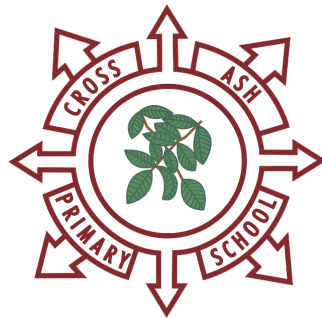


Cross Ash Primary School

Caring, committed, challenging

School Prospectus



2022 – 2023



Cross Ash Primary School

**Cross Ash,
Near Abergavenny,
Monmouthshire
NP7 8PL**

Tel: 01873 821427

E Mail: crossashprimary@monmouthshire.gov.uk

Website: www.crossashprimary.co.uk

Head teacher: Mrs. Kathryn Presdee-Salathiel B.Ed. Hons NPQH

Welcome

Dear Parents and Carers,

This booklet aims to answer most of the questions you may have about how our school is organised and help you to understand more about Cross Ash Primary.

As a school we look forward to sharing this period of your child's life with you. Every effort is made to provide a full and interesting curriculum, to prepare your child for future education and to give them the skills and enthusiasm to pursue learning for the rest of their lives.

Our school aims to be at the heart of the community and we value the partnership we have with parents greatly. By working together and by ensuring that your child is happy in school we feel that they will reach their full potential.

We hope that your association with the school is a long and happy one and we look forward to seeing you very soon.

Yours sincerely,

Kathryn Presdee-Salathiel
Headteacher

School Motto

*Caring, Committed,
challenging*

Vision

We aspire for all our children to become confident, caring individuals who achieve success and develop a love of learning

School Aims

At Cross Ash we believe that every pupil is equally important and we have high expectations of them all. Our children need to feel valued and to know that their contribution is very important.

We hope our children will work hard and enjoy all aspects of life at school.

Above all, we aim to provide a happy school where children reach their potential and are cared for sensitively.

To enable this to happen we have established an environment in which teaching and support staff, school governors, advisory colleagues, parents and future parents work together for the successful achievement of the following aims:-

- To develop a community of lifelong learners where access to knowledge and skills is a right and achievement is recognised. To develop learners who achieve their potential and become confident, independent and resilient, well equipped to meet the challenges of the 21st Century.
- To enable pupils to acquire knowledge, skills and develop practical abilities. Especially those of problem solving, investigating, thinking skills and effective use of language.
- To provide an environment which is stimulating and attractive, which reflects the values of the school and which promotes a sense of community. Physical activity, healthy lifestyles, positive attitudes and safety awareness

is promoted and pupils feel valued and secure.

- To work together with the local and worldwide community to gain social, cultural, moral, spiritual awareness and understanding and appreciate the world in which they live. To recognise the interdependence of individuals, groups and nations preparing them to become well informed, responsible and caring citizens in the future.

“We believe the most effective way of achieving these aims is through the promotion of: enquiry and curiosity, enthusiasm and challenge and through sharing and learning together. The importance of acceptance and embracing of differences, openness, self-respect and persistence is a high priority”.

General Curriculum Aims

We aim to encourage pupils to:

- ❑ Read fluently and accurately, with understanding and feeling
- ❑ Communicate clearly and confidently in both Speech and Writing
- ❑ Listen attentively and with understanding
- ❑ To apply computational skills with speed and accuracy.
- ❑ Understand the application of Mathematical ideas in various situations.
- ❑ Master basic scientific ideas
- ❑ Observe living and inanimate things and to recognise characteristics such as pattern and order.
- ❑ Develop an awareness of self and sensitivity to others
- ❑ Be aware of the geographical, historical and social aspects of the local environment and to be aware of other times and places.
- ❑ Provide a rich background of Welsh history, tradition and culture.
- ❑ Provide the opportunity to acquire a sufficient command of Welsh to allow communication in the language.
- ❑ To use ICT as an effective tool
- ❑ Develop agility and co-ordination and Be able to use music, movement, drama and several forms of art and crafts as means of expressions.

School History and Locality

The school brought together six small schools of Grosmont, Norton Cross, Llangattock Vibon Avel, Brynderi, Llanddewi Rhydderch and Cross Ash. It was built in 1990 and opened in 1991.

A beautiful rural setting and the centre of the board castle country of the three castles of Skenfrith, Grosmont and White Castle, the village of Cross Ash was the ideal place for the new school.

Our catchment stretches from Rockfield in the East, Llandewi Rhydderch in the west, Llantillio Crossenny in the south and Grosmont in the north.

Organisation

Children spend seven years in their primary school and each age group is classified as follows:

Age	Year
4-5 yrs old	Reception
5-6 years old	Year 1
6-7 years old	Year 2
7-8 years old	Year 3
8-9 years old	Year 4
9-10 years old	Year 5
10-11 years old	Year 6

The number of pupils on roll and the number of children in each year group govern the arrangement of the classes. This often changes from year to year. It is desirable to keep the Key Stages separate but it is not always possible. Within each class, pupils are taught individually, as a group or as a whole class but always according to their needs and abilities.

School Capacity

The school has a planned capacity of 210 pupils. Presently we have 184 pupils on roll.

Accommodation

The School building is of a split level design with the administration block and hall on the ground floor. The hall is used for assemblies, PE and as a dining hall.

Teaching areas are on the first floor which can be accessed via stairs or a lift

There are seven classrooms which can accommodate 30 pupils and a number of small library/ group learning areas. Cloakrooms and toilets are organised into Reception, Year 1 and 2 and KS2 areas. Three practical learning areas, pupil work stations and a music A/V room are also found on the first floor.

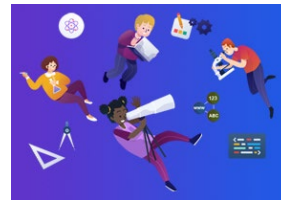
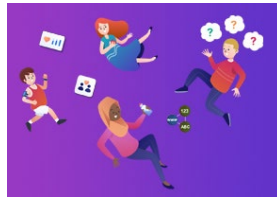
The Foundation Phase have a spacious covered outdoor learning area and a secure outdoor focused area.

Both stages have large concrete yards and substantial grassed and play areas.

The school has two forest school areas, a pond, orchard, wild area, gardening zones and a large field for sport.



Curriculum For Wales



The new Curriculum for Wales has begun rolling out across Wales, in what is one of the biggest changes in education Wales has ever experienced.

The curriculum has been designed to help prepare young people to thrive and succeed in today's world, equipping them for the future and building on their ability to learn new skills. The new curriculum has at its heart the Four Purposes, which aim to support children to be:

- 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

- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology

The new curriculum will also include three cross curricular responsibilities of literacy, numeracy and digital competence.

The links below will provide you with more information about the New Curriculum:

Education in Wales is Changing:

<https://youtu.be/0jEaastz224>

Let's Get Started: A Guide for Children, Young People and Families

<https://bit.ly/3kUU1MQ>

A Guide to The New Curriculum For Parents and Carers

<https://bit.ly/3KZ1AN5>

Subjects are now grouped into six Areas of Learning Experience which are referred to as AoLEs:

How are we developing the Curriculum for Wales at Cross Ash?

Under the new Curriculum for Wales, schools are responsible for designing their own curriculum and assessment procedures. This is no small task and at Cross Ash we are approaching this steadily to ensure the curriculum we design is both coherent and relevant to the needs and interests of our pupils, with knowledge and skills being built on progressively while still being authentic and engaging. Teachers have undertaken training days to help prepare them for the new roll out and we have begun to adapt our teaching styles, topics and planning in order to incorporate these new ideas and Areas of Learning. We have sought stakeholder opinion on concepts and contexts to be taught and have fed this into our plans for the future. Pupil voice is also key to the design of our new curriculum and pupils will continue to influence many aspects of their education, ensuring their engagement.

Now more than ever, young people need to be adaptable to change, capable of learning new skills throughout life and equipped to cope with new life scenarios.

Advances in technology and globalisation have transformed the way we live and work. These changes have profound implications for what, and how, children and young people need to learn. After all, tablets and smart phones didn't even exist when the last curriculum was introduced in 1993.

Schools and teachers need more flexibility to respond to this environment, using a new curriculum which will promote high achievement and engage the interest of all children and young people to help them reach their potential.

The new curriculum will bring this about by making learning more experience-based, the assessment of progress more developmental, and by giving teachers the flexibility to deliver in more creative ways that suit the learners they teach.

Relationships and Sexuality Education

The Welsh Government believes that all young people should have the right to access information that keeps them safe from harm. This includes learning about healthy relationships, keeping safe including online, and being confident to raise issues with responsible adults, therefore all schools are required to provide RSE as a statutory requirement in the new Curriculum in Wales from September 2022. The Welsh Government has provided an 'RSE Code' that sets out clearly what children should be taught at different ages, ensuring that learning is developmentally appropriate. Our governing body has agreed a policy that integrates RSE into a cross-curricular programme of teaching and learning

Pupil Councils

Cross Ash has four elected pupil councils made up of two members of each year group. Pupils have the opportunity to vote for their classmates after hearing their manifestos. We recognise the importance of pupil voice and making the pupils part of the decision making process. Pupils are elected annually by their peers. Throughout school pupils are encouraged to stand for a different council each year. The Councils represent the pupils and puts forward new ideas, suggestions and ways of solving problems.

1. Rights Respecting School Council
2. Criw Cymraeg
3. Eco-Council
4. Sports and Wellbeing Council
5. Digital Leader

Year 6 pupils are all given responsibilities eg leading pupil councils, prefects.

Visits

Cross Ash Primary seeks to enhance the learning of pupils through use of day and residential visits. However, there are times when the cost cannot be borne solely by the school. Parents will be requested for voluntary contribution in order for the activity to take place. We understand parents are not under any obligation to contribute and no pupils will be excluded in relation to payments. (See appendix for more information)

Sport

Our aims:

- To give all children the opportunity to take part in physical activity.
- To provide the means to achieve at all ability levels.
- To encourage children to realise the importance of exercise for a healthy body.
- To teach the importance of fair play and participation and, where appropriate, encourage competition.
- To raise awareness of safe practise during sporting activities.
- To provide a range of curriculum activities which encourage children to think, evaluate and enjoy.

- To offer, wherever possible, extra curricular activities to encourage a healthier lifestyle.
- To promote opportunities for both team and individual endeavour.

Extra Curricular Activities

We offer a wide range of extra-curricular activities. These include:

- Dance Blast
- Wild Cubs Outdoor Club
- Gardening Club
- Football
- Choir
- School newspaper
- Drama

These change throughout the year, with new clubs such as ICT, netball, gym fun, country dancing and art being some other opportunities.

Assessment and Record Keeping

Assessment is a continuous process that takes place in all aspects/areas of school life. Through ongoing assessment we hope to build a complete picture of a pupil's development, intellectually but emotionally, socially and physically.

Assessment can take as many forms marking, discussions and observation as well as more formal procedures such as testing.

All pupils from year 2-6 take part in the statutory Welsh Government Reading, Reasoning and Numeracy tests.

Records

The school collects information about pupils and their parents/carers on admission to the school and for specific purposes during the school year. Every effort is made to ensure the accuracy and security of the data collected, which is generally stored on the school's computerised management information system. Individuals have certain rights of access to personal information held on them, and these are outlined in our Fair Processing Notice. A copy of this leaflet is given to every parent on the admission of their child to the school. An additional copy can be obtained by contacting the school office staff.

THE EDUCATION (SCHOOL RECORDS) REGULATION 1989

It is the policy of the Governing Body to allow the parents or guardians of pupils in this school access to the curricular and educational records

of his or her child. Any parent wishing to see their child's school record is asked to give the school at least two days' notice and make an appointment to see the Head teacher. The information kept on school records is similar to that sent to parents in the Annual School Report on their child

Please ensure we are kept up to date with any changes to personal information (e.g. contact telephone numbers and addresses)

Parents in Partnership

We welcome parents and carers into School believing we are partners in the education of your children.

There are many opportunities for parents to become involved in the work of the school and to gain a greater understanding of its work. Parents' time and expertise can be used in many ways in school and is greatly valued. Police checks and CRB checks are carried out on all adults helping in school.

If you are ever able to help, especially on a regular basis, please contact your child's teacher.

Communication with Parents/Carers

The school communicates with parents/carers in various ways e.g. Newsletters, questionnaires, emails, parent forums, parent and children together sessions, interviews and informal evenings.

Information is also placed on the Website. Parents/carers are invited to assemblies and Parents Evenings during the autumn and spring terms and to view their pupils work during the summer term. Every year parents/carers are invited to attend our sports day and open evenings as well as children's performances. There are opportunities throughout the year when parents/carers can meet the staff and governors in an informal setting.

Parents Visiting School

Parents may visit the school at any time within school hours, or by appointment outside school hours. They are respectfully requested to report to the Secretary or Head teacher, or in her absence the Deputy Head teacher, whenever they visit the school.

If parents have administrative queries they may contact the Secretary. However, in recent years the school has done much to develop its website and most information and forms regarding all aspects of school life can be found on the school website.

The school has set in place a Home School Agreement and involves parents in policy decisions (refer to appendix)

Complaints Procedures

Sometimes things happen in school that may make people unhappy.

Our complaints procedure is a way of ensuring that **anyone** with an interest in the school can raise a concern, with confidence that it will be listened to and if well founded, dealt with in an appropriate and timely fashion.

The class teacher will deal with any minor problems, but if you are not satisfied the head teacher will always meet concerned parents in order to resolve difficulties.

A person who is still not satisfied should then contact the school and ask for a copy of the Complaints Procedure. This is what you should expect to happen:

- You will be given a copy of the full procedure.
- Your complaint will be dealt with fairly and impartially, and, as quickly and effectively as possible.
- It will be thoroughly investigated.
- Your complaint will be kept confidential, with only those involved in investigating and making a decision being made aware of the details of the complaint. It is likely, however, that the person who is being complained about will be told of the complaint.
- If the complaint involves pupils (as complainant or witness), arrangements will be made for them to be accompanied at all stages by a parent or guardian, or an adult of their choice.
- Any evidence given by a child will be done so voluntarily and with the agreement of his/her parent, if they are under the age of 16. Every effort will be made to make a child feel comfortable and to ensure that their voice is properly heard.

- You will be kept informed of progress throughout the process.
- All anonymous complaints will be recorded and may be investigated.

PTFA Association

The PTFA at Cross Ash Primary School has two main functions.

1. To foster good relations between the School and Parents.
2. To engage in activities that supports the School and enhances the education of the pupils.

A committee is elected at the Annual General Meeting, which is held during the autumn term. There is not a set number of people who make up the committee, in fact there is usually a place for anyone who is interested. The main purpose of the committee is to organise fund raising events, when it is hoped that other parents, who are not members of the committee, will offer their help. The types of events organised by the group are Summer Fete; Christmas Fete; Children's Fun Events etc. The committee appreciates the help offered by other parents and friends at these events. During the past, the group has been able to provide the School with much needed equipment and teaching aids, such as, computer equipment; library reference books; Science equipment; the garden area; stage curtains; Infant constructional play equipment; computers, and visiting theatre groups.

Although the main activities of the group are fund raising, it also supports the School, when organised events, such as Christmas concerts, sports days, and morning assemblies take place. We look forward to your support and involvement. At any event, just come along, or contact one of the committee listed overleaf. Please remember, every pupil in the School benefits from our efforts, so if you can help, please do.

We are very lucky to have a very active and successful PTFA and we are very grateful for their financial support which enable us to enhance the learning provision for the pupils.

Becoming a Governor

The Governing Body of the school is made up of people from a variety of backgrounds. Some of the Governors are parents. The School Governors comprise of a group of individuals, who are elected, nominated or co-opted and are representative of parents and teachers, the LEA and the local community. School Governors work with the Headteacher and are responsible for setting the strategic direction of the school. Meetings are held at least once each half term; Sub committees meet in addition to main Governors meetings.

Each year the Governors' Annual Report to parents is made available on the school website and parents are given the opportunity to meet and discuss it further if they so wish.

If you would like to be a School Governor, please contact the Headteacher to find out about any vacancies and ask for a Governors' Information pack.

All parents will be informed formally when vacancies for parent governors arise.

The present members of the Governing Body are illustrated on the sheet at the back of this prospectus. These are also available on the school web site.

Joining the School

Admissions

Parents/carers are asked to register their child for the Reception year by contacting Monmouthshire County council School Admissions.

All parents/carers must register their child by filling in the appropriate form and stating their preferences for the school.

Appeals

Every effort is made to make a place available for your child in our school. However, schools have a limit on the number of children they can take. This figure is set by the Local Education Authority (LEA) and agreed with the Governors and Headteacher. If the number of children wanting a place is below the set figure, all will be admitted. There may, however, come to a

point when there are too many children of that year group for them all to be given a place. Should you wish you can add your child's name to a waiting list

Starting School for the First Time

Starting school is a very important time for you, your child and the school. We all need to work together to make the transition smooth and rewarding.

Pupils will be admitted to Cross Ash Primary in the September of the year in which they are five

Transition Arrangements

Schools are notified beginning of the summer term of the expected intake for the following September.

Once we have names and contact details our Reception teacher will make arrangements to visit each pre-school setting and establish a transition plan. Where necessary an enhanced transition plan is put into place.

The school will send out invitations for taster sessions throughout the summer term. These will involve a Welcome to Cross Ash talk and question session and tour with the head teacher. Visiting the class setting parents and children together. Parent information session, (starter information, birth certificate check, uniform order forms, home school agreement and permission documentation) children with new class teacher and a taster lunch session.

Pupils will be staggered into school over the first week to support a smooth transition.

Once settled the Reception team will carry out a baseline assessment.

During the first few weeks parents receive information leaflets from their class teachers to learn about organisation and procedures within the setting.

The Foundation Phase Curriculum is grounded in active learning. Through practical activities, purposeful play and talk, pupils develop an understanding of the world and the basic concepts they will need for their later learning. Parents/carers can play a major role in fostering

good attitudes to learning, developing good language skills and promoting good behaviour.

The Foundation Stage was introduced in September 2008. The Foundation stage develops children's personal, social and emotional well-being; promotes positive attitudes and dispositions towards their learning; provides opportunities to develop social skills as well as developing language and communication, reading and writing, maths, knowledge and understanding of the world; and physical and creative development.

During the Reception year there will be information evenings about the curriculum in school and how you can help your child at home. We do hope that you attend as many of these evenings as possible.

Medicals

During the first year in school health professionals will visit and carry out a number of medical assessments, detail, height and weight, hearing and eye tests. Parents will be informed prior to the visits.

Joining the School Later

Sometimes children join the school when the term has started or later on in their school life. We make every effort to make sure that they are welcomed, looked after, and monitored so that they quickly make friends and can find their way around the school. Teachers give pupils time to settle in before making an assessment of their academic ability. This assessment, together with records from the previous school will enable your child to have the best start in our school. Parents and carers are asked to contact the school if their child has a problem settling. We promote the partnership with parents.

Moving on – Transfer to Secondary School

Transition to secondary school is as important as transition into school. Cross Ash is within the Monmouth cluster therefore our catchment school is Monmouth comprehensive. However we feed a wide range of secondary schools. We make every effort to link with all feeder schools to ensure pupils have the opportunity to visit and undertake every opportunity provided by the school they will transfer to. We welcome teachers and year leaders into school to meet and teach the children and leave with our year 6 teacher.

We currently have a range of transition arrangements in place with Monmouth comprehensive and King Henry High School Abergavenny such as MAT maths projects and cluster choir.

General Information

School Hours

Infants 09.00 > 11.55
13.00 > 15.25

Juniors 09.00 > 12.05
13.00 > 15.30

All pupils have a morning and afternoon break. Within the Foundation Phase this consists of ten minutes healthy snack time and twenty minutes play and at KS2 20 minutes play.

A member of staff is on duty from 8.50 am on the infant and junior yards for 10 minutes before and after school. Children can walk up to their classrooms straight away in the morning where a staff member will be waiting for them.

We are not legally responsible for your children before 8.50 am unless they attend Breakfast Club.

INCLUSION

Absences

Good attendance is vital to secure good progress

We are committed to continually working on improving school attendance. The Welsh Assembly Government. They expect all pupils' attendance to be at least 95% and set schools an annual target to improve attendance.

The school's attendance for 2018-19 was 96.1%. The attendance for 2019-20 and 2020-21 is not reportable, due to the Covid-19 pandemic.

We understand that at times your child will be absent through sickness or any unavoidable cause.

At these times please follow school please inform the school by registration (9:00am) this can be by email, telephone, letter or in person. This absence constitutes an authorised absence. The school operates a first day response system. If no explanation for absence is forthcoming a member of the office staff will telephone home during the morning. The school has discretionary power to grant leave of absence for a family holiday or visit overseas. You should not however expect such leave to be granted as a right. Permission will not be given if it is applied for after the visit of holiday has taken place.

Schools are permitted to authorise up to 10 days in a school year. At Cross Ash we will authorise if a pupil's attendance is at or above the school target and they are on track for their academic targets.

Leave will not be granted if it coincides with the period of Standard Assessment Tests. Requests for a leave of absence must be completed with as much notice as possible. (Forms can be found on the website).

The School must collect and report details of absences by law. Attendances are a performance indicator.

Lateness

Late arrivals must report to the school office where the parent/carer is required to provide reasons for the lateness by completing a school form.

The head teacher monitors the amount of lateness each month. Frequent lateness will result in a meeting to discuss ways to improve punctuality.

Pupil Support and Pastoral Care

Inclusion – Pupils with Special Educational Needs ie pupils who transfer with an identified need.

If pupils transfer to Cross Ash already on the COP Code of Practice the school AENCO and consultant AENCO will work with the feeder school to ensure their needs are fully met and all necessary provision is put in place from the outset.

If a class teacher has concerns with regard to a child's progress they will:

- discuss their concerns with the parents and put together an intervention programme.

- If the pupil makes sufficient progress and is working in line with their potential / expected level for their age intervention will be removed.
- If after the planned period of intervention the pupil does not make sufficient progress/achieve their targets they will be placed at school action and an IDP (individual development plan) will be put in place in consultation with the AENCO, class teacher, parents and pupil and appropriate level of support put in place. Progress against targets will be assessed termly and a formal review meeting with parents held.
- If targets are not met they will be broken down further for another term. At the termly review a decision whether to move to school action plus will be made. (At this stage external advice will be sought). Outside agencies will advise whether statutory assessment is required.

Pupils with Special Educational Needs are helped within the normal classroom environment or by being withdrawn to work where there is less distraction, with Teaching Assistants. Advice and support are provided from Learning Support Centres, Advisory Teachers and other Agencies where appropriate when at school action plus.

Hayley Page is the school AENCO. She is based at Monmouth Comprehensive School and works with the Monmouth Cluster of schools. She is a specialist in educational learning needs. The Policy for Special Needs is available to look at if you would like more information.

Our Special Needs Co-ordinators are happy to speak to you about general issues related to special needs if the Classteacher cannot answer your questions.

More Able Pupils and Talented Pupils

The school is a member of the National Association of Able Children in Education (NACE) and is committed to developing the needs of the more able and talented pupils within it. In March 2014 the school became the first primary to receive the second NACE Cymru Challenge Award for excellence in whole-school provision for more able, gifted and talented pupils.

It is important to understand what we mean by more able and gifted pupils. More able pupils can be defined as pupils who demonstrate a significantly higher level of ability than most pupils of the same age in one or more of the curriculum areas or in any of the following:

- General intellectual ability

- Specific academic aptitude
- Creative thinking
- Leadership qualities/social skills
- Artistic abilities
- Ability in the expressive arts
- Physical ability

Most able and talented children can be identified as pupils who achieve two years beyond their age group in a certain subject. This would be about 1-2% of the school population. More able and gifted children are identified through teacher assessment and judgements based on a variety of assessments.

At all times the needs of the children, whatever their ability, are catered for through careful differentiation and task.

Gifted and Talented refers to pupils who demonstrate a talent in relation to sport, art and the wider curriculum.

Inclusion - Accessibility

The school has carried out an Accessibility audit and is confident about meeting the needs of all pupils here. We provide parking spaces, toilet facilities, wide corridors and easy access to all school rooms where appropriate in consultation with the L.E.A.

Equal Opportunities

We are committed to providing an education which recognizes the diversity of the community we serve, and of society at large. We aim to ensure that all aspects of our provision address issues of class, disability, gender and race. We aim to promote a learning environment which enables all children to fulfil their potential and which positively reflects the range of cultures and experiences of the whole community. We believe that all pupils have a right to a broad and balanced curriculum which will enable them to achieve success regardless of class, disability, gender or race. We aim to develop in all pupils a spirit of understanding, co-operation and respect for all members of the community.

The school reviews and creates a three year strategic equality plan aimed at:-

- Eliminating unlawful discrimination harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
- Advancing equality of opportunity between people who share relevant protected characteristic and those who do not

-Fostering good relations between people who share a protected characteristic and those who do not.

Discrimination of any sort is not tolerated.

SAFEGUARDING

Health and Safety

We are a Healthy School

We have four awards and are currently on

Phase 5

School Uniform

What a child wears to school reflects his/her attitude to learning; it portrays the school's ethos and shared positive values. We have a very simple uniform that the pupils are encouraged to wear.

This is a maroon sweatshirt or cardigan, white polo shirt and grey or black trousers or skirt. Red gingham dresses can be worn during the summer.

We use the online service My Clothing.com <http://www.myclothing.com>

Log in details are the school name – Cross Ash Primary School with postcode NP7 8PL.

This will appear on our website for future reference.

Alternatively a quality second-hand uniform shop is available at times throughout the year via the PTFA.

Additionally book bags, gym bags and water bottles can be purchased.

Wet Weather Clothing

Please ensure children have a suitable waterproof coat for wet playtimes and outdoor activities. Pupils in the Foundation Phase engage in the outdoor daily. In order to ensure they take part in these activities whatever the weather please can you send a pair of wellies to be left in school?

KS2 pupils will require wellies from time to time. Teachers will let you know as and when they will be required.

P.E. and Games Kit

It is important for pupils to wear correct clothing for physical activities.

P.E. requires the child's castle colour T-shirts (Skenfrith – Red, Grosmont – Blue, White Castle – white) and dark shorts. Games activities outside require T-shirt and dark shorts, and warm weather clothes as required, trainers/boots; shin pads for football and hockey. Track suits or sweatshirts may be worn for games during the winter months. In door activities of gymnastics and dance require bear feet, games and outdoor activities require trainers or daps.

All clothing should be clearly labelled including shoes.

Jewellery must not be worn for sporting activities and long hair must be tied back.

Jewellery and Other Adornment

No earrings should be worn however we are prepared to allow pupils to cover studs at their own cost.

The school does not approve of either jewellery or cosmetics unless for cultural reasons and then only if approved by the Headteacher.

Lost Property

Please name items of children's clothing as this reduces the risk of losing things.

We keep lost property for a reasonable period of time, but it is often difficult to identify items that are not labelled. If your child has lost something then please check in their classroom first, then ask at the office for access to the lost property cupboard. Displays of lost property are made before the end of each school year and if it is not claimed it is then sold or given away to Charities.

It is recommended that jewellery is not worn as it can be distressing for the child to lose a treasured item.

School Meals

The school offers a meal service operated by Monmouthshire Catering. The meals offered are nutritious and fresh produce is used following guidance from Appetite for Life. Excellent cooked meals and salads are provided and provision is also made for children to bring their own packed lunches. They enjoy the convivial atmosphere in which we encourage good eating habits and polite manners. The pupils are supervised at all times by the midday supervisors and staff. The menus are created on a 3 week cycle and are changed termly.

The menus can be found on the Monmouthshire County Council website and school sends the new ones out to parents as we receive them.

Lunches cost £2.50 per day i.e. £12.50 a week. Payment for meals should be made via Parent Pay in advance of taking meals. Log in details will be provided on admission.

If you think your child is eligible for free school meals, please collect a form from the school office or the Student and School Access Dept., MCC, Usk. These can also be found on the Monmouthshire County Council website.

Please note that from September 2022, ALL Reception, Year 1 and Year 2 children are entitled to a free school meal as part of a Welsh Government Initiative. This will eventually be rolled out across all age groups.

However, it is important that you still apply for free school meals benefits if you are entitled to financial help. You could also be entitled to uniform grants, free music lessons and other help by doing so. Speak to us in school if you need more information.

Early Birds & Breakfast Club

As part of the Welsh Assembly Government initiative the school has set up a Breakfast Club which runs from 8 a.m. until 8:50 a.m. It provides pupils with a healthy breakfast of fruit juice, sugar free cereals and toast with marmalade, jam or marmite. The pupils socialise in a happy, calm atmosphere before the start of the school day. A charge of £1 is payable through Parentpay for use between 8-8.30am. Early Birds Club. 8.30am to 8.50am is free.

Bringing Food to School

Children bringing in a packed lunch should have a secure container labelled with their name and class clearly.

Water is available if your child requires it, but you may like to supply a drink. We prefer drinks to be supplied in plastic flasks or bottles or other safe containers.

In the interest of health and safety, we would ask that children do not bring cans or glass bottles. They should not bring fizzy drinks or sweets.

If your child forgets his or her packed lunch we will try and contact you. If we are unable to do

so we will supply a school lunch and ask you to reimburse us later.



Snacks Foundation Phase

As part of the social, personal and health development all pupils within the Foundation Phase will join together in their classes for a healthy snack and drink. Milk is free. This takes place during morning break. Children are welcome to have a home provided healthy snack (no crisps or sweets/chocolate allowed). We welcome fruit and vegetables We ask all pupils to bring in their own healthy snack. Please respect our policy on healthy eating and dental care.

Juniors

Junior children are welcome to have a home provided healthy snack (no crisps or sweets/chocolate allowed). We welcome fruit and vegetables.

Please respect our policy on healthy eating and dental care.

PLEASE NOTE THAT WE ARE A NUT- FREE SCHOOL.



PLEASE DO NOT BRING ANY PRODUCTS CONTAINING NUTS INTO OUR SCHOOL

School Trips

School trips are payable through Parentpay. We have moved all payments to Parent Pay.

Inclement Weather

During winter, school may have to be closed due to snow. The decision to close school is not taken lightly. If enough staff can attend school then school will open weather permitting and if staffing levels can be maintained will remain open.

The responsibility for deciding to close a school lies with the Head teacher in consultation with

the Chair of Governors. The decision will be taken when local circumstances are ascertained.

Pupils will be permitted to leave early if the weather deteriorates rather than close the whole school. If there is a school closure during the day, all pupils should be collected by an adult or Passenger Transport Unit will be contacted to run the buses early. The school will contact parents by email, through Dojo, by social media and also place the information on the website.

In the event of a major snowfall on a weekend or overnight, information will be placed on the website and sent to parents via email.

Head Lice

Head Lice can be a real problem in schools. Cases of head lice should be reported to the Class teacher. Advice on treatment is available from the school office if necessary.

Please note that the School is not responsible for treatment. The Health Authority clearly places responsibility with parents. However, we do endeavour to keep parents/carers informed if there is an outbreak. Please do not send your child into school until you have treated him/her if any head lice are found and inform the Head Teacher.

Clare Richards and Nicky Harry, the school nurses are available for any further support and guidance.

Returning to School After Illness

Children returning to school after illness should clearly be fit to do so and free from infection. Please err on the side of caution when making a decision about your child returning to school. Children should be fit to participate in all school activities including Outdoor games and playtime. Injury, asthma, respiratory complaints or circulation difficulties are of course exceptions. If in doubt the school is happy to advise.

Useful Medical Information for Parents

Name of Disease	Incubation period	Time child should stay off school
Chicken pox	About 14 days	Until spots scab over (7 days)
Glandular fever	6-14 days	Infectivity is low
Hand/Foot/Mouth	3-7 days	Until blisters have gone
Impetigo		Until cured
Measles	10-14 days	4 days after rash appeared
Meningitis	Variable	Depending on type
Mumps	14-21 days	7 days
Ringworm		Until treated
Rubella	14-21 days	4 days after rash appeared
Scabies	At least 2 weeks	Until treated
Slapped cheek disease	5-20 days	Rash starts to fade
Whooping cough	7-10 days	Up to 28 days

At the moment, COVID procedures mean that a child will stay away from school for 5 days from becoming symptomatic. A negative test will be required on Day 5 and Day 6 for them to return.

First Aid

Basic First Aid is administered by trained first aiders at school when necessary. A record of all treatments is kept and where necessary parents are informed via a letter or phone call. All head injuries are reported to a parent or carer who will need to take the decision whether to follow the school's advice or visit school to check their child. If an accident needs hospital attention we will contact you first. Please ensure information from you is up-to-date so that you can be contacted. The school ensures adequate provision of first aiders.

Medicines

If your child needs medication during the day, you need to complete a medical form, which is available from the school office or from the website. All medicines need to be handed into the office.

Emergency Contact Information

Please ensure that your contact details are correct, and that the school is told about any health matters, especially allergies, relating to your child.

Dogs

Please do not bring dogs on to school premises (this includes the car park, drop-off, playgrounds and pedestrian area), tie them to school fences or allow them to obstruct the pavement where children walk.

No matter how gentle your animal is, children can be easily scared.

Please don't allow your dog to foul pavements on the route to school. **Bag it and bin it!**

Smoking

Smoking of any sort is NOT permitted on school premises.

Road Safety

We work closely with parents to ensure our traffic management policy is followed and community police officer PCSO Madeleine Bowen

Pupils take part in Safe Cycling, Safe Scooting and Kerb Craft sessions to allow them to use roads safely.

Our road safety officer is Geraint Roberts, MCC.

Cross Ash Traffic Management Policy

Parking in and around school grounds at drop off and pick up times

Our School Policy

Traffic Management at Cross Ash Primary

- Only vehicles with disabled badges are allowed on site between 8:45 and 9:15 and 3pm and 3:45pm. This allows buses to drop off and collect pupils safely.
- Vehicles with disabled badges must park in the designated bays.
- Staff must not leave before 3:40pm to ensure the safety of the pupils.
- Vehicle Owners must ensure handbrakes are on at all times!
- We ask parents to park safely outside the main site.
- Parents are responsible for their own safety and that of their children and those they are transporting. This applies within and outside the school grounds including the village hall site.

School Transport (arriving and leaving school)

Most children are taken to and from school by school transport. It is important that if a child is not going home by school bus, we are informed via the blue communication books in Foundation Phase and by telephone or by letter at Key Stage 2.

Pupils in the Foundation Phase have a 'Usual Routine' in the front of their Blue Books which must be completed. Bus lists with participation in clubs and alternate transport arrangements are kept in the hall to inform bus line leaders.

It is not possible for a child to travel on any other bus than the one they have been allocated, as this may result in overcrowding.

Any problems concerning school transport should be addressed to:-

School & Student Access Unit
Department of Lifelong Learning & Leisure
Monmouthshire County Council
Innovation House
Wales 1
MAGOR

Good behaviour is expected of all pupils travelling on the buses to and from school. There is a transport code which the children must adhere to at all times.

Buses should arrive at 8:50 am. If early, children are to stay under the care of the driver until a member of the Senior Leadership Team can supervise them off the bus and onto the Foundation Phase Yard. This has been agreed to be no earlier than 8.40 am.

A teacher will be on duty from 8.50 am. From 8:50 am the children assemble on the Foundation Phase or Junior yards if fine weather or the hall if bad weather. Please note that children should not arrive in school before 8.50 a.m. unless they are attending Breakfast Club.

At the end of the day, all pupils assemble in the school hall in their bus lines. Each bus line is escorted to the bus by a member of staff. 'Walkers' pupils being collected from school will be handed to a parent by the class teacher in the Foundation Phase and dismissed by a member of staff from the main entrance at KS2. This ensures the safety of the pupils leaving school.

When meeting children from school, parents and relatives are requested to park in the Cross Ash Hall car park next door to the school. If you do park within the school grounds **you must wait for all buses to leave before attempting to leave yourself. This is imperative to safeguard the children at the end of the school day.** It is important that pupils are collected from the school entrance to ensure their safety. **Please do not park in the bus bay at the beginning or end of the school day.**

Our Environment

Our Eco council work hard to ensure we continue to develop and become more environmentally friendly as we can.

We have been awarded our second Platinum Eco-Schools Flag

We have fantastic grounds and we work hard to make best use of them. We have a pond, gardening zones, a wild area, orchard and two forest school areas. We also have two outdoor classrooms.

Pupils are taught to use the grounds and areas safely and areas safely and know their responsibilities and promises in terms of perimeters and safe use of areas.

All staff have received training regarding safe use of the forest school areas.

SCHOOL SECURITY

The security of pupils and staff is paramount. We have a door security system. Please ring the bell. An intercom system is connected to the Office and Head teacher's room. If the visitor is known to the staff they are allowed entry. Please be patient a member of staff must be around to permit access. If the visitor is unknown a member of staff will meet the visitor at the door.

For safety reasons visitors are requested to report to the office on entry into school and to sign the visitors' book and wear a visitor's badge.

No one must go past the office area without a badge or having signed in.

Lower Infant outdoor area – the entrance gates to this area will be locked whenever the area is unsupervised by school staff during the school day. At the end of the day once the buses have left, parents with younger siblings are welcome to supervise them in this area. The gate at the top of the ramp will remain locked during this time.

Child Protection Procedures

Our school follows the guidance contained in the All Wales Child Protection Procedures.

Our Policy complies with WAG's Children Safeguarding Policy 2013 and this policy reflects the model circular 158 – 2015 "Keeping Learners Safe" and Circular 5 2008 "All Wales Child Protection Procedures". There are three main elements to this policy:

1. Prevention through the teaching and pastoral support offered to pupils.
2. Procedures for identifying and reporting cases, or suspected cases, of abuse.
3. Support to pupils who may have been abused.

We operate safe recruitment procedures and ensure that all appropriate checks are carried out on new staff and volunteers who will work with children, including DBS formerly CRB and reference checks in line with current guidance. Temporary staff and volunteers providing cover during short-term absences and who will be working with children are given clear guidance of the school's arrangements for child

protection and their responsibilities during induction.

Cross Ash Primary School will ensure a senior member of staff and headteacher are appropriately trained and charged with the responsibility for co-ordinating child protection matters within the school, and that all staff, both teaching and non-teaching, are aware of who that person is. The designated safeguarding person is Mrs Kathryn Presdee-Salathiel (Head teacher) and the deputy safeguarding person is Mrs Julia Willis (Deputy Head teacher). We also have a nominated governor, Dr Sarah Neville whose role is to ensure:

- there is appropriate challenge for safeguarding;
- our school has a safeguarding policy in place;
- that the policy is reviewed in order to ensure its effectiveness;
- that designated, and other staff, have the opportunity to attend appropriate training; and
- that our school prospectus contains a section on the safeguarding policy to make parents aware of our safeguarding responsibilities.

The action we take to safeguard children in our school will be in line with the All Wales Child Protection Procedures.

The designated Looked After Children Coordinator is Mrs Kathryn Presdee-Salathiel.

All adults in our school need to have an awareness of the indicators of abuse and know how to respond to a pupil who discloses abuse.

It is not the role of the adults in our school to investigate and attempt to seek out evidence on matters relating to safeguarding concerns and they must not attempt to do so. The adults in our school have a role in assisting social services and/or the police by providing information for safeguarding/child protection enquiries. They recognise that sharing information for the purposes of safeguarding is essential and that safeguarding the individual overrides the need to keep information confidential. Adults in our school should inform the designated teacher of:

- any concerns that a child or young person is suffering or is likely to be suffering some form of abuse;

- any allegations of abuse against staff;
- any disclosures of abuse.

Our school has mechanisms for monitoring and reviewing the policy and its effectiveness and it will be the responsibility of the nominated child protection governor to ensure that the policy is reviewed annually by ensuring it becomes a standing item on the governing body's agenda.

Positive Handling/Physical Intervention

Cross Ash Primary School is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal with all incidents involving aggressive behaviour and only use physical intervention as a last resort in line with Welsh Assembly and LEA advice. If used at all it will be in the context of a respectful, supportive relationship with the pupil. We will aim to ensure minimal risk of injury to pupils and staff.

Behaviour Management

The class teacher or the 'on duty' member of staff deals within matters of discipline initially. When a situation demands it, the Head teacher takes responsibility for disciplinary measures. At all times pupils are encouraged to consider, and be responsible for their own actions. Our aim is to make the pupil more aware of the necessity for self-disciplines, self-awareness and self-control.

The school has a Positive Behaviour Policy, which is reviewed annually. As parents/carers, and in line with our Parents in Partnership principle, you will be asked to contribute to this policy and comment on its content.

We are a Rights Respecting School. This underpins our ethos and is embedded throughout the life of the school. As such our positive behaviour management policy is built around class and school charters. Pupils create their charters by choosing their rights which they feel are applicable to school. They agree promises they need to make/responsibilities they have in order to earn their Rights. The charters are our school code of conduct. The charters link to the schools behaviour management scheme Good to be Green (see appendix)

Pupils are reminded which promises they are breaking when being issued with warnings, and if necessary, consequences of yellow and red cards

Rights

If your child has a problem at school

From time to time, in the children's lives, events may take place that are upsetting for them. If you are able to share information about your child's personal life with us it can be extremely useful in helping us to offer understanding and support. This will always be dealt with in the strictest confidence.

If you think your child is experiencing any kind of difficulty at school, or if you have any concerns about aspects of school life, then you should talk to your child's teacher or the Headteacher first.

Bullying

Any incidents of bullying or perceived bullying should be reported to the Headteacher who will carry out an investigation.

The school has the following Anti-Bullying Charter: -

Anti-Bullying Charter

We must understand what bullying is:-

Bullying is the repeated act of harm in the form of words, actions (such as hitting) and exclusion (being left out constantly)

- **We will not tolerate Bullying**
- **Bullying will be dealt with seriously**
- **When we report bullying, staff will give us a fair hearing.**
- **We have the right to travel to and from school without being bullied**
- **We will not put others down.**
- **We will not judge others by appearance alone.**
- **We will accept others regardless of race, religion, culture or disability.**
- **We are a telling school – bullying is too important not to report.**

Home- School Agreement

The School operates a Home School Agreement. All parents are given a copy on entering the school. See Appendix.

Volunteers

MCC Policy

Volunteers who undertake regulated activity (e.g. weekly clubs) and where they have responsibility to supervise children without a member of staff present (e.g. a group of children on a school trip) must have an up to date DBS, 2 references and Level 1 safeguarding (which like staff has to be updated regularly) and register with Kinetic Volunteering in Monmouthshire. They will then log their hours and give feedback on the system.

During on site induction the volunteer needs to be asked if they have any medical conditions which would affect their role.

Volunteers who come to help out infrequently and are supervised by staff only require a risk assessment. In these circumstances the Head Teacher/Senior Leadership Team need to assess the individual and use their professional judgement and experience when deciding if the enhanced checks (listed above) are required. The staff member in charge will write the risk assessment.

The Local Authority policy is being followed.

Essential Information 2022-23

School Name: Cross Ash Primary School

Address: Cross Ash
Near Abergavenny
Monmouthshire
NP7 8PL

Classification: Community Primary

Language of School: English Medium

Telephone: 01873 821427

Email: crossashprimary@monmouthshire.gov.uk

Web site: www.crossashprimary.com

Headteacher: Mrs Kathryn Presdee-Salathiel 01873 821427

Chair of Governors: Mrs Diana Binding

P.T.F.A. Mrs Clare Adams

Challenge Adviser: Mr Dean Taylor

Director of Education
& Lifelong Learning: Mr Will McClean 01633 644644

Office Manager: Mrs Sheryl Westoby 01873 821427

L.E.A Monmouthshire County Council
County Hall
The Rhadyr
USK
NP15 1GA
Tel: 01633644644
Email: contact@monmouthshire.gov.uk

Teachers

Head teacher	Mrs K Presdee-Salathiel
Deputy Head teacher	Mrs J Willis
Reception	Mrs S Stirling
Year 1	Miss A Phillips
Year 2	Mrs K Goddard
Year 3	Mr A Williamson
Year 4	Miss A Morris
Year 5	Mrs J Willis (DH as above)
Year 6	Miss C John

Teaching Assistants

Miss L Probert
Mrs B Bennett
Mrs D Lester
Mrs B Powell
Ms S Latto
Mrs N Davies
Mrs D Lewis
Miss C Doble
Mrs L Wadsworth

HLTA Mrs G Williams

Office Administrator Mrs S Westoby

Support Mrs T Mapp

Lunchtime Supervisors & Breakfast Club Supervisors

Mrs S Lovejoy, Mrs A Couldwell, Miss J Reece

Caretaker & Cleaner (Atlas Cleaners)

Mr A Roberts-Jones & Miss J. from Compelling Cleans Ltd

Kitchen

Mrs B Bayliss, Mrs L Llewellyn – Holley, Louise Mayes and Rhian Jones.

Gwent Music Support

Piano - Monday – Siobhan Morgan

Vocal – Monday - Sophie Murphin / Chris Davis

Brass – Monday - Martin Davies

Woodwind - Tuesday – Aimee Edmunds

Percussion – Tuesday – Hope Holliwell

Violin and Cello – Friday - Selena Hamilton

Education Welfare Officer – Mrs Michelle Kear

School nurse – Clare Matthews & Nicky Harrhy

Local Secondary Schools:-

Monmouth Comprehensive – 01600 775177

King Henry VIII Comprehensive - 01873 735373

Attendance 2020 - 2021

Not reportable due to Covid-19 pandemic

Exclusions

No permanent or temporary exclusions took place in the Academic Year 2020 - 21

Racist Comments

No racist comments were recorded during the Academic year 2020 - 21

School Terms and Holidays 2022/2023

Term	Start	Half term start	Half term end	Term End
Autumn	02/09/2022	31/10/22	04/11/2022	23/12/2022
Spring	09/01/2023	20/02/2023	24/02/2023	31/03/2023
Summer	17/04/2023	29/05/2023	02/06/2023	21/07/2023

Training Days

Friday 2nd September 2022 – Training Day

Monday 26th September 2022 – Cluster Training Day

Friday December 23rd- Training Day

Monday 9th January 2023 – Cluster Training Day

There are more training days to be set.

GOVERNORS

Chairperson Mrs. D Binding TO
17.01.23

Vice Chairperson: Mr Pete Miln 07.04.26

L.A. Representatives

Mr. P. Miln 07.04.26
Dr. S. Neville 11.02.24

Community Governors

Mr. M. Davies 16.11.23
Mrs A. Dentonadopted by Community Council 06.04.26
Mrs D. Binding..... 17.01.23

Parent Governors:

Ms J. Rogers..... 02.11.25
Mr R. Hoggins 08.10.23
Mrs G. Morgan 20.09.25
Mrs. J. McHugh..... 29.03.26

Teacher Representative Mrs. J. Willis 31/08/23
Support Staff Representative: Mrs. G Williams 31/08/23

Head Teacher..... Mrs. Kathryn Presdee-Salathiel

GOVERNORS WITH SPECIFIC RESPONSIBILITIES

- Additional Learning Needs Governor: G.Williams, G.Morgan
- Governor responsible for Safeguarding Children: Dr. S. Neville
- Reserve Governor for Safeguarding Children: Mr. P.Miln
- Monmouthshire Association of School Governors: Subscription agreed.
- MASG Representative: Mrs A Denton
- Link Governor for Governor Training: G. Morgan
- Governor responsible for Looked-After Children: J.McHugh , D.Binding
- Closing the Gap Governor: TBC

Summary of Data July 2019

Please note that there is no data available for 2020 due to the impact on education due to Covid-19

Foundation Phase subjects and combined indicator

Pupils achieve the Foundation Phase indicator by attaining outcome 5 or above in Language, literacy and communication, Mathematical development and Personal and social development (Teacher Assessment)

Percentage of pupils achieving outcome 5+

	School Data						Comparative Data					
	2019			2018			2019 Monmouthshire			2019 Wales		
	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls
Language, Literacy and Communication	90	88	92	97	100	95	91	89	93	82	78	87
Mathematical Development	90	88	92	97	100	95	91	92	91	85	82	87
Personal and Social Development	97	94	100	97	100	95	97	96	98	92	89	95
Foundation Phase Indicator	90	88	92	97	100	95	88	88	89	80	76	84

Percentage of pupils achieving outcome 6+

	School Data						Comparative Data					
	2019			2018			2019 Monmouthshire			2019 Wales		
	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls
Language, Literacy and Communication	50	41	62	45	50	43	45	41	50	32	28	38
Mathematical Development	50	53	46	34	50	29	44	46	41	32	33	32
Personal and Social Development	77	82	69	69	88	62	69	62	76	57	48	67
Foundation Phase Indicator*	43	41	46	34	50	29	35	34	36			

* Achieving Outcome 6 in all of LLC, MD and PSD

* LLC in English for LA and Wales.

Key - Increase equivalent to at least 1 additional pupil achieving compared with previous year.

Decrease equivalent to at least 1 pupil fewer achieving compared with previous year.

Key Stage 2 Teacher Assessments Summary

Core subjects and CSI

Pupils achieve the CSI by attaining a level 4 or above in each of English/Welsh First Language, Mathematics and Science (Teacher Assessment)

Percentage of pupils achieving level 4+

	School Data						Comparative Data					
	2019			2018			2019 Monmouthshire			2019 Wales		
	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls
Welsh 2nd Lang.	81	81	82	100	100	100	90	87	93	81	86	76
English	93	88	100	100	100	100	95	94	97	90	86	93
Mathematics	89	81	100	100	100	100	95	94	95	91	89	93
Science	93	88	100	100	100	100	96	95	97	91	89	93
CSI	89	81	100	100	100	100	93	92	95	88	85	91
Reading, Writing and Mathematics	89	81	100	100	100	100	90	87	93	84	79	89

Percentage of pupils achieving level 5+

	School Data						Comparative Data					
	2019			2018			2019 Monmouthshire			2019 Wales		
	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls
Welsh 2nd Lang.	37	31	45	46	46	45	44	33	55	28	22	35
English	56	63	45	67	77	55	60	52	68	44	37	52
Mathematics	63	69	55	67	77	55	58	56	59	46	45	46
Science	59	69	45	67	77	55	58	54	61	44	41	47
English, Mathematics and Science*	56	63	45	67	77	55	49	44	53			
Reading, Writing and Mathematics	44	44	45	63	69	55	45	37	53			

* Achieving level 5 or higher in each of English/Welsh First Language, mathematics and science

Key - Increase equivalent to at least 1 additional pupil achieving compared with previous year.

Decrease equivalent to at least 1 pupil fewer achieving compared with previous year.

HOME SCHOOL AGREEMENT CROSS ASH PRIMARY SCHOOL

To:(Parent Name).....

Name of Pupil

Date.....

Class.....

The staff and Governors of Cross Ash Primary School believe that a strong partnership between school and parents is essential to the best interests of your child and we, therefore, ask you to support this agreement.

The Responsibilities of the School.

We will:-

- provide a safe, caring and stimulating environment for your child.
- provide a challenging teaching and learning programme, which delivers the National Curriculum in ways which will enable your child to achieve his/her full potential.
- keep you informed of your child's progress through regular reports, meetings and letters.
- let you know if we feel your child has particular learning or behavioural problems.
- encourage your child to respect him/herself, others and the surroundings through all of our contact with him/her.
- be welcoming at all time, and offer your opportunities to become involved in the daily life of the school.
- try to make sure you are confident about raising any concerns you may have about your child's progress or happiness in school, and that you know how to make a complaint if necessary.

The Responsibilities of Parents and Guardians

We will:-

- ensure that our child attends school regularly, arrives on time and is properly equipped.
- inform the school without delay of any health problems or other circumstances which may affect our child's attendance, work, behaviour or happiness at school.
- support the school's behaviour policy and be willing to discuss any concerns about our child's behaviour which may arise.
- ensure that our child is able to complete homework to the best of his/her ability.
- attend parents' evenings and other meetings we are invited to in relation to our child's progress.

Signature:

Headteacher:

Parent/Guardian

Chair of Governors

POLICY FOR CHARGING FOR SCHOOL ACTIVITIES

The Governing Body recognises the valuable contribution that a wide range of additional activities and experiences can make towards pupils' personal and social education. The Governors aim to promote and provide such activities, both as part of a broad and balanced curriculum for the pupils in school, and as additional optional activities.

Activities for which a voluntary contribution may be requested:

visits to theatres, museums and other places of educational interest;
participation in swimming courses

Charges cover admission prices and transport costs.

Visits to the school by theatre groups, musicians and professional writers are generally funded the school fund or the PTFA, but the Governors retain the right to seek voluntary contributions for such visitors.

Activities for which charging is allowed under LA policies:

Residential visits to the Gwent Outdoor Education Centres, the YHA and Urdd Centres

Children in receipt of free meals pay reduced residential costs at LA centres and are charged a nominal sum to cover transport costs.

Activities for which voluntary contributions are sought, generally will be cancelled if the cost to the school is not adequately covered, although many class visits are subsidised from school funds.

The school is pro-active in ensuring equality for all pupils and every attempt is made to ensure that no pupil is disadvantaged through inability to contribute towards costs.

Under current LA policy, music charges are split between those taking lessons in order to cover the cost of the tutor. Please be advised that costs vary and we do our very best to keep costs as low as possible.

A termly grant can be applied for. It prioritises pupils in receipt of free school meals. Please see the office for more information.

