

# Llandogo

*Primary School*



*Prospectus*

2016- 2017



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# Welcome

*The staff team, pupils, governors and I would like to extend to you a very warm welcome to our school.*

The staff team, pupils and governors and I would like to extend to you a very warm welcome to our school.

We cater for pupils from 4 to 11 years of age. There are approximately 75 children who attend the school. We benefit from amazing outdoor space and school grounds, surrounded by the wonderful picturesque scenery of the Wye Valley. Our school includes 4 classrooms, a school hall, a library and activity room area as well as 'The Pod' where children are taught in small focus groups.

At our school we strive to offer all our pupils a broad, balanced, creative education regardless of their ability, gender, race, culture or religion. All our learners are given equal opportunities to develop their basic skills of literacy and numeracy along with skills in thinking, information communication technology and personal and social education, enabling them to access the wider world of learning with its wonders and opportunities.

As a whole school team we look forward to making the time your child spends with us at Llandogo Primary enjoyable and fun. Working together in partnership with you and your child to ensure we nurture in your child a love of learning and a fascination in the world in which they live.

To do this there will be opportunities both formal and informal sharing of opinions on what has benefited your child and what can be done to continue to improve our school. We look forward to these opportunities and in working together with you to ensure Llandogo Primary School continues to achieve the best outcomes for all our learners.

Please do not hesitate to contact me at any time over, issues, concerns, questions or to celebrate things you would like to share with us.

**Adelaide Dunn - Acting Head teacher**

## *Estyn Inspection*

In January 2013 was inspected under Section 28 of the Education Act 2005 by ESTYN. (A copy of these reports are available on the ESTYN website [www.ESTYN.gov.uk](http://www.ESTYN.gov.uk) .

**SCHOOL  
CATEGORISATION**  
*The school is currently  
categorised as amber*



## *Statement of Purpose*

Llandogo Primary school is an effective school, where all learners share their skills, knowledge and interests in a happy, secure environment; an environment which provides education of the highest spiritual, moral and academic standards for all its learners, regardless of their needs. All of the learners: the children, head teacher, the staff, governors, parents and the community share an agreed philosophy of learning and working together as a team, to ensure that their aspirations become a reality.

## *Mission Statement*

Our MISSION for ALL LEARNERS at Llandogo Primary School is:

**ENJOY – ACHIEVE – SUCCEED**  
**Mwynhau – Cyflawni – Llwyddo**

## *Vision Statement*

Children staff and parents work actively in partnership to enable all children to realise their full potential.

We aim for us all, as learners, to:

- feel safe and valued as part of a caring community that celebrates success.
- be independent thinkers / learners who are able to seek solutions creatively and co-operatively.
- inspire an 'enquiring' mind and ask questions.
- be confident enough to take risks in our learning.
- experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all.
- be able to listen and articulate responses showing consideration to others.
- be polite and courteous.

# *The Aims of Llandogo Primary School*

## ◆ Our Aims

- For children to operate as independent learners and thinkers
- To inspire a love for learning
- To provide a relevant curriculum for all
- For children to value themselves
- To foster a sense of belonging to a community

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## *To realise our Vision and to fulfil our Mission the staff and Governors will:*

- ◆ Create a healthy, stimulating, caring and inclusive environment where learners are able to achieve their potential;
- ◆ Enable learners to communicate effectively;
- ◆ Ensure there is full ownership of the School Development Plan, through self evaluation activities and subsequent improvement planning;
- ◆ Engage in a meaningful process of self evaluation, monitoring and review;
- ◆ Ensure everyone is involved in Performance Management;
- ◆ Ensure all learners regularly reflect upon their own performance and that of others;
- ◆ Ensure that all learners have equality of access to professional and personal development, through learning objectives that take account of peoples' preferred learning styles;

- ◆ Create an environment where all members have equal opportunities and where cultural diversity is celebrated through our work;
- ◆ Ensure that all subjects of the National Curriculum are taught as required, in a positive, enthusiastic and interesting manner with regard to individuals preferred learning styles, so that pupil attainment is at least in line with their potential;
- ◆ Identify and access the expertise that exists amongst the wider school community to support our own and others learning;
- ◆ Collaborate with other schools and organisations to identify and develop best practise and bring it back to the school;
- ◆ Form effective partnerships with health, social services and the police to enable us to better understand and support our learners;
- ◆ Provide opportunities to explore the wider environment, enhancing, enriching and expanding their own experiences and expectations;
- ◆ Help to develop lively and enquiring minds, the ability to question and argue rationally and apply themselves to challenging tasks which are both mental and physical;
- ◆ Ensure we communicate effectively with pupils and parents, through a rigorous system of assessment, recording and reporting on pupil progress;
- ◆ Assist learners in the acquisition of knowledge, skills and understanding relevant to their place in society and employment in a rapidly changing world;
- ◆ Create opportunities for all learners to be involved in the management of the school;
- ◆ Strive to offer support, respect and security within an atmosphere which is friendly, healthy, secure and stimulating where good relationships can develop and personal development can be fostered;
- ◆ Ensure that all actions taken and decisions made are done so with due regard to the impact upon the environment; peoples health and well-being.



## SCHOOL GOVERNORS

Chairperson:	Mr D Trippett	Community Governor
Vice Chairperson:	Mrs T Derrett	Parent Governor
	Cllr. Shewell	Comm. Council Governor
	Cllr. R Dagger	Community Governor
	Miss J Knight	Parent Governor
	Mrs L Sharman	Parent Governor
	Mrs J Brettle	Local Authority Governor
	Mrs M Dearnley	Local Authority Governor
	Mrs K Williams	Support Staff Governor
	Mr M Watson	Teaching Staff Governor
	Mrs A Dunn	Acting Head teacher

Clerk to the Governors: EAS Governor Support

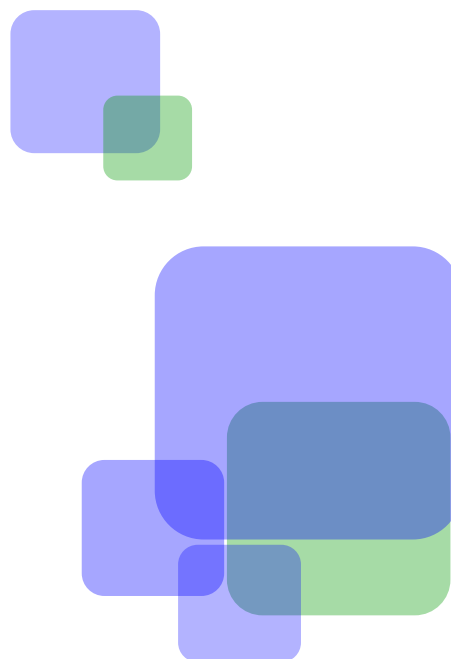
## *School Staff*

Head teacher: Mrs A Dunn (Acting)

## *Teaching Staff*

Foundation Phase: Miss A Thomas  
Mr M Watson

Key Stage 2: Miss S Swann  
Miss E John





## *Support Staff*

Mrs K Williams

Mrs E Power

Office Staff:

Mrs J Appleton

Caretaking Staff:

Mrs L Jenkins

Midday Supervisors:

Mrs L Unsworth

Mrs N Reed

Mrs R Drake-Brockman



## CONTACTING SCHOOL

The school site can be contacted as follows:

Llandogo Primary School  
Llandogo  
Monmouth  
NP25 4TJ

**Telephone:** 01594 530388

**E Mail:** [llandogoprimary@monmouthshire.gov.uk](mailto:llandogoprimary@monmouthshire.gov.uk)

**Web Site:** <http://www.llandogo.monmouthshire.sch.uk>

Twitter – @llandogoS



The Chair of Governors can be contacted as follows:

Mr D Trippett  
c/o Llandogo Primary School  
Llandogo  
Monmouth  
NP25 4TJ

**Telephone:** 01594 530388

# Routines and Procedures

## Absences

School attendance registers are marked at the start of the morning and the afternoon sessions. By law the school is charged with the duty of ensuring good attendance. We are also highly aware of the impact of absences on achievement and naturally we want the best for our pupils.

Absences are designated as either 'authorised' or 'unauthorised'. Under existing legislation the responsibility for authorising absences lies with the school and the school has a duty to consider whether absences are valid or not.

Absences due to religious observance, illness, dental or medical appointments, is 'authorised' provided parents have notified the school of the reason for their child's absence and provided an appointment card/letter; a record of telephone messages are kept by the secretary. These messages are passed onto the class teacher and the register is marked accordingly. Alternatively, a letter from the parent stating the reason for their child's absence is acceptable.

Parents are requested to contact the school before 9:30am on the day of their child's first absence from school. If no contact is made the school will contact parents to determine why their child is not at School.

An Education Welfare Officer, Mrs H Jones, visits the school regularly to monitor pupils' attendance. She will be requested to visit the parents in cases where a pupil's attendance causes concern.

Request forms are available from the school or school website for those parents who have no choice but to take a holiday during school time. It should not be assumed that holiday requests will be authorised; as requests for holiday absences will only be granted by the school 'in exceptional circumstances'.



## Attendance and Punctuality

The importance of good attendance and punctuality cannot be too strongly emphasised since these are important factors, which affect the children's education and life long attitudes to the work place. Parents are responsible in law for ensuring that learners attend school regularly and punctually. Attendance figures and absences are recorded for each pupil on the annual report to parents and by the Welsh Assembly Government. Parents will be contacted by the Head teacher in the first instance and then by the Education Welfare Officer if there is cause for concern.



## *Collecting Children from School*



Pupils in the Foundation Phase classes use the entrance at the rear of the school. Children are able to come into their classes from 8:50am and are dismissed from their classrooms at 3:25pm

Pupils in the juniors come into school from the junior

playground and access their classes from the terraced area. Pupils are able to access classes from 8:50am. Pupils are dismissed at 3:30pm at the end of the day they make their way out of their classrooms onto the junior playground.

It should be noted that no dogs are permitted on the school site, at any time. (Guide dogs are permitted).

Children who discover that their parents are not waiting for them when classes are dismissed are told to go straight back to their teacher until their parents arrive. No child will be sent home alone if the parent has been delayed.

On rare occasions when a parent is delayed at the end of the day, a telephone call to the school informing us of the situation is always appreciated so that we can reassure the child who has been left at school.

Children going home for lunch can be collected from the reception area in school. Older children may walk home only with the written permission of the parent. Children taking their lunch 'off site' should not return to school until 12:50pm.



# Security Arrangements

## Access Control

In the interests of security ALL visitors to the school, including parents who enter the building during the school hours, are required to report to the reception. Visitors must sign the visitors' book; read the emergency evacuation procedures and put on a visitors badge. Both visitors and parents are not permitted to gain access to any part of the school building without permission. All visitors are supervised or escorted around the school building.

Whilst the pupils are in their classrooms there is no access to visitors via any entrance other than the main school entrance. Therefore, during lesson times all visitors gain admission by using the access control system, which is installed at the main entrance. Parents wishing to speak to any member of staff need to do so by making an appointment through the school secretary. In the interests of security no parents are allowed into the school building at the start or end of the school day.

## Lost Property

At Llandogo Primary School children are encouraged to take responsibility for their own property. Parents can assist their children by ensuring that the child's property is clearly named. Gloves, hats, scarves, gym shoes and wellingtons need particular mention. Any clearly labelled property that has been mislaid can be returned immediately to the owner. All lost property is displayed in the corridor off the main school reception area. Parents are welcome to contact school to claim missing property before the end of term; when the lost property is collected and any unclaimed items are removed from the site.

## Snacks and Drinks

Parents may send fruit into school for pupils to eat during break. Children in the Foundation Phase are also provided with a drink of milk daily.

**Please note that pupils are requested not to bring nuts to school as there are pupils who may be allergic to these.** We are a healthy school and hope parents will support the school in its promotion of fruit snacks. All children have access to water throughout the day. Children are encouraged to take their water bottles home regularly to be washed.



## *School Meals*

School meals are provided through Monmouthshire County Council and are cooked off site and are of a very high quality. The majority of produce is sourced locally and fresh ingredients are used whenever possible. Pupils have the choice of hot meals and a vegetarian option is always available. Halal meals are provided on request.

Menus are sent home to parents at the beginning of each term and are also accessed from Monmouthshire County Council's and the School's website.

### **The cost of the meal is: £2.00 per day**

Parents are asked to send dinner money for the week on a Monday morning in an envelope marked with your child's name and the days they wish to order a school meal.

To avoid problems at lunchtime, parents are requested to send packed lunches in sandwich boxes/bags, which are labelled on the outside rather than in rucksacks, which are a tripping hazard if left on the floor. No canned or fizzy drinks are permitted as they can be very messy and glass bottles are not allowed for health and safety reasons. We also encourage parents to help their child make healthy choices and ask parents not to include sugary drinks and snacks in their child's lunch box.



## *Free Meals*

The Social Security Act, 1986 means that the Local Authority is permitted to provide free meals to pupils at school only when Income Support/Income Based Job Seekers' Allowance is received. Application forms are available from the school reception or from the Education Department at Monmouthshire County Council.

## *Breakfast Club*

Breakfast club is a free resource for all of our pupils. Children can attend from 8.15am and are escorted to their classrooms by a member of staff in time for the start of the school day. Only children taking a breakfast may attend these sessions.

## *Out of School Club*

An after school club, 'Lland and Go', is available to all pupils at a charge. Sessions close at 5.30pm and need to be booked and paid for in advance.

## *Payment by Cheque*

From time to time parents send cheques to school. If the cheque is sent as payment for school trips, or sponsor money, etc cheques should be made payable to 'Llandogo Primary School' and for school meals to 'Monmouthshire County Council' these must be supported by a cheque guarantee card.

## *Educational Visits*

It is the school policy that parents are notified in advance of any proposed activity taking place and that their written consent is required no later than the day before the pupils are due to be taken off site on an educational visit, (verbal consent for offsite visits, is not sufficient). For walks within the immediate locality of the school a general consent form is completed at the beginning of the academic year. It is sometimes necessary to ask parents for a contribution towards the cost of an educational visit, all costs are kept to a minimum and the school makes no profit.



## *Pre Admission Arrangement*

Llandog Primary School is a co-education, English medium, local authority maintained community school. Admission forms to start full time school in reception are available from the school and Local Authority for all parents. These applications for Reception classes are processed early in the spring term for a September start date. When these applications have been processed, informal sessions and workshops are arranged for parents to visit the school and to meet the staff.



Pre-school visits ensure a smooth transition from home to school as do our home visits. Before pupils are admitted into the school's reception class the class teacher and teaching assistant will visit the family home to meet the child and parents in a familiar setting.

In the summer term parents of pupils who will be starting Reception in September are invited into school. Pupils and their parents who will be starting in Reception take part in a series of interactive, creative sessions alongside the teacher and support staff of the class they will be moving into in September; so that everyone has a chance to get to know each other.

During the course of the year new families moving into the catchment area are always made welcome. These parents can discuss the school's facilities and will be given a guided tour of the school once they have had their admission application agreed by the Pupil Access Unit at Monmouthshire County Council.

## *Admissions*

Pupils on roll in the school are aged from four to eleven years.



Pupils normally attend the local school that serves the catchment area in which they live. However, parents can apply to the Local Authority for an 'out of catchment place' in their preferred school. Children can start full time school in the September following their fourth birthday.

Admission packs for entry into School are made available to parents from Monmouthshire County Council's Pupil and Student Access Unit. Parents of pupils due to start school in September will be sent an application form in the post usually in the previous Autumn

term. This should be completed and returned to the Pupil Access Unit by the date indicated or completed online.

The Pupil and Student Access Unit process all applications and parents are informed by post if their application is accepted. While places are available all pupils will be admitted but if numbers of applicants to Reception classes exceed the number of places available (15 per year group), priority is given to those pupils living in the school's catchment area.

Parents of pupils transferring from another school should also apply through the Pupil Access Unit, as described above.

### *Admissions to Pupils with Disabilities*

Llandogo Primary School has been designed to be fully accessible to all staff and pupils. Pupils with mobility difficulties are admitted to school following Local Authority admission procedures. The school environment has been designed to provide access to all including those with mobility difficulties and those pupils in wheel chairs.

### *Financial Delegation*

Under the system of Local Management of Schools, the Governing Body is responsible for managing the school's budget. The school budget share for the financial year April to March is based on the number of pupils on roll at the school the previous September.



## Pastoral Care

*The staff at Llandogo Primary School are ever-mindful of the individual needs of their learners and they provide a very high standard of pastoral care.*

They ensure careful supervision of their pupils when they move around the school or play in the playground.

When pupils fall over, first aid is administered by a qualified first aider and a note is written for the parents, which describes the injury and the first aid administered. In the event of any serious accidents a parent is contacted immediately so that the child can be taken for any necessary treatment. Parents are always contacted if a pupil sustains an injury to the head.



On occasions, pupils' clothing becomes soiled and it may be necessary to provide a change of clothing. Parents are asked to wash and return any 'spare clothes' to school.

If staff are concerned about a pupil they will inform the Head teacher. They will then contact the parents to discuss the matter with them, or possibly suggest that the child is taken home.

Parents are asked to ensure that children come to school with out-door clothing suitable for the prevailing weather conditions during break and lunchtimes e.g. a hat and gloves, etc. if the weather is very cold or a sun hat if it is very hot. Children are expected to play out of doors during the lunch hour and during the morning and afternoon breaks, unless it is raining.



The wearing of jewellery in school can be dangerous, and is therefore, not permitted.

It is not advisable to allow children to bring expensive or favourite toys to school as these may get broken, thus causing great distress to the child. We advise pupils to leave treasured items safely at home. Toys are permitted only on specially identified days.

## *Health, Safety and Welfare*

The School Health Nurse, makes regular visits to the school. Parents are informed of any visits, whether they are general sessions or for specific screening services. Parents wishing to make an appointment with the School Health Nurse can do so by contacting the school.

The school has a well established approach to the management of head lice. Parents are reminded of their responsibility to check their child's hair regularly. When parents discover that a child has head lice, they are asked to commence treatment at once and to inform the school so that reminders can be sent to parents. In this way, with parents' cooperation, the spread of head lice can be controlled. If staff see crawling lice they will notify the parent and ask them to take their child home so treatment can begin immediately. If sources of infection are not traced, then repeated re-infection is probable.

It is the responsibility of each member of staff to ensure the safety of the children in their care. Every term a fire drill is arranged so that staff and pupils are aware of the evacuation procedures to be followed in the event of a fire.

Regular risk assessments are carried out by the school's competent person for health and safety in consultation with the Head teacher and school governors.

All staff including parent and community volunteers in school are required to undertake regular DBS checks. This is to ensure the safety of all pupils in out care.

Dogs are not permitted within the school grounds or inside the building and so parents are asked not to bring dogs onto the premises.



## *Pupils Who Become Unwell at School*

Since it is the duty of parents to make arrangements for pupils who become unwell at school to be collected when notified by a member of staff, it is essential that parents notify the school of the persons to be contacted in an emergency and their telephone numbers. Home telephone numbers, work telephone numbers and mobile phone numbers may change during the year; parents are reminded that the school should be notified of these changes. Child minding arrangements may also change so it is vital that emergency contact numbers are kept-up-to-date. Until the nominated person arrives, a member of staff would care for the sick child. At the beginning of each academic year, forms are sent to parents to up-date emergency contact numbers; forms can also be found on the school website.

## *Policy for the Administration of Medical Treatment to Pupils*

**It is the responsibility of parents to administer medicines to their children.**

Pupils who are unwell should not be sent to school. However, doctors sometimes advise that pupils should attend school while needing to take medicines, either because they are suffering from some chronic illness (diabetes, asthma, etc) or allergy or because they are recovering from a short-term illness and are undergoing a course of treatment needing antibiotics. If a pupil needs a dose of medicine at lunchtime, the parents should either take the child home or come to school to administer the medicine. If this is not possible a designated member of support staff will administer medicines to asthmatics or when an antibiotic is required four times a day, provided that a form 'Administration of Prescribed Medication' is completed by the parent and that the medical treatment can be legitimately performed by persons without possession of medical qualifications, since the school will be acting 'in loco parentis'. These forms can be obtained from the office. The school's policy for the administration of medical treatments to pupils follows guidelines issued by the Local Authority.

## *Review of Pupils with Long Term Illness or Conditions*

A list of pupils who suffers with asthma or other long-term illness or condition is kept up-dated each year. At the request of some parents each class has box where inhalers and Ventolin are kept for certain pupils who suffer from asthma. Inhalers must be clearly labelled with the child's name. Parents of asthmatics (or any other long-term condition) are asked to complete a form confirming the child suffers from asthma, or other condition, and requesting treatment be given to the child whilst at school. It is essential to include clear instructions regarding the treatment and the kind of medication that is to be kept in school. If 'as required' is on the label parents are asked to confirm the actual dosage to be administered as this may vary from child to child. To request treatment for pupils who suffer with asthma or other long term illnesses, a form can be obtained from the office.

## *Provision of toilet facilities and their cleanliness*

The school toilets are cleaned on a daily basis under a Service Level Agreement with Monmouthshire County Council. All toilets have liquid soap, hand dryers and are checked daily to replenish supplies. Nursery pupils have access to separate girls and boys toilets directly from the nursery classroom. There are two girls bathrooms and two boys bathrooms available to infant pupils with each bathroom containing 3 toilets and 3 wash hand basins. The same facilities are also available to junior pupils in the junior department of the school. The school also has disabled toilet facilities available in both the infant and junior departments.

# Curriculum Statement

We provide all our pupils with a curriculum, which seeks to educate the 'whole person' as well as in academic and practical ways. We strive to make our curriculum relevant to learners needs with teaching styles that develop positive attitudes to learning; the understanding of concepts and the acquisition of knowledge and skills. Pupils need such an education to make their way in rapidly changing society and economy.

## *The Foundation Phase*

The Foundation Phase was introduced in 2009 for all pupils aged 3-7 years of age.

It is at this stage that the main building blocks to learning experiences are laid. The emphasis is on developing essential skills of thinking, communication, ICT and number through first hand, active learning experiences and through structured play activities.



The Foundation curriculum is described under seven areas of learning, which complements each other and work together to provide a cross-curricular approach in forming a practical and relevant curriculum. With the emphasis firmly placed on developing pupils' essential skills across the seven areas of learning in a suitable and integrated way.

### *The seven areas of learning are:*

*Personal and social development, well-being and cultural diversity*

*Language, literacy and communication skills*

*Mathematical development*

*Welsh language development*

*Knowledge and understanding of the world*

*Physical development*

*Creative development*

Teachers have a clear understanding of how children develop and plan learning experiences, which take account of each child's development needs and the skills that they need to grow to be confident learners. Much of the learning that takes place at the Foundation Phase is experiential – pupils learn by 'doing'. Therefore, learning is active and much of the context of pupils learning is child-led.

## *The National Curriculum and the LNF*

The National Curriculum was updated in September 2008 and will be updated again in 2015. The essential skills of Literacy, numeracy, ICT and thinking are the central focus of the curriculum and the LNF has been introduced to support this. LNF stands for 'Literacy and Numeracy Framework.' It has been carefully planned to ensure a progression of skills from Reception right through to Year 9. It does not replace English and Maths lessons; the skills are learnt in English and Maths lessons and are then practiced in all other lessons. Lessons include more real-life contexts. The literacy or numeracy is highlighted at the start of the lesson. Children hear the same objectives over and over, in different subjects, and come to realise which skills they need to apply. Literacy is the use of language skills in daily activities at school, at home, at work and in the community. It describes a set of skills, including speaking, listening, reading and writing which enable us to make sense of the world around us. Literacy is not narrowly about the mechanics of being able to decode the words on a page or write a grammatically correct sentence. It is the skills needed to understand written and spoken language, to interpret what has been read or spoken and to draw inferences from it. It is also about being able to communicate fluently, cogently and persuasively. Numeracy is different from the subject of mathematics in that it is the application of the skills learnt in mathematics in a cross-curricular, real-world way and is not purely about the skills themselves. It is imperative that the fundamental mathematical techniques are taught to a standard that allows learners to be numerate. Numeracy describes a set of skills needed to tackle real life problems in a variety of situations by applying numerical reasoning, in order to plan how to solve the problem and then carrying out the mathematical procedures to solve the problem.

The National Curriculum is organised into subject areas these are: English, maths, Welsh, science, information technology, design technology, physical education, music, history, geography with delivery through a cross curricular approach

Pupils are encouraged to develop self-confidence, independence in learning and higher order learning skills in a range of groupings and situations. This not only prepares them for the more challenging and complex learning but for success in meeting the challenges of an ever changing adult world.

### ***Welsh Education***

Under the requirements of the National Curriculum for schools in Wales and regulations laid down by the Secretary of State, the teaching of Welsh is a statutory requirement. Therefore, all pupils at this school are taught Welsh

as a second language. In addition to learning the Welsh language, pupils are made aware that Wales has its own culture and heritage (Welsh Dimension). We celebrate St David's Day each year; invite Welsh sports persons, authors, poets, artist and musicians into school and visit local places of interest to support project work. We compete in the annual Abergavenny Eisteddfod.



## Sports

The school has a hall which is well equipped with PE equipment and we also use the multi use games area and the extensive school field.

There are a wide range of sports activities undertaken during the year. These include swimming, netball, hockey, tag rugby, football, short tennis, badminton, volley ball, athletics, rounders, basket ball, cricket, dance and gymnastics. Pupils get opportunities to represent the school in some of these and to visit sporting venues and to use their specialist facilities.

Parents are invited to attend an annual competitive sports day event where all pupils are rewarded for taking part. The school is part of a number of competitive, local sporting leagues.



Any child taking part in sporting activities represents the school and this has equal status to academic achievement. It also fosters team spirit and the development of skills. We aim to give children of all abilities the opportunity to participate in competitive events.

We aim to promote a positive attitude to active and healthy lifestyles, to increase the amount of physical activity that our children participate in during the school week through the use of an unqualified teacher/sports coach and through the involvement of Community Sports.

Swimming lessons are given in Key Stage 2, each pupil receiving approximately 6 hours of tuition each year. Swimming lessons take place at Chepstow Leisure Centre and the cost of tuition is met through the school budget.



## *Personal and Social Education and Sex and Relationship Education*

All children are taught aspects of personal and social education according to their age and stage of development. Through the PSE curriculum pupils are provided with learning experiences which help them to develop a sense of self worth and to interact effectively with others, to take a more active and responsible part in society and enhance learning, motivation and personal achievement.

Sex education is taught as part of the PSE and science curriculum throughout the school. In years 5 and 6 it is taught more discreetly and deals with the changes the children can expect their bodies to undergo. We have the support of the school nurse on these occasions and allow boys and girls to take the sessions separately. Parents are informed prior to the showing of any video materials and are invited to view these before they are shown to their children.

Should your daughter begin menstruating while still in the junior school, please contact us so we can reassure her and inform her of the facilities they will need to use and how they can discreetly access them.

Governors review the school's Sex and Relationship Policy on an annual basis and a copy of this policy is available at school or on the school's website.

Parents may withdraw their child or children from all or part of the sex education we provide.

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## *Religious Education*

Governors have adopted the Religious Education Policy of the Local Education Authority. Religious Education is taught throughout the school from Reception to Year 6 and is nondenominational in character.

An act of Collective Worship takes place every day with assemblies being held five times a week when all classes meet together for a short act of Christian Worship. During assemblies, pupils learn about people's lifestyles, their communities, their celebrations and their beliefs. Pupils are made more aware of the human values of love, peace, non violence, good conduct and truth through stories and discussion, across a range of faiths.

Religious Education at this school promotes the spiritual, moral, social and cultural development of pupils.

Parents wishing to withdraw their child from religious education or collective worship (under section 25 of the Education Act 1944) should discuss their request with the head teacher as special arrangements will need to be made for pupils who are withdrawn.



## *Peripatetic Music Lessons*

In addition to music which is taught as part of pupils' statutory entitlement, the school also offers tuition in an instrument through Gwent Music. All Year 1 and 2 pupils have a weekly violin lesson, lead by a music specialist. The school currently offers tuition in brass, string, woodwind, keyboard, drum kit, acoustic and electric guitar. There is a charge for these lessons which is payable to Gwent Music Service online. However, any pupil, wishing to learn to play an instrument need to have the agreement of their parents and have to have successfully passed an audition with one of the peripatetic music teachers. The school has some instruments of its own which they loan to pupils free of charge.



## *Enterprise/ The World of Work*

Through the extra curricular activities and our Project approach to learning, we aim to develop pupils learning skills so they are well equipped to meet the next set of challenges on their learning journey and to ultimately equip them for a full and active life as citizens in the 21<sup>st</sup> century.

Pupils are given opportunities throughout the school to take part in business enterprise projects and in charitable fund raising.

The school actively encourages people to come into school from the world of work, to work alongside pupils and to share their experiences, enriching pupils learning in a real-life context.

Staff are encouraged to explore links with business and industry through teacher placements and working groups, which promote stronger partnerships between schools and the work place.



## *Assessment, Recording and Reporting Arrangements*

*Throughout the year all teaching staff continually assess their pupils' skills, knowledge and understanding and they are very aware of the capabilities, needs, strengths and the areas for development of each individual child.*

Class teachers maintain records of pupils' progress, using a web based pupils' attainment tracking system. These records are vital to ensure continuity and progression.

Staff identify samples from pupils' work which best show the attainment of each individual, against the Foundation Stage Outcomes and National Curriculum Attainment Targets.

They monitor their pupils' intellectual development and also their personal, social and emotional development.

Records are available electronically for the next teacher within the school and when pupils transfer to another school; the records are electronically forwarded to the next school.

Parents are invited into school throughout the year to discuss their child's progress with the class teacher. Twice a year, in October and February, meetings are held for pupils who have Individual Development Plans. At these meetings the teacher, child and parents agree learning targets and review progress against previous targets set.

Through out the year teachers and pupils agree learning targets, academic and non academic. These individual pupil targets are then shared with parents who are asked to support their child and the school in achieving these. These are reviewed as part of the on-going assessment of children's learning and form a part of the pupil's annual school report.



# Equal Opportunities

Llandogo Primary School is committed to creating an environment within which all individuals may fulfil their potential. The whole of school life is open and accessible to all pupils regardless of their religion, race, colour, academic ability, physical disability or socio-economic group. All staff make every effort to ensure that no pupil, parent or member of staff is treated less favourably than anyone else.

## Additional Learning Needs

Our Additional Learning Needs Policy complies with the Education Act 1994 and follows guidance issued in the Special Educational Needs Code of Practice.

It is our aim to identify children at the earliest opportunity who may have additional learning needs or are vulnerable e.g. looked after pupils, so that strategies including intervention strategies can be developed; so that they can reach their full potential. These strategies are given in a supportive and sensitive way and are reviewed regularly in consultation with parents, carers and relevant outside agencies.

If a child does not make the progress expected, we follow the prescribed stages and we inform the child's parents that there is a cause for concern. The pupil is placed on the special needs' register with parental agreement and targets are set by the teacher. In order to meet their individual needs these children may be given additional support within the classroom or in a withdrawal situation. For most pupils a short time of focused support is successful and they start to make good progress.

For a small number of pupils we will require the help of outside agencies. This is discussed with parents to obtain their permission. The AEN co-ordinator maintains a register of pupils with additional educational needs who are at various stages according to the Code of Practice. If a severe problem persists, the child's needs will be assessed by the Local Authority and a Statement of Special Educational Needs may be drawn up.

Some pupils may be identified as achieving at a higher level than would be expected or may excel in a particular area of the curriculum or at an extra curricular activity, music or sport, these pupils are described as 'more able and talented'.

Staff who identify such pupils, or are made aware of by a second party, will have a set of prescribed stages to follow and will inform the parents that their child is being placed on the 'School's Register of Potential'. Opportunities for pupils described as more able and talented must be sorted or developed to allow them to reach their full potential.

The school also has identified procedures for identifying pupils who maybe dyslexic/dyspraxic. Pupils in this group are assessed by the Local Authority and are registered as dyslexic/dyspraxic on the school's special educational needs register. For pupils who do not receive specialist support, the school ensures 'dyslexic friendly' learning opportunities form a part of their every day classroom practice.

**If you have concerns about your child's progress please discuss them with the class teacher. The Head teacher and/or the Additional Educational Needs Coordinator, will be pleased to discuss any concerns you may have.**

## Complaints Procedure

*A specific policy and procedure exists for dealing with complaints about education provision for pupils at any school.*

Parents can obtain full details of the procedure in a document entitled 'Complaints about the School Curriculum and Related Matters' which is available on request or off the school's web site.

The following procedure should be followed: any parents believing that they have a complaint should first discuss informally their concerns with the Head teacher. Only if a solution cannot be found should the matter be passed to the Chair of Governors. If this is unsuccessful you should contact the Chief Education Officer at the Local Authority.

The school's positive behaviour management and anti-bullying policy are available to parents on request or off the school's website. The rules which have been incorporated into this policy are explained to the pupils each year. These expectations ensure the smooth running of the school and the safety and well-being of pupils.



All incidents will be recorded. If all attempts fail to rectify persistent or more serious behavioural issues then the pupil may face exclusion on a temporary basis or in the most serious cases permanently. These extreme cases are rare and in the first instance the school would seek to work closely with parents.

## Child Protection

*The school has a detailed safeguarding and child protection policy to ensure the All Wales Procedures for Child Protection are followed. Copies of this can be downloaded from the school's website or a copy requested from the school. All the staff and governors receive regular training in child protection issues according to their level of responsibility and role within the framework. The School's Designated Child Protection Officer is the Head Teacher, and Deputy Designated Child Protection Officer is the Lead Teacher in the absence of the Head Teacher.*

**As always, when a child is suspected as being at risk, the interests of the child are paramount and the systems the school has adopted, which is aligned to that of the local authority are followed. If you have any concerns please do not hesitate to contact the school.**



# *Reporting to Parents*

## ***The Education (School Records) Regulations 1989 – Information Re: Access to Pupil Records***

In connection with the above-mentioned regulations, introduced by the Secretary of State under the provision of the Education Reform Act 1988 as from 1<sup>st</sup> September 1990, 'entitled persons' may seek access to pupils' records by contacting the head teacher.

### ***Public Access to Documents***

Parents have access to all circulars and statutory instruments which are sent to school. They also have access to the Local Authority's statement of curriculum policy and their agreed syllabus for religious education; all inspectors' reports are published by ESTYN which refers expressly to the school and the schemes of work currently used by teachers. All parents also receive a copy of the Summary of the Governing Body's Annual Report to Parents and a full copy on request or via the school's website.

### ***Annual Report***

Written reports about the child's progress are sent to the parents of all the pupils from R – Y6 at the end of the summer terms. Appointments can be made by parents at this time to come into school to look at the work the children have completed and discuss the annual report and national test data if they so wish.

Pupils are formally assessed at the end of Year 2 and Year 6 to decide what Foundation Phase outcome or National Curriculum level the child has achieved. A pupil's achievement is recorded as an outcome at the end of the Foundation Phase and a level at the end of Key Stage 2; outcome 5 is the average level for a seven year old and level 4 is considered average for an 11 year old. The levels/outcomes achieved are recorded on each child's report to parents together with the school's results. In addition pupils in Years 2 to 6 also take National Tests in Reading, Maths (procedure and reasoning), the outcomes and progress made by pupils in these national tests are also reported to parents at the end of the academic year.

### ***Parental Consultations***

The staff strive to foster good relationships with parents from the time that parents decide to send their children to our school and to keep parents fully informed and engaged with all matters relating to their children's progress, behaviour and general well-being. It is good for pupils to know that their parents show an interest in their progress by attending parental consultations and workshops.

During the year parents are given three formal opportunities to discuss their child's progress with the class teacher. These occur in each of the three terms. And take the form of an informal 'getting to know you class session' and individual appointments. If following the consultation there appears to be need for more detailed discussions, this can be arranged with the head teacher either on the evening or at a time convenient to both.

Staff are also available to see parents after school, once pupils have been dismissed except on a Monday when staff meetings are held. It would be appreciated if parents could arrange an appointment.

In the interests of Health and Safety and pupil wellbeing we ask that parents do not enter the classroom to speak to the teacher after 9:00am, as he/she will be attending to the children at the start of their school day. Any messages for the teacher can be left with the office.

# School Uniform

Uniform at Llandogo Primary School is not optional, for pupils in Reception through to Year 6.

The school uniform consists of a red school sweatshirt (red cardigan) with the school badge and a red or white polo shirt. These can be worn with black trousers, skirt or pinafore dresses. In the summer girls will have the option of red and white summer dresses and boys can wear grey school shorts. Children should wear flat black shoes (not trainers) as part of the school uniform.



For PE parents are advised to provide their child with a sensible pair of trainers or daps, a school t-shirt or plain white t-shirt and black shorts. Indoor PE lessons are usually conducted in bare feet. PE kits should be kept in a PE bag marked with your child's name and left in school over the week/half term.

Parents are asked to ensure that all items of uniform are **CLEARLY LABELLED** with the child's name; hats, scarves, gloves, coats, cardigans, daps and wellington boots should also be labelled to avoid confusion.

## Extra Curricular Activities

Information about the clubs available can be found on the school's website or by contacting the school.

Gwent Service also offer a range of music lessons. These can be arranged through school.



## *Residential Visits*

In Year 5 and 6 pupils are invited to take part in a three day, two night residential visit to one of the Gwent Outdoor Centres. Pupils are offered a range of experiences of outdoor and environmental activities of varying challenge, which cover the spread of the National Curriculum. Activities may include; canoeing, climbing (high wire/climbing wall, orienteering, caving, archery, walking and team-building activities. We encourage all Year 5 and 6 pupils to attend this residential visit as we believe it builds pupils confidence, social awareness and motivation for learning as well as developing their key skills. This visit is charged although we encourage pupils and their families to save for this visit over the school year in instalments. Pupils in receipt of free school meals have a reduction in the charge as meals taken at the Centres are not charged.



# Home School Links

## Home/School Links

A good home-school partnership exists because staff strive to keep parents informed about what happens at school and they value the expertise and voluntary help offered by parents.

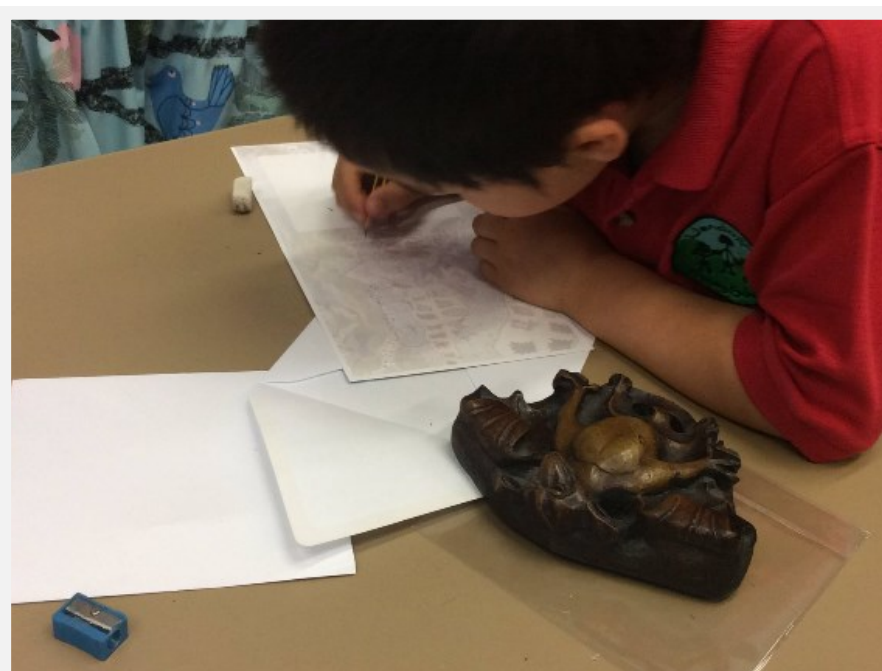
The school has always enjoyed good support from parents e.g. ensuring good discipline, helping pupils at home or supporting activities the school has organised. We trust that this will continue. You are invited to attend a meeting with the class teacher at the start of the academic year. I would encourage as many of you as possible to attend as you will find the information very useful.

For parents of children attending reception there will be a number of interactive sessions, held in the summer term to play and learn along side your child and to discuss routines and procedures.

There are several other occasions when you will be invited to come into school to attend meetings, to join parent workshops and to watch your children take part in assemblies, concerts and to learn about specific class projects or achievements. Newsletters are distributed weekly on a 'Wednesday' to give advanced notice of forthcoming events and the work of the school. In the interest of the environment newsletter can be found on the school's website, e-mailed to you, or a hard copy sent home with your child (only on request).

Occasionally, fund raising events are organised by the school to enable the purchase of additional equipment and to support national fund raising events i.e. Children in Need, Comic Relief. These events vary from year to year and are often organised by the PTA. Parents are asked to support the efforts of these volunteers.

Parents and friends of the school are a vital resource and any voluntary help in whatever form is greatly appreciated e.g. helping small groups of pupils with reading or cookery, talking to pupils about your hobbies or interests and assisting with the supervision of pupils on educational visits. All parents and friends working with pupils are required to have a DBS check. This can be arranged through the office and is free of charge.





## *Parent Helpers*

We encourage parents to take a full and active role in the life of the school, and are welcome to come into school to support in the class room or to use their expertise in supporting learning in the classroom or an after school club. Parents wishing to come into school to support alongside the class teacher or teaching assistants must first undertake a DBS check, if this is to be a regular support. This can be arranged through the office and is free of charge.

### *Friends of Llandogo School (FOLS)*

*The school has an active PTA, FOLS which is made up of parents, grandparents, teachers and friends of the school. The PTA are charitable organisation that fund raise on behalf of the school with all monies going to support the children in the school with the extras that the school budget can not provide e.g. prizes for competitions, gifts at Christmas, extra play equipment, additional IT equipment and in subsidising school trips. As with any organisation it is only as successful as its members so we encourage all parents, grandparents to join in and support all PTA events.*

## *Charges and Remission*

Educational visits add valuable educational experience to pupils. It gives them the opportunity to gain other experiences too, namely the social experiences in the company of their friends and teachers outside the everyday classroom situation. It is also an opportunity to develop self-discipline and good behaviour in a different environment.

The main cost of transport and admission charges, though always kept to a minimum, is usually met by parents' voluntary contributions. No child is ever prevented from going on any educational visit as a result of financial difficulties. Once notified of any problem, the school can operate a remissions policy. Schools are obliged by law to inform parents that payments for any visit or trip are voluntary contributions. However, if enough contributions are not forthcoming the proposed visits may be cancelled. The school's policy for 'Charging for School Activities' can be found on the school's website.



## Structure of the School Day

### Foundation Phase R-Y2

09:00am – 09:10am	Registration
09:10am – 09:45am	Phonics and Reading
09:30am – 10:30am	Teaching time
10:30am – 11:00am	Over to You time
11:00am – 12:00pm	Teaching time
12:00pm – 01:00pm	Lunch
01:00pm – 01:05pm	Registration
01:05pm – 03.25pm	Teaching time

### Juniors

09:00am – 09:10am	Registration
09:10am – 09.30	Reading
09.30am - 10:30am	Teaching Time
10:30am – 10:45am	Break
10:45am – 12.05am	Teaching time
12:05pm – 01:00pm	Lunch
01:00pm – 01:05pm	Registration
01:05pm – 03:30pm	Teaching time

## Transition to Secondary School

*The majority of pupils transfer to Monmouth Comprehensive School.*



Monmouth Comprehensive School has an open day for parents and children in order for you and your child to become familiar with the setting.

The school works closely with Monmouth Comprehensive School throughout the year on promoting transition projects to ensure transition to high school is as smooth as possible and pupils are well prepared for the new challenges that lie ahead. Pupils with additional learning needs have a more intensive transition programme designed for them depending on their individual needs.

# APPENDIX

## *Term Dates*

***INCLUDE 5 DAYS FOR TEACHERS' IN-SERVICE TRAINING***

TERM	TERM BEGINS	HALF TERM BEGINS	HALF TERM ENDS	TERM ENDS
AUTUMN	1.9.16	24.10.16	28.10.16	16.12.16
SPRING	3.1.17	20.2.17	24.2.17	7.4.17
SUMMER	24.4.17	29.5.17	2.6.17	21.7.16

### TEACHER TRAINING DATES:

September 1st 2016  
September 2nd 2016  
October 31st 2016  
January 3rd 2017  
TBA



# END OF KEY STAGE RESULTS (JULY 2016)

LLANDOGO PRIMARY Outcome 5+ ALL PUPILS					
Percentage of pupils achieving Outcome 5+ in core subjects					
ASSESSMENT: Outcome 5+					
	LLC	Welsh	Maths	PSD	FPI
Girls	100	N/A	100	100	100
Boys	100	N/A	100	100	100
All	100	N/A	100	100	100

ASSESSMENT: Outcome 6+					
	LLC	Welsh	Maths	PSD	FPI
Girls	0	N/A	0	100	100
Boys	100	N/A	100	100	100
All	33	N/A	33	100	100

LLANDOGO PRIMARY LA & WALES COMPARISONS ALL					
Percentage of pupils achieving Outcome 5+ compared to LEA and All Wales					
ASSESSMENT: Outcome 5+					
	LLC	Welsh	Maths	PSD	FPI
School	100	N/A	100	100	100
LA	93	N/A	94	97	92
Wales	88	N/A	90	94	87

ASSESSMENT: Outcome 6+					
	LLC	Welsh	Maths	PSD	FPI
School	33	N/A	33	100	33
LA	47	N/A	47	70	40
Wales	36	N/A	36	59	N/A

CRINDAU PRIMARY LA & WALES COMPARISONS (BOYS)					
Percentage of pupils achieving Outcome 5+ compared to LA and All Wales					
ASSESSMENT: Outcome 5+					
	LLC	Welsh	Maths	PSD	CSI
School	100	N/A	100	100	100
LA	89	N/A	90	94	88
Wales	84	N/A	87	92	83

LLANDOGO PRIMARY LEVEL 4+ and LEVEL 5 + ALL PUPILS					
Percentage of pupils achieving Level 4+ and Level 5+ in core subjects					
ASSESSMENT: Level 4+					
	English	Welsh	Maths	Science	CSI
Girls	100	100	100	100	100
Boys	100	100	100	100	100
All	100	100	100	100	100

ASSESSMENT: Level 5+					
	English	Welsh	Maths	Science	CSI
Girls	67	67	33	33	33
Boys	0	0	33	0	0
All	33	33	33	17	17

LLANDOGO PRIMARY LA & WALES COMPARISONS ALL					
Percentage of pupils achieving Level 4+ and Level 5+ compared to LEA and All Wales					
ASSESSMENT: Level 4+					
	English	Welsh	Maths	Science	CSI
School	100	100	100	100	100
LA	96	88	95	97	94
Wales	90	78	91	92	89

ASSESSMENT: Level 5+					
	English	Welsh	Maths	Science	CSI
School	33	33	33	17	17
LA	54	32	55	55	45
Wales	42	22	43	42	N/A

LLANDOGO PRIMARY LA & WALES COMPARISONS (BOYS)					
Percentage of pupils achieving Level 4+ and Level 5+ compared to LEA and All Wales					
ASSESSMENT: Level 4+					
	English	Welsh	Maths	Science	CSI
School	100	100	100	100	100
LA	96	84	95	96	94
Wales	88	73	89	90	86



## *Attendance Figures (2015 –2016)*

*94.8% for the whole school (from September 2015 - July 2016)*



*It is hoped that the information contained in this prospectus has been helpful to you. Please do not hesitate to contact us if you have any further questions.*





# Parent Support Form

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Child's Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Class: \_\_\_\_\_

I would be able to support children in class for:

One morning/afternoon a week

Two mornings/afternoons a week

More than two mornings/afternoons a week

I would prefer to support on a:

Monday

Tuesday

Wednesday

Thursday

Friday

*(Please tick as appropriate).*

Signed: \_\_\_\_\_

# *School Model Publication Scheme*

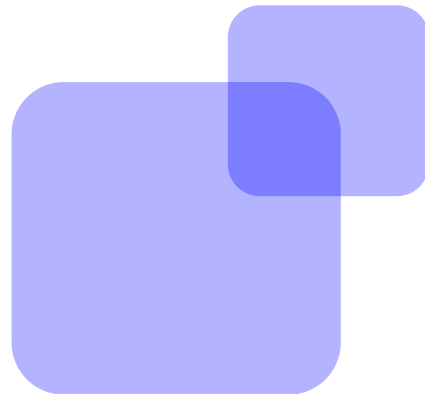
This model publication scheme has been prepared and approved by the Information Commissioner and adopted by the Governing body of Llandogo Primary School.

This publication scheme commits Llandogo Primary School to make information available to the public as part of its normal business activities. The information covered is included in the classes of information below:-

- To proactively publish or otherwise make available as a matter of routine, information, including environmental information, which is held by the school and falls within the classifications below.
- To specify the information which is held by the school and falls within the classifications below.
- To proactively publish or otherwise make available as a matter of routine, information in line with the statements contained within the scheme.
- To produce and publish the methods by which the specific information is made routinely available under the scheme.
- To produce a schedule of any fees charged for access to information, which is made proactively available.
- To make this publication scheme available to the public.

## *Classes of Information*

- Who we are and what we do
- What we spend and how we spend it
- What our priorities are and how we are doing
- How we make decisions
- Our policies and procedures
- Lists and Registers



## *The service we offer*

The classes of information will not generally include:

- Information the disclosure of which is prevented by law, or exempt under the Freedom of Information Act, or is otherwise properly considered to be protected from disclosure.
- Information in draft form.

Information that is no longer readily available as it is contained in files that have been placed in archive storage, or is difficult to access for similar reasons.

## *The Method by which Information Published Under the scheme will be made available*

The school will indicate clearly to the public what information is covered by this scheme and how it can be obtained.

Where it is within the capability of the school, information will be provided on the school's website ([www.deriviewprimary.co.uk](http://www.deriviewprimary.co.uk)). Where it is impractical to make information available on a website or when an individual does not wish to access the information by the website, the school will indicate how information can be obtained by other means and provide it by those means.

In exceptional circumstances some information may be available only by viewing in person. Where this is specified, contact details will be provided. An appointment to view the information will be arranged within a reasonable timescale.

Information will be provided in the language which it is held or in such language that is legally required. Where the school is legally required to translate any information it will do so.

Obligations under disability and discrimination legislation and any other legislation to provide information in other forms and formats will be adhered to when providing information in accordance with the scheme.

### ***Charges which may be made for information published under the scheme***

The purpose of this scheme is to make the maximum amount of information readily available at minimum inconvenience and cost to the public. Charges made by the school for routinely published material will be justified and transparent and kept to a minimum.

Materials which are published and accessed on the school's website will be provided free of charge.

Charges may be made for information subject to a charging regime specified by Parliament.

Charges may be made for actual disbursements incurred such as:

- Photocopying
- Postage and packaging

The costs directly incurred as a result of viewing information.

Charges may also be made for information provided under this scheme where they are legally authorised, they are in all the circumstances, including the general principles of the right of access to information held by public authorities, justified and are in accordance with a published schedule or schedules of fees which is readily available to the public.

If a charge is to be made confirmation of the payment due will be given before the information is provided. Payment may be requested prior to provision of the information.

### ***Written Requests***

Information held by a public authority that is not published under the scheme can be requested in writing, when its provision will be considered in accordance with the provisions of the Freedom of Information Act.

**Adelaide Dunn - Acting Head teacher**

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# Freedom of Information

## Guide to information available from Llandogo Primary School under the model publication scheme

Information to be published	How the information can be obtained	cost
<b>Class 1 - Who we are and what we do</b> (organisational information, structures, locations and contacts) This will be current information only		
Who is who in the school	School Website School Prospectus	No charge
Who's who on the governing body and the basis of their appointment	School Website School Prospectus	No charge
Instrument of Government	School Website Annual Report	No charge
Contact detail for the Head teacher and the governing body (named contacts where possible with telephone numbers and emails addresses)	School Website School Prospectus	No charge
School Prospectus	School Website School Prospectus	No charge
Annual Report	School Website	No charge
Staffing Structure	School Website School Prospectus School Improvement Plan	No charge
School Session Times and term dates	School Website School Prospectus	No charge

Information to be published	How the information can be obtained	cost
<b>Class 2 - What we spend and how we spend it</b> (Financial information relating to projected and actual income and expenditure, procurement, contracts and financial audit) Current and previous financial years as a minimum		
Annual budget plan and financial statement	Annual Report -School Website Governing body Minutes	No charge Photocopying charged per sheet
Capitalised Funding	Written request to the Head teacher	Photocopying charged per sheet
Procurement and projects	Written request to the Head teacher	Photocopying charged per sheet
Pay Policy	Written request to the Head teacher	Electronically - no charge Photocopying charged per sheet
Staffing and Grading Structure	Written request to the Head teacher	Electronically - no charge Photocopying charged per sheet
Governors allowances	Written request to the Head teacher	Photocopying charged per sheet

Information to be published	How the information can be obtained	cost
<b>Class 3 - What our priorities are and how we are doing</b> (Strategies and plans, performance indicators, audits, inspections and reviews) Current information as a minimum		
School Profile <ul style="list-style-type: none"> <li>Government supplied performance data</li> <li>The latest ESTYN report</li> </ul> Summary or Full report	Available from <a href="http://www.wales.gov.uk">www.wales.gov.uk</a> and the National Pupil Data Base  Available from <a href="http://www.estyn.gov.uk">www.estyn.gov.uk</a>	No charge
Performance management policy and procedures adopted by the governing body	Written request to the Head teacher	Electronic copy - no charge.  Photocopying charged per sheet
Schools future plans	School Improvement Plan Written request to the Head teacher	Electronic copy - no charge.  Photocopying charged per sheet
Policies and procedures	Written request to the Head teacher  School website	Electronic copy - no charge.  Photocopying charged per sheet

Information to be published	How the information can be obtained	cost
<b>Class 4 - How we make decisions</b> (Decision making processes and records of decisions) Current and previous three years as a minimum		
Admissions policy/decisions (not individual admissions decisions)	School website	No charge
Agendas of meetings of the governing body and (if held) its sub-committees	Written request to the Head teacher	Electronic copy - no charge (where available)  Photocopying charged per sheet
Minutes of meetings (as above) - N.B. this will exclude information that is properly regarded as private to the meetings	Written request to the head teacher	Electronic copy - no charge (where available)  Photocopying charged per sheet



Information to be published	How the information can be obtained	cost
<p><b>Class 5 - Our policies and procedures</b>            (current written protocol's, policies and procedures for delivering our services and responsibilities)            Current information only</p>		
<p>School Policies including:</p> <ul style="list-style-type: none"> <li>• Charging and remissions policy</li> <li>• Health and Safety</li> <li>• Complaints Procedure</li> <li>• Staff Conduct Policy</li> <li>• Discipline and Grievance policies</li> <li>• Staffing structure implementation plan</li> <li>• Information request handling policy</li> <li>• Equality and Diversity (including equal opportunity) policies</li> <li>• Staff recruitment policies</li> </ul>	<p>Some policies are available on the school's website</p> <p>Written request to the Head teacher</p>	<p>No charge</p> <p>Photocopying charged per sheet</p>
<p>Pupil and curriculum policies including:</p> <ul style="list-style-type: none"> <li>• Home-school agreement</li> <li>• Curriculum</li> <li>• Sex and Relationship Education</li> <li>• Special Educational Needs</li> <li>• Accessibility</li> <li>• Race Equality</li> <li>• Collective Worship</li> <li>• Careers Education</li> <li>• Pupil Discipline</li> </ul>	<p>Some policies are available on the school's website</p> <p>Written request to the Head teacher</p>	<p>No charge</p> <p>Photocopying charged per sheet</p>
<p>Records management and personal data policies, including:</p> <ul style="list-style-type: none"> <li>• Information security policies</li> <li>• Records retention destruction and archive policies</li> <li>• Data protection (including information sharing policies)</li> </ul>	<p>Written request to the Head teacher</p> <p>MCC website</p>	<p>Photocopying charged per sheet</p>
<ul style="list-style-type: none"> <li>• Charging regimes and policies</li> </ul> <p>This should include details of any statutory charging regimes. Charging policies should include charges made for information routinely published. They should clearly state what costs are to be recovered, the basis on which they are made and how they are calculated.</p>	<p>Written request to the Head teacher</p>	<p>Photocopying charged per sheet</p>



Information to be published	How the information can be obtained	cost
<b>Class 6 - Lists and Registers</b> Currently maintained lists and registers only		
Curriculum circulars and statutory instruments	Welsh Assembly Government Website  Written request to the Head teacher	No charge  Photocopying charged per sheet
Disclosure logs	Written request to the Head teacher	Photocopying charged per sheet
Asset Registers	Written request to the Head teacher	Photocopying charged per sheet
Any information the school is currently legally required to hold in publicly available registers (THIS DOES NOT INCLUDE THE ATTENDANCE REGISTER)	Written request to the Head teacher	Photocopying charged per sheet

Information to be published	How the information can be obtained	cost
<b>Class 7 - The services we offer</b> (information about the services we offer, including leaflets, guidance and newsletters produced for the public ad businesses) Current information only		
Extra curricular activities	School website  School Prospectus	No charge
Out of School Clubs	School website  School Prospectus	No charge
School Publications	School Website	No charge
Services for which the school is entitled to recover a fee, together with those fees	Written request to the Head teacher	Photocopying charged per sheet
Leaflets books and newsletters	School Website  Written request to the Head teacher	No charge  Photocopying charged per sheet

Information to be published	How the information can be obtained	cost
<b>Additional Information</b> This will provide schools with the opportunity to publish information that is not itemised in the lists above		



## Contact details:


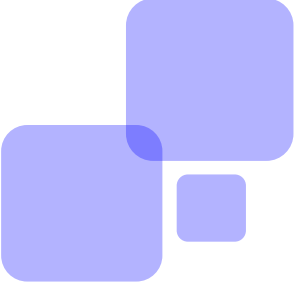
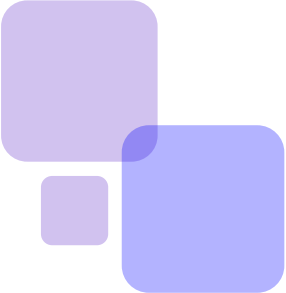
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**Twitter –** @llandogoS



Type of Charge	Description	Basis of Charge
<b>Disbursement cost</b>	Photocopying/printing@ 10p per sheet (black & White)	Actual cost*
	Photocopying/printing @ 15p per sheet (colour)	Actual cost*
	postage	Actual cost of Royal Mail standard 2 <sup>nd</sup> class
<b>Statutory Fee</b>		In accordance with the relevant legislation (quote the actual status)
<b>Other</b>		











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