previously been to:

- A Roman fort
- St Fagan, museum of Welsh history and culture
- The World War 2 museum
- The beach
- A farm
- Botanical Gardens
- National Trust properties

Visitors to school include:

- Space ambassadors
- Birds of pray
- Techniquet
- Bug Zoo
- Community members – Mayor, Artists, Musicians, novelists,

All visits are well supervised and comply to statutory ratios. Risk assessments are carried out prior to every visit. Prior notice is always given.



## Sport and Physical Development

At Llandeilo, we place a strong emphasis on the health and well-being of the all-round child. As a result, physical education and sport play a significant part in the school week of all pupils from Nursery to Year 6. A range of indoor and outdoor experiences are provided to aid the development of the children's body control and co-ordination, fine motor skills, spatial awareness and balance. This is built upon whereby pupils are taught elements of dance, athletics (running, javelin, discus, shot put, archery, and hurdles), swimming, games, gymnastics and outdoor pursuits. Throughout both stages the children's knowledge and understanding of health-related exercise and physical well-being is encouraged at all times. Pupils take part in daily well-being activities by completing 'pause points' throughout the school day, these help to promote physical and mental well-being, teaching the children to be aware of their body and the benefits of looking after themselves.



The pupils at Llandeilo experience a wide range of curriculum and extra-curricular opportunities provided by teachers and specialised sports coaches from the community. A comprehensive range of extra-curricular clubs are run throughout the year. Rugby, football, dance, hockey, cross country and netball are run throughout the Autumn and Spring term with cricket, rounders and athletic clubs being introduced in the summer term. In addition, children travel to Ammanford pool for a block of three-week swimming sessions in the summer term.

Our very own school sports ambassadors from Year 5 and 6 organise and lead a very enjoyable and engaging sports club during lunchtimes to give children in the school further opportunity to take part in sporting activities. There is also a range of equipment made available at break times and the sports ambassadors provide opportunities throughout the year to encourage sportsmanship and team building across all age ranges in Progression Steps 2 and 3.





We make use of a variety of local facilities including Cae William, rugby field marked for rugby and cricket. School yards marked for netball and football. The hall/community gym is used for gymnastics and other sports such as boxercise and karate.



Tennis courts are a short walk from the school and Ysgol Bro Dinefwr provide us with further excellent secondary school facilities which also helps the older children in the school for transitional purposes. In Year 6, children also have the opportunity to challenge themselves at a range of outdoor activities at Morfa Bay during a three day stay in the summer term.

Our school boasts an extensive and challenging orienteering course that is set up with in the school grounds. This provides our pupils with the chance to be very active whilst completing cross curricular tasks that stimulates engagement in their learning.

We have strong links with local sports clubs and can provide information should you wish to join clubs in the local community. Please ask for more information at the school office.



## Religion, Values and Ethics (RVE)

Religious Education (RE) has, since 2022, been renamed as Religion, Values and Ethics (RVE) in line with the new curriculum.

RVE remains a compulsory learning requirement for pupils aged 3-16. It will be taught within the 'Humanities' area of learning and experience and will follow the authority's agreed syllabus. RVE teaching will enable children to explore ways to develop their own ideas, opinions, and feelings. It aims to promote social and emotional wellbeing, as well as spiritual and physical development.

It is not about teaching children to be religious or non-religious, but instead, focuses strongly on developing respectful relationships and an understanding of people's rights to follow different beliefs, heritages, traditions, and cultures.



## **Relationships and Sexuality Education**

RSE is a positive and protective part of the Curriculum for Wales. It plays a central role in supporting learners' rights to enjoy fulfilling, healthy and safe relationships throughout their lives.

Children will be learning within the context of 3 strands of the new Curriculum for Wales RSE code:

- relationships and identity
- sexual health and well-being
- empowerment, safety and respect.

### **Ages 3 – 7 – Phase 1**

Examples of what the children will learn include, the diversity of families and relationships, the ability to act with kindness, empathy and compassion, the use of accurate terminology for all body parts, awareness of how human bodies change as they grow, beginning to recognise that other people have thoughts, feelings and opinions that are different, learning to share, an awareness of everyone's right to privacy, personal boundaries and which parts of the body are private.

### **Ages 7 – 11 – Phase 2**

Examples include the ability to form and maintain equitable and respectful relationships, effective communication, understanding positive behaviours in relationships, valuing and recognising the contributions of everyone; and the importance of sex and gender equality, knowledge and understanding of how reproductive organs develop in a human body, the knowledge and skills needed to manage personal self-care and hygiene, and staying safe online.

In Year 5 and 6, we introduce aspects of age-appropriate sex education and natural development / puberty supported by the School Nurse. The lessons are presented in a sensitive manner, targeting specific aspects for whole class sessions. This policy is available from the school office upon request.



## Welsh - Language, Literacy & Communication

Welsh is taught as a second language following the County Council scheme of work, with several members of staff being fluent in the Welsh language.

There is a strong Welsh ethos and a rich Welsh history to our locality and school. During their time at Llandeilo Primary School, pupils will develop their interest and knowledge in the Welsh language and culture through a variety of conceptual based inquiries along with being a part of local and wider events. Alongside the Welsh scheme of work, Welsh is strengthened through stories, songs, rhymes, quizzes and games. We are proud to work alongside other schools and external agencies who help and support staff and pupils with regular training opportunities, supporting advice and resources that include fun Welsh games and activities that can be used in and around the school.

We encourage all pupils to use simple incidental Welsh phrases in the classroom, as part of P.E. lessons and around the school. Pupils are encouraged to communicate daily with staff and each other using basic patterns along with conversational phrases which are provided by the Criw Cymraeg as part of weekly Welsh Assemblies. These Welsh patterns can also be found across our social media platforms as photos and videos, encouraging our families to join in with Welsh conversations at home.

We have simple Welsh books, magazines and Welsh programmes, which the children really enjoy. We celebrate key Welsh calendar dates that include St David's Day, Santes Dwynwen, Dydd Miwsig Cymru and 'Shwmae, Su'mae' day along with using Welsh, through prayer and songs, in our collective worship with a weekly Welsh assembly to celebrate 'Siardwyr yr Wythnos' (Welsh speaker of the week).

### **Urdd**

The Urdd (Urdd Gobaith Cymru) is a national voluntary youth organisation that provides opportunities to children and young people across Wales to take part in a range of experiences through the medium of Welsh. We encourage all learners to be members of the Urdd and to participate in sporting and annual Eisteddfod competitions. Pupils can enter a variety of Urdd related competitions including, Welsh recitals, singing, dancing, cooking and creative crafts. The school also offer an after-school Urdd Club.



### Criw Cymraeg

We have an active 'Criw Cymraeg', made up of pupils from all year groups, who lead our weekly Welsh assemblies, encourage Welsh playground games as well as being 'playground DJ's' by playing Welsh music onto the yards as part of 'Miwsic Mercher' and 'Gig Gwener'.

The Criw Cymraeg work hard to promote a strong Welsh ethos in and around the school. The Criw meet fortnightly and make decisions on how to improve the use of Welsh and to embed our ethos. The Criw Cymraeg are always looking for new members to come join.

### Welsh Achievements

To celebrate the Urdd turning 100 years old, the entire school, dressed in Urdd colours, took part in a world record of singing the 'Hey, Mr Urdd' song along with other schools across Wales and were successful in being a world record holder.



We are proud to be working towards becoming a *Cymraeg Campus* awarded school and have already obtained the 'Bronze Siarter Iaith' award through the hard work and dedication of pupils, staff and of course our incredible Criw Cymraeg.



## Community Links

At Llandeilo Primary we value community links because they give learners pride in their school and gives them a sense of belonging. Through the authentic experiences and knowledge gained from studying places of interest, the pupils will develop in becoming:

- 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
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Our involvement ranges so broadly across the locality, here are just a few experiences that have impacted on the lives of the children and the community:

1. Trading at the local Llandeilo market, selling produce the pupils had grown in the school allotments.
2. Organising a Christmas market place selling all hand made products from chutney's to tree decorations
3. Mayor opening role play areas in the Foundation phase
4. Using local musicians to teach music at the school
5. Gallery exhibition showing the work the pupils had created from using The Lost Words book as a stimulus
6. Y5 created a website all about the seven wonders of Llandeilo
7. Involvement with community groups E.g. Tennis club, Sports club, Church, Bowls club, Food bank, Menter Bro Dinefwr, etc
8. Working together on community projects E.g. Tree planting, Food bank initiative, Literature festival, Festival of the senses Towns Council projects etc.
9. Engagement in multi-agency working to provide a range of services for both learners and their families E.g. Autism specialists, Health visitors, School nurse, Plant Dewi- Parenting/Carer support, TAF – Family support, Welfare officers, Paediatricians etc.
10. Opening and marketing our 'Bocs Bwyd' to support the local community.



## Safe Routes to School

The School is participating in the Safe Route to School Initiative. The aim of the project is to promote good health by encouraging pupils to take more exercise including walking to school. A walking bus is organised termly by the Eco committee. Pupils meet at the local fire station and are walked to school by staff and parents.



## Assessing pupil's learning

Assessment identifies each individual learner's strengths, achievements, areas for improvement and, if relevant, any barriers to learning.

The purpose and aim of assessment within Curriculum for Wales and our school is to:

- support individual learners on an ongoing, day-to-day basis
- identify, capture and reflect on individual learner progress over time
- understand group progress in order to reflect on practice

Assessment occurs in different forms.

- **Formative assessment:**

This is when staff do such things as observe pupils in their learning, ask them questions, mark their learning tasks, complete thinking routines.

This is achieved by embedding assessment into day-to-day practice in a way that engages the learner and makes it indistinguishable from learning. This informs staff of the pupils' next steps in learning and allows the staff to respond to the individual needs of the full range of learners within their classroom on an ongoing basis.



Discussions then take place with pupils, helping them to understand their way forward and how to progress and improve in their learning.

Pupils will receive either verbal or written feedback from staff when formative assessment takes place.

The school also carries out progress tests at the beginning of each year to ensure that planning meets the needs of the individual child. These form the basis of pupil target setting within the school.

- **Summative Assessment:**

Summative assessments are used to evaluate pupil learning at the end of a unit or term, allowing teachers to measure a pupils' understanding against a standardised criterion.

Summative assessments can also be one-off testing, designed to find out what a child knows at the end of a period of learning - whether that be a term or year. They can happen at specific times and are not ongoing.

In the summer term, pupils are expected to sit statutory National Reading and Maths (Numeracy & Reading) test from Year 2 through to Year 6. The results of these tests are reported to parents in the Summer term report.

The school uses these tests to assess pupils' learning over a period of time and also to inform future learning.

As a school we are very aware that pupil's wellbeing can be affected by testing. Our philosophy is to be very calm about any 'tests' we give. We tell the pupils that it's an activity to find out what they already know, so that teachers can then plan work to move their learning on. We try to do some tests in small groups, and on 1:1 basis.

We have therapy dogs in school walking around each class and naturally calming children feeling nervous.

### **Reporting to parents – How are you informed of progress?**

At Llandeilo Primary, we have an 'open door' policy, meaning we're here anytime to discuss concerns or queries you may have regarding your child's development or learning. You can make an appointment to meet your child's class teacher or head teacher by speaking to them or by contacting the school office.

### **Parent's Evenings**

The school holds parent evenings twice a year, during the Autumn term in October to discuss how your child has transitioned, settled and begun their learning journey within their new class. Then again in the Spring term, February to share a mid-year progress report in relation to your child's learning targets. In the summer term when the reports have been shared, you can make an appointment to discuss it with the class teacher or Head Teacher.





## **School Reports**

Progress reports are given to parents three times a year:

- A brief verbal report on your child's learning progress and any targets to aim for is shared with you during Parent's Evenings in the Autumn and Spring Term.
- A more detailed written report is shared with you in the Summer Term which focuses on your child's progress in all Areas of Learning, Wellbeing and Attitudes towards learning. They will also be set targets for the coming academic year.

## **Sharing in your child's Learning**

We know how important it is to know what your child is doing in school and how wonderful it feels to share in that learning. We aim to hold Open mornings or afternoons each term where we invite parents and relatives in to school to share and celebrate in pupils learning. These also give you the opportunity to speak to your child's teachers, look at their work and gain an insight into their curriculum.

You will be made aware of these events through the school app, website and social media pages.

## **Parents/ Carers – Getting involved!**

Our school encourages parents/ carers to become involved from the very beginning of their child's journey at our school. Joining the school at any point, we encourage you to be part of our school community. Some of the ways you can this are to:

- attend workshops for parents
- volunteer at the school – regularly listening to readers, supporting the Arts or helping with trips (DBS must be obtained prior to working in the school)
- support the mini PTA (pupil run PTA)
- attend any meetings
- attend celebrations
- attend Class Assemblies
- join your child for 'Give me 10' during their classes slot
- responding to questionnaires honestly to help us further improve our school.
- Open mornings are a great opportunity to see your child in action within the classroom. These are held each term, and it's a wonderful way to see what your child has learnt or is currently learning, and to understand the learning environment. Governors also attend these events whenever possible. There is always time to talk to them and the Head Teacher over coffee in the school hall at the end.

Parents are encouraged to visit the school to discuss any concerns with the individual staff members. Please speak to your child's class teacher initially or call into the school office to make an appointment to see Mrs Towns, who will make every effort to see you that day.



## **Additional Learning Needs (ALN)**

In Wales, a new Additional Learning Needs code has been launched. Click on the link to find a summary of the changes.

<https://gov.wales/sites/default/files/publications/2018-09/additional-learning-needs-aln-transformation-programme-v2.pdf>

Llandeilo Primary School is committed to providing a developmentally appropriate and high-quality education to everyone within our school community. We are committed to inclusion.

Barriers to learning can be caused by a range of difficulties or disabilities, including mental health and emotional factors, ADHD/ADD, specific learning difficulties such as Dyslexia, Dyspraxia or Dyscalculia, Autistic Spectrum Disorders, social and communication difficulties and / or sensory impairments. We strive to develop practices that include all learners and learning styles.

Additional Learning Needs are identified and monitored by staff throughout the year from the time of admission. Whatever stage of need a pupil may be at, we strive to provide the appropriate additional support and provision.

- Initial ALN support is primarily delivered by class teachers and support staff at a 'universal level' ensuring that pupil needs are considered and making reasonable adjustments to suit and address these needs.
- Targeted intervention is delivered through our 'SMILE time' sessions, whereby specific needs are addressed and closely monitored within small group, planned, supported lessons, several times a week for a term, for example.
- Outside agencies such as speech and language therapists, advisory teachers, occupational therapists, physiotherapists, and counsellors may provide additional support or support our own school staff to deliver programmes.
- If your child struggles with a specific area or areas of learning, then we will arrange to hold a Person-Centred Planning meeting with you to discuss this further and decide together on ways that we as a school, yourselves as parents and carers, and if appropriate, outside agencies, can support.

As parents or carers, you will be involved in every step of our ALN process, from the initial recognition of need, to supporting and planning interventions and provision.

Further information is available on our website or in the Additional Needs policy which can be seen at the school.

If we have any concerns about the progress your child is making, you will of course be the first to know.



## Pupil Voice

Pupil voice and developing pupil confidence and leadership, is central to everything we do at Llandeilo Primary. This is reflected in the number of school councils we have within the school.

All of these councils have been democratically elected. They meet fortnightly, to discuss agendas put forward by the pupils. The school recognises the importance of developing pupil partnership and of respecting the views of pupils. The School Councils comprise of a mix of pupils from Year 1 to Year 6.

In 2018, the pupils felt very strongly about a system called 'Speakr' They wanted the Minister for Education to visit our school, so they could explain that it was a system where pupils could speak privately to a teacher, and tell them how they felt each day. It could help if a pupil was being bullied, if they were having concerns with an area of learning, or indeed happy feelings. She did indeed come, and we were very proud of how well they spoke to her.



## Our School Councils

Pupil voice is central to everything we do at Llandeilo Primary. This is reflected in the number of school councils we have within the school.

All of these councils have been democratically elected. They meet fortnightly, to discuss agendas put forward by the pupils. A chairperson is elected to run the meetings, and a secretary is elected to take the meeting minutes. The school recognises the importance of developing pupil partnership and of respecting the views of pupils. The School Councils comprise of a mix of pupils from Year 1 to Year 6.

- Super Ambassadors
- Teaching and Learning Council
- Eco Council
- Rights Knights and Well-Being Council
- Criw Cymraeg
- Digital Leaders
- Sports Ambassadors
- Fairtrade Council
- Criw Creadigol
- Mini PTA



## School Awards



**Eco-Schools** is a global programme engaging 19.5 million children across 68 countries, making it the largest educational programme on the planet.

This empowers and inspires young people to make positive environmental changes to their school and wider community, while building on their key skills, including numeracy and literacy, and encompassing Education for Sustainable Development and Global Citizenship.

### Platinum Eco Award

Schools achieve Platinum status once they have been awarded the Green Flag four times. Our school has demonstrated its long-term commitment to environmental education, pupil involvement and sustainability. Having achieved and maintained Platinum status for many years, we have also recently been highly commended by Welsh Government for our continued efforts to support and highlight eco and sustainability issues.



### Welsh Network of Healthy Schools

We have achieved level 5, and are on our journey for the National award, which is a 2-year process.

We have been inspected, and shown evidence that we are a health promoting school which 'actively promotes, protects and embeds the physical, mental and social health and well-being of its community through positive action'.



**The Fair-Trade award** has been achieved over the last 5 years. It has given the

pupils a great opportunity to look at global issues such as where our food comes from and how we are connected to people around the world. Pupils have learnt a range of skills, from teamwork and co-operation to persuasive writing to running a stall and developing a Fruit tuck shop.



## Rights respecting Silver Award

### **We are a Rights Respecting School - What's it all about?**

We are proud to be a Silver Rights Respecting School! The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (UNCRC) at the heart of a school's planning, policies, practice and ethos. There are four key areas of impact for children at a Rights Respecting school; wellbeing, participation, relationships and self-esteem.

A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers/ adults and pupils, between adults and between pupils. The ethos created in the school, demonstrates to children the inclusiveness of a Rights Respecting School and paves the way to participation in the life of the community. This in turn helps them to learn how to formulate, express and listen to opinions.

To achieve this standard, we had to show that the UN Conventions on the Rights of the Child were embedded in the culture of the school.



For a full list of the UNCRC articles please visit:

[https://www.childcomwales.org.uk/wp-content/uploads/2016/04/ccfw\\_rights\\_poster\\_eng.pdf](https://www.childcomwales.org.uk/wp-content/uploads/2016/04/ccfw_rights_poster_eng.pdf)



Thank you for taking the time to read our school prospectus. As Head Teacher, I hope this information makes you want to visit us and find out more about what we can offer. I look forward to meeting you and your family.

If you would like to arrange a visit, please ring the school office, and ask to speak with Mrs Rachel James, School Admissions and Business Manager.

Best wishes/ Cofion Cynnes,

*Karen Towns*

**Mrs Karen Towns**  
**Head Teacher**



Rosie and Millie – Our School Therapy Dogs



