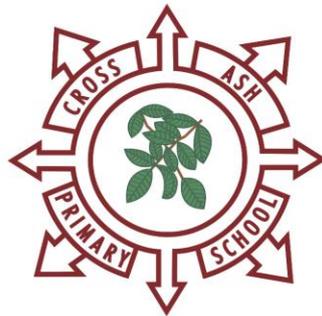


Cross Ash Primary School

Caring, committed, challenging

School Prospectus



2020 – 2021



Cross Ash Primary School

Cross Ash,
Near Abergavenny,
Monmouthshire
NP7 8PL

Tel: 01873 821427

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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.

Please note that school life is very different at the moment due to the current Covid-19 pandemic. We are operating under Welsh Government and Local Authority health and safety guidelines. The data relating to attendance and end of phase achievements included in the prospectus is for July 2019. There was no data for July 2020. However, school still operates with the same ethos with a focus on wellbeing and closing gaps in learning at this time.

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.

The Curriculum

Education in Wales is changing rapidly at the moment. We are currently developing our approaches to delivering these changes. It is a very exciting time for education in Wales!

The changes are built on the following principles, which embrace the needs of our pupils for living in the 21st Century.

There are four purposes which underpin everything. These are detailed below.

All children and young people will be:

- 1. Ambitious, capable learners** who are ready to learn throughout their lives.
- 2. Enterprising, creative contributors** who are ready to play a full part in life and work.
- 3. Ethical, informed citizens** who are ready to be citizens of Wales and the world.
- 4. Healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.

There are also six Areas of Learning and Experience. These are:

1. Expressive Arts
2. Health and Well-being
3. Humanities
4. Languages, Literacy and Communication
5. Mathematics and Numeracy
6. Science and Technology

Topics are being developed using these new principles alongside our current curriculum requirements

When children join us in Reception they follow the Foundation Phase Curriculum, which covers the seven areas of learning, these are:

- ❑ Personal and Social development, well-being and Cultural diversity
- ❑ Language, Literacy and Communication
- ❑ Mathematical Development
- ❑ Knowledge and Understanding of the World.
- ❑ Physical Development
- ❑ Creative Development
- ❑ Welsh Language Development

This provides the foundation upon which all other learning is based. Years 3, 4, 5, and 6 follow the Key Stage 2 Programme of Study of the National Curriculum.



The Key subjects are:

Maths, English, Science (core)
Information Communication
Technology (ICT)
Art
History
Geography
Design/Technology
PE
Music
Welsh
R.E.

Our Curriculum aims at to ensure all pupils receive a broad and balanced curriculum. Great emphasis is placed on planning the Curriculum so that there is continuity and progression, challenge and pace.

The Foundation Curriculum

Personal and Social Development, Well-being and Cultural Diversity

This area is concerned with emotional well-being, knowing who you are and where you fit in. It is about children's view of themselves; their self-esteem and their relationships with others. Children are naturally interested in other people and we offer opportunities to help to develop independence, confidence and resourcefulness as well as their understanding of:

- relationships, feelings and needs;
- acceptable social behaviour;
- right and wrong;
- the world around them - the people in their community and those in the wider world;
- the diversity of cultures (different customs and festivals).

Language, Literacy and Communication

It is through language that children learn and make sense of the world around them. Language, written and spoken, enables children to explain themselves, interact with others and to organise their thoughts.

We offer children many opportunities to speak and to listen; to express their ideas in words and in pictures; to share a rich variety of stories and poetry and a love for books and language.

We develop knowledge and understanding of print and that it conveys meaning; that it is possible to record language; that letters stand for something; that print flows in a particular direction and that the alphabet has upper and lower case letters.

Mathematical Development

Use of mathematical language to help develop concepts during a range of activities forms the foundations on which mathematical understanding is based.

Knowledge and understanding of number; shape and space; pattern; symmetry and positional relationships; measure (time, weight, length, capacity) are all explored. The first hand experiences we offer the children help them to sort, count, sequence, measure and compare.

Knowledge and Understanding of the World

Children learn about themselves and the world around them and begin to make sense of their world. We provide opportunities for children to find out about past and present events in their own lives; to explore their environment and to learn about other living things.

Children develop knowledge and understanding of materials and their properties; of why things happen and how things work. They design and make models using tools and equipment and use information technology to support their work.

We provide the opportunities that will help children to develop enquiring minds and the skills of observation, prediction, problem solving and experimentation.

Physical Development

Through daily routines we encourage children to develop the skills of physical control, co-ordination, movement and manipulation. We help children gain confidence in what they can do and to feel the positive benefits of being healthy and active indoors and out.

We provide opportunities that allow the children to develop knowledge and understanding of how their bodies work; of health and hygiene; the need for safety; how to move with confidence and increasing control and to improve their fine motor skills.

Creative Development

Children learn through their senses. They need time and opportunity to explore and experiment with ideas and materials; to develop their own ideas and to be imaginative; to observe carefully and to develop the ability to use a variety of tools and techniques.

We help children to develop a knowledge and understanding of texture, colour and shape; of drawing and painting; musical forms and rhythm; and of imaginative play, drama and dance.

Welsh Language Development

Welsh Language skills are developed through communicating in a range of enjoyable, practical planned activities and using a range of stimuli that build on children's previous knowledge and experiences.

NATIONAL CURRICULUM

English

We aim to teach our children to use language as effectively as they can in a wide variety of situations, as laid down in the National Curriculum and the National Literacy Strategy. They will be introduced to many types of literacy including fiction, non-fiction and poetry and will be encouraged to read widely. Our aim is that all our pupils will be able to:

- ❑ Read and write with confidence, fluency and understanding:
- ❑ Be able to use and apply a range of reading skills to monitor their reading and correct their own mistakes:
- ❑ Understand and use their knowledge of phonics and spelling to read and spell accurately:
- ❑ Have fluent and legible handwriting:
- ❑ Have an interest in words and their meanings and develop a growing vocabulary:
- ❑ Know, understand and be able to write in a range of genres in fiction, poetry and understand and be familiar with some of the ways in which narratives are structured through ideas such as setting, character and plot:
- ❑ Understand, use and write a range of non-fiction texts:
- ❑ Plan, draft and revise their own writing:
- ❑ Have access to suitable technical vocabulary through which to

understand and discuss their reading and writing:

- ❑ Be interested in books, read with enjoyment and evaluate and justify their preferences:
- ❑ Through reading and writing, develop their powers of inventiveness and critical awareness:

The school has a whole school library for study in school, book corners in each class and a wide variety of texts for home reading.

The library has an extensive range of books. They cover a wide range of subjects and are extensively used by the children. As children progress through the school they are encouraged to take increasing responsibility for the maintenance of the library. Visits are also made to our local library to encourage membership.

Maths

We aim to help children develop their knowledge and understanding of Maths in an enjoyable way, but one which will also fit them for adult life as well as help them achieve the appropriate levels in the Attainment Targets of the National Curriculum and the National Numeracy Strategy. Our children are given the opportunity to work both in groups and individually using a variety of resources including the Abacus Mathematics Scheme. Children are encouraged to co-operate within a group and to discuss the task in hand by thinking and planning, trying, observing and checking. We aim for all our pupils to:

- ❑ Have a sense of the size of a number and where it fits into the number system;
- ❑ Know by heart number facts such as number bonds, multiplication tables, doubles and halves;
- ❑ Use what they know by heart to figure out answers mentally
- ❑ Calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of calculation strategies:
- ❑ Recognise when it is appropriate to use a calculator and be able to do so effectively:
- ❑ Make sense of number problems, including non-routine problems and

recognise the operations needed to solve them:

- ❑ Explain their methods and reasoning using correct mathematical terms:
- ❑ Judge whether their answers are reasonable and have strategies for checking them where necessary;
- ❑ Suggest suitable units for measuring and make sensible estimates of measurement;
- ❑ Explain and make predictions from the numbers in graphs, diagrams, charts and tables.

LNF

The National Numeracy and Literacy Framework (LNF) is designed to help teachers imbed literacy and numeracy for learners across the primary age range. Within Literacy we expect learners to be accomplished in oracy, reading and writing across the curriculum. Within numeracy we expect learners to be accomplished in developing numerical reasoning, using number, measuring and data skills. Our teachers use the LNF to:

1. Develop curriculum content to ensure that all learners have opportunities to develop and refine skills set out within the LNF.
2. Integrate numeracy and literacy into the teaching whatever the subject matter.
3. Informed discussions with parents, carers, learners about the performance.
4. To help learners with their own self-assessment, activities and planning for learning.
5. Monitor assess and report on individual learning performance
6. Identify learners who may benefit from intervention who are working beyond age related expectations.

Science

Through our Science curriculum we aim to give children the experience of a wide range of practical work as well as developing scientific skills and attitudes. Science helps children to understand more about the world around them and encourages them to question aspects that they don't understand. Children are given an awareness of the role and importance of science in everyday life together with a consideration of the part that science has played in the development of everyday items. Our children are also given the opportunity to

consider ways in which living things and the environment need protection.

ICT

We are continually developing the ICT facilities we have at Cross Ash Primary. All classes have access to computers, chromebooks and I pads within their classrooms. Children have access to the Internet, which is carefully monitored to ensure that children are protected from inappropriate material. We have a school web site, which is updated regularly.

We teach ICT as a discreet subject as well as encouraging our children to use and develop their ICT skills across all other subjects. Our aim is to provide children with the skills to live in the 21st Century and we are constantly updating our facilities to ensure our children have access to the best.

DCF- Digital Competence Framework

The Digital competence framework is the first new element of the new curriculum for Wales and became statutory in 2017. Digital competence is a set of skills knowledge and attitudes that enable for confident, creative and technologies and systems. It is essential for learners if they are to be informed, capable and have the potential to be successful in today's society.

It is a cross curricular responsibility alongside literacy and numeracy; it focuses on digital skills which can be applied to a wide range of subjects and scenarios that are transferrable to the world of work.

Art

Through Art our children are encouraged to develop their creativity and imagination. Children are encouraged to build on skills to develop their control of materials, tools and techniques. We develop our children's critical awareness of the roles and purposes of Art, craft and design in different times and cultures. Our aim is for children to become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

History

Through History our pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the World. They look at History in a variety of ways, for example from political, economic, technological and scientific, social, religious and cultural perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Good use is made of the local environment, which is rich in resources. Visits are made to Llancaiach Fawr, Caerleon Roman Museum, Imperial War Museum and Local Museum.

Geography

Pupils investigate a variety of people, places and environments at different scales in the United Kingdom and abroad, including the local area, then find out about different environments and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. Children are encouraged to ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

Design and Technology

Design and Technology draws from and contributes to all other areas of the curriculum and is essentially practical. Cross Ash encourage children to:

- ❑ Develop their designing and making skills;
- ❑ Develop knowledge and understanding;
- ❑ Develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding.
- ❑ Nurture creativity and innovation through designing and making;
- ❑ Explore values about and attitudes to the made world and how we live and work within it;
- ❑ Develop an understanding of technology processes, products and their manufacture and their contribution to our society;

- ❑ To exercise their initiative, proposing, planning and developing ideas;
- ❑ To enjoy exercising and developing the manipulative skills that realising these ideas entails;
- ❑ To develop a critical awareness of both their own and others responses to their designs as well as responding to designs around them in the man-made world.

Music

Children participate in a range of musical activities, which include singing, composing and performing using tuned and percussion instruments. They listen to and discuss a variety of styles of music. Those children who wish to do so have an opportunity to learn to play the recorder. In Key Stage 2 children have the opportunity to learn a brass, string or woodwind instrument through the Gwent Music Support Service. There are opportunities for children to join Music clubs and choirs run by the staff throughout the year. We also have a very successful school orchestra.

Physical Education

Children are expected to participate in all PE activities. Throughout their time at Abertillery Primary children will have experience of dance, gymnastics, athletics and outdoor games. Together, these promote the children's physical development, an awareness and understanding of the body, the development of skills and imagination and an appreciation of creative performances. Most importantly, it is hoped that the children will gain enjoyment from physical education and pursue sporting activities in their private lives, thus promoting a healthy lifestyle. Pupils also have the opportunity to take part in Outdoor Pursuits in Year 3-6..

Religious Education

Religious Education must be provided in school under the terms of the 1944 Education Act and the 1988 Education Reform Act. The Gwent Agreed Syllabus lays down broad guidelines within which the school is able to plan its own scheme of work. Each school day features an assembly for religious worship, within broadly based Christian practice. A daily assembly is an important part of our school day. Assemblies link together religious teachings with social and emotional development and the promotion of the UNCRC.

Visitors including local clergy and church groups are invited to take our Thursday assembly. A special rewards assembly takes place on a Friday, this assembly is a celebration of achievement where certificates are given out. Within Religious Education lessons teaching takes account of the church calendar, well known stories from the Bible and the study of a variety of different faiths and cultures including Judaism and Islam.

During the school year the school joins together at local churches to celebrate annual Christian festivals such as Harvest and Christingle. We take every opportunity to extend the pupils knowledge and understanding of Christianity and world religions through undertaking projects with local clergy, visiting places of worship and welcoming visitors from different religions.

Parents may ask that their children are withdrawn from religious assemblies and religious education lessons and such requests should be made in writing.

Welsh

Welsh is taught across all key stages. Pupils take part in a range of activities which encourage their speaking, listening, reading and writing.

Personal Health and Social Education

We believe that here are many areas of knowledge and understanding that lie outside the National Curriculum. In particular, the personal and social development of the children is an area that has become an increasingly important part of children's education. In order to allow individuals, friendship groups, and classes to react to, and cope with, the pressures of the world around them, we allow time for talk, discussion and reflection so that everyone knows that they are important and that their opinions are valued.

Circle Time allows children to participate as partners in the responsibility for their own behaviour and learning. It aims to encourage the development of self-esteem, interpersonal skills and strengthen relationships; whilst at the same time allows all involved to have fun together. This forms an integral part of our discipline policy and pastoral support for the children.

The SEAL programme is delivered at all key stages and through assemblies.

Assemblies

We feel that it is important for us to come together as a whole school and we therefore meet each morning at 10.15 am. Attendance at the service is compulsory, unless parents specifically request that their children are excluded.

Sex Education

Our school governors are responsible for the nature of sex education within the school. The subject of sexual development is handled sensitively as children progress through the school, particularly in Years 3, 4, 5 and 6 using a programme called "Growing Up". We offer our parents the opportunity to discuss the programme of study before delivered to the children. The school's Sex Education Policy is available for parents to view. Please enquire at the school office.

The Wider Curriculum

Homework

Homework is set across the school. In setting homework we aim to:

- ❑ Promote positive attitudes to work and school.
- ❑ Raise achievement of all pupils
- ❑ Consolidate and reinforce skills and understanding in literacy and numeracy and across the curriculum
- ❑ Encourage and develop independent learning
- ❑ Increase self discipline
- ❑ Develop the home/school partnership
- ❑ Prepare children for secondary transfer in Year 6

A variety of types of homework are used depending on the age and ability of the pupils. These include:

- ❑ Reading
- ❑ Learning spellings, multiplication tables and mental arithmetic tasks
- ❑ Completion of class work
- ❑ A piece of research on a familiar or a new topic
- ❑ Revision for a test
- ❑ A piece of Mathematics, Science or English work
- ❑ Other work agreed with parents

Homework is set as and when deemed necessary by staff. We strongly recommend Parents read with their children daily.

Parents will be informed of the topics being studied in your child's class in the hope this will lead to active involvement in your child's learning.

Health Education

We aim to give pupils a greater understanding of themselves by covering aspects of diet, hygiene and exercise. The School Nurse (Lesley Meadows) works closely with the school and attends to provide workshops for children. Many aspects of Health Education are covered in the Science Curriculum.

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 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 see appendix.

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 and Numeracy tests.

Teachers will still make a statutory assessment of pupils at the end of Key Stage 1 (Y 2) and Key Stage 2 (Y6). These levels are reported in the pupils Annual School Report.

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 web-site.

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 PTA 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 two weeks 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 liaise 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 / hall (bad weather) for 10 minutes before and after school. We are not legally responsible for your children until after then.

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 5 days (10 sessions) 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. 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.

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. (Free milk) This takes place during morning break. A selection of fruit and vegetables are available. This costs £1.50 per week. Please send into school in an envelope each Wednesday with your child's name and class clearly marked. Alternatively you can pay half termly. **Due to the current pandemic we ask pupils to bring in their own healthy snack.**

School Trips

School trips, visits, tuck shop payments etc are payable through Parentpay. We have moved all payments to Parent Pay.

Juniors

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

A tuck shop selling healthy snacks is available every day. The cost is 30p per piece of fruit. Please respect our policy on healthy eating and dental care.

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.

The school establishes an emergency contact list in the autumn, for parents to contact a named individual on their child's bus run for information, thus details can be cascaded down to everyone. Telephone lines can become jammed!

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 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.

Mrs Lesley Meadows and Nicky Harrhy, 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

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 Paul Davies paul.davies2@gwent.pm.police.uk to ensure the safety of our pupils at all times.

Mrs Tufty visits the school every term to teach pupils in the foundation Phase about road safety.

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.

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.

We have two forest schools leaders, Mrs Stirling and Mrs Willis. They share their expertise with other staff who use the areas for forest school based activities.

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 with 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 2020-21

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

Fax: 01873821545

Email: crossashprimary@monmouthshire.gov.uk

Web site: www.crossashprimary.com

Headteacher: Mrs Kathryn Presdee-Salathiel 01873 821427

Chair of Governors: Mrs Kate Kelynack 07971 482063

P.T.F.A. Mrs Clare Adams 01600780539

Challenge Adviser: Mr Dean Taylor 01495 212684

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

Staff September 2020 -2021

Teachers

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

Teaching Assistants

Miss L Probert
Mrs B Bennett
Mrs D Lester
Mrs B Powell
Ms S Latto
Mrs J Thomas
Mrs N Davies
Mrs D Lewis
Mrs M Besnier
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 K Fellows, Mrs A Couldwell, Miss J Reece

Relief staff – Ms J Skardova, Miss Nicola Griffin

Caretaker & Cleaner (Crystal Cleaners)

Mr A Roberts-Jones & Mr J Coey-Archer

Kitchen

Mrs B Bayliss & Mrs L Llewellyn - Holley

Gwent Music Support

Vocal and Piano - Monday – Alison Jones

Brass – Tuesday - Martin Davies

Violin and Cello – Friday - Selena Hamilton

NOTE THAT THE RANGE OF PROVISION IS MUCH REDUCED DUE TO COVID-19 RESTRICTIONS. Usually percussion, guitar and ukulele are also available. Online lessons are available however. Please ask for information.

Education Welfare Officer – Mrs Michelle Kear

School nurse – Mrs Lesley Meadows & Nicky Harrhy

Local Secondary Schools:-

Monmouth Comprehensive – 01600 775177

King Henry VIII Comprehensive - 01873 735373

Attendance 2019 20

Not reportable due to Covid-19 pandemic

Exclusions

No permanent or temporary exclusions took place in the Academic Year 2019 -20

Racist Comments

No racist comments were recorded during the Academic year.

School Terms and Holidays 2020/2021

Date	Start	Half Term Starts	Half Term Ends	Term Ends
Autumn	01/09/2020	26/10/2020	30/10/2020	18/12/2020
Spring	04/01/2021	15/02/2021	19/02/2021	26/03/2021
Summer	12/04/2021	31/05/2021	04/06/2021	20/07/2021

BH –03/05/21

Training Days

There will be 6 Training Days during 2020 -21. School will be closed for pupils on these days. Please refer to termly and weekly newsletters for more details of these.

Training Days decided so far are:

Friday October 23rd

Monday 4th January,

Friday 12th February

Friday 28th May.

School Dinners

Costs of School dinners are as follows: £2.45 per day wef 1.4.18

GOVERNORS

Chairperson..... Mrs. K Kelynack TO
8.05.21

Vice Chairperson:..... Mr Pete Miln 7.4.22

L.A. Representatives

Mr. P. Miln 07.04.22

Dr. S. Neville 11.02.21

Mr. J. Smith 08.11.21

Community Governors

Rev. G. Burrett 25.09.21

Mr. M. Davies 16.11.23

Mrs A. Dentonadopted by Community Council 22.01.22

Mrs D. Binding..... 17.01.23

Parent Governors:

Mrs. K. Kelynack 18.05.21

Mr R. Hoggins 08.10.23

Mrs G. Morgan 20.09.21

Mrs. J. McHugh..... 11.03.22

Teacher Representative Mrs. J. Willis 31/08/20

Support Staff Representative: Mrs. G Williams 31/08/20

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: K.Kelynack
- Governor responsible for Looked-After Children: J.McHugh , D.Binding
- Closing the Gap Governor: J.Smith

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.

After School Clubs

NEW PERMISSION FORMS TO BE COMPLETED IN SEPTEMBER PLEASE FOR EVERY CLUB

Day	Name	Club	Years	Takes Place	
Monday	Miss John	Orchestra	Grade 1+	Music Room	
Tuesday	Miss Westoby	Dance	Years 4, 5 & 6	School Hall	
Tuesday	Miss Trott	Art	Years 3 & 4	Top Jnr Practical	
Wednesday	Mrs Bennett	Drama	Year 6	School Hall	
Wednesday	Mr Steve Collins	Football	Year 3 & 4	School field	
Thursday	Mr Steve Collins	Football	Year 5 & 6	School field	
Thursday	Mrs Stirling	Gym Club	Years 1 & 2	School Hall	
Thursday	Mrs L Collins	Cookery Club	Year 5 Restricted Numbers		
Thursday	Mr Williamson	IT club	Year 5 & 6	Year 1 classroom	
Friday	Miss Phillips	Netball	Yr 4 - 6	Junior Yard	
External Clubs					
Monday	Hayley Feehan External Club £3 charge each week Collected half termly	Dance Blast	Rec - Y6	School Hall	