

Mission Statement

At Colcot we are committed to inspire, motivate and challenge all learners through a stimulating, nurturing learning environment where children are at the centre of all we do.

We create the best opportunities to enable all children to excel on their journey to becoming confident and independent lifelong learners.

To achieve this we will have high expectations and promote mutual respect.



School Motto

Hand in hand we learn and achieve, nurturing excellence.

Tyfu a dysgu gyda'n gilydd

CONTENTS

1. Headteacher's welcome
2. Chair of Governors welcome
3. Members of the Governing Body
4. School Dates 2015/2016
5. The School
6. Personnel
7. Day to Day Organisation:
 - a. Admissions
 - b. Charging
 - c. School/Parent Contact (Complaints Procedure)
 - d. Absence Rates
 - e. School Hours
 - f. Punctuality and Attendance
 - g. Lunch Time Arrangements
 - h. Administration of Medicine and Illnesses
 - i. Vehicle Access
8. School Uniform
9. PTA
10. Circulars/Newsletters
11. Curriculum
12. Extra Curricular
13. School Discipline
14. Pupils with Disabilities
15. Adult Learning
16. School Web Site
17. Security
- Appendices –
 1. School Results
 2. School/Consortium Targets for 2015/16
 3. School Improvement Plan and PDG Spending plan 2015/ 16
 4. Home/School Agreement - sample

Headteacher's Welcome

28 September 2015

Dear Parent

I should like to take this opportunity to welcome new parents and children to the school as well as addressing our existing families.

The most important elements of a successful learning environment are the happiness, contentment and security of the children. This can only be achieved by the school, the family and the local community working together in harmony. Our aim is for all pupils to reach their potential, and together we will help them reach their goals.

I hope this prospectus, which may not answer all your queries immediately, will, nevertheless, provide a comprehensive and informative guide to most of the philosophy, organisation and management of the school.

We pride ourselves on the broad, balanced and full education we provide all our children in both the Foundation Phase and at Key Stage 2.

Visitors to our school comment on the warm welcome they receive, the positive ethos at the school and the polite and courteous pupils.

Our priority is to ensure that all pupils are safe and happy. Pupils achieve more when they are happy and want to learn. We make every effort to ensure that all pupils are given the opportunity to share their learning with their peers and learn from each other.

Should you have any questions about the school or think that we can further help your child in any way, please do not hesitate to contact myself, one of the staff or one of the school's governors.

Yours sincerely,

N E Pule

Chair of Governors Welcome

Dear Parents and Carers,

Our Prospectus gives us the opportunity to welcome new pupils and families into the School community. We hope you will enjoy the experience and thrive as part of our growing team. It also gives us the opportunity to congratulate our pupils on their achievements and extend our thanks to the staff for their ongoing support to make such achievements possible. We are greatly looking forward to another successful year ahead.

As a school we were very pleased with the Estyn Inspection in October 2010. The School had a very positive report and was described as good because:

- There is a welcoming ethos which ensures that pupils feel safe and secure
- Pupils are well behaved, happy and enjoy learning
- Pupils develop effective social and life skills
- Most pupils make secure progress during their time in school
- There are effective levels of support for the less able pupils and
- Links with parents and the local community are effective.

The school and staff work hard to maintain these high standards. The school is a 'Category A' Green school and has maintained this status over the last three years.

We the governors look forward to working with the staff and children to ensure that the school reaches the targets set at the end of the year.

The teachers have high expectations for the children at Colcot Primary School and want them to learn and prosper. This would not be possible without the encouragement that the children receive from home. The appreciation of the governors goes to all families who give that vital support to children at all stages of their school life.

ICT continues to be a strength at Colcot Primary and the school continues to develop resources to meet the needs of the 21st century. The website is available to keep parents and children up to date and the address is www.colcotprimary.uk.org. The school also gained a fifth Healthy Schools Award. With the continued support of the PTA we have been able to develop different areas of the school and provide exciting opportunities for the children.

Some Y5 and Y6 children spent a week in May visiting the Llangrannog Residential Centre in West Wales. Activity sessions included quad biking, dry slope ski-ing, horse-riding and many more. The Year 4 pupils also had the opportunity to complete an overnight residential stay at the Millennium Centre in Cardiff.

Our extended thanks to the members of the school PTA and volunteers who continue to work extremely hard to raise funds for the school.

The School has a strong committed team working to ensure that pupils have the best possible education. With the continued support and involvement from everyone within the School community we look forward to yet another successful school year.

Yours sincerely,

Martin Peplow (Chair)

GOVERNING BODY

Governor	Appointed By	Term of Office Ends
Mrs N E Cule	Headteacher	
Ms T Watts	Co-opted Governor	3.11.2018
Mr M Coles	Parent Governor	12.10.2019
Mrs C J Brookman	Non-Teaching Staff Governor	3.11.2018
Mrs S Francis	Parent Governor	13.11.2018
Ms C Vivian	Parent Governor	13.11.2018
Mr M Ellis	Teacher Representative	25.06.2019
Mrs J Jarvis	Teacher Representative	1.02.2018
Mr M Peplow	Community (Chair)	3.11.2018
Mrs M Wilkinson	LEA	3.11.2018
Mrs C Curtis	MAR	6.09.2020
Mrs Gooderham	Parent Governor	14.11.2016
Mr Williams	Community (Vice Chair)	30.5.2016
Mrs Williams	LEA	15.10.2016

Chair of Governors:

Mr M Peplow
41 Ffordd Cwm Cidi,
Woodland Rise,
Barry

Clerk to Governors:

Mrs J Western

“The Governing Body fulfils its statutory obligations effectively. Governors support the school conscientiously and know about the performance of the pupils.”

Estyn Inspection 2010

School Holiday Dates 2015/2016

Tuesday 1 September 2015 will be a designated INSET day for all LEA Maintained Schools. The remaining four INSET days to be taken, will be at the discretion of each individual school.

Term	Begin	Half term		End	No. of School
		Begin	End		Days
Autumn 2015	Tuesday 1st Sept 2015	Monday 26th Oct 2015	Friday 30th Oct 2015	Friday 18th Dec 2015	74
Spring 2016	Monday 4th Jan 2016	Monday 15th Feb 2016	Friday 19th Feb 2016	Thursday 24th March 2016	54
Summer 2016	Monday 11th April 2016	Monday 30th May 2016	Friday 3rd June 2016	*Weds 20th July 2016	67
				TOTAL	195

All schools will be closed on Monday 2nd May 2016 for the May Day Bank Holiday.

Significant dates:

Christmas Friday 25th December 2015

Easter Good Friday 25th March 2016

Easter Monday 28th March 2016

May Bank Holidays Monday 2nd May 2016

Monday 30th May 2016

THE SCHOOL (Estyn 2010)

The school is good because:

- There is a welcoming ethos which ensures that pupils feel safe and secure;
- Pupils are well behaved, happy and enjoy learning;
- Pupils develop effective social and life skills;
- Most pupils make secure progress during their time in school;
- There are effective levels of support for the less able pupils; and
- Links with parents and the local community are effective.

Prospects for improvement are good because:

- The Headteacher, in a very short time, has acquired a sound understanding of the school and its structures and procedures;
- Together with the staff and governing body, the Headteacher has produced a substantial and rigorous self-evaluation report which highlights the school's strengths and also areas for development;
- The Headteacher, supported by the governors and acting deputy Headteacher, has a clear vision for the development of the school which has a clear focus on raising standards; and
- All staff work efficiently as a team in order to ensure the best for pupils.



PERSONNEL

Teaching Staff and Responsibilities



H/T Mrs N E Cule – SLT (Chair)/ PM Team Leader

Finance, Strategic Organisation & Management
CPD Co-ordinator , Safeguarding
Target Setting Co-ordinator

D.H/T Mr M Ellis – SLT (V.Chair)/ PM Team Leader

Curriculum Co-ordinator, ARR Co-ordinator,
Resource Manager, Whole School Timetabling
and ICT Co-ordinator. Target Setting Co-ordinator.

Key Stage 2 TLR Miss C Bosomworth

Leader for Learning KS2, English Coordinator
Performance Management Team Leader

Foundation Phase TLR Mrs Z A' Hearne

Leader for Learning - F Phase, Mathematics
Coordinator, Performance Management Team
Leader

Foundation Phase Teaching Staff

Nursery –Mrs P Hinton and Mrs T Casker

Reception –
Ms V Noble and Mrs L Sanderson

Year 1 and 2 -
Mrs J Jarvis, Ms S Francis and Mrs Z
A'Hearne

Key Stage 2 Teaching Staff

Year 3 – Mr O Greenow and Ms K Parsons

Year 4 - Mrs M Hibbert

Year 5 – Miss R Longley and Mr M Heritage

Year 6 - Mr M Ellis and Mrs A Di Ronato

ALNCo – Mrs M Clarke

PPA Teacher - Mrs J Rose

Ancillary Staff

Mrs D Overall	Learning Support Assistant
Mrs S Beer	Learning Support Assistant
Mrs C Hassett	Learning Support Assistant
Mrs E O'Brien	Learning Support Assistant
Ms A Curtis	Learning Support Assistant (Maternity Leave)
Mrs J Sydenham	Learning Support Assistant
Mrs K Smith	Learning Support Assistant
Mr N Preen	Learning Support Assistant
Mrs G Williams	Learning Support Assistant
Mrs B Durbin	Learning Support Assistant
Mrs T Rees	Learning Support Assistant
Mrs C Brookman	School Admin. Officer
Miss A Davies	School Admin. Support (P/T)
Mr. M Boniface	School Caretaker

Miss D Galea
Mrs J Hewitts

Learning Support Assistant (LEA)
Learning Support Assistant (LEA)

Kitchen Staff

School Cook – Mrs C King
Ms T Smart
Ms J Adams
Mrs S Miller

Cleaning Staff

Miss C Smith Mrs S Duff Miss S Thomas

Breakfast Club Staff Mrs C King Mrs A Moore Mrs L Pearce Mrs T Rees

Midday Supervisors

Foundation Phase

Mrs S Riggott Mrs C Vivian Mrs L Pearce Mrs L Hill

KS 2

Mrs H Maguire Mrs J Hewitt Mrs T Davies
Mr S Rice

Traffic Patrol

Mrs S Riggott – Winston Road





DAY TO DAY ORGANISATION

a. Admissions

The school will operate the current admissions policy of the Vale of Glamorgan LA.

Visits for the parents and children of new intake children to Nursery are arranged at the end of the school term preceding the term during which the children will be admitted. On these occasions information regarding all aspects of school organisation will be available; parents will meet relevant staff and visit the areas where their children will spend their time.

For parents of all children seeking admission other than those above, appointments may be offered with the Headteacher or senior staff if appropriate.

b. Charging

Parents will be requested to make a contribution towards any school organised function where a fee is charged to the school. If insufficient contributions are forthcoming, indicating that a deficit may arise which will have to be met by the school, then the school reserves the right to cancel the function. With the exception of non-returnable deposits, all paid monies will be returned in full.

c. School/Parent Contacts (Complaints Procedure)

When parents have concerns there are a number of direct points of contact which can and should be used in order that issues can be dealt with promptly, transparently and efficiently. Most immediate would be the class teachers. If the issue needs the attention of the Headteacher or senior staff an appointment is necessary in order that a sufficient period of uninterrupted time is devoted to the subject of concern. If the problem is urgent then the school will always seek to respond immediately, other priorities or emergencies permitting.

All official complaints should in the first instance be made in writing to the Headteacher who will clarify the matter and then, if necessary, make the appropriate formal arrangements to investigate the matter and report back.

In the event of an unsuccessful resolution then the matter should be referred, again in writing, to the Chair of Governors who will instigate the procedures as laid out in the WAG Circular 03/2004. **Please note that Governors should not be approached, officially or unofficially, as this would prejudice any investigation and disqualify them from any involvement in the proceedings.**

The Vale of Glamorgan LA may review the School's procedure in dealing with the complaint but will not investigate or make a judgement on the decision itself. Investigation of complaints is entirely the responsibility of the School and the Governing Body.

The school sincerely believes its effective relationships with parents and the local community, and the strenuous efforts it makes to satisfactorily resolve issues transparently, fairly, thoroughly and promptly via informal procedures, will mean that the above official procedures will be rarely called upon. Official information regarding Section 23 of the 1988 Education Reform Act can be obtained either from the Civic Offices or the school office.

d. Attendance

Attendance for 2014/15 is 93.9%

"Most pupils attend school regularly and the majority are punctual in their arrival at the start of the school day. Systems are in place to improve this aspect of school life." Estyn 2010



e. School Hours

	Foundation Phase	KS2
Start	8.55	8.55
Morning Break	10.40-10.55	11.00-11.15
Dinner	12.00- 1.15	12.15- 1.15
Afternoon Break	2.15- 2.30	2.15- 2.30
End of Day	3.30	3.30

In the Foundation Phase the children are taught for 22.5 hours and at KS2 the children are taught for 23.5 hours.

Nursery Times

Morning Session	9.00-11.30 a.m.
Afternoon Session	1.00- 3.30 p.m.

The School operates a breakfast club from 8.15am (children will not be admitted before this time) where they will be offered cereal, toast, yogurt and a drink.

Dinner money is collected by the School Admin Support Officer on Monday morning, please ensure that any money is in a clearly labelled envelope.

Healthy refreshments (i.e. fruit and non-additive drinks) are available to the children in Early Years (Nursery and Reception) during the morning - £3.50 per term.

All other children are encouraged to bring to school Healthy snacks Monday – Thursday. Friday is a free choice day.

All Early Years and Foundation Phase children have milk which is provided by the Welsh Assembly free of charge.

At the beginning of each day all children walk straight into their classes, doors are open from 8.45 a.m and support staff are in duty in the corridors to welcome the children.



Please note the following:

When a pupil is absent parents must inform the school on the first day of the absence and explain the absence in writing to the class teacher on the day the pupil returns to school.

- All children should be in their classrooms by 8.55 a.m.
- Children should not arrive before a quarter to nine, even if the weather is dry.
- The side doors off the two yards will remain open until five minutes past nine and are then closed.
- Children should only go to the main front entrance if they arrive after five past nine, by which time they are then considered late.
- Children arriving late will be recorded on the late register.
- Parents of children regularly on the late register will be contacted to explain the lateness and requested to present their children to school on time every day.
- Persistent late comers will be reported to the Local Education Authority Education Welfare Officer who will then investigate each case.
- Nursery children should be taken to the Nursery entrance by nine o'clock in the morning and at one o'clock in the afternoon.
- The Nursery door will also be opened ten minutes early if it is raining.

At the end of the day, please wait at the gate or designated exit and the children will come to you. These arrangements are designed to alleviate congestion inside the school buildings.

In the interest of safety and security Foundation Phase children will only be released to parents, or to adults known to the school and where a prior arrangement has been made. These children will not be handed over to older brothers or sisters from our school or to children, family or friends, under the age of 16 years, unless permission has been given by the Head or Deputy Head Teacher.

Family Holidays in Term Time

The Welsh Assembly Government has asked that parents be made aware of the fact that **THERE IS NO AUTOMATIC RIGHT TO WITHDRAW PUPILS FOR HOLIDAYS.**

Only the school can authorise absences in term time for holidays. Time taken out of school without permission will be marked as UNAUTHORISED ABSENCE. The Attendance Policy is to be reviewed in the Autumn Term and agreed by the Governing Body.

e. Wet Days

Playtimes - children stay in classrooms. Teachers remain with their classes.

Dinner Time

Foundation Phase pupils play or watch a dvd in the classrooms.
KS2 classes remain in their own areas after they have eaten lunch. Dinner ladies supervise plus duty staff, Headteacher and Deputy Headteacher. Normally a total of 14 adults are regularly on duty during wet lunch times.

f. Assemblies

Monday	9.10 a.m.	Mrs Cule – Whole School
Tuesday		Classroom based Collective Worship – PSE
Wednesday	9.10 a.m.	Hymn Practice
Thursday	9.10 a.m.	Mrs Cule – Whole School
Friday	9.00 p.m.	Whole School Reward Assembly



g. Lunchtime Arrangements

School meals are available at a cost of **£2.10** per day. Free meals are available after authorisation from the Council. Free school meals application forms are available from the school office. Applications should be made early as authorisation takes at least a month to reach the school.

Key Stage 2 pupils will be able to choose from a cooked dinner, jacket potato or baguette. Children who wish to do so can bring in a packed lunch.

If your child requires any special diet please contact the Education Office. Arrangements will then be negotiated with the cook and Vale Schools Meals Service.

Dinner money must be paid on a Monday morning. Please put the correct money in an envelope clearly marked with the child's name and class. Change can be given if necessary and will be sent home with the child at the end of the day. If you fall into arrears please see the School Admin. Officers as soon as possible.



h. Administration of Medicines and Illnesses

If your child needs to take medicine during the school day, please ask the secretary for a request form and sign it before handing it to the class teacher. **Only essential medicines by prescription can be considered.**

Where a medical condition exists which will cause distress or suffering to a particular pupil, or if it is likely that this condition will spread to other pupils causing the above, the school's policy will be to request that the parent or emergency contact collect the child immediately, obtain appropriate medical treatment and keep the child away from school until the condition is completely cleared up.

Occasionally, children may be permitted to stay in the School building during playtimes for specific medical complaints. If you wish to request this please put your reasons in writing to the Classteacher who will bring the matter to the attention of either the Headteacher or Deputy Headteacher for authorisation. If granted please note that:-

- (a) the children will not be directly supervised by staff;

Where girls commence menstruating at primary school, parents must contact the school in order that the appropriate arrangements can be made and explained.

i. Vehicle Access

The safety of the children and those working in the school is paramount. No vehicles are to be driven in, out or on the school site without official permission between 8.30 a.m. to 3.45 p.m. This permission may only be obtained from the Headteacher, Deputy Headteacher or nominated deputy. Any vehicles on site during the working day need to be directed by a member of school staff. The main school access gates must be kept closed at all times. It will be the responsibility of the school staff to ensure this happens.

8. SCHOOL UNIFORM

The Governing Body and the School requires that all children wear school uniform colours of black and gold and white. Year 6 pupils will be allowed to wear a different coloured "hoody".

Flat soled, sensible shoes are essential for safety.

Badged uniform can be obtained from A & A Dancewear, 116C Park Crescent, Barry, Tel No 01446 721188 , A Class Apart, 9 The Parade, Dinas Powys, CF64 4NR Tel No 02920 515722, and J M Textiles, Penarth, Tel No 02920 709688.

Uniform List

Boys

White or gold polo shirt
Black Jog pants
Gold/black sweatshirt
Black trouser / shorts

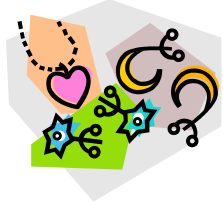
Girls

White or gold polo shirt
Black or grey skirt
Black jog pants
Gold or Black Cardigan (sweatshirt style)
Gold or Black Sweatshirt
Gold and white gingham or striped dress

PE and Games

Suitable clothes should be worn by all children at all times during outdoor/indoor activities. Parents should provide shorts and t-shirts for indoor activities and additional warmer clothes for outside. Staff will advise parents whether shoes/trainers are required for indoor activities and secure appropriate footwear will be needed for all outdoor sessions.

Please note, we expect all children to have a change of clothing for all PE lessons and extra-curricular sporting activities to encourage good attitudes to health, cleanliness and hygiene. The school also encourage pupils to wear house colour t – shirts for P.E and Games lessons.



Jewellery

Earrings in particular are dangerous at playtimes and during games/PE sessions. Studs or sleepers are permitted but for obvious safety reasons, rings, hoops or dangling earrings are not. Other facial or body piercing are not allowed. **The school cannot be held responsible for injury, accidents or losses as a result of children wearing jewellery.** Children will be asked to remove **ALL** jewellery for PE/Games lessons.

CIRCULARS/NEWSLETTERS

The school is a very large active and busy institution with many varied opportunities and experiences involving the children, staff and parents as well as the local community. Parents are notified of all school news and events in regular circulars or newsletters. Please keep these circulars and read them carefully so that neither you nor your children miss out! Newsletters and information will also be available on the school website, Twitter and Scoop.

Children are not permitted to have pagers or mobile phones in school.



CURRICULUM

"In the more effective lessons observed teachers use an appropriate range of approaches and activities to motivate and engage pupils. They ensure that pupils know what they will learn in the lesson, provide advice and encouragement and tell them what to do to improve their work. Teaching has good pace and skilful questioning, helping pupils' understanding and ensuring that they are ready to move on to the next stage in their learning." Estyn 2010

School Aims

- ◆ To provide a happy, safe, caring and challenging environment for all children and all teaching and non-teaching staff.

- ◆ To develop the education of the "whole" child to its full potential for all pupils from 3-11.
- ◆ To raise awareness of the school in the community by fostering links with parents, extended families, local residents, businesses and industry.
- ◆ To create an attractive, stimulating, informative environment which complements an industrious but relaxed working ethos.
- ◆ To take advantage of the local environment which offers ideal opportunities for exploration of historical, geographical and social issues e.g. docks, coastline, industry, agriculture and a variety of old and modern buildings.
- ◆ To run an effective school through well structured management and positive leadership.
- ◆ To engender good relationships amongst the children and staff:
 - ◆ between children of varied cultural backgrounds,
 - ◆ between children with special educational need and those in the mainstream,
 - ◆ between children of varied abilities,
 - ◆ between teaching and non-teaching staff,
 - ◆ between staff and children through mutual respect.
- ◆ To fully utilise and develop all resources within the school both human and material.

Class Structure and Management

KS2 – 8 – 11 Year olds.

The essential skills of communication, literacy and numeracy will be the central focus of the curriculum. As the pupils understanding increases more time will be given to science and the foundation subjects. The curriculum will still take place within an integrated theme where it is meaningful and relevant. Children will be encouraged to develop self – confidence, independence in learning and higher order skills in a range of situations.

In the KS2 department children are organised into mixed ability classes.

As with most schools the need to group children into mixed-aged classes will necessarily occur occasionally. To achieve this effectively the School will adopt a "Team Teaching" model whereby children of the same year group will receive the base lesson in curriculum subjects together and at the same time, and then revert to their registration classes to complete their work with their teacher or LSA (Learning Support Assistant). In this way every child will receive appropriate differentiated instruction in the relevant curriculum.



Foundation Phase - 3 – 7 year olds.

At this stage the main learning blocks of learning experiences are laid. The emphasis will be on developing essential skills of communication, literacy and numeracy. By providing a broad rich curriculum using an integrated approach the aim is to develop the children's interests whilst also recognising their level of maturity. These are important years where pupils learn how to observe, listen, respond and develop not only as individuals but as caring members of the school community.

The Foundation Phase model is in place for children in the N, R, Y1 & Y2. The "Integrated Day" operates with discrete Literacy and Numeracy sessions. This involves the children working through a number of preset tasks at their own pace through the day. In Key Stage 2 the balance moves towards a more focused interactive teaching relationship due to the volume of work to be covered and the increasing specialised expertise demanded. The overriding factor in planning work in all classes and all subjects is appropriate and accurate differentiation for each ability group. Your child's work will be designed to suit his or her ability.

All schemes of work in the core and foundation subjects ensure the implementation of National Curriculum proposals for the appropriate curriculum area. Links are also made to the Literacy and Numeracy Framework.

"The learning environment is attractive and welcoming for pupils. There are plenty of good quality resources, which members of staff use effectively to aid learning. Stimulating displays celebrate pupils' work. These displays promote the school ethos effectively. Estyn 2010

The National Curriculum in Wales has six Areas of Learning and Experience: Expressive arts; Health and well – being; Humanities to include R.E; Languages, literacy and communication; Mathematics and numeracy and Science and technology.

The curriculum will make provision for cross – curriculum responsibilities: literacy, numeracy and digital competence.



Assessment

Each pupil Year 2 – 6 is tested annually using the National Reading and mathematics standardised tests provided by the WAG. Pupils will also be assessed using NFER Non Verbal assessment – these assessments assess the child's innate ability. In addition, all pupils in the Foundation Phase and KS2 are tested using internal assessment tests at

various times throughout the year. Summative teacher assessments are carried out in the Summer Term. Parents are informed of the results when annual pupil reports are distributed in July.

Literacy (Reading and Writing)

Writing skills are developed through a range of activities both subject specific and cross curricular. The school is using the "Big Writing" framework for further developing writing.

Each class library has a wide range of reference and reading books to cater for various interests and reading levels. Reading is a priority in all classes and parents are strongly encouraged to support the children at home. Daily reading sessions are planned in each classroom. The school welcomes adults to school to support reading activities.

Numeracy

The Abacus Mathematics scheme provides the platform for mathematics teaching within the school. This is supplemented with other schemes designed to give the children a sound concept of mathematics and its practical application, as well as developing their mental and investigational skills. The school follows the Big Maths philosophy for teaching number.

Science

The school uses its own scheme and is very well resourced with apparatus to meet the wide range of practical activities the children meet in their lessons.



PE/Games

PE and Games times per week:

KS2	1 hour 45 minutes
Foundation Phase	1 hour

The school has extensive playing fields and a hall both of which are fully utilised during lunch times and after school in the extra-curricular programme organised by the school for the children.

Information and Communication Technology (ICT)

The opportunities to use technology to enhance other subjects are exploited throughout the School.

Each class also has access to the internet and ICT through the use of laptops. The school is extremely ICT rich and is ensuring that all pupils are familiar with the most recent development in this area including mobile devices and all digital learning.



Other subjects

Creative skills are developed in art, music, drama, movement and physical education.

Welsh is taught as a second language along the guidelines set by the National Curriculum document for Welsh. Every effort is made to ensure that all important signs in the school are bilingual.

Religious Education is taught along the guidelines outlined in the Religious Education Syllabus issued by the Education Authority. An act of collective worship of a broadly Christian nature takes place every day. Parents may withdraw their children from assemblies and RE lessons by written request. However, the school cannot guarantee to deploy staff to teach or supervise at this time.

"The school has appropriate policies and procedures for promoting pupil wellbeing and healthy living. These arrangements contribute very positively to all pupils' emotional development and support their learning. All school staff have high expectations in terms of behaviour and consistently apply the relevant school policies. Provision for pupils' spiritual, moral, cultural and social development is effective overall." Estyn 2010

Environmental awareness encourages children to develop a respect for the environment and enables the children to acquire and master skills to meet various situations. We have established a friendship garden dedicated to the memory of our Chair of Governors, Mrs Jill Roberts, we have also had adventure trails and shelters built on the KS2 and Foundation Phase yards. In order to raise awareness of the affects of Global warming and the effect this has on the World, each year group has adopted an animal via the Bristol Zoo and Noah's Ark Farm and activities related to this will form part of the EDSGC teaching. The school participates annually in the Panasonic Eco Project and the school has been successful in the last two year to win the top prizes.



Music Tuition

In Key Stage 2, all children are offered the opportunity to learn a musical instrument. Lessons are provided by Cardiff and the Vale Music Service, with peripatetic teachers visiting

the School on a weekly basis. Currently, lessons are offered in guitar and violin. Full details about availability of places and instruments and any costs involved, are set out in a letter which children will receive.

Additional Learning Needs (ALN)

Children who experience difficulties in mastering basic language skills, following initial identification by the class teacher, are either withdrawn from the class situation to be given specialised teaching in a small group, or are helped in the class situation by the special needs support staff. Several contact sessions will be timetabled each week. The School's SEN policy and provision map detail the interventions provided for each child in the four areas of Cognition and Learning, Communication and Interaction, Behaviour (Social and Emotional) and Physical and Sensory. Information on this can be obtained by appointment with the school's Special Educational Needs Co-ordinator (SENCO) Mrs M Clarke. The governors with responsibility for SEN are Mr M Peplow and Mr T Williams.

Sex Education

Following extensive consultative opportunities with school staff, governors and parents we operate a formal programme directed at Y6 pupils. The DVD used to support this is called "Let's Talk" and before using the programme each year parents will be invited to view the content, raise any issues with school staff and the nurse and have the right to withdraw their child from the sessions if appropriate. There are separate sessions for both boys and girls.



Homework

The school has a policy of setting regular homework for pupils. This takes a variety of forms some of which change as the child gets older. Particular work may be set by teachers after liaison with other staff of the year group and in consideration of the child's needs in the context of class progression.

From Year 1, children will receive words to read and spell which are learnt at home and tested in school.

All children in the school will have the opportunity to take home a variety of books to extend their reading skills and develop their enjoyment of reading. The school expects parents to pay for or replace lost or irreparably damaged books.

Children may also be set additional practice in various curriculum areas where teachers have a concern over the child's progress. This work would usually be given after parental consultation and on occasion in collaboration with the school's SENCO. The school welcomes, appreciates and expects parental support in ensuring that homework is completed and returned to the school on time. Children may also be sent home with unfinished work to complete in accordance with the school's marking and presentation policy.

Parents' Evenings

The school will hold one Parents' Evening in the Autumn Term for staff and parents to discuss how children are settling in to the new school year, during this meeting the teacher and parent set and agree 2 targets for improvement or development and these targets are then the focus of subsequent meetings. A second meeting is held in the Spring Term which will enable staff to critically evaluate each child's progress and suggest to parents how emerging problems can best be targeted, and finally, after receiving the end of year report, parents and staff will be able to address specific issues for discussion in the optional Summer Term meeting if either see a need to do so.

Community Links

The school seeks to develop its community links through practical involvement of children, parents and staff in specific initiatives. The school choir regularly perform in the community. During the last year the school has co – ordinate and supported effective projects and contact between local communities and industries:

Industrial, business and local community links:

"Visits to local industry and commerce are helpful in broadening pupils' understanding of their community and workplace". Estyn 2010.

Community Links

Families Learning Together

Putting Families First

Swimming Scheme – Year 5

NHS Dental Nurse

NHS Smoke Bugs

Transition Links with Bryn Hafren and Barry Comprehensive.

CPSO work

Parents and grandparents and reading buddies.

Visits from:

Cardiff Blues Rugby

Fire Brigade

CPSO

Visiting preachers

Visits to:

Welsh Assembly Government

Llangrannog

Stackpole

Barry Island

Llancaiach Fawr

Porthkerry Park

Cosmeston

Cog Moors
Bristol Zoo
Noah's Ark Zoo



"The school has very good links with the community and other educational establishments that do much to enhance the personal development of all pupils. The school's partnership with local colleges and the Open Learning Centre is mutually beneficial and it provided placements for teaching and non – teaching training courses. A Family Learning Together project is in place in association with the Basic Skills Agency; this is designed to support parents and involves teaching staff and specialist tutors"

Legislative Documentation

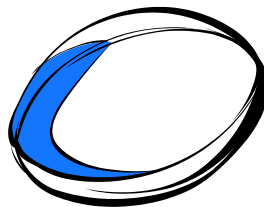
All National, council and school documentation is available through the school office or LA office.

National Curriculum Results

Individual pupil assessment results for 2015 were presented to the parents of Year 2 and Year 6 pupils with their annual report. The National Reading and Numeracy assessment results were also presented to parents at the end of the summer term. The overall school performance for the academic year 2014 – 15 is included in the appendix. Results from previous years are available from the school office.

Extra Curricular

Sincere thanks and appreciation must be extended to all those members of staff who volunteer and give of their time to support school clubs. Clubs available at school include: Football, Dance, Recorder, Cross stitch, Rugby, Infant singing group and Choir, Athletics, Cricket and Rounders.





Sports, Eco, Healthy and School Council

There are 2 representatives from Y2 - Y6 on these councils. The children who want to be members of these councils present their ideas to their peers and are elected by their peers. The duties of each of these councils vary and all include attending school meetings and reporting back to their year group. The councils are all encouraged to have a stall at the PTA fundraising events.

Residential and Field Studies.

Appreciation should be acknowledged for the contribution of staff in organising and accompanying children onto the annual Year 4, 5 and Year 6 residential visits.

School Discipline

Pupils treat each other fairly and have access to all areas of provision. The school promotes equal opportunities and the importance of valuing diversity. Incidents of discriminatory behaviour are rare and the school acts quickly and effectively to deal with such instances.

"All pupils behave very well, both within and outside the classroom. In lessons, most pupils are motivated to learn and demonstrate sustained levels of concentration." Estyn 2010

Our school is proud of the high standards of discipline expected from all pupils. To encourage these high standards in all aspects of school life a Merit Award assembly is held every half term, weekly Stars activities and monthly Superstars assemblies are held. Raffle tickets and House points are awarded to acknowledge good behaviour.

The school does not tolerate children who continually misbehave, causing or threatening injury or disruption to other children. In extreme cases the child may be excluded for certain periods of time. Fortunately this disciplinary measure is used very rarely, the school prefers to administer a positive system with rewards rather than punishments.

"All relevant policies with respect to behaviour, bullying and discrimination are in place. The school is active in ensuring that its strategies for encouraging good behaviour and responding to instances of harassment are known to all and it responds immediately and effectively to any such instances."

"The school is very effective in eliminating any bullying, conflict or racial incidents between pupils; the tolerance and harmony with the school are outstanding features. Behaviour strategies are well supported by the School Council that discusses real issues concerning behaviour; pupils effectively use 'circle time' strategies to explore relationships and feelings."

PUPILS WITH DISABILITIES

Admission of children with disabilities would out of necessity be conducted in liaison with the Pupil Support Service of the LA from which support in terms of expertise, staffing, training, building adaptation and specialised resources may be required. The Disability Access Audit has identified areas of the School requiring improvement and the GB will be working with the LA to tackle prioritised modifications, as needs arise.

The expertise, experience and professionalism of all teaching staff and the ethos of the school will ensure that children with disabilities admitted to the school would have access to the National Curriculum and all other aspects of school life as far as is practical and possible at the time.

"The school is part of a caring environment with a sense of community" and everyone at Colcot School believes that children should be happy and secure during their time with us.

We all strive to successfully develop the 'whole' child to his/her maximum potential in a relaxed, confident, welcoming and industrious environment. With the right balance and positive motivation we can work together to achieve this aim and raise standards in all we do.

"The school effectively promotes equality of access and opportunity for all and is robust in its efforts to tackle social disadvantage."

ADULT LEARNING

The Governors and Head Teacher have always enthusiastically supported a whole range of Family Learning Projects which have been operated in the school, including Families Learning Together (Language and Maths) and Keeping Up with the Children (KS2), Language and Play and Number and Play.

We look forward to many more successful programmes being run in the school for both Foundation Phase and Key Stage 2 parents and children as well as pre-Nursery groups.

SCHOOL WEBSITE

The school website is co-ordinated and updated by Mr Ellis. You can view the site at www.colcotprimary.ik.org/ The website is a fabulous tool for supporting learning and providing information for pupils and parents.

“Colcot Primary School is a very good school with many outstanding features, particularly in the progress it has made since its last inspection, especially in relation to leadership and management and the quality of teaching. The wide range of learning experiences made available to pupils, the quality of provision for those with SEN and the care, support and guidance are also very good. Pupils’ behaviour, sense of responsibility, their eagerness to learn and enthusiastic response, combined with their very good progress and standards of achievement overall, are further outstanding features of the school.” Estyn 2010

PTA

Despite being a small group the PTA try to make a big contribution to the School with fundraising activities. Help is greatly appreciated for the Christmas and Summer Fayres. Meetings are always friendly and relaxed and held during the School day. Look out for the notices and try and come along, you may make new friends and even enjoy yourself at the same time.

SECURITY

Despite the installation of upgraded access control and CCTV system for the safety of the children and staff, the school has an “open door policy”. We welcome brief parental consultation outside teaching times. If you wish to meet staff at length please see the teacher concerned and arrange a mutually convenient time. If you wish to see the Headteacher please contact the school to make an appointment.





Appendix 1

School Results – End of Foundation Phase and Key Stage 2

School Comparative/Validation 2015 (End of Foundation Phase Outcomes - Pupils)

(Table 1 of 2 - PERCENTAGES)

Vale of Glamorgan

COLCOT PRIMARY

		N	D	W	1	2	3	4	5	6	A
Personal and social development, wellbeing and cultural diversity	School	0.0	0.0	0.0	0.0	0.0	0.0	2.0	46.9	51.0	0.0
	Wales	-	0.3	0.2	0.2	0.3	0.9	3.8	42.7	51.2	0.2
Language, literacy and communication skills (in Welsh)	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Wales	0.0	0.1	-	0.1	0.1	1.1	8.7	57.3	32.4	0.1
Language, literacy and communication skills (in English)	School	0.0	0.0	0.0	0.0	0.0	0.0	6.1	65.3	28.6	0.0
	Wales	0.1	0.4	0.3	0.2	0.4	1.7	10.3	54.5	31.8	0.3
Mathematical development	School	0.0	0.0	0.0	0.0	0.0	0.0	6.1	63.3	30.6	0.0
	Wales	-	0.3	0.2	0.2	0.3	1.2	9.0	58.4	30.0	0.3

Optional Areas of Learning:

Creative development	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Physical development	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Knowledge and understanding of the world	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Welsh language development	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

FPI **

School	93.9
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Wales	85.2
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Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

W: Currently working towards Foundation Phase

Outcome 1. A: Performance Above Foundation Phase

Outcome 6.

- : Not exactly zero, but less than 0.05

* : Cohort is less than five or cannot be given for reasons of confidentiality

** : Achieved the expected outcome in each of "Language, literacy and communication skills (in Welsh)" or "Language, literacy and communication skills (in English)", "Mathematical development" and "Personal and social development, well-being and cultural diversity" in combination.

National comparative data refers to 2014



School Comparative/Validation 2015 (End of Key Stage 2 Pupils)

(Table 1 of 2 - PERCENTAGES)
Vale of Glamorgan

		N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	4+
English	School	0.0	0.0	0.0	0.0	0.0	0.0	5.0	7.5	50.0	37.5	0.0	87.5
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.9	8.3	50.4	36.8	1.2	88.4
Oracy	School	0.0	0.0	0.0	0.0	0.0	0.0	5.0	5.0	57.5	32.5	0.0	90.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.6	8.2	49.0	38.5	1.4	88.9
Reading	School	0.0	0.0	0.0	0.0	0.0	0.0	5.0	17.5	50.0	27.5	0.0	77.5
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.9	9.0	47.9	38.3	1.6	87.8
Writing	School	0.0	0.0	0.0	0.0	0.0	0.0	5.0	15.0	52.5	27.5	0.0	80.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.6	2.7	13.2	52.3	29.1	1.2	82.7
Mathematics	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	17.5	45.0	37.5	0.0	82.5
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.8	8.0	51.0	36.9	1.1	88.9
Science	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.0	52.5	37.5	0.0	90.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.4	1.5	6.9	51.9	38.2	0.2	90.3
Welsh Second Language	School	0.0	0.0	0.0	0.0	0.0	0.0	7.5	15.0	77.5	0.0	0.0	77.5
	Wales	0.2	0.6	0.3	0.1	0.1	1.2	4.0	20.4	56.6	16.3	0.2	73.1

COLCOT PRIMARY

School	80.0
Wales	86.1

Core Subject
Indicator **

Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

NCO1 : National Curriculum Outcome 1

NCO2 : National Curriculum Outcome 2

NCO3 : National Curriculum Outcome 3

(NB NCO1, NCO2 & NCO3 have replaced Level W in previous years)

- : Not exactly zero, but less than 0.05

* : Cohort is less than five or cannot be given for reasons of confidentiality

** : Achieved the

expected level in each of Welsh First Language or English, Mathematics and Science in combination.

National comparative data refers to 2014 (Table 2 of 2 - PUPIL NUMBERS)

Vale of Glamorgan

COLCOT PRIMARY

	N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	Cohort
English	0	0	0	0	0	0	2	3	20	15	0	40
Oracy	0	0	0	0	0	0	2	2	23	13	0	40
Reading	0	0	0	0	0	0	2	7	20	11	0	40
Writing	0	0	0	0	0	0	2	6	21	11	0	40

Mathematics	0	0	0	0	0	0	0	7	18	15	0	40
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Science	0	0	0	0	0	0	0	4	21	15	0	40
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Welsh Second Language	0	0	0	0	0	0	3	6	31	0	0	40
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Core Subject Indicator **

School	32
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Cohort = 40

Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002. NCO1 : National Curriculum Outcome 1

NCO2 : National Curriculum Outcome 2

NCO3 : National Curriculum Outcome 3

(NB NCO1, NCO2 & NCO3 have replaced Level W in previous years)

School Consortium Targets 2015 – 16

Foundation Phase Targets

Year 2 2015/16 - these can only be amended if agreed with your Challenge Adviser or LA

School	Colcot Primary School										
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Please enter the number of pupils in the yellow boxes
Please note that FSM data entered into PLASC January 2015 should be used

Predicted number of Yr 2 pupils

	Boys eFSM	Boys nFSM	Girls eFSM	Girls nFSM	All Pupils eFSM	All pupils nFSM	All pupils
English Medium	12	11	7	10	19	21	40
Welsh Medium	0	0	0	0	0	0	0
Total	12	11	7	10	19	21	40

Language, Literacy and Communication - English

	Boys eFSM	Boys nFSM	Girls eFSM	Girls nFSM	All Pupils eFSM	All pupils nFSM	All pupils
Outcome 3 and below	0	0	0	0	0	0	0
Outcome 4	1	3	1	0	2	3	5
Outcome 5	6	6	4	2	10	8	18
Outcome 6 and above	5	2	2	8	7	10	17
Total	12	11	7	10	19	21	40

% Boys		
eFSM	nFSM	All Boys
0.0	0.0	0.0
9.3	27.3	17.4
50.0	54.5	52.2
41.7	18.2	30.4
100.0	100.0	100.0

% Girls		
eFSM	nFSM	All Girls
0.0	0.0	0.0
14.3	0.0	5.9
57.1	20.0	35.3
28.6	80.0	58.8
100.0	100.0	100.0

% of All Pupils		
eFSM	nFSM	All Pupils
0.0	0.0	0.0
10.5	14.3	12.5
52.6	38.1	45.0
36.8	47.6	42.5
100.0	100.0	100.0

Language, Literacy and Communication - Welsh 1st Language

	Boys eFSM	Boys nFSM	Girls eFSM	Girls nFSM	All Pupils eFSM	All pupils nFSM	All pupils
Outcome 3 and below	0	0	0	0	0	0	0
Outcome 4	0	0	0	0	0	0	0
Outcome 5	0	0	0	0	0	0	0
Outcome 6 and above	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0

% Boys		
eFSM	nFSM	All Boys
0.0	0.0	0.0
0.0	0.0	0.0
0.0	0.0	0.0
0.0	0.0	0.0
0.0	0.0	0.0

% Girls		
eFSM	nFSM	All Girls
0.0	0.0	0.0
0.0	0.0	0.0
0.0	0.0	0.0
0.0	0.0	0.0
0.0	0.0	0.0

% of All Pupils		
eFSM	nFSM	All Pupils
0.0	0.0	0.0
0.0	0.0	0.0
0.0	0.0	0.0
0.0	0.0	0.0
0.0	0.0	0.0

Mathematical Development

	Boys eFSM	Boys nFSM	Girls eFSM	Girls nFSM	All Pupils eFSM	All pupils nFSM	All pupils
Outcome 3 and below	0	0	0	0	0	0	0
Outcome 4	1	2	1	0	2	2	4
Outcome 5	6	6	5	5	11	11	22
Outcome 6 and above	5	3	1	5	6	8	14
Total	12	11	7	10	19	21	40

% Boys		
eFSM	nFSM	All Boys
0.0	0.0	0.0
8.3	18.2	13.0
50.0	54.5	52.2
41.7	27.3	34.8
100.0	100.0	100.0

% Girls		
eFSM	nFSM	All Girls
0.0	0.0	0.0
14.3	0.0	5.9
71.4	50.0	58.8
14.3	50.0	35.3
100.0	100.0	100

Year 6 2015/16 - these can only be amended if agreed with your Challenge Adviser or LA	
School	Colcot Primary School



	Boys eFSM	Boys nFSM	Girls eFSM	Girls nFSM	All Pupils eFSM	All pupils nFSM	All pupils
English Medium	8	4	9	9	17	13	30
Welsh Medium	0	0	0	0	0	0	0
Total	8	4	9	9	17	13	30

	Boys eFSM	Boys nFSM	Girls eFSM	Girls nFSM	All Pupils eFSM	All pupils nFSM	All pupils
Level 2 and below	0	0	0	0	0	0	0
Level 3	2	0	2	0	4	0	4
Level 4	4	4	5	3	9	7	16
Level 5 and above	2	0	2	6	4	6	10
Total	8	4	9	9	17	13	30

% Boys			% Girls			% of All Pupils		
eFSM	nFSM	All Boys	eFSM	nFSM	All Girls	eFSM	nFSM	All Pupils
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
25.0	0.0	16.7	22.2	0.0	11.1	23.5	0.0	13.3
50.0	100.0	66.7	55.6	33.3	44.4	52.9	53.8	53.3
25.0	0.0	16.7	22.2	66.7	44.4	23.5	46.2	33.3
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

	Boys eFSM	Boys nFSM	Girls eFSM	Girls nFSM	All Pupils eFSM	All pupils nFSM	All pupils
Level 2 and below					0	0	0
Level 3					0	0	0
Level 4					0	0	0
Level 5 and above					0	0	0
Total	0	0	0	0	0	0	0

[illegible]

	Boys eFSM	Boys nFSM	Girls eFSM	Girls nFSM	All Pupils eFSM	All pupils nFSM	All pupils
Level 2 and below	0	0	0	0	0	0	0
Level 3	1	0	2	0	3	0	3
Level 4	5	4	5	3	10	7	17
Level 5 and above	2	0	2	6	4	6	10
Total	8	4	9	9	17	13	30

% Boys			% Girls			% of All Pupils		
eFSM	nFSM	All Boys	eFSM	nFSM	All Girls	eFSM	nFSM	All Pupils
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
12.5	0.0	8.3	22.2	0.0	11.1	17.6	0.0	10.0
62.5	100.0	75.0	55.6	33.3	44.4	58.8	53.8	56.7
25.0	0.0	16.7	22.2	66.7	44.4	23.5	46.2	33.3
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

	Boys eFSM	Boys nFSM	Girls eFSM	Girls nFSM	All Pupils eFSM	All pupils nFSM	All pupils
Level 2 and below	0	0	0	0	0	0	0
Level 3	0	0	2	0	2	0	2
Level 4	6	4	5	3	11	7	18
Level 5 and above	2	0	2	6	4	6	10
Total	8	4	9	9	17	13	30

% Boys			% Girls			% of All Pupils		
eFSM	nFSM	All Boys	eFSM	nFSM	All Girls	eFSM	nFSM	All Pupils
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
0.0	0.0	0.0	22.2	0.0	11.1	11.8	0.0	6.7
75.0	100.0	83.3	55.6	33.3	44.4	64.7	53.8	60.0
25.0	0.0	16.7	22.2	66.7	44.4	23.5	46.2	33.3
100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

	Boys eFSN	Boys nFSN	Girls eFSN	Girls nFSN	All Pupils eFSN	All pupils nFSN	All pupils
Yes	5	4	7	9	12	13	25
No	3	0	2	0	5	0	5
Total	8	4	9	9	17	13	30

[illegible]