

# YSGOL GYNRADD PARC PRIMARY SCHOOL



## SCHOOL PROSPECTUS

### ACADEMIC YEAR 2025-2026

Tallis Street  
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Rhondda Cynon Taff

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@parc\_primary

## Contents

Pg 2	Headteacher's Welcome
Pg 3	School Aims
Pg 4	Overview of School, Admissions
Pg 5	Ethos & Values, Governing Body
Pg 6	Staffing Structure
Pg 7	Term Dates, Pupil Voice
Pg 8	Child Protection/Safeguarding, Home-School Agreement, Attendance
Pg 9	Transition, Education for Sustainability, Diversity & Global Citizenship
Pg 10-11	School Organisation
Pg 12	School Rules
Pg 13	Teaching & the Curriculum
Pg 14	Teaching Methods What will my child learn?
Pg 15	Relationships and Sexual Education Religious Education/Collective Worship
Pg 16	Physical Education & Games, Equal Opportunities, Curriculum Cymreig
Pg 17	Welsh Communication, Additional Learning Needs
Pg 18	Monitoring, Security, Health & Safety, Charging/Remission Policy
Pg 19	School Meals, Complaints Procedure, Health & Welfare
Pg 20	Home School Communication, Parent Teacher Association,
Pg 21	Extra-Curricular Activities, Commonly Asked Questions

Dear Parent,

Welcome to Ysgol Gynradd Parc Primary School. The staff and pupils are all looking forward to getting to know you and your child and hope that you will soon feel a valued and important member of our caring school community.

This prospectus gives an insight into the school organisation and the curriculum your child will follow. I hope that you will find it of use and interest and that you will both share and discuss it with your child.

We strongly believe that close links between home and school are an essential part of your child's development and I am sure that your child will enjoy their time in our school.

If you wish to discuss any element in more detail, or if at any time you have concerns you wish to share with us, please do not hesitate to contact school to speak to a member of staff. All members of staff will be pleased to help you.

I trust that we can also count on your help and support and look forward to working closely with both you and your child.

Yours Sincerely,

*Mr D Williams*

David Williams  
Headteacher

# PARC

## A PLAYGROUND OF POSSIBILITIES

WE ARE:

**PROUD** of our community and seek opportunities to make it better.

**AMBITIOUS** with high expectations of ourselves and we work hard to succeed.

**RESPECTFUL** of everyone's unique talents and experiences.

**CURIOUS** about the world around us and we enjoy learning more about it.



## **OVERVIEW**

The school is situated in Tallis Street, Cwmparc and was built in 1987 on the site of the old primary school. The classification of the school is an English Medium Primary. The school has no specific affiliation with a particular religion or religious denomination.

The school educates children aged 3-11 and, at the start of the 2025-2026 academic year, 239 pupils were on roll. There is a highly successful Flying Start setting based in school which caters for children aged between 2-3 years each day. The Fern Partnership, Ferndale is responsible for this organisation and it is regulated and inspected by Care and Social Services Inspectorate Wales.

For pupils of Parc Primary, there are eight separate classrooms and a large hall which is used for a range of activities including assemblies, drama and physical education. The hall is also used as the dining area and for staging concerts and extra-curricular activities.

Every classroom has an electronic interactive panel and a wide range of modern resources.

There is a selection of library books which pupils are free to use and take home.

Outdoor provision includes sun canopies, sandpits, vegetable plots, decking areas, physical play equipment, multi-use games arena and a Forest School designated area. The nursery yard has a safety surface ensuring better well-being and safety for our younger pupils. There is also safety flooring outside our reception class and Little Ferns setting.

## **ADMISSIONS**

Parc Primary School is a popular school and the majority of children who attend the school live within the catchment area. However, a number of pupils also attend from communities further afield.

When you contact us to enrol your child you will be invited to visit to for a tour of the school. The decision of whether to grant a place for your child in the school is made by the Local Authority.

If the Local Authority allocates a place, the school's Family Engagement Officer (Mrs L Gough) will undertake a home visit where she will work with you to complete the necessary paperwork and to provide detailed information about the school.

Generally, children start full time the term after their third birthday. However, this is dependent on several factors including pre-school experiences and the size of the nursery cohort.

Generally, if your child has settled in Little Ferns, or a similar pre-school organisation, they will attend school until 12:00pm in the first instance. For those with no pre-school attendance, arrangements are made dependent upon the individual. However, each child is an individual and arrangements are always made depending on how the child is settling into school, or on any special circumstances.

The admission arrangements to the school are the same for both disabled and able-bodied pupils and comply with the Equality Act 2012. If asked to admit a pupil with specific needs we would, wherever possible, endeavour to make appropriate arrangements.

## **ETHOS & VALUES**

Stakeholders and visitors to the school often comment on the warm, caring and respectful ethos within the school. All stakeholders work hard and take great pride in the ethos that exists within the school.

The strong ethos is underpinned by a number of core values. As part of this, the school undertakes work around each core value. The Core Values chosen by stakeholders are:

Responsibility  
Respect  
Trust  
Honesty  
Friendship  
Quality  
Courage  
Caring  
Peace  
Cooperation  
Patience

## **GOVERNING BODY 2025 - 2026**

Chairperson of Governors:	Mrs J Todd-Jones
LA Governors:	Mrs C Mackey Miss S Evans Mrs N Pearce
Community Governors:	Mrs G Pritchard Mrs J Guy
Parent Governors:	Mrs L Williams Mrs J Cox Mrs L James Mrs L Davies
Headteacher:	Mr D Williams
Teacher Representative:	Mr B Topping-Morris
Non-Teaching Representative:	Miss L Lewis
Governor Support Officer:	Mr G Tranter

The Governing Body is a group of people who are involved in making decisions and planning the future of the school. The Governing Body in Parc Primary consists of people who represent parents and children at the school (Parent Governors), teachers (Teacher Governors), other staff at the school (Staff Governors), and the Local Education Authority (LA Governors).

In addition, there are co-opted governors. These people have been chosen to join the Governing Body as they may bring skills or experience to the school not found within the

other Governor groups. Co-opted Governors do not have to have children at the school and do not have to work there. At present, there is one co-opted Governor vacancy.

As part of Safeguarding, all Governors have disclosure barring checks undertaken on appointment to the Governing Body.

Governors work on a voluntary basis and attend training sessions to prepare them for their role. Governing bodies have many responsibilities and they need to make decisions about how these should be carried out. Because of the work involved, some Governors have responsibility for specific areas, such as literacy, numeracy, additional learning needs and governor training. These Governors are called Link Governors.

It is often necessary to spend more time than we have at the regular Governor meeting to discuss policies, budgets or reports. This work is delegated to various sub-committees.

## **STAFFING STRUCTURE**

At the beginning of the academic year 2025-2026, the staffing structure was as follows.

Headteacher: Mr D Williams

Senior Management Team: Mr B Topping-Morris (Deputy Headteacher, Maths Coordinator, Assessment & Curriculum Leader)  
Mrs B Taylor (Additional Learning Needs Coordinator, Health & Well-Being Leader, Foundation Phase Leader)  
Miss K Hardy (Additional Learning Needs Coordinator, Welsh Coordinator)  
Mrs H Wallerus (Languages, Literacy & Communication Leader)

<b>Member of Staff</b>	<b>Cohort</b>	<b>Curriculum Responsibility</b>
Mrs S Davies	Nursery	n/a
Mrs B Taylor	Reception/Year 1	Health & Well-Being (to include Physical Education & personal and social education)
Mrs L Rees	Year 1	Humanities (to include history, geography & Religious Education)
Mrs M Alexander	Year 2	n/a
Miss H Lewis	Year 3	Expressive Arts (to include art, design technology, music)
Mr N Arthur	Year 4	Science & Technology (to include science & ICT)
Mrs H Wallerus	Year 5	Languages & Literacy (to include English & modern foreign languages)
Miss K Hardy (up to February half-term) Mr B Topping-Morris (after February half-term)	Year 6	Welsh  Mathematics, Assessment, Curriculum

## **Support Staff**

Miss C Hosking	LSA (Foundation Learning)
Miss B Williams	LSA (Foundation Learning)
Miss C Tutton	LSA (Foundation Learning)

Miss H Thomas	LSA (Foundation Learning)
Miss L Lewis	LSA (Foundation Learning)
Miss H Watkins	LSA (Foundation Learning)
Mrs R Lawrence	LSA (Foundation Learning)
Miss L Nash	LSA (Foundation Learning)
Mrs L Evans	LSA (Progression Steps 3 & 4)
Miss S Bundy	LSA (Foundation Learning)
Mrs L Gough	Family Engagement Officer
Mrs J James	Forest Schools Ranger
Mrs L Roberts	School Clerk

HLTA – Higher Level Teaching Assistant

LSA – Learning Support Assistant

### **Lunch time Supervisors**

Miss B Williams

Mrs L Evans

Miss H Watkins

Miss C Tutton

Miss C Hosking

### **TERM DATES 2025 - 2026**

<b>Term</b>	<b>Term begins</b>	<b>Half Term begins</b>	<b>Half Term ends</b>	<b>Term ends</b>
<b>Autumn</b>	1.9.25	27.10.25	31.10.25	19.12.25
<b>Spring</b>	5.1.26	16.2.26	20.2.26	27.3.26
<b>Summer</b>	13.4.26	25.5.26	29.5.26	20.7.26

INSET days will be taken during the year for staff training and development. Dates will be communicated as and when these become confirmed.

### **PUPIL VOICE**

Parc Primary School recognises the importance of pupil voice and its direct involvement in school improvement. There are different pupil voice groups in school; some of these involve an election whereby pupils vote for their choice of class representative. The pupil voice groups are aligned to our school Vision and Aims.

The pupil voice groups are:

**Proud** Posse

**Ambitious** Alliance

**Respectful** Rangers

**Curious** Crew

Pupils from Year 6 are also appointed as whole school Ambassadors.

## **CHILD PROTECTION/SAFEGUARDING**

Under the Education Act 2002 (Section 175) schools must safeguard and promote the welfare of children. Parents/carers should know that the law (Children Act 1989) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse.

The protection and wellbeing of all pupils in the school is a key priority, as outlined in the All Wales Child Protection Procedures (2008). In our school there is safeguarding team as follows:

**Mr D Williams – Designated Child Protection Officer**  
**Mrs L Gough – Deputy Designated Child Protection Officer**  
**Mrs H Wallerus – Deputy Designated Child Protection Officer**

Parc Primary School also has a nominated Child Protection Governor (Mrs J Todd-Jones) who ensures that the school's Child Protection Policy is reviewed annually and that all staff in the school follow correct procedures where there are concerns or suspicions of child abuse.

An information booklet outlining the key points of the Safeguarding policy for the school has been produced and it is strongly recommended that you read this.

## **HOME SCHOOL AGREEMENT**

Good education relies on a partnership between parents/carers, pupils and the school. The Home School Agreement defines some of these relationships and responsibilities; it is an agreement between pupils, parents, Governors and the school. Parents/carers are expected to read this with their child, retain a copy and return a signed agreement to the school. We ask you to undertake the responsibilities for the benefit of your child. This states the commitment to work in partnership. Please note that reference is made to acceptable use of social networking sites such as Facebook in the parents/carers' section.

## **ATTENDANCE**

It is important that children come to school regularly and on time. Attendance at school is crucial in ensuring pupils achieve their potential.

When a child is absent from school, the parent/guardian should notify the school of the reason on the first morning of absence. The school also operates a 'First Response System' and parents will receive a text or phone call if their child is absent and we have not been informed. An absence must be recorded as unauthorised if no explanation is given or if the reason provided is deemed unacceptable.

Punctuality is a vital life skill and it is important that children are encouraged to develop this. Late arrivers often miss the beginning of lessons and find it difficult to catch up. If your child needs to leave early for any reason, please telephone or write explaining the situation. No child will be allowed off the school premises during school hours unless accompanied by an adult.

If attendance or punctuality becomes a concern, the Local Authority Attendance Welfare Service may become involved. An information leaflet outlining the Attendance Policy and strategies are included in the school starter pack and it is strongly recommended that parents read this. However, for more detailed information, the School Attendance Policy can be found on the school website.

Attendance data for the academic year 2024-25 was 91.7%.

## **TRANSITION**

At the end of Year 6, pupils move into secondary education. For many years, pupils leaving Parc Primary have all attended Treorchy Comprehensive School. Treorchy Comprehensive works closely with its feeder primary schools which form the Treorchy cluster.

Parc Primary pupils and parents are invited to attend open evenings at the comprehensive school. As part of the transition process, pupils will visit the comprehensive school.

The address of our local comprehensive school is:

Treorchy Comprehensive School  
Pencelli  
Treorchy  
Rhondda  
CF42 6UL  
01443 773128

## **EDUCATION FOR SUSTAINABILITY, DIVERSITY, & GLOBAL CITIZENSHIP**

Parc Primary is an eco-friendly school. In 2025, the school was re-awarded the Platinum Award from by the Countryside Council for Wales in recognition of its efforts in working towards a sustainable lifestyle. This award from Eco Schools Wales means the school has demonstrated a long-term commitment to environmental education, pupil and community involvement and sustainability. Platinum schools are ranked the best in the country on the Eco-Schools programme and we are proud of this achievement.



## **FOREST SCHOOL**

The school values the significance and importance of providing pupils with real-life, purposeful and powerful outdoor learning opportunities. Parc Primary is a 'Forest School' and has its own full time Forest Ranger. All pupils experience Forest School activities at least once a fortnight and our outdoor provision includes an outdoor log cabin, fire pit area and vegetable plots. Pupils not only utilise the school grounds but take advantage of the countryside within the locality.

## **SCHOOL ORGANISATION**

The school ensures that it fully meets the requirements of the National Assembly (Welsh Office) Circular 43/90. This recommends that the minimum amount of teaching time, weekly, should be 21 hours (Foundation Learning 5-7 year olds) and 23.5 hours in Progression Steps 2-3 (7-11 year-olds). Teaching time does not include the time allocated to registration, daily collective worship and break and lunch periods.

### **PROGRESSION STEPS 1 & 2 CLASSES (Nursery to Year 2)**

Class timetables vary during the week according to whether or not there is a whole department/school assembly. Therefore, outlined are two timetables. The first is a typical day with an assembly and the second outlines a day without assembly.

#### **Timetable 1**

<b>8:50 – 9:00</b>	Registration
<b>9:00 – 10:30</b>	Session 1
<b>10:30 – 10:45</b>	Assembly
<b>10:45 – 11:00</b>	Break
<b>11:00 – 12:00</b>	Session 2
<b>Lunch</b>	
<b>12:45 – 12:50</b>	Registration
<b>12:50 – 13:55</b>	Session 3
<b>13:55 – 14:10</b>	Break
<b>14:10 – 15:00</b>	Session 4

Daily Teaching Time – 4 hours 25 minutes (excluding registration, collective worship, breaks/ lunch)

#### **Timetable 2**

<b>8:50 – 9:00</b>	Registration
<b>9:00 – 9:15</b>	Collective Worship (class based)
<b>9:10 – 10:45</b>	Session 1
<b>10:45 – 11:00</b>	Break
<b>11:00 – 12:00</b>	Session 2
<b>Lunch</b>	
<b>12:45 – 12:50</b>	Registration
<b>12:50 – 13:55</b>	Session 3
<b>13:55 – 14:10</b>	Break
<b>14:10 – 15:00</b>	Session 4

Daily Teaching Time – 4 hours 25 minutes (excluding registration, collective worship, breaks/ lunch)

**Weekly Teaching Time – 22 hours 05 minutes (excluding registration, collective worship, breaks/lunch)**

## YEAR 3 & 6

Class timetables vary according to whether or not there is a whole department/school assembly. Therefore, there are two timetables below. The first is a typical day with assembly and the second outlines a day without assembly.

### Timetable 1

<b>8:50 – 9:00</b>	Registration
<b>9:00 – 9:15</b>	Assembly
<b>9:10 – 10:20</b>	Session 1
<b>10:20 – 10:40</b>	Break
<b>10:40 – 12:20</b>	Session 2
<b>Lunch</b>	
<b>13:00 – 13:05</b>	Registration
<b>13:05 – 15:10</b>	Sessions 3 & 4

Daily Teaching Time – 4 hours 55 minutes (excluding registration, collective worship, breaks/lunch)

### Timetable 2

<b>8:50 – 9:00</b>	Registration
<b>9:00 – 9:15</b>	Collective Worship (class based)
<b>9:15 – 10:20</b>	Session 1
<b>10:20 – 10:40</b>	Break
<b>10:40 – 12:20</b>	Session 2
<b>Lunch</b>	
<b>13:00 – 13:05</b>	Registration
<b>13:05 – 15:10</b>	Sessions 3 & 4

Daily Teaching Time – 4 hours 55 minutes (excluding registration, collective worship, breaks/lunch)

**Weekly Teaching Time – 24 hours 35 minutes (excluding registration, collective worship, breaks/lunch)**

## YEAR 4 & 5

Class timetables vary according to whether or not there is a whole department/school assembly. Therefore, there are two timetables below. The first is a typical day with assembly and the second outlines a day without assembly.

### Timetable 1

<b>8:50 – 9:00</b>	Registration
<b>9:00 – 9:15</b>	Assembly
<b>9:15 – 10:40</b>	Session 1
<b>10:40 – 11:00</b>	Break
<b>11:00 – 12:40</b>	Session 2
<b>Lunch</b>	
<b>13:20 – 13:25</b>	Registration
<b>13:25 – 15:10</b>	Sessions 3 & 4

Daily Teaching Time – 4 hours 55 minutes (excluding registration, collective worship, breaks/lunch)

## **Timetable 2**

<b>8:50 – 9:00</b>	Registration
<b>9:00 – 9:15</b>	Collective Worship (class based)
<b>9:15 – 10:40</b>	Session 1
<b>10:40 – 11:00</b>	Break
<b>11:00 – 12:40</b>	Session 2
<b>Lunch</b>	
<b>13:20 – 13:25</b>	Registration
<b>13:25 - 15:10</b>	Sessions 3 & 4

Daily Teaching Time – 4 hours 55 minutes (excluding registration, collective worship, breaks/lunch)

### **Weekly Teaching Time – 24 hours 35 minutes (excluding registration, collective worship, breaks/lunch)**

School entrance doors are open to receive pupils from 8:45 a.m. Pupils in Foundation Learning are not to be left unattended by parents/carers before this time.

School ends at 3:00pm for the Foundation Learning and parents/carers are required to collect their children at this time. Please collect your child on time, to avoid the distress that children suffer when not collected at the same time as their friends. If you know that you are going to be late, please inform us as soon as possible, so that we can inform your child and make arrangements for his/her care. If you cannot collect your child yourself, please ensure that the teacher knows who is collecting the child, as we do not hand children over to strangers. It is the school policy that we do not allow children under 16 years of age to collect pupils.

Pupils in the Years 3-6 can go home at 3:10pm and by themselves providing permission has been given.

## **SCHOOL RULES**

The school has a Behaviour and Discipline Policy which has been approved by the Governing Body (accessible on website). Parents/carers are requested to support the school rules. During the school day, members of staff reward good work or behaviour and deal with any problems that might occur.

Irrespective of which class a child may be in, discipline in and around the school is the responsibility of **all** staff.

One of the school aims is to promote happy, orderly and calm atmosphere conducive to learning. All forms of anti-social behaviour are discouraged and dealt with in accordance to the discipline policy.

Children are encouraged to:

- to be punctual for morning and afternoon sessions;
- move quietly and sensibly around the school;
- have good manners and a high standard of behaviour and respect;

In addition to these points:

- no drinks are to be brought in glass containers or metal cans;

- children are encouraged to bring healthy food to school; chewing gum is not allowed;
- pupils must not bring any dangerous articles to school (e.g. scissors, penknives);
- pupils who constantly misbehave may not be allowed to remain in school during the lunchtime period;
- no child is to leave the premises without permission during the school day.

At the beginning of each academic year, the pupils in each class devise their own set of class rules which are then displayed within the classroom.

## **TEACHING AND THE CURRICULUM**

### **Class Organisation**

The school is organised into classes according to age.

The classes for 2025-2026 are:-

Nursery	Mrs S Davies
Reception	Mrs B Taylor
Year 1	Mrs L Rees
Year 2	Mrs M Alexander
Year 3	Miss H Lewis
Year 4	Mr N Arthur
Year 5	Mrs H Wallerus
Year 6	Mrs K Hardy/Mr B Topping-Morris

The school has an open-door policy and, therefore, if you need to speak to a member of staff, please do not hesitate to visit the school. However, wherever possible, it is recommended you telephone the school in advance to make an appointment.

Transfer from one class to the next is flexible and depends on the relative sizes of the year groups. In general, we aim to ensure that:

- no more than two year groups are within one class;
- no more than 30 children are in one class.

## **TEACHING METHODS**

Children make progress at their own rates and in their own ways. It is important to value them as individuals and to provide learning opportunities that will build on their strengths and overcome their weaknesses.

Our curriculum is broad and balanced and provides for the academic, moral, physical, creative and personal and social development of every child. In our school, we recognise that learning consists of:

- acquiring knowledge;
- understanding ideas;
- perfecting skills;
- developing good attitudes.

In order for this to take place the children must:

- become involved with things that interest them;
- be active in their learning;

- be encouraged to work with each other;
- make progress and be challenged in each area of learning;
- be encouraged to think and act for themselves and become independent.

We vary our teaching approaches to meet the needs of the class as a whole and the individual needs of the child. We combine whole class work with group, paired and individual work. The needs of the more and less able are also met with differentiated tasks to suit their varying abilities. The efforts and achievements of all children are given equal recognition.

At various times throughout the year children share the outcomes of their work with the rest of the school via class assemblies, displays, dramas, etc. This is done in whole school assembly on a Friday morning where children receive awards, certificates and praise for their achievements.

### **WHAT WILL MY CHILD LEARN?**

Curriculum for Wales (2022) has given schools flexibility in planning and implementing their own curriculum.

Parc Primary School provides pupils with exciting and purposeful projects each term. For all pupils there are six Areas of Learning Experiences:

- Languages and Communication
- Mathematical Development
- Expressive Arts
- Health and Well-Being
- Science and Technology
- Humanities

Pupils will also be taught Relationship and Sexual Education.

Despite the implementation of a new curriculum, the majority of pupils in Progression Steps 1 and 2 will follow Foundation Learning principles, namely that early years' provision should offer a sound foundation for future learning through a developmentally appropriate curriculum.

Foundation Learning principles places great emphasis on children learning by doing. Young children will be given more opportunities to gain first hand experiences through play and active involvement rather than by completing exercises in books. They will be given time to develop their speaking and listening skills and to become confident in their reading and writing abilities.

Mathematics will be more practical so that children can see how problems are solved and how important mathematics is in their everyday lives. There will be more emphasis on children understanding how things work and on finding different ways to solve problems.

The curriculum will focus on experiential learning, active involvement and developing each child's:  
skills and understanding;

- personal, social, emotional, physical and intellectual well-being so as to develop the whole child;
- positive attitudes to learning so that they enjoy it and want to continue;
- self-esteem and self-confidence to experiment, investigate, learn new things and form new relationships;
- creative, expressive and observational skills to encourage their development as individuals with different ways of responding to experiences;

- activities in the outdoors where they have first-hand experience of solving real-life problems and learn about conservation and sustainability.

## **RELATIONSHIPS AND SEXUAL EDUCATION**

There is a Relationships and Sexuality Education (RSE) Policy available in school. All pupils will be taught RSE. Parents/carers do not have the right to withdraw their child(ren) from these lessons.

In addition to RSE, the Community and School Nurse will speak with Year 5 and 6 pupils regarding changes to their bodies and personal hygiene. Letters will be sent home in advance of this session and parents/carers have the right to withdraw their child from such discussions.

## **RELIGIOUS EDUCATION/COLLECTIVE WORSHIP**

The Education Reform Act requires that Religious Education has a special status as part of the basic curriculum of the school but is not part of the National Curriculum and is not subject to the nationally prescribed Programmes of Study and assessment arrangements.

The Act requires that the teaching of Religious Education must reflect the fact that the religious traditions in Great Britain are, in the main, Christian and must take account of the teaching and practices of other principal religions represented in Great Britain. Our approach to Religious Education is based on the pupils' experiences and their relationship to the world around them. We ensure our pupils have an awareness of, and sensitivity towards, those who adhere to a different faith and none at all.



Generally, our themes are based on Christian beliefs and we aim for our pupils:

- to acquire and develop a knowledge and understanding of Christianity and the other principle religions in Wales and the UK;
- to enhance their spiritual, moral, cultural and social awareness with reference to the teaching and practices of religions;
- to develop a positive attitude to other people respecting their right to hold different beliefs from their own;
- to be aware of and respond to life experiences and the questions they raise.

Every school must hold a daily act of collective worship. At Parc Primary we use our collective worship time to pray and also to consider moral and spiritual issues. We may illustrate these sessions with stories from a variety of cultures and religions. The act of daily worship may be held in class or the school hall.

Parents have a right to withdraw their children from part or all of collective worship and do not have to state reasons. The Headteacher will be pleased to discuss any objections and the practical implications of withdrawing your child.

We value and encourage all kinds of links with local communities and we regularly invite visitors. These are often members of charities or representatives of local churches. The vicar of St George's Church, Cwmparc often takes part in weekly whole school assembly. We aim to offer a wide-ranging education to prepare pupils for life not only in their community but in the wider world.

Parc Primary is a caring school and, at every opportunity, we attempt to raise pupils' awareness of people who are less fortunate than we are. With this in mind, we provide positive support for many local, national and international charities including Comic Relief, Children in Need and many others.

### **PHYSICAL EDUCATION & GAMES**

Parc Primary considers sport to be very important for its pupils and values what team sports add to the education of children in terms of personal development through the social interaction with their peers.

The Headteacher and staff are totally committed to ensuring that all children have the opportunity to develop any talent they may have, as well as fostering an interest in sport which may stay with them throughout their adult life. The school feels that what children can gain from sport is immeasurable. Each week, children take part in physical education lessons, some of which are taken outdoors. This may involve external specialists delivering programmes of work. During the academic year, all pupils in years 3-6 have the opportunity to undertake swimming lessons at Rhondda Fawr Leisure Centre.

Children need to bring appropriate kit for these lessons so that they can move freely and safely. For indoor lessons, children need to bring a t-shirt, shorts and trainers. Girls may wear leotards if they prefer. For outdoor lessons, children should bring something warm such as a tracksuit to wear over their kit.

The school enters many sporting competitions and achieves much success.

### **EQUAL OPPORTUNITIES**

Our school is committed to equal opportunities for all regardless of gender, race or disability. We endeavour to treat everyone equally and with respect. Parc Primary considers all pupils to be of equal worth and insists that equal value is placed on their abilities, achievement and talents; whatever form these qualities may take.

Following consultation with stakeholders, a Strategic Equality Plan has been created and implemented. This document complies with the statutory requirements as outlined by Welsh Government and was last updated in the autumn term 2023. The Strategic Equality Plan also contains the Accessibility Plan and Action Plan. Copies of this are available on request.

### **WELSH – THE CURRICULUM CYMREIG**

Parc Primary pupils are taught Welsh as a second language. There is a whole-school policy and scheme of work for Welsh.

Spoken 'incidental' Welsh is encouraged at all times and there is one Welsh assembly per week. Efforts are also made to ensure that teaching material in many areas of the curriculum has a 'Welsh' dimension and bilingual labels and displays are used throughout the school.

There is an active Criw Cymraeg pupil group which focuses on increasing the use of Welsh around school. Also, pupils in Progression Step 3 have the opportunity to undertake a residential visit to the Urdd Centre at Llangrannog, West Wales.

### **USE OF THE WELSH LANGUAGE - COMMUNICATION**

As stated above, Parc Primary is an English medium school.

However, although communication in lessons and other activities is through the medium of English; staff, wherever possible, incorporate Welsh vocabulary and sentences as part of ensuring pupils become bilingual.

Should parents request that their child is taught at this school in a language other than English, this request will be given due consideration.

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

In planning for the Welsh Language, the school takes into consideration pupils' Welsh second language starting points. It monitors the progress of pupils' Welsh skills through Foundation Phase and Key Stage 2.

The school promotes oracy, reading and writing skills in Welsh Second Language in informal and structured situations. It endeavours to use similar approaches in the development of these skills in English and transfer appropriate strategies to the teaching and learning opportunities provided in Welsh.

Effective and robust transition arrangements with Treorchy Comprehensive School ensure continuity in the use of Welsh upon pupils' transition into Key Stage 3.

### **ADDITIONAL LEARNING NEEDS**

We believe that all children have strengths and the weakness is ours if we fail to identify them. We promote equal opportunities for all children, whatever their gender, background, race or ability. Children in Parc Primary School are recognised as having ALN by early identification and continuous assessment.

Assessment of each child begins with the Baseline Assessment on entry to the school, where any problems or strengths can be noted. A number of tests and assessments are used to monitor progress throughout the school.

Once a child has been identified as having an additional learning need, the parents are notified and invited to visit school to discuss their child's educational needs. The child is also placed on either the school's Support Register or the Special Educational Needs (SEN) Register.

Children on either register will receive appropriated targeted support. Such support may be delivered by the class teacher and learning support assistants.

A team approach involving the school, child and parents will accelerate the child's learning and boost self-esteem and confidence. Parental support in developing a child's full educational potential is essential.

Whilst the procedures for identifying and monitoring additional learning needs are constantly evaluated, please inform us about any difficulty your child may be experiencing or if you have concerns.

### **MONITORING PROGRESS**

Teaching staff plan carefully for class activities and the needs of each individual pupil, taking into particular account the ways in which pupils' interests and enthusiasm can be extended and enriched. Pupils are assessed on a continuous basis throughout their school life and a variety of assessment data is securely held within school. At the end of an academic year, class records are discussed and transferred from one teacher to the next, thus ensuring continuity and progression. Any assessment tasks are used to gauge a pupil's progress as well as to diagnostically assist in improving learning and teaching.

Parents will be given regular and purposeful information on their child(ren)'s progress in parent consultation evenings and annual written reports.

## **SECURITY**

The safety and security of people within the school is of vital importance. Visitors are required to sign in using the iPad system and expected to wear appropriate identification. All staff are vigilant and take care that the school's safety and security measures are not compromised.

CCTV covers key access areas including the nursery and main play yards. There are also CCTV cameras located inside in different areas such as corridors and entrance areas. Doors leading to the outside are operated by push bars and, therefore, can only be opened from within.

The gate leading to Park Road is locked between 9:10am and 2:45pm which ensures the safety of pupils playing on the yard. Additional gates are installed in and around school to ensure enhanced security for pupils and staff.

A Data Protection Impact Assessment has been undertaken and there is a CCTV Policy in place. These are available on request.

## **HEALTH & SAFETY**

Only employees of Rhondda Cynon Taff County Borough Council and Governors have permission to drive vehicles onto the school premises through the main double gates.

Parents and carers must park vehicles outside the school. We also ask that no parents, guardians or pupils enter or leave the premises through the main double gates. Please do not park on the yellow lines or pavements outside the school as children need a clear view when crossing the road.

Risk Assessments are undertaken and the fire alarm system is checked weekly with whole school evacuation drills undertaken each term. Each evacuation drill is evaluated and any areas for improvement are addressed immediately.

The school has an Educational Visit Coordinator (EVC) who ensure the school fulfils its health and safety obligations when undertaking educational visits. Prior to each planned visit an appropriate risk assessment is completed by the class teacher organising the trip. This must be approved by the EVC and Headteacher prior to the trip taking place.

## **CHARGING & REMISSIONS POLICY**

Any charges made by the school must meet the requirements of the Education Reform Act 1988. The Governors endorse the guiding principles contained in this Act which ensures no child has his/her access to the curriculum limited by charges.

Activities which are wholly or mainly within school hours are not, wherever possible, chargeable.

Voluntary contributions may be invited for trips which take place mainly within school hours. No child is to be excluded because of inability to pay, but the school is entitled to cancel the trip if the level of contributions does not meet the budgetary requirements.

Parents/carers will be advised of any charges in advance of an activity. Complete confidence will be observed in the collection of any monies.

All collection of monies will be carried out by the school secretary or undertaken online through the Council's website. The Charging and Remissions Policy is on our school website.

## **SCHOOL MEALS**

School lunches are freshly prepared and cooked in the school kitchen by staff employed by Catering Direct. Children can choose from a selection of hot meals. There is also a choice of desert including yogurt or fresh fruit. Water or milk is available with every meal. The menu has been designed to appeal to children while following healthy eating principles as set out by the Local Authority and Welsh Government.

Children may bring a packed lunch to school if they prefer. There is also the option for any child to go home for lunch but it is important they do not return until the end of dinner time. Please ensure your child's packed lunch adheres to our Healthy Schools Policy by not including crisps, chocolate or other forms of confectionery.

## **COMPLAINTS PROCEDURE (CURRICULUM & OTHER RELATED MATTERS)**

The school complies with the Local Authority's Complaints policy. This was introduced by Section 409 of the Education Reform Act (1996). Details of arrangements covering complaints are available at the school.

In general, there are three levels at which a complaint could be considered. The first stage is through informal discussions with the Headteacher. It is hoped that most complaints would be dealt with at this level. In the event where this is not possible, the two other levels of complaint are a formal complaint to the Governing Body and, or, a formal complaint to the Local Authority.

Details regarding the procedure for consideration of a formal complaint are outlined in a policy which is accessible on the school website. Copies are also available in school.

## **HEALTH & WELFARE**

The class teacher has responsibility for the pupils in his/her class and oversees their general progress and welfare. Should any significant problems occur, these are reported to the Headteacher with whom overall responsibility lies.

- **Health**

Regular health checks, including vision tests and dental examinations are carried out by the Schools Community Health Service. Letters are distributed prior to the examinations and parents are invited to attend if they wish to do so. Parents are always notified if any problems are discovered.

- **Illness in school**

It is MOST IMPORTANT that we are given the telephone numbers of at least 2 emergency contacts in the case of a child being taken ill in school. Please inform us if your child has any medical condition such as epilepsy, allergies, diabetes, asthma or problems of sight or hearing. Generally, a child requiring medication during the day is best kept at home until the course of treatment is finished.

- **Medicines**

Children must not bring pills, medicines or inhalers to school without informing the Headteacher or their class teacher. Staff are not allowed to administer medicines to children without prior agreement between parents and the Headteacher. In all cases, parents must also complete an Administration of Medicines form (available from the secretary). Further Information can be found in the Administration of Medicines Policy.

- **Hair Hygiene**

The problem of head lice still emerges from time to time. If you find them or suspect they are in your child's hair, do not worry and carry out the procedures as advised by a pharmacist. It is the school policy that any child known to have head lice will not be able to attend school until treatment has been undertaken.

## **OUTDOOR LEARNING & EDUCATIONAL VISITS**

Parc Primary school recognises and values the use of the outdoors to develop pupils' skills, well-being and mental health.

Our curriculum places great emphasis on using the outdoors as a learning resource. The school grounds are a valuable resource and maximum use is made of them throughout the year. The school has a designated Forest School area and all pupils will undertake purposeful outdoor activities at least once a fortnight. The school has purchased waterproof coats and trousers for pupils.

There are also many valuable local resources within easy walking distance of the school. These include the Parc and Dare Theatre, Parc Hall Community Centre, Treorchy Library, the Bwlch mountain and forestry. All of these, and many more, are used by staff to extend the learning experiences for the pupils.

In view of the great amount of outdoor learning that takes place, parents are requested to complete a consent form which allows us to take pupils out and about in the locality.

During the school year, educational visits are also undertaken further afield. Recent visits have included Brecon War Museum, Big Pit, Margam Park, St Ffagans and Llangrannog (residential trip). For such educational trips, parents/carers are always notified in advance and requested to give consent for their child(ren) to take part.

## **HOME—SCHOOL COMMUNICATION**

We place great importance on keeping parents fully and regularly informed. Communication with parents is undertaken via *ParentMail*, *Class Dojo*, the Parc Primary Facebook group, Twitter and the Parent Council.

## **PARENT TEACHER ASSOCIATION**

At present, there is no Parent Teacher Association.

## **EXTRA CURRICULAR ACTIVITIES**

At Parc Primary, we have a strong tradition of extra-curricular activities. We encourage children to take part in these activities as we feel it forms an important part of their education. All extra-curricular activities, provided by the school staff as well as volunteers, are free of charge.

## **COMMONLY ASKED QUESTIONS**

### **What is the School Uniform?**

Uniform is available for purchase from many establishments. This includes Top Stitch and Tesco Embroidery website. It is particularly important that all clothing is clearly labelled with your child's name. This makes it easier to locate and identify clothing in the case of it being misplaced. Uniform does not need to be embroidered with the school logo.

The uniform for Parc Primary consists of:

- yellow polo shirt;
- royal blue sweatshirt or cardigan;
- royal blue jogging bottoms or grey/black trousers, skirt or pinafore dress;
- sensible, flat school shoes.

### **How is my child looked after?**

Teachers are responsible for the welfare of the pupils in the class. The children are looked after at lunchtime by supervisory assistants under the direction of the Headteacher. The Headteacher has overall responsibility for pastoral care and matters of concern are always referred to him.

We encourage the children to have respect for others and to take care of school and personal property. In cases of persistent mis-behaviour we will contact parents to discuss the child's behaviour and determine an approach to prevent further problems.

### **How can I find out how my child is getting on?**

You are welcome to come and speak to your child's teacher at any time but it is easier for the teacher if you have made an appointment. In the autumn and spring terms, parents are invited to the school to view their child's work and receive an oral report from the class teacher on his/her progress. In July, a written report on your child's progress and development is provided.

### **Will my child be given homework?**

In all Progression Steps, pupils will have opportunities to take home folders for reading practice at home. These folders contain the child's reading book and a communication book which allows both parent and teacher to comment on the child's progress.

We also recognise the value of home tasks which are carried out each term and are closely connected to our topic work.

In years 3-6, a small amount of homework is sent home on a Friday to be returned on a Monday. This is completed either online using the SeeSaw app or in a homework book.