

# Bedwas Infant School

*'Happy Faces, Kind Hearts, Inquiring Minds'*



## School Prospectus 2019-2020

Welcome to Our School  
Croeso!

Ysgol Babanod Bedwas  
St Mary's Street  
Bedwas  
Caerphilly  
CF83 8EE  
Ffon: (029) 20852512  
Email: bwaia@caerphilly.gov.uk



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St Mary's Street  
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Headteacher – Mrs.V.Jenkins-Delf – Prifathrawes  
**Deputy Headteacher – Mrs.C.Lloyd – Dirprwy Brifathrawes**

*'Happy Faces, Kind Hearts, Inquiring Minds'*

Dear Parent / Carer,

It is with great pride that on behalf of the pupils, staff and governors, I welcome you to our warm and friendly school. Selecting the right school for you and your child is an important decision and it is intended that this prospectus will give you an insight into the ethos of our school.

Bedwas Infants is a wonderful place. I am honoured to be the Headteacher of such a very special school. Our children are happy, polite, caring, hardworking and keen learners. Staff are dedicated, motivated, enthusiastic and committed to our pupils and our community. We are committed to developing strong, positive relationships with our parents and our community to ensure the best for our pupils. At Bedwas Infant School we believe in our core values, these help our pupils to be the best they can be in school and in our community. Our School Vision Statement '*Happy Faces Kind Hearts and Inquiring Minds*' embraces our values, approach and expectations.

We are committed to ensuring that our pupils are given the best opportunities to excel. We provide our pupils with an array of enriching learning experiences and we ensure that all pupils learn in a warm, caring and nurturing environment. We believe that in order for our pupils to achieve their best, they must thrive personally as well as academically. The logos at the bottom of the page indicate the many schemes with which we are involved, and all contribute to our ethos.

Your child's wellbeing is our main priority, as it shapes and directs their personal achievements. To that end, we work in partnership with parents, governors, the community



**Pivotal Education**  
Behaviour Specialists



INVESTORS  
IN FAMILIES



and local authority to develop a stimulating, structured and safe environment in which all can develop.

I am fully committed to this school and believe that it offers fantastic opportunities for all children between the ages of three and seven. I would be delighted to meet with you at a mutually convenient time to show you around the school, so that you can witness first hand the high quality provision, caring ethos and excellent standards of behaviour.

I hope that you find this prospectus about our school both interesting and informative and I look forward to getting to know both you and your child as they begin their school career with us.

Yours sincerely,  
Headteacher: Mrs. Vicky Jenkins Delf  
Chair of Governors: Mrs. Kath Hughes

Local Education Authority: Learning, Education and Inclusion,  
Penallta House,  
Tredomen Park,  
Ystrad Mynach,  
Hengoed,  
CF82 7PG  
Tel: 01443 864956

Chief Education Officer: Mrs. Keri Cole  
Director of Education: Mr. Richard Edmonds

## Our School

### School Catchment Area and Admissions

Bedwas Infant School is officially a mixed county primary school under the control of Caerphilly County Borough Council. The school caters for the education of approximately 150 children between the ages of 3 and 7. Bedwas is a small village, approximately nine miles west of Newport and three miles east of Caerphilly. The school serves a well-established community of mainly local authority.

The 'Disability Discrimination Act' (1995) amended existing education legislation to require all mainstream schools to publish information on admission arrangements for pupils with



disabilities, the school's access arrangements for such pupils and the steps being taken to prevent disabled pupils being treated less favourably than other pupils.

Bedwas Infant School is a single storey building with suitable access points (main entrance and rear school entrance).

## Educational Organisation

In 2019 - 2020 the classes will be structured as follows:

Class	Year Groups	Teacher
Dosbarth Enfys	Rising 3's and Nursery	Miss Crocker (Mon and Tues) Mr Leaves (Wed to Fri)
Dosbarth Porffor	Reception	Mrs Lloyd
Dosbarth Coch	Reception and Year 1	Mrs. Seamons
Dosbarth Gywrdd	Year 1 and Year 2	Mrs Cartwright
Dosbarth Glas	Year 2	Mrs Collins
PPA & Management Time	Reception to Year 2	Mrs Mathias

## Vision Statement and Aims

Our school Badge was designed by a former pupil. Our Vision and Aims have been created following the involvement and contribution of all school stakeholders. Stakeholders have recently looked at what we provide to demonstrate these values;

### Happy Faces, Kind Hearts, Inquiring Minds

#### AIMS

##### Healthy & Confident Individuals

- To provide a caring, safe and secure learning environment where children are happy, healthy, confident and able to reach their full potential.
- To help children achieve self-discipline and self-respect.

##### Enterprising & Creative contributors

- To provide an education that is stimulating and challenging so that children develop a love of learning.
- To provide encouragement and motivation towards work, developing positive attitudes, creativity and a pride in what they achieve.

##### Ethical & Informed Citizens

- To encourage good behaviour, a tolerance of others, an understanding of right and wrong and an interest in the wider world.



## Ambitious & Capable Learners

- To help the children to develop lively, inquiring minds and the ability to take responsibility for their own learning.



## Governing Body

Bedwas Infant School's governing body helps support and challenge the Headteacher in her role of improving standards and ensuring a safe learning environment for all pupils. The governors are actively involved in school life and regularly attend school for a range of meetings, events and activities. The governing body consists of members of the community, parents, councillors, teachers, school staff and LA representatives.

## Curriculum Statement

At Bedwas Infant School, we aim to provide the very best in planned opportunities for your child to develop in all areas of the curriculum. We endeavour to do this by creating a caring school with a curriculum which encourages the development of lively, enquiring minds through involvement in a variety of relevant and challenging first hand experiences. We aim to develop all pupils' interests, aptitudes and abilities through collaborative and independent thought.

Each class teacher plans thoroughly to ensure that your child's education has continuity and progression. Throughout the school, a balance of class teaching, group work and individual tuition is used as appropriate. We also ensure that opportunities for different styles of learning are catered for within our teaching. This arrangement enables teaching staff to cater for the varying educational needs of all our pupils.



It is our aim to develop each individual and to encourage all those in school to strive for excellence in whatever they undertake. Excellence is understood as being, 'the best that can be achieved according to the abilities and gifts of each', and 'the best that it is possible to be'.

## COMPLAINTS PROCEDURES

We hope that you will be happy with the education that your child receives in Bedwas Infant School. However, if you are dissatisfied in any way, you should first discuss the matter with the class teacher or the head teacher. If you are still not satisfied, the head teacher or chair of governors will give you details of the School complaints procedures.

## The Curriculum

From 2013, the school introduced the statutory LNF (Literacy and Numeracy Framework) which is now incorporated in the Foundation Phase Framework.

The Welsh Government is currently preparing for a new the curriculum in light of the Donaldson report 'Successful Futures'. This will be launched, but not statutory, in 2020. Bedwas Infant School has begun implementing the recommendations from the Donaldson Review to ensure that the school fulfils its statutory obligations and fully embraces the latest developments in education.

Please be assured that all classroom practitioners are aware of developments and will continue to update and amend the curriculum as necessary in order to meet the requirements of the Welsh Government and the needs of your child.

We aim to make cross-curricular links between subjects and areas of learning wherever possible. The curriculum is organised and delivered through a range of interesting themes which aim to teach and develop a range of skills.



## Foundation Phase

Rising 3, Nursery, Reception, Year 1 and Year 2 pupils *currently* cover seven 'Areas of Learning' outlined in the Foundation Phase;

Personal and Social Development, Wellbeing and Cultural Diversity  
Language, Literacy and Communication Skills  
Mathematical Development  
Physical Development  
Creative Development  
Knowledge and Understanding of the World  
Welsh Language Development

The school fully embraces the philosophy and aims of the Foundation Phase and great emphasis is placed on the use of the outdoors. By providing a broad and rich curriculum using an integrated approach, we aim to develop children as individuals, recognising their level of maturity and interests. These are crucial years when children learn how to observe, listen, respond and develop as individuals and as members of a caring community. In working toward the new curriculum, we are very focussed on our children having the opportunities to demonstrate that they are Healthy & Confident Individuals, Enterprising & Creative contributors, Ethical & Informed Citizens and Ambitious & Capable Learners. These are the 4 Core Principles.



## Additional Learning Needs

Bedwas Infant School values the abilities and achievements of all pupils and is committed to providing each pupil with the best environment for learning. All staff encourage and support pupils to reach their full potential and promote positive self-esteem and success. Every teacher is concerned with the 'whole child' as an individual and is aware of the importance of early identification of additional learning need. We recognise that many pupils, at some point in their schooling, will have additional or different educational needs of some kind. Most children's needs are met directly by the school, but there are occasions when the support and advice of other agencies is required.

The on-going development and success of the school is dependent on the quality of its planning to meet additional educational needs and its partnerships with parents and other agencies.

The school is committed and adheres to the 'Code of Practice'. Upon request, parents are welcome to receive a copy of our school 'Additional Learning Needs' policy. We are a 'Learning with Autism' school.

## More Able and Talented

We encourage all our pupils to achieve. We identify and monitor the progress and success of our pupils, including those who are more able and / or talented. We aim to offer suitable opportunities in order to 'challenge' such pupils and celebrate talent.



## Basic Skills

Our school identifies pupils who have difficulties with literacy and numeracy. When appropriate, these pupils are placed on our Provision Map and receive extra support through the relevant intervention programme. Assessments before and after the implementation of the intervention program are used to ascertain its effectiveness. You will always be advised if your child has been identified to be supported on one of these programmes.

## Sex and Relationship Education

Our school's programme for Sex and Relationship Education (SRE) as agreed by the Governing Body is linked with the areas of the National Curriculum and also a broad, balanced social education.

The aims of the SRE programme are to enable all pupils to:

- develop confidence in talking, listening and thinking about feelings and relationships;
- be able to name parts of the body and describe how their bodies work;
- feel prepared for puberty;
- develop the ability to make informed choices and minimise risk;



- to understand that the life process of humans include growth and reproduction, to recognise the pressures of unwanted physical contact;
- know how to protect themselves and ask for help and support.

We use and follow the recommended resources and guidance from the Healthy Schools Team.

The main emphasis is on relationships and will reflect the needs of the pupil as they develop over the key phases / stages. Parents may view the policy and discuss the teaching materials used.

Parents may withdraw their child (ren) from sex education lessons, which fall outside of those aspects covered in the National Curriculum Science, as stipulated in Section 405 of the Education Act 1996.

## Religious Education and Collective Worship

The teaching of religious education is subject to the statutory regulations of the 1944 and 1988 Acts. These require that all pupils should receive religious education and take part in collective worship, except where withdrawn by parental request. The teaching will take place in a variety of forms, which will reflect the ethos of the whole application to cross-curricular themes as well as to work specifically in religious education.

The main focus of religious education teaching is based on the Christian faith, but due regard is given to other religious faiths, beliefs and customs.

Collective Worship in school is conducted through daily whole school acts of worship. A 'Celebration Assembly' takes place on a Friday. In this assembly, a range of certificates are presented to individual pupils. These are for; Excellent Behaviour [being a role model], Special Work, A recognition of good writing and for their Welsh contribution that week. There are also awards for progress in Catch Up.

Visiting 'speakers' take occasional assemblies, including our local Parish Pastor.

Any parent who wishes to exercise their right under the 1988 Education Reform Act to withdraw their child from Collective Worship or R.E. lessons are asked to contact the Head teacher in writing.

## The Welsh Language

We are very proud of our 'Welshness' at Bedwas Infant School.



The revised Welsh curriculum places a far greater emphasis on pupils being able to speak, read and write through the medium of Welsh. As such, there is greater emphasis on pupils being able to understand and respond to incidental Welsh throughout the school day, conversing with both their teachers and their peers. In order to address meeting requirements, key words / phrases will be prevented from use by both pupils and staff; these will be indicated to the pupils on a weekly basis. All pupils will also be supported in developing a greater awareness of Wales as a country with two languages and will be given opportunities to celebrate 'Dydd Gwyl Dewi Sant' - 'Saint David's Day' in our annual Eisteddfod, which is always very enjoyable. Parents will be invited into school each year, the week prior to take part in 'BAPA does St. David's Day!' [Bring A Parent Afternoon]



## Sport and Physical Education

Physical Education is a statutory requirement and an essential component in establishing a basis for a healthy lifestyle. Bedwas Infant School is a 'Healthy School', encouraging pupils to be active participants in the variety of curricular and extra-curricular provision on offer. All pupils are expected to wear the appropriate clothing to enable them to participate in physical education sessions safely.

All pupils are required to have a kit comprising of shorts and t-shirt to be used in the warmer weather and all year round during gymnastic and dance sessions.

We request that a clearly named kit is brought to school and left on their peg. Every child is expected to participate in P.E. lessons. Parents are requested to inform the school office verbally or in writing if their child is not fit enough to participate in physical education lessons, giving a valid reason.

## Outdoor Learning

We believe that education in the outdoors is an essential and integral part of children's all round education. Recent research has identified that children who have received good

quality outdoor learning display stronger social skills, display both a higher level of self-esteem and independence and are also more confident in their own capabilities.

At Bedwas Infants School, your child will be given every opportunity through the use of the outdoor classroom to develop these skills. The outdoor classroom will be used in all weathers and we believe that there is no bad weather - only bad clothing. To that end, school has purchased sets of waterproof jackets and trousers, so enabling a group of 8 children of a given age to be accompanied outside at any one time. Wellington boots (or old trainers) are most beneficial; we would ask that you ensure these are available on a weekly basis, understandably needing them returned for weekends and splashing in muddy puddles!



## Extra Curricular Activities

At Bedwas Infant School, we see extracurricular provision as being fundamental to the development of the whole child. The school is very proud of the wide range of activities we offer across the various year groups, which increase self-esteem, broaden experience, build confidence and provide experiences where success is shared.

The activities on offer may vary from time to time, reflecting the skills and interests of staff and the requests from children. All staff provide an After School Club. Following a Pupil / Parental questionnaire, activities during this academic year will include:

- Football
- Lego
- Pokemon / Minecraft
- Athletics
- Coding
- Cooking
- Art and Craft

## Gardening Gang

Information regarding extra-curricular activities is available from the main office and any pupil intending to participate in activities that take place after school hours will need to provide parental consent.

## HEALTHY SCHOOLS

Bedwas Infant School is part of the Welsh Network of Healthy Schools. We aim to promote attitudes towards a healthy lifestyle amongst the children. This includes encouraging:

- Daily Fruit snack for staff and pupils.
- Milk for children
- Playground buddies
- 'Amygdala Medics' available to support those in need of emotional regulation.
- Daily mile
- Access to water throughout the day
- Energy saving actions
- Recycling
- Tooth brushing
- Opportunities for promoting healthy living as part of the curriculum e.g. balanced diet as part of Science; the impact of exercise on the body as part of PD.

## Assessment

Effective assessment procedures are essential for enabling pupils to improve their learning and are a natural part of teaching and learning. It helps children understand what they can do, celebrating their achievements and what they need to do next in order to improve.

To ensure that each child is progressing, assessments are carried out regularly. A wide variety of assessment strategies are used, ranging from standardised assessment tests, to staff observations of learning, listening to learners, etc. In addition, a number of AfL (Assessment for Learning) strategies are used to engage pupils in evaluating their own learning, using given / agreed success criteria.

Each pupil's progress is recorded on INCERTS, an on line tracking system.

Parents are informed of their child's progress at least three times per year. This takes place during teacher / parent consultations during the autumn and spring terms and in a written report at the end of the summer term. In addition, pupils will receive an Interim Target Report half way through the year. This provided parents with an indication of the 'next steps' for their child. This is then used as the basis for the Parent / Teacher



Consultation. End of Key Stage performance data, i.e. at the end of Year 2 is distributed to all parents and National Test data provided to the parents of all children in Year 2 who took the tests. A whole school overview is provided in the Governor's Annual Report to Parents. Governors monitor standards at our school very closely and performance is compared with schools across the local authority and Wales.

## Assessment, Recording and Reporting in the Foundation Phase

An initial assessment will be made within the first six weeks of your child entering our Reception. The purpose of this assessment is to determine what he or she can do and understand and provides a 'baseline' for each child as they enter the Foundation Phase. This assessment is also completed from Nursery and continues through Foundation Phase to assess and track progress. This information will help to ensure that each child's first experience of education is appropriate to their stage of development and the activities and experiences planned for them will help to move forward their learning. Staff will assess each child's stage of development through observing them in their everyday activities and use the information to plan the next stage in their development.

The areas that will be assessed are:

- Personal and Social Development, Well-Being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development and
- Physical Development

The on-entry assessment will be undertaken in the language of the school, i.e. English.

You will be kept fully informed of the assessment outcomes during a meeting to be held in the autumn term. Your child's teacher will arrange a meeting with you and provide helpful guidance on how we can work together to ensure that your child makes the best possible progress. You will also receive a written report on your child's progress at the end of the academic year.

## Homework

We want homework to be supportive of our pupils and their families.

Whilst there is much evidence to say that homework at Primary School age may not have any academic value, we believe it does have a value.





We think it helps build relationships, if it is meaningful. It has the power to build relationships between parent and child. It has the power to build relationships between school and home; between staff and parents.

We want homework to build on the pupils learning experiences in the classroom, not be an 'extra chore' to be completed when they are tired and have worked hard all day!

***What we will do:***

We will send home Reading Books. [We want our children to develop a love of books... we never want it to be a 'battle'. If it is...come and talk to us!]

We will sometimes send home 'phonics' activities, if we think this will help your child.

We will provide you, each term, with a variety of activities linked to the 'topic' through which your child is learning. This will cover all areas of learning and involve being indoors and outdoors with your child. The activities are optional and will enhance their understanding of their topic. We would love to see some photos on our Facebook page of you and your child enjoying these activities.

We will provide you with 'Purple Mash' logins so that you and your child can access safe, educational material on line at home. We will set a 'to do' for each school holiday that is optional and will be discussed with the pupils on their return to school.

We will have optional 'competition' activities for St. David's Day each year.

Occasionally, if your child has a student teacher in class, they may send home an activity to be completed as part of their studies.

We will enjoy hearing about activities that your child does outside school; we will be sending home a questionnaire to ask about their talent and hobbies. We love it when they bring in medals or certificates or tell us stories about their time away from school.

*What we won't do:*

We won't send home meaningless 'worksheets'.

We won't send home tasks that they don't understand or doesn't build on their day to day learning.

We won't send tasks that you will have to teach!

We won't penalise children for not sending in completed homework.

We won't expect parents to spend hours making, creating and designing- unless this is an activity they chose to do with their child.

If you have any questions about our approach to homework, please contact the Head Teacher.

## ECO Committee / School Council

Pupil voice is very important in Bedwas Infant School and we are proud to operate key pupil groups within our school.

The School Council play an important role in school life. Each year, elections are held resulting in year two pupils being nominated by fellow pupils to represent their views. The School council liaise with our community, listen to their peers and share the thoughts of others, suggest ways to make whole school improvements and represent our school at events such as purchasing items for the playground.

The ECO Committee is also made up of pupils and staff who work tirelessly to ensure that the school is environmentally friendly in its outlook and development.

Our Eco committee were awarded the Platinum Eco Schools flag in 2018 and have had it renewed in 2019. We are all very proud of this achievement.



## Safeguarding and Wellbeing

### Behaviour

Bedwas Infant School seeks to provide a caring and supportive environment for every pupil. The school prides itself on the excellent relationships it fosters between children and staff. The behaviour of pupils is of a high standard and the school has a clear policy for the management of behaviour. A positive approach is adopted, with children rewarded in a variety of ways for following rules and codes of behaviour; these are very simple. 'Be

Respectful, Responsible, Ready & Safe'. We have a 'Relationships' Policy at Bedwas Infants that promotes an ethos of care for one another.

Pupils adhere to general school rules that are reinforced by the Head Teacher and all members of the staff team through assemblies, and with the class teacher during general discussions.

Teachers reward compliance with non-verbal / verbal praise, stickers, quick notes, positive phone calls home, etc.

At Bedwas Infant School we are committed to providing a caring, friendly and safe environment for all pupils, so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at Bedwas Infant School. If bullying does occur, all pupils should be able to tell someone and know that the incident will be dealt with promptly and effectively. We are a 'Telling' school. This means that anyone who knows bullying is taking place is expected to tell a member of staff. Copies of our 'Anti-Bullying Policy' are available from the school office on request.

The Headteacher is the designated Safeguarding Officer within the school (in her absence, the DHT [Mrs. Lloyd] is the additional Safeguarding Officer in the school), who liaises directly with the LA (Local Authority), Social Services and Safeguarding Teams. Should anyone have any particular concerns regarding a particular child or group(s) of children, the Headteacher should be informed immediately.

## Wellbeing

Bedwas Infant School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Families can often go through difficult times which impact on a child's emotional health. We would be grateful if you could inform school of any incidents that may affect your child in school, in order that we may support them as necessary or just keep a watchful eye. All such matters will be held in confidence. You may wish to make an appointment with the Headteacher or just write details in a letter. We often support families through difficult times and we also have access to outside agencies what may also be able to offer support.

Our school recognises that there are many environmental factors that can potentially affect a child and their feelings on a daily basis. We have five members of support staff who are THRIVE trained (Emotional and Social support) to help pupils who require additional support. This support is proving to be very beneficial in helping pupils to identify their feelings and learning how to deal with a range of emotions.

Pupils' well-being is a priority for all staff in Bedwas Infant School. We support all pupils' emotional, personal and social development through the THRIVE programme.

## Equal Opportunities for All

Our Governing Body is fully aware of its duty to ensure that equal opportunities are promoted at our school. Our Equal Opportunity Policy and Race Equality Policy outline how we endeavour to ensure equal opportunities for all.

At Bedwas Infant School, we consider equal opportunities as central to the ethos and activities within the school. Adults and pupils who make up the school community should feel valued and free from discrimination. This ensures that everybody's talents and abilities are fully encouraged and developed. We believe that we should cater for the needs of all children in our community, regardless of race, gender, culture, religion and ability.

At Bedwas Infant School, we are committed to race equality, promoting positive approaches to difference and fostering respect for people of all cultural backgrounds, e.g. through our Cultural themes, Collective Worship themes, etc.

We are opposed to all forms of racial prejudice and discrimination. Language or behaviour that is racist or potentially damaging to any ethnic or racial group will not be tolerated and will be challenged. In instances where it is found that discrimination has taken place, the LA will be informed through the internal system. Any reported instances of discrimination will remain on your child's records and transfer with them between schools automatically.

At Bedwas Infants we recognise that Wales and the U.K. have diverse societies made up of people from many different racial, cultural, religious and linguistic backgrounds. It is important that all pupils are prepared to live in such a diverse society. All children have access to a broad and balanced curriculum, allowing them to achieve standards according to their levels of ability and aptitude; all staff understand how factors such as nationality, language, gender, social circumstance and giftedness can impact on learning.

## Pupils with Disabilities

Pupils who have disabilities at Bedwas Infant School enjoy full access to all aspects of school life. The school site has full physical access and has made adaptations to comply with the Disability Discrimination Act of 1995.

The governing body is mindful of the requirements of the Disability Discrimination Act (DDA) 1995 and The Special Needs and Disability Act (SENDA) 2005 and as of 1 October

2010, the Equality Act which replaced most of the Disability Discrimination Act (DDA) in the day to day operation of the school site.

Mrs Jenkins Delf and Mrs Collins [ALNCo's] work effectively with the relevant LA agencies to ensure that pupils with disabilities have the necessary support and resources to enable their full access to the curriculum.

## Attendance and Punctuality

It is vital for children to attend school regularly and punctually for all to obtain the maximum benefit that school has to offer. Good attendance reinforces a sense of respect for the school and for others, and ensures children develop good habits of time keeping. All pupils need to be in school at 8.40am in readiness for the register at 8.45am (other than those attending 'Breakfast Club'). It is expected that each child achieve a minimum attendance rate of @95% during the course of the academic year unless experiencing severe illness / hospitalisation.

The school's attendance record is good. During the academic year 2018-2019 attendance was 95.5%. Regular contact will be made with parents to offer support and also to arrange meetings to discuss attendance and punctuality. The school works closely with our Local Authority Education Welfare Officer who also will offer guidance to families. The EWO will also routinely contact parents of persistent lateness/absence patterns are evident or if there are any concerns.

Maintaining and improving on current standards of attendance is very important. To that end, we ask that should your child be absent from school, please notify the main office by 9.00am on the first day of absence.

We kindly ask that all appointments are made outside of school hours or during holiday time. If appointments in school time are unavoidable, please notify us before-hand either verbally or in writing. We will also require a copy of the appointment card / letter in order to note the absence as an authorised medical appointment.

Please make reference to the schools' 'Attendance Policy' for further information regarding expectations and requirements, including that of potential penalties imposed by the LA under the new regulations.



## Family Holidays

Whilst the school recognises that the cost of a holiday dramatically rises during school holidays and is not unsympathetic to this, our paramount concern must be the learning which is missed by the child. Schools do not have to authorise absences for school holidays during term time and each application will be considered on an individual basis, in line with the Attendance policy and the Cluster agreement. Any request for a holiday will automatically be refused if the child's attendance is not above 95%. [Except in exceptional circumstances] Our whole school attendance target for 2019 - 2020 is 95.5%

## Health and Welfare

Visits are made to the school annually to check the hearing and eyesight of our pupils of Reception age. You will be notified of these visits in advance and any follow up investigations necessary will be shared with you directly by the medical profession.

If a pupil becomes injured whilst in school and it is classified as minor, i.e. small graze, cut, etc, then the matter will be dealt with by a member of school staff and reported on the appropriate school-based accident form. Reference will be made to the pupil information sheet to ensure that your child does not have an allergy to plasters; as such, it is vital that you inform school of any changes to your child's medical needs. If your child receives a 'head bump' and appears unwell / phased by the incident, we will inform you as soon as possible. You may be asked to collect your child from school and take them straight to your GP (General Practitioner).

If a pupil becomes ill during the course of the school day, or sustains a major injury, we will make every effort to contact you and arrange for your child's collection, ensuring they are as comfortable as possible in the meantime. Should the nature of their illness be more severe, we will also seek advice, support and attention from the appropriate medical service. In the event that we are unable to contact you and hospitalisation is needed, the most senior member of staff on school site and another member of staff will accompany your child to hospital, continuing to make attempts to contact you. **It is therefore vital that you ensure the school clerk has your most recent contact number.**

## Medication

Some children require regular medication, such as treatments for asthma, which should be taken during the school day. **Medication such as this should be sent to be kept securely in the school office / classroom. It should be clearly labeled with their name; please ensure that all asthma medication is within date, as this is your responsibility as a**



Very occasionally, it may be necessary for a child to take medication during school hours, **although doctors can usually prescribe dosage so that this does not need to happen.** School is always co-operative in your attending school to administer medication to your child, as no staff are contracted to do so, in line with the guidance provided by the Local Authority.

We have a very secure site, with effective gates and fences all around. We ask parents and other adults bringing children to school to remain on the allocated footpath areas, using only the pedestrian gates to gain access to the school.

Once the school day has begun, the only pedestrian gate remaining open will be at the main entrance from St Mary's Street. All other pedestrian gates will be locked between 9am and 3.15pm except for the main gate into the school. This will be opened to allow for the collection of Nursery children and the placing of Rising 3 children at appropriate times.

All staff have been DBS checked. This includes volunteers.

## General Information

## Admission Procedures

Children are admitted to our school following the Caerphilly LA School Admissions Policy. The Caerphilly LA Admissions Officers can be contacted by telephone on 01443 864870 or via e-mail: [westam@caerphilly.gov.uk](mailto:westam@caerphilly.gov.uk).

## School Uniform

At Bedwas Infant School, we feel that school uniform helps our pupils to feel part of our community and helps to create a sense of belonging.

The school uniform consists of a white polo shirt, black or grey trousers / skirt and a blue cardigan or sweatshirt. Most supermarkets supply uniform at a reasonable cost. No child is permitted to wear jeans or logo embellished clothing unless school is holding a non-uniform day.

In the interest of health and safety, no jewellery is to be worn to school apart from stud earrings and a watch unless as a result of religious reasons, whereby earrings will have to be covered by a plaster. All pupils are expected to remove these prior to participating in physical education lessons / extra curricular provision of a physical nature.

Make-up, nail varnish, false nails or fake tan are not deemed appropriate for school.

Any issues relating to the wearing of religious clothing/jewellery will need to be referred to the Headteacher.

## Charging and Remissions Policy

The school's educational provision and most of the activities organised by the school are financed via funds received from the LA. There are however, some valuable educational experiences that cannot be provided by the school without the financial support from parents. Where a visit occurs during school time, contributions to enable the visit to take place will be invited. No compulsory charge is made for materials used in school. Contributions may also be requested for visiting workshops to support work being carried out in the curriculum areas.

Parents are always offered staggered payment options; please contact the office if you would like to use this service.

In the event of bad weather, i.e. heavy snowfall / thick ice, it is possible that school will be closed. Reference will need to be made to the Caerphilly Council / school website for further information. Parents will also be informed through the school Facebook Page and Website.

We are very fortunate to have a growing and enthusiastic FBI, who work hard to provide opportunities and events in support of school and our pupils. The monies raised from various activities have enabled them to contribute to projects in the school. Your support would be much appreciated - whether as an organiser on the committee or as a volunteer when activities are taking place. If you wish to become involved, please do not hesitate to contact Mrs J Amesbury.

We actively encourage parent helpers within the school. Please be assured that all helpers throughout the school are subject to an enhanced DBS check.

The education of our young children is a partnership between home and school. We ask you to support your child in school in a number of ways. These include talking to them about what they have done in school, ensuring they have the best possible attendance and arrive to school on time with the necessary equipment, e.g. PE kit, lunch box, etc, helping with homework and reading, attending their class and other whole school celebrations and taking advantage of the opportunities we provide to meet with your child's class teacher in order to discuss progress and overall attainment.

We also hold a range of events throughout the year for parents to attend; these might include Parent workshops, 'Meet the Teacher' sessions Bring a Parent afternoon (BAPA) etc.

Should you wish to access information relating to your child, please do not hesitate to contact the school in order to make an appointment at a mutually convenient time.

## Term Dates

Term dates and Session times			
Term	Term Starts	Half term holiday	Term Ends
Autumn	Monday 2 <sup>nd</sup> September	Monday 28 <sup>th</sup> October – Friday 1 <sup>st</sup> November	Friday 20 <sup>th</sup> December
Spring	Monday 6 <sup>th</sup> January	Monday 17 <sup>th</sup> February – Friday 21 <sup>st</sup> February	Friday 3 <sup>rd</sup> April
Summer	Monday 20 <sup>th</sup> April	Monday 25 <sup>th</sup> May – Friday 29 <sup>th</sup> May	Monday 20 <sup>th</sup> July

## INSET DAYS

All schools can take 6 In-service training days during term time. Bedwas training days for this academic year are listed below:

Monday 2<sup>nd</sup> September

Friday 24<sup>th</sup> October

Monday 6<sup>th</sup> January

Friday 22<sup>nd</sup> May

Monday 20<sup>th</sup> July

A further day is yet to be arranged for the Summer Term 2020.

## Times of the School Day

Pupils are required outside their school classroom at 8.40 a.m. in readiness for the doors to open at 8.45a.m. Please do not allow your child to attend school before 8.40 a.m. unless they are attending 'Breakfast Club', as there will not be adequate supervision to ensure their safety prior to this time.





Reception to Year 2:

Morning Session

8.45am - 11.45am

Afternoon Session

12.45pm - 3.00pm

Nursery sessions are either;

8.45am-11.15am or 12.30 pm-3.00pm

## Breakfast Club, Lunchtime Arrangements, Snacks and Free School Meals

All pupils are entitled to attend Breakfast Club. This opens at 8.15 a.m. and the serving hatch is then closed at 8.30 a.m. Pupils are able to receive cereals, fruit juice, wholemeal toast, etc. at no additional cost to you. A consent form will need to be completed in advance of their attendance, noting contact details, allergies, etc. All children are supervised by 'Breakfast Club' staff, who are DBS checked.

The majority of pupils remain in school during the lunch hour, eating a meal prepared in either one of the school kitchens or their own packed lunch. Mid-day supervisory assistants are employed to supervise the pupils between 11.45am and 1pm. It is therefore of the utmost importance that pupils maintain a high standard of behaviour during the lunch period.

Bedwas Infant School is a 'healthy school'. As such, no child bringing a packed lunch to school is to have a fizzy drink (with the exception of mineral water), or more than 1 packet of crisps and / or biscuits / cakes. We encourage children to eat fruit and vegetables as part of a healthy diet.

Each class provides a healthy eating opportunity for the pupils during the morning session and pupils are able to bring in a piece of fruit for the morning break.

Some of our parents are entitled to free school meals. As well as providing peace of mind in knowing that your child is eating a healthy lunch. Free school meals are available to parents in receipt of family income support. More information is available at the following internet address:

<https://www.gov.uk/apply-free-school-meals/caerphilly>



## Junior Education

The vast majority of pupils from Bedwas Infant School transfer to Bedwas Junior School. During the Autumn Term of their Year 2 academic year, they will be provided with documentation in support of their Junior School education. A number of activities and events are undertaken by Year 2 to support the smooth transition to the Junior School. You will be given ample notification of this / these events.

## Community Links

The school is committed to continuing to develop links with the community via visits to local places of worship and interest and by inviting various guests from the community to local activities. We encourage visitors to enrich our pupils' learning experiences; we have regular visits from the police, the Fire service, NSPCC and music specialists. School has good links with the community and also local businesses have been supportive of school activities over the years.

## Academic Achievement

### Foundation Phase Performance 2019

Caerphilly  
Bedwas Infant school

	N	D	W	Z	S	G	1	2	3	4	5	6	A
Personal and social development, well-being and cultural diversity	0	0	0	0	0	0	0	0	0	3	5	31	0
Language, literacy and communication skills (in Welsh)	0	0	0	0	0	0	0	0	0	0	0	0	0
Language, literacy and communication skills (in English)	0	0	0	0	0	0	0	1	1	2	22	13	0
Mathematical development	0	0	0	0	0	0	0	0	2	2	23	12	0

FPI \*\*

School	35
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Cohort = 39

# Staff and Governors

Mrs. V Jenkins Delf	<b><u>Head Teacher</u></b>
<b><u>Teaching Staff</u></b>	
Mr I Leaves [60%] Miss K Crocker [ 40%]	Nursery
Mrs C Lloyd <i>Deputy Head Teacher</i>	Dosbarth Porffor [ <i>Reception</i> ]
Mrs L. Seamons	Dosbarth Coch [ <i>Reception /Year 1</i> ]
Mrs A Cartwright	Dosbarth Gwyrdd [ <i>Year 1 / Year 2</i> ]
Mrs R Collins	Dosbarth Glas [ <i>Year 2</i> ]
Mrs C Mathias	PPA teacher [ Reception- Year 2]
Mrs K Crocker Mrs D Rees Mrs C Bailey Miss R Anderson Mrs S Morris Mrs T Hayward Mrs G Whittaker Miss H Bailey Mrs K Bailey Mrs A Sargent Mrs G Powell Mrs G Davies	<b><u>Support Staff</u></b> HLTA Teaching Assistant Teaching Assistant Teaching Assistant Teaching Assistant Teaching Assistant Teaching Assistant Teaching Assistant Learning Support Assistant Learning Support Assistant Learning Support Assistant Learning Support Assistant
Mrs J Amesbury	<b><u>School Secretary</u></b>
Mr R. Bailey	<b><u>Caretaker</u></b>
Miss S Main	<b><u>Cook</u></b>
Mrs G Bowden Mrs G Powell Mrs L. Simmonds Mrs C Bailey [50%] Mr R Bailey [Caretaker]	<b><u>Lunchtime Supervisors</u></b> Lunchtime Supervisory Assistant Lunchtime Supervisory Assistant Lunchtime Supervisory Assistant Lunchtime Supervisory Assistant Supports Lunchtime activities.
[CCBC Catering] Mrs C Cooper	<b><u>Catering Staff</u></b>

[CCBC Cleaning] Ms C Price Ms K James	<u>Cleaning Staff</u>
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<b>Chairperson of Governors</b>	Mrs K Hughes
<b>Vice Chairperson</b>	Mrs C Tidy
<b>LEA Representation</b>	CB Cllr. Jill Priday CB Cllr. June Gale CB Cllr. P. Rosser
<b>Teacher Representative</b>	Mrs L Seamons
<b>Non-teaching Staff Representation</b>	Mrs T Hayward
<b>Parent Representation</b>	Mrs. N Llewelyn Mrs. M Bridges Ms. A Eades Mrs. E Harmer
<b>Co-opted Representation</b>	Ms. S Armstrong Mrs. A O'Neil
<b>Head Teacher</b>	Mrs. V Jenkins Delf
<b>Observer to GB</b>	Mrs. C Lloyd [ Deputy Head Teacher]

## Gallery

