



# SCHOOL PROSPECTUS

## 2021



[www.sansior.co.uk](http://www.sansior.co.uk)

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# 2020

## Ysgol San Siôr

### Church Walks

### Llandudno

### LL30 2HL

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Web site : [www.sansior.co.uk](http://www.sansior.co.uk)

**Headteacher: Ian Keith Jones B.A (Hons.)**

**Chairperson of the Governors: Mr Richard Cubie**

Ysgol San Siôr is a Church Aided County Primary School (Infants / Juniors) established in 1856. Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church in Wales and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils. We have 175 families in our school (245 children) 17 Nationalities are represented at the school, while 17% of our children speak another language other than Welsh. If any parent or carer has additional needs relating to disability and/or language, cultural issues with which they require assistance at a particular school event, please contact the Headteacher at the school to arrange the assistance requested.



*Dear Pupils and Parents,*

*Croeso i San Siôr*

*Oh the Places you'll go!*

*Today is your day*

*You're off to great Places*

*You're off and away.*

*When the children leave San Sior they get a Dr Seuss book called 'Oh the Places you'll go!' I'm wondering if we should actually give the book to the children when they start the school and not when they leave. If you haven't read it – it's worth a read. It's a book to give to anyone embarking on a new journey, and in his unique crazy style Dr Seuss writes about the highs, the lows, the excitement, the disappointments, the fun and likely pit falls of any adventure.*

*It seems to me a sad fact that schools these days are measured by raw statistics and performance data and, it seems sometimes, with little regard to a child's emotional and spiritual development. At San Sior we balance the demands of the curriculum, think outside the conventional box, and give children opportunities to have as many first-hand experiences as possible with due regard to what we call a 'hidden curriculum'. The results are high standards where children take pride in their work and a love of learning.*

*At San Sior we really try to balance the demands of the curriculum while giving children the opportunities to have as many first-hand experiences as possible and believe that the use of the natural world as a resource can result in high standards where children take pride in the world around them and a love of learning.*

*"Tell me, I'll forget...*

*Show me, I'll remember...*

*Let me do it, I'll understand"*

*Exciting initiatives inspire the children to want to write. Whether it's travelling along the Menai Straits in a RIB; learning the story of the Welsh Dragon on location on top of Dinas Emrys; climbing the Welsh Matterhorn, Y Cnicht; discovering the Tudors in Plas Mawr, Conwy or working alongside award winning authors.*

*Our nursery children started their first weeks of term collecting apples from our orchard and eggs from our hens. They counted the eggs, made a class graph, redesigning our egg boxes, buttering their toasts topped by scrambled egg. We have a flock of a hundred and forty hens and are the only school in Wales allowed to sell eggs to shops. The school business 'Wyu San Sior' promotes entrepreneurial skills by partnering with local businesses and the school won Welsh Assembly Government Best Primary Enterprise Award for the innovative 'Wyu San Sior' enterprise as well as the Business Engagement Award. Education should be hands on*

*At Ysgol San Sior we provide a stimulating and challenging curriculum, empowering children to think for themselves and to exceed their expectations; realising the limitations of the classroom as a learning environment and the opportunities that the wider environment holds. Our surroundings*

*provide a rich and diverse learning environment that complements the work of the indoor classroom. The school goldfish has been replaced by chameleons, chickens, tortoises, geckos of every variety and exotic frogs the size of saucers. We aim to equip all pupils including the next generation of Steve Backshalls, David Attenboroughs and Iolo Williamses with the skills and knowledge to allow them to become responsible and active citizens as they proceed onto the next stage of their education.*

*The school was established in 1856 but moved to the existing site in 1993. The school was initially built for 122 pupils; and over a number of years the school building has been amended to accommodate the 245 pupils currently on roll. Each year group is taught in separate classrooms by 6 full time teachers and 4 part time teachers with the support of 8 teaching Assistants and 3 support assistants. The outside learning environment is fully utilised for a range of environmental activities and this has attracts regular interest from local and National media as well as the local community, schools and colleges across the UK.*

*The school is a lead school for Global Learning and 15 nationalities are represented at the school, while 45 pupils speak another language other than English /Welsh representing 18% of the school community. This is significantly higher than the county average of just 5%. While English is the predominant language of the pupils, Welsh is used extensively at the school.*

*We use Apprentice style challenges to inspire and promote entrepreneurial skills and develop each child's creativity thus ensuring each child reaches their full potential, to be fully literate and to be able to participate in a bilingual society. How do we do this?*

*We provide a stimulating and challenging curriculum, empowering children to think for themselves and to exceed their expectations; realising the limitations of the classroom as a learning environment and the opportunities that the wider environment holds.*

*'You have brains in your head.*

*You have feet in your shoes.*

*You can steer yourself*

*In any Direction you choose'*

*'And you will succeed?*

*Yes! You will indeed!'*

*(98 and ¾% guaranteed)*

*Ian Keith Jones*

*Headteacher*



Dear Parent/Guardian

More than a fifth of all schools in England and Wales were founded by the Anglican Church. The Church continues to take an active role in the education and welfare of children in schools. There are nineteen Church schools in Bangor Diocese, which are part of a family of voluntary schools here, and in other dioceses within the province of Wales.

In their approach to teaching, Church schools have a special distinctiveness; the sense of being part of a larger family is a reminder of the purpose of their Church foundation. These schools were always intended to serve their local communities and not just the Christian families that send their children to them. The governors and staff of Church schools hope that all who are directly involved with the school will feel themselves to be members of a school community that is characterised by a loving concern for each member.

Church school governors and staff share a conviction that parents/guardians have a vital role to play in the education of their children. The partnership of parents/guardians and teachers working together is recognised as being a beneficial factor in aiding pupils' progress and development at school.

Church schools benefit from the support of the Local Education Authority and this Diocese appreciates the partnership that exists between itself and the Education Authorities of Conwy, Gwynedd and the Isle of Anglesey County Councils. Naturally, the Diocesan Division for Education, through its Education Officers and Bishop's Visitors, also provide advice to the voluntary schools. Each Church school has two or more Foundation Governors who are appointed by the Church. Among the many tasks they undertake on the School Governing Body, is the all-important task of ensuring that the Christian ethos of the school is secure and maintained.

I hope that your child/children will be happy at this school and will discover that a loving and friendly community exists here, which will allow him/her/them to grow and flourish. It is also hoped that he/she/they will in the same way, be able to make a valuable contribution to the life of the school.

Yours sincerely

The Right Reverend Andrew John

Bishop of Bangor

# Mission Statement

*Our school mission statement:*

***'Pob Plentyn. Pob Cyfle. Pob Dydd. Yn Enw Crist' – Exceed Your Expectations***

*is achieved through the effective use of the school's environmental ethos while also reflecting on Christian values of peace, respect, compassion, forgiveness, trust, love and community*

## Aims of the school

- to offer education of the highest possible standards which reflects the requirements of the National Curriculum and which also reflects the school's Christian foundation according to the Trust Deed.
- to create a school environment and atmosphere which will stimulate learning. A happy environment based on a relationship of respect and care between pupils, teachers, between teacher and pupil, in order to allow a positive attitude and the development of self-confidence.
- to develop oral, literacy and numerical skills in the context of inspiring the child's enthusiasm, imagination and interest and to present ideas and concepts by employing lively and dynamic methods which will motivate pupils' response.
- to nurture self-discipline, self-respect and self-confidence in the children.
- to ensure children receive equal opportunities by providing a wide, relevant, differentiated and balanced curriculum by interpreting the requirements of the National Curriculum.
- to provide particular attention for each child with special needs e.g. for the exceptionally able and for those with various disadvantages.
- to nurture in the children a pride towards the world in which they live-specifically in the context of the local area and environment.
- to provide full opportunities for the children to develop their talents and interests; to get to know themselves and understand something of their weaknesses and strengths.
- to nurture in the children a consciousness and sensitivity towards the Welsh language through lively methods e.g. drama, in order to assist the children to fully benefit from a bilingual society.



# Admission

Ysgol San Siôr Church in Wales Voluntary Aided School accepts pupils between the ages of 3 and 11 years of age.

As a Church in Wales Aided School, the Governing Body of the School is responsible for the admission of pupils. Admission forms can be obtained from the School. The timescale of the Local Education Authority (LEA) admission timetable is followed for the handing out, consideration period and return of these forms.

The Education Reform Act 1988 requires LEA's and Governing Bodies to admit pupils up to the admission number (**currently 30**) unless to do so would be inconsistent with preserving the School's distinctive nature. The governing body has resolved that the maximum capacity of the school will be 240 pupils.

For classes in Foundation Phase (i.e. containing pupils, the majority of whom will attain the age of five, six, and seven years during the course of the academic year), the class size must not exceed 30 pupils, unless it includes 'excepted pupils' as specified by Regulation.

The school will consider late applications, which are received after the closing date, in exceptional circumstances. Governors will consider 'in year' applications in accordance with this admissions policy.

## **Parents will receive written notification of all admission applications**

Pupils are admitted to the Nursery, which is part of our Early Years class in the academic year in which they are four – i.e. any child who is three by the 31<sup>st</sup> August can be admitted in September. Nursery is a statutory provision; however, it is not compulsory education. Admission to Nursery **does not** guarantee admission to Reception; if a child has a place in our Nursery the appropriate application form for admission into Reception must be submitted within the prescribed timescale of the annual admissions round.

Pupils are admitted to Reception in the academic year in which they are five i.e. any child who attains the age of four by 31<sup>st</sup> August can be admitted in September.

"Looked after children" are a priority. In the case of oversubscription the Governors will admit pupils best satisfying the legal requirements and current legislation.

Children from the Gypsy traveler community or travelling groups will be treated in accordance with Welsh Assembly Government Circular No: 003/2008 'Moving Forward - Gypsy Traveler Education'.

The school will not discriminate between boys and girls, or against applicants on the basis of race, colour, nationality or national or ethnic origin.

## **'Looked after' children and children with Special Educational Needs**

The Governing Body will give priority to applications for admission for 'looked-after' children in the care of the Local Authority, or provided with accommodation by them (e.g. children with foster parents) (Section 22 of the Children Act 1989), where the school is named as the most appropriate

educational setting. Priority will also be given to children with a Statement of Special Educational Needs where the school is named as the most appropriate educational setting.

### **Over Subscription Criteria**

If the number of applications exceeds the available pupil places, the Governing Body will admit children whose applications satisfy the over-subscription criteria in the following order:-

- 1 'Looked-after' children who have been baptised in the Church in Wales, or another Anglican Church. (See previous section)
- 2 'Looked after' children either from other Christian denominations which are a member of CYTUN or from another faith group. (See previous section)
- 3 Other 'Looked-after' children (See previous section)
- 4 Children who live in the Rectorial Benefice of Llandudno and - with their families - worship regularly in the parish. *(Here and in the following criteria 'regularly' means at least once a month over a period of a year.)*
- 5 Children who live outside the Rectorial Benefice of Llandudno and - with their families - worship regularly in another Church in Wales parish, and for whom Ysgol San Siôr is the closest Church in Wales Voluntary Aided Primary School.
- 6 Children with siblings who are registered at the school on the date that the initial application was made
- 7 Children who live in the Rectorial Benefice of Llandudno and - with their families - worship with another Christian denomination which is a member of CYTUN, but does not provide statutory denominational primary school places.
- 8 Children who live outside the Rectorial Benefice of Llandudno and - with their families - worship with another Christian denomination which is a member of CYTUN, but does not provide statutory denominational primary school places, and for whom Ysgol San Siôr is the closest Church in Wales Voluntary Aided Primary School.
- 9 Children who live in the Rectorial Benefice of Llandudno.
- 10 Children who, with their families, have a commitment to another faith group, and who wish them to be educated in a Church in Wales school.
- 11 Children whose applications are on medical or compassionate grounds. Such applications should be supported by professional references where appropriate such as a letter from a Health Professional such as a doctor or a social worker.

When dealing with applications based on criteria 3, 4, 6 and 7, the Governors will seek information about the frequency of attendance at services and degree of involvement in the work of the church and seek confirmation of these details from the relevant local parish priests or ministers.

In the event of oversubscription within one of the criteria, the governors will give priority to children living closest to the school.

As in all schools, children who attend our nursery class will not have an automatic right of admission to full time education at our school.

Should your application be unsuccessful, you have the right to appeal. If you exercise that right, the appeal must be made in writing to the Clerk to the Governors within 15 school days of receiving the letter refusing a place. The appeal will be considered by an independent Admission Appeal Panel, administered by the Bangor Diocesan Board of Statutory Education, according to the Welsh Assembly Government's Code of Practice on School Admission Appeals (2009). There is no right of appeal against a decision not to admit a child to the Nursery Class.

### **Definitions**

#### **Parents :**

Parents include all those people who have a parental responsibility for a child as set out in the Children's Act 1989. Where responsibility for a child is 'shared', the person receiving Child Benefit is deemed to be the person responsible for completing application forms and whose address will be used for admission purposes.

#### **Definition of Sibling**

For applications made in the normal admission round a relevant sibling is a child who has a brother, sister, stepbrother or stepsister or is a foster child living in the same family unit in the same family household and address who attends the preferred school in any year group excluding the final year. Biological siblings who attend the preferred school in any year group excluding the final year will also be treated as siblings irrespective of place of residence.

Children residing in the same household as part of an extended family, such as cousins, will not be treated as siblings.

#### **'Residing In' and 'Home Address'**

The Home Address will be the address used for correspondence related to where "Child Benefit" is paid. In cases where there is doubt of the home address or where a child lives between two homes (split families) or other relevant circumstances, proof of the Home Address must be provided to the school to confirm the address used on the application form. Home address will be the address that complies with the above at the closing date for applications set by the Local Authority. Families who are due to move house should provide

- i) a Solicitor's letter confirming that exchange of Contracts has taken place on the purchase of a property; or
- ii) a copy of the current Rental Agreement, signed by both the Tenants and the Landlords, showing the address of the property; or
- iii) in the case of SERVING H.M. Forces personnel, an official letter confirming their date of posting from the MOD, FCO or GCHQ.

#### **Twins, Triplets, Multiple Births**

When the Governing Body are considering twins, triplets or other multiple births for one remaining place, the family will be offered the place and may decide (a) if they will accept it for one sibling whomever they decide or (b) they decline the place and it is offered to the next person in the allocation after the twins/triplets/multiple births. Please note the multiple birth sibling(s) would not be given priority on admission other than considered as a sibling link once the family had accepted the place(s) offered for one of the twins/triplets/multiple births.

A waiting list will be maintained in the event of the school being over-subscribed. Following the allocation of places during the normal admissions round, children will remain on the waiting list until the 31 August in the school year in which they apply. If additional places become available while the waiting list is in operation they will be allocated to children on the waiting list on the basis of the above oversubscription criteria.

### **DISTANCE FROM SCHOOL**

Distance to school will be measured from the main entrance of the family home to the main gate of the school (we ask the Local Education Authority to calculate the shortest walking route from the home to the school).



# Class Times

|                   | Nursery             | Foundation Phase (R-yr2) | Juniors (yr 3-yr6) |
|-------------------|---------------------|--------------------------|--------------------|
| Teaching session  | 12.5 hours per week | 21 hours 15mins per week | 23 hours per week  |
| Morning session   | 9:00-11:30          | 9:00-12:00               | 9:00-12:00         |
| Afternoon session | 12:45-3:15          | 1:00-3:15                | 1:00-3:30          |

The morning and afternoon sessions are divided into two parts:

| Foundation Phase   | KS2  |
|--|--|
| Morning recess: 10.30 - 10.45am<br>Afternoon recess: 2.15 – 2.30pm | Morning recess: 10.30 - 10.40am<br>Afternoon recess: 2.15 - 2.25pm |

The school day starts at 9.00am, the bell sounds and the children line up in an orderly manner to await their teacher. *(Children are supervised from 8.50am.)*

*We have a crèche facility 8am-8.30am which costs a £1 and a free Breakfast Club from 8.30am*

We do ask you to say goodbye to your child by the playground to prevent congestion in the cloakroom area. Too many adults in this area can be quite frightening for a child.

Lessons start promptly at 9.00am. Lateness in arrival and collection can be very distressing for children. We ask you therefore to ensure that your child is at school on time and collected promptly at the end of the day. Should unforeseen / exceptional circumstances prevent your child being met on time please try your best to telephone and alert us to the situation. In this situation your child may be sent to the main foyer where he/ she will be supervised by a member of the school staff. In the event your child is not collected by 3:30 they will be placed in the care of the after school club and a charge will be made for their childcare.

Under Regulation 3 of the pupils' Registration Regulations 1956, all schools must keep an attendance register in which, at the beginning of each morning and afternoon session, pupils are marked present or absent. A child's absence may be classified as authorised or unauthorised. At the end of the academic year each child's attendance is scrutinised and the child's attendance record will be included in the annual report. The school's attendance record, in the event of a school inspection, will be published. Only the school, within the context of the law, can approve an absence. It is therefore more important than ever, to inform the school as to the reason for your child's absence. In most cases a simple telephone call will suffice, but it is very important that you also could send a note with your child when he/she returns to school. If the absence remains unexplained then the reason for the absence is logged as unauthorised.

In order to ensure the safety of the children, parents who drive their children to school are earnestly requested never to stop on the yellow road markings or allow their children to alight whilst on these markings. You are also requested never to reverse into the school car park.

# Teaching Staff

In September 2016 the deployment of staff will be as follows:

| YEAR GROUP | CLASS   | TEACHER  | CLASS ASSISTANT                      |
|------------|---------|--|--------------------------------------|
| Nursery    | Bodnant | Mrs Sarah Hill   | Mrs Alison Richie                    |
| Reception  | Conwy   | Miss Ffion Smee  | Mrs Coralie Roberts<br>Mrs Amy Derby |
| Year 1     | Penrhyn | Miss Sophie Jones  | Mrs Ann Cairnes                      |
| Year 2     | Seiriol | Mrs Lisa Jones<br>(Head of Infants)                        | Mrs Delyth Haynes                    |
| Year 3     | Haulfre | Miss Lindsay Lewis-Jones                                   | Miss Elinor Atherton                 |
| Year 4     | Mostyn  | Mrs Vikki Jones<br>Mr Daniel Price<br>(Deputy Headteacher) |                                      |
| Year 5     | Gogarth | Mrs Michelle Hughes  | Mrs Sandra Cookson                   |
| Year 6     | Enlli   | Mrs Nicola Beardmore<br>Mrs Gemma Byrne                    |                                      |

Every child is placed in the care of a particular teacher, but the whole staff endeavours to take care of all pupils' wellbeing. The school urges children to be self-disciplined and to respect others; we know that we can rely on the parents' support in this respect.





# Non-Teaching Staff

|                     |  |
|---------------------|--|
| Secretary           | Mrs Linda Parsons Jones<br>Mrs Diane Hoe   |
| Cook                | Mrs Julie Bassett  |
| Kitchen Assistant   | Mrs Phim Armstrong   |
| School Meals Clerk  | Mrs Kristina Birchall  |
| Mid Day Supervisors | Miss Fiona Roberts<br>Mrs Sheryl Etches<br>All Teaching Assistants also assist with dinner supervision |
| Caretaker           | Mr Mark Jones  |
| Cleaner             | Mrs Phim Armstrong   |
| Breakfast Club      | Miss Fiona Roberts<br>Mrs Sheryl Etches  |



# School Governors

The Governors of the school are responsible for the staffing, finance, premises, curriculum and future planning of the school. The Governors work very closely with the Headteacher in making decisions about the life of the school.

The Governing Body consists of:

- (a) 8 foundation governors (except at any time when the Headteacher has given notice that he chooses not to be a governor, when the number of foundation governors will be 6);
- (b) 1 parent governor
- (c) 1 LEA governor
- (d) 1 teacher governor
- (e) 1 staff governor
- (f) 1 community governor
- (g) Head teacher



| NAME  | REPRESENTS                | TERM   |
|---|---------------------------|--|
| Mr Richard Cubie<br>Chair                         | Foundation                | Sept 2020  |
| Mr Mark Richardson                                | Parent Governor           | Sept. 2020   |
| Vacancy   | Foundation                | Rectory, Church Walks,<br>Llandudno. Conwy.LL30<br>2HL |
| Ms Julie Harvey                                   | Foundation                | Sept. 2020   |
| Vacancy   | Foundation                | Sept. 2020   |
| Mrs Rosalind Harris                               | Foundation                | Sept. 2020   |
| Mr Terry Dewar                                    | Foundation                | Sept. 2020   |
| Louise Emery Jones                                | Conwy County<br>Council   | September 2020   |
| Mr I K Jones<br>(Headteacher)                     | San Sior                  | While in post  |
| Lisa Jones<br>Teacher                             | San Sior                  | Sept 2020  |
| Mrs Delyth Haynes<br>Non-teaching staff           | San Sior                  | Sept 2020  |
| Vacancy   | Llandudno Town<br>Council | Sept 2018  |
| Mrs Linda Parsons Jones<br>Clerk to the Governors |                           | N/A  |

# Pupil Numbers

The minimum number of children to be admitted in any year is 30. This is known as the Standard Admissions Number. If the school is oversubscribed then the school governors enforce the admission policy.

At both Key Stages each year group is taught in separate classrooms.

The table below illustrates the number of children within each class as of Sept 2018

| Name of Class | Year Groups occupying class | Class Size |
|---------------|-----------------------------|------------|
| BODNANT       | Nursery                     | 30         |
| CONWY         | Reception                   | 30         |
| PENRHYN       | Year 1                      | 30         |
| SEIRIOL       | Year 2                      | 31         |
| HAULFRE       | Year 3                      | 31         |
| MOSTYN        | Year 4                      | 31         |
| GOGARTH       | Year 5                      | 31         |
| ENLLI         | Year 6                      | 31         |



# School Curriculum

This school cannot succeed without the support of parents. We therefore urge you to take an interest in your children's education and to support the school in its work and its public activities.

Any parent who wishes to discuss any aspect of their children's education can arrange to do so by contacting the class teacher



Our aim is to provide a broadly based curriculum which facilitates in depth study of the key elements of: mathematics, science, environmental and social studies, art, craft, design and technology, music and drama, physical education, religious and moral education and personal and social education. The essential language skills of reading, writing, speaking and listening are integral to all areas of the curriculum and are acquired through a balance between independent learning and teacher intervention and direction. This curriculum policy is set within a framework that expects and seeks to attain high achievement from all pupils regardless of race, sex, disability or background.

Each class is organised for learning using a range of teaching strategies, occasionally the class may be taught as a whole, the children may work in groups, in pairs or individually. Work will be given according to the child's age and ability. The National Curriculum provides Attainment Targets at each key stage in a child's development. The school will address these targets, but will proceed in a realistic manner and will constantly be mindful of the abilities of each individual child.

The school has formulated a detailed curricular framework. The purpose of such a framework is to ensure progression and continuity through the school and avoid repetition. The framework stipulates clearly what is taught and when.

The aims of a curricular framework quite simply are to ensure:

- effective and progressive teaching.
- avoid repetition.
- ensure a stimulating curriculum / prevent monotony.

The children are placed in their respective year groups according to their date of birth.

Aims for all pupils:

- the promotion of their full academic, personal and social development
- the encouragement of interdependence in work and judgement.
- helping pupils to make decisions within an accepted moral code and the recognition of four aspects of achievement:
- the ability to remember facts accurately and use them in written form
- the ability to identify and solve problems independently
- the ability to work well with other, showing social skills of co- operation and leadership
- motivation and the ability to build on experience and to learn from mistakes.

The primary curriculum will include the core areas of learning and experience, which are essential to the child's development and which are now defined within the National Curriculum. These are:

- Language
- Mathematics
- Science



For the curriculum to have adequate breadth and balance the following areas must be included:

- Religious Education
- Personal and social Education.
- Environmental Studies which includes history and geography
- Aesthetic and creative arts
- Physical Education





We aim to offer a broad and balanced curriculum which promotes the spiritual, moral, mental and physical development of pupils at the school and which will prepare the children for the opportunities, responsibilities and experiences of adult life.



### Language

Language has a unique influence on a child's development and is the basis of all learning. This makes the acquisition of language skills to be of the utmost importance.

In the literate, bilingual society in which we live the ability to communicate effectively, both in Welsh and in English, both orally and in the written word and to read a wide range of different types of text is essential if our children are to achieve their potential throughout their school days and on into adult life. As a bilingual community it is hoped the children will benefit from the wealth of culture through the medium of both languages

As of September 2012 the school has changed its status to a 25% welsh school. The children will now be taught, where possible, through the medium of welsh and the language outside the classroom will be predominantly welsh.

### AIMS

- 1 Develop the children's ability to listen and watch attentively in a range of situations - school, class, group and individual.
- 2 Develop the children's ability to express themselves clearly and confidently in a language appropriate to the situation they are in.
- 3 Develop the children's ability to be able to read and understand a range of materials and respond to them and be able to find information from a range of written sources.
- 4 Develop the children's ability to write effectively to convey meaning, information, opinion, feeling and the fruits of their imagination by adapting their writing to different purposes and for different readers.

### WELSH AS A SECOND LANGUAGE

- a Once the child has settled in the school, attention is given to developing his/her oral skills in the second language, and chiefly by taking advantage of the opportunities that arise daily in the classroom.
- b At first we concentrate on developing the spoken language but the school's intention is to ensure that all children will be literate in both languages as soon as possible.
- c In the Infants Department an opportunity will be given to the more able pupils to develop reading and writing skills in their second language.
- d In the Junior Department of the school increasing use will be made of the second language in all its forms, and we will ensure that every child encounters a variety of experiences in both languages and applies them in various contexts.



### **Science**

Science is one of the three core subjects in the National Curriculum. Science is about children developing a sense of inquiry and extending their knowledge and understanding of the world around them. It includes knowledge about living things, materials, energy and the solar system. Science is concerned with investigation and children using investigations to add to their knowledge of how the world is structured.

‘He should not be taught science,  
Let him discover it.’ (*Rousseau*)

Throughout the school children will be developing the scientific skills of observing, predicting, hypothesising recording and drawing conclusions. This will lead to children learning to work as scientists, planning and undertaking scientific investigations.



The skills of working as a scientist, involving observation, asking questions, hypothesising, designing and carrying out investigations, drawing conclusions and communicating findings are aspects, which have to be developed.



### Mathematics.



Mathematics is a core subject within the national curriculum. Mathematical ideas and techniques are an intrinsic part of everyday life and contribute substantially to the child's understanding of the world around him. Mathematics is widely used across the primary curriculum; through encouraging reasoning ability, mathematics contributes towards flexing and sharpening the mind.

Both the complex and aesthetic aspects of mathematics may give a child personal satisfaction as he expresses and test results, solves quizzes and notes patterns. Our chief aim is that all our pupils, both boys and girls, will develop a positive attitude to mathematics and learn to use it with confidence, understanding and pleasure, acquiring mathematical skills and concepts in a way that has relevance for them in the world outside school as well as throughout the curriculum.



We aim to help the children understand the processes involved in mathematics by presenting a range of experiences. A published mathematics scheme is used to support the teaching of mathematics throughout the school but it is not used exclusively and a range of supplementary materials are used to provide children with investigative experiences through class, group, paired and individual activities.

A focus for every term has been selected from the mathematics scheme of work.

Each term children are given opportunities for:

- practical activities
- problem solving
- mathematical investigations
- individual, group and whole class discussions and activities.
- using I.T. where appropriate.
- learning through mathematical games.

Although some mathematical activities lend themselves to be integrated into the class topic, mathematics will be taught at specific times of the day. Activities will determine whether or not children work individually, in pairs, groups or as a whole class. Pupils with special educational needs, both high and low attainers are catered for and their progress monitored.

### **Information Communication and Technology**



Wherever applicable children will use computers to support their work in all subject areas. The children have created their own web site at [www.sansior.co.uk](http://www.sansior.co.uk)



The Internet is used as a tool to carry out exciting projects with European and International schools. The school is proud of the international links and projects that it has developed over the years. Projects may be science based such as the school's Potato Trap Project or may invite schools to participate in a project linked to any aspect of the curriculum such as writing a global story, European

Business Partnership or may be a joint literacy / art project such as View Through a Window. The school has even had a snail race against a school in Sydney, Australia. All these projects can be viewed online at the school's web site and clicking the Global Projects page. All the projects are exciting and certainly add a new dimension to their learning. Global Projects to date include:

- A Global Story: children started writing a story and e-mailed it to schools around the globe. Schools from the furthest corners of the globe continued with the story.
- Potato trap project: children set potato traps around the school gardens to trap minibeasts. Schools as far away as Australia did the same and we compared results. (It would appear that woodlice and slugs are universal species!)
- A Day in the Life of ..... : A project where the children carry out a survey and post it to their peers in different countries identifying similarities and differences in opinion and ways of living.
- Spring Bulbs Project: spring flowering bulbs were sent to partner schools across Europe in an attempt to discover whether spring occurs at the same time.
- Preconceptions: the children write what they know of a particular country and e-mail their preconceptions to the country which are then corrected by their peers. The participating schools may then sign the school's guest map.
- UK History Story: similar to the Global Story but with a British History context.
- Faithbox: our attempt to learn about different religions.

Through such projects we aim:

- to promote a sense of European/ International identity through the use of information and data from other countries and by regular contact with partner schools overseas;
- to encourage a respect and an understanding for other cultures, heritage and multilingualism;
- to enable all pupils to develop appropriate ITC skills, concepts, knowledge and understanding.
- the pupils also have a lot of fun



# Homework

Some formal homework is given to the children on a regular basis. The amount of prescribed homework is increased for the older children. The children work on particular themes or projects and from time to time a particular activity requires information from parents, relations and neighbours, or requires interviewing and researches work by the child.

Occasionally a particular teacher may ask a child to do additional work in order to overcome some weakness or to concentrate on a special aspect of work. At such times it is hoped that the full co-operation of the home will be forthcoming together with encouragement to the child to do the work.

Aspects of homework are incorporated into the school web site with spelling lists and multiplication tables posted regularly.

Reading books will be sent home on a weekly basis and you will be informed of which day by your child's class teacher each year.





# Religious Education

The school is a Church in Wales School established by a Trust Deed and aided by the Local Education Authority. It reflects the Dual System - a partnership between Church and Central and Local Government, which makes up the maintained system of Education in this country. The school is designated a Voluntary Aided School.

This means that the Diocesan Education Committee appoints the Foundation Governors and these forms the majority group among the Governors. The policy of admission to the school must be one that gives priority to the children of parents who are members of the Anglican Church. The Governing Body has the support and guidance of the Diocesan Division for Education. This body collaborates closely with the National Society, which has always been responsible for Church Schools and the education within them. Particular attention is naturally given to the essential contribution of Christian Education to the development of the child.

Formal Religious Education at the school follows the syllabus for the Church in Wales. There is close co-operation with the local Parish Church and its clergy with the church being used for school services from time to time. The Diocese has its system of Bishop's Visitors who visit the school on a regular basis to advise on religious education matters.

## **Collective Worship**

There is a daily act of collective worship, which is central to the school's Anglican ethos. On Tuesday the parish clergy is invited to the school to conduct one of the acts of worship, with the Headteacher, staff or pupils conducting the remainder. Pupils participate in the presentation of worship, which is in accord with the school's Trust Deed. Collective worship involves the whole school but on Wednesdays assemblies are held separately for the Infant and Junior children and on Fridays collective worship takes place within individual classrooms.

The children participate in Family Services and other Christian festivals held in Holy Trinity, which is a short distance from the school.

Parents are reminded that they may withdraw their children from religious education and / or collective worship by making a written request to the Head teacher.



### **Additional Learning Needs**

The school is aiming to secure equal curriculum and special opportunities for children with special educational needs and therefore fulfil all children's entitlement to learning support and enabling all children to participate in the life and work of the school to the best of their abilities, whatever their needs. The school has a policy, which ensures the early identification of the child that has difficulties that could affect his/her education and the child who requires more challenging activities. The school aims to work closely with parents to secure an effective partnership to support the child.

Some 20% of children are identified as having Special Educational Needs sometime during their educational career. The class-teacher will help the child initially but, if the problems are not overcome, further discussion between the parents, additional learning needs co-ordinator Miss Lindsay Lewis and the Headteacher will be held. Individual programmes will be prepared and progress will be monitored regularly. Children may be referred to the Additional Learning Needs Department if this is felt to be necessary and it is possible that the child may receive additional support from a peripatetic teacher.

This school agrees and supports the principle of integrating children with learning difficulties into the mainstream school where that is practicable. However it must be noted that any educational placement must take into account the following:

- i) that the placement is for the educational benefit of the child
- ii) that the parents' views and requests are considered
- iii) that the well-being of the other children is considered
- iv) that the necessary resources are used effectively

#### **The aims of the school are:**

To ensure that a system exists for early recognition of any learning difficulties that could affect the child's education.

To collect information from teachers and others to ensure the best understanding of the nature of the child's difficulties.

To ensure that the appropriate provision is made for any pupil that has special educational needs.

### **Personal and Social Development**

It is hoped that the ethos of the school – which emphasises a caring and considerate atmosphere – develops respect for the individual, values achievements of everyone and encourages attitudes which enable children to make a positive contribution to, and live harmoniously with others in the community. Opportunities are provided for responding to the needs of others by supporting charities and appeals both on a local and international level.

In Health Education the aim is to provide opportunities for children to increase their understanding about their bodies and how they work, hygiene, diet, how to keep fit, use/misuse of drugs, of what it means to keep healthy, their personal responsibility for achieving this and factors which promote it. Specific areas of the curriculum e.g. topic work on Food, Ourselves, Good Health and a range of physical activities offered promote this.



In accordance with the requirements of the Education Act 1986, the Governing Bodies of schools are expected to consider if sex education should be a part of the secular curriculum. If they are of the opinion that sex education should be a part of the curriculum, they are expected to draw up and revise a written statement of their policy as regards content and procedure.

The Governing Body has decided that sex education should be a part of the curriculum.

Sex Education is fundamental to the personal, social and emotional development of a child. It is our belief that sex education should be fully integrated within the school curriculum. At its most effective sex education can be organised as part of the growing curriculum organised during the years 7 - 11. It should not be unduly highlighted, neither should it be taken out of context. Questions should be answered in a matter of fact way as and when necessary and issues can be dealt with in some depth as and when the children become older. A planned programme, suited to the maturity levels of the children, is integrated into a cross-curricular topic with a Health Education focus. Published television resources supplement teaching and parents have the opportunity to view these programmes if they wish.

Sex education needs to take place in a supportive home and equally supportive classroom environment for it is our view that the 'facts of life' are about values, attitudes and relationships. Sex education is not solely concerned with the facts of reproduction, but should reflect the partnership of the home and the school working together in order to achieve quality relationships.

The aims of a programme of school sex education are as follows:

1. To stress the value of family life and the special importance of caring for the young within all families
2. To create an atmosphere where questions about personal relationships and sex can be asked and answered without embarrassment.
3. To provide an appropriate and acceptable vocabulary for parts of the body.
4. To explain the nature of reproduction.
5. To explain the changes of puberty and the reasons for these changes.
6. To provide reassurance that body changes and their physical, emotional and social effects are normal and acceptable.
7. To provide on-going emotional support to the children during these changes.
8. To help children accept and understand differences especially physical differences.

Parents have the right to withdraw a child from Sex Education issues and it would be necessary to discuss these wishes with the Headteacher.

# School Expeditions



As soon as your child is admitted to the school you will be asked to sign a medical consent form which will be taken by the teacher on any extended residential visit. If in the event of your child sustaining an injury which necessitates an operation the consent form will permit a hospital / doctor to perform a necessary operation or administer an anaesthetic. Without such a consent form some doctors may well refuse to proceed.

I hope that you agree that completing such a consent form is a sensible precaution. I would stress however, that the signing of the consent form is absolutely voluntary.

## **School Charging Policy**

We are, under the terms of the Education Reform Act 1988, asked to draw up a school policy related to charging parents for school activities. In writing such a document we must be mindful of the following objectives which are set out in the Act:

- to maintain the right to free school education.
- to establish that activities offered wholly or mainly during normal teaching time should be available to all pupils regardless of their parents' ability or willingness to help meet the cost.
- to emphasise that there is no statutory requirement to charge for any form of education or related activity, but to give LEAs and schools the discretion to charge for optional activities provided wholly or mainly out of school hours.
- to confirm the right of LEAs and schools to invite voluntary contributions for the benefit of the school, or in support of any activity organised by the school, whether during or outside school hours.

Governors support the principle that activities offered wholly or mainly during normal teaching time should be available to all pupils regardless of their parents' ability or willingness to help meet the cost.

We therefore invite parents to make voluntary contributions to cover the cost of any such activities, which the school regards as important and worthwhile elements of the curriculum. Such invitations need to stress the value of the proposed activity and at the same time point out that the activities will either be substantially reduced or cease altogether if parents are unwilling to contribute voluntarily.

It is the policy of the school to keep a School Fund Account, which allows the Headteacher to subsidise the cost of all activities. Such an account is periodically replenished as a result of fund raising events.

Emphasis throughout is on the word 'voluntary'; the school fund essentially provides the mechanism whereby all children can take part even though their parents decline to make a voluntary contribution. If, however, the level of voluntary contributions becomes too low to be subsidised by the school fund, then we will have no alternative but to cancel the planned activity. It should be remembered however that there are times when the school may make a direct and clear charge to parents and this is in the area of activities which take place out of school time and which are not related to the National Curriculum or for board and lodging elements in residential visits which may take place during school time.





*Enlli Pilgrimage 2014*



# School Environment



The creation of a stimulating learning environment is an essential element in the achievement of quality results. Exciting and informative displays in the school encourage and stimulate learning.

Three distinct gardens have been created in the school grounds:

- butterfly garden: pond/ picnic tables/ nature trail/ oak cabin
- formal garden: formal borders/ seating areas
- insect garden: oak cabin

The school also has created distinct areas to house 150 chickens and 30 golden pheasants. A timetable is created whereby a different class has responsible for the hens every 8 weeks allowing all children to have the opportunity to work with them. Children know this as 'Wythnos leir'. During that week the teacher's adapt their planning to ensure that literacy and/or numeracy targets are met through the project. It involves some creative thinking on their part and is usually very popular with the children. In line with 'Wythnos leir' every 8 weeks a different class plan activities that may involve working with either the school menagerie / outside environment. This ensures that the maximum benefit is had from having an extensive menagerie and that it isn't there for show purposes only. It also ensures that the children have the opportunity to work in what are, beautiful school grounds. Activities may not necessarily be pure science but usually have some science elements.



Regular use is made of these areas at different times of the year in order to offer the children a wealth of experiences. A selection of activities / investigations has been allocated to each year thus ensuring that scientific investigations are not repeated year after year. Activities are linked to the National Curriculum and build upon the children's understanding of preceding years. Activities are planned in such a way as to encourage full and active participation by all children irrespective of ability.

The school foyer houses various vivarium, which house the school creatures, which include exotic and unusual creatures. Madagascar Day Geckos, Blue Tongues skinks and Fire Skinks, Yemen and Panther chameleons, Red-eyed crocodile and Berber skinks, Moroccan Dabtails, Knight's anoles, Red-footed, Leopard, Indian Star and Russian tortoise. Tiger crested, Madagascar, Standings, Leopard and Kosch's geckos to Argentinian horned frogs and African Pygmy hedgehogs.



Full use is also made of the school grounds with the creation of a butterfly garden incorporating a wildlife pond, bird / bat boxes, bird tables and workstations where children can carry out their investigations. Moths traps are set frequently either around the school grounds or at a local nature reserve,

The children have reared their own chickens and we now have a flock of 150 chickens which are kept at the rear of the school. Our school business 'Wyu San Siôr' now produces over 450+ eggs each week which are sold to parents and local businesses. We are the only school in Wales that can sell eggs to shops and the Welsh Assembly Government awarded the school 'Best Primary Enterprise in Wales' in 2014.

Hidden cameras are also placed in bird boxes. Images from these cameras are then relayed to a monitor in the school foyer but can also be accessed via the school web site. This enables the children to continue watching the blue tit chicks being reared during the Easter holiday.

Only one bin is sited in the school hall and we have gone from having two 1100litre bins two years ago to one 240litre bin. We are closer to our target of becoming bin-free! A paper bank is sited in the school grounds for recycling. This promotes a positive attitude towards the environment. The school was awarded the Silver and Bronze Eco-School award and has held an Eco Flag for many years. Most of the school lighting is now low energy and a panel in the school hall shows the children how much energy is being produced by the bank of solar panels on the school roof.

The school has received recognition at both a local and national level for outstanding environmental work.

The school won Business Engagement Award by the Welsh Assembly Government in 2014. Then went on to win Welsh Assembly Government 'Best Primary Enterprise in Wales'. The school also won The Green School's Sustainability Project Award in 2014 and the Rich Play Award. The school won Keep Wales Tidy Award 'Recycling Innovation' Award Winner 2013 and was nominated Best Eco School by the Daily Post winning £60,000 energy makeover by British Gas.



Awards of note are when Professor David Bellamy presented the school with the Blake Shield B.N.A Trust for environmental work. The school gardens coming 1<sup>st</sup> several times as part of the Llandudno in Bloom Competition (2013 & 2014), having won it ten times since 2000. The gardens, and more importantly the use made of the gardens, have led us to win the B.T. Young Naturalist of the Year Awards and Best Wildlife Garden in Snowdonia. The school outdoor mural has even won a Welsh Heritage Award. The school has even been awarded with a Rolls Royce Science Prize in recognition of outstanding contribution made to science teaching and even won 'Overall Best School' in North Wales' in a Scottish Power Your Champions Awards.



Closed circuit television and a door entry system have been installed to ensure that security and the safety of the pupils in our charge is our highest priority.

The school is also a Health Promoting School and has been awarded 'Health Promoting School Award Level 1-5'. Each year the school considers a Health Promoting Initiative, while maintaining



previous initiatives at the school. Each child leaving the school leaves with Qualified First Aider Status as part of the school's 'Heart start Project'.

Details of many of the school's projects can be seen on the school's web site [www.sansior.co.uk](http://www.sansior.co.uk)



### **After School Clubs**

The school wishes to ensure the co-operation and the support of parents with all the additional activities arranged. The school offers a variety of activities, which are open to all pupils. Many of these activities take place during recess or after school: Football, Netball, Rugby, Eco Club, Masterchef, Drama (Infants & Juniors),

The school also runs an After School Club & Holiday Club and this allows parents to pay so their children can stay at the school until 6pm. The After School Club is registered with CCSIW (registration no: W040001319/1)

It is important for children to discuss with parents their involvement in school activities. If your child is involved in a club and last minute changes are made we will try to contact you. If the child cannot come home unaccompanied please tell the Headteacher and we will then tell the child to wait until you arrive.

### **Music**



Pupils are given the opportunity to learn to play a musical instrument: flute, clarinet, cello or guitar. Peripatetic teachers are invited to the school to assist with lessons. Once lessons have started children are encouraged to continue and are encouraged to attend the Conwy Area Junior Orchestra on Monday evenings



### **Physical Education**

The school actively promotes sporting activities. Mr Shane Cartwright coaches an after school football club on the school field on Tuesdays. Rugby coaching takes place during dinner times and after school and is supported by parents. The rugby team has represented the county on several occasions in Llanelli. The school also has a netball team and trains after school once a week. They represent the school in a number of tournaments throughout the year. All pupils are encouraged to participate in team sports.



Swimming lessons are normally offered to children during Year 3-5. All children in KS2 are offered the opportunity to go on a residential trip. Year 3 pupils are offered the opportunity to attend a residential visit to Pentrellyncymer; Year 4 to Glanllyn, Year 5 to Nant Bwlch yr Haearn and Year 6 are taken on a residential visit to Rhyd Ddu for orienteering skills, team building and mountain walking. Children may then record their experiences many different forms.

# School Uniform

The school has a uniform which is listed below. We believe that a school uniform sustains pride in the school and a sense of belonging to it and we positively encourage the children to wear our distinctive clothing.



Jumpers and ties bearing our school emblem are available from:

- Boppers Boutique, 1-3 Woodlands Road West (near library), Colwyn Bay Tel: 534421  
[www.boppersboutique.fsnet.co.uk](http://www.boppersboutique.fsnet.co.uk)
- Clothes for Work, 2 Trinity Square, Llandudno, LL30 2PY Tel 01492 873100 (this company can place the school logo on items of clothing that have been purchased elsewhere)
- School Talk, 159 Mostyn Street Tel: 876995

|   |  |
|---|--|
| <p>Red jumper / cardigan<br/> <u>Black</u> trousers / skirt / pinafore / trousers<br/>         Shirt / Blouse – white<br/>         Black or white socks or black or red tights<br/>         *School tie</p> | <p>*Shirt and tie can be worn at any time but is compulsory from October half term through to the beginning of the Summer term. At other times a polo shirt may be worn.</p> |
|---|--|

*We have amended the uniform worn in the Foundation Phase making it more comfortable for the children when they wear the waterproof over-clothes. The following may be worn:  
 black jogging bottoms, black trainers and a red hooded top*

PE kit may be worn all day on days allocated for PE: hoody, white t-shirt, black shorts/leggings, black pumps

During the Summer term gingham dresses (red / white only) or short trousers (black only) may be worn

A red fleece jacket and school coat with school logo is also available for playtimes and school excursions

Please note the following policy regarding hairstyles. The following are not permitted:

- Patterns shaved into hair / eyebrows
- Hair dye and colour in hair
- Hairstyles regarded as extreme eg mohican



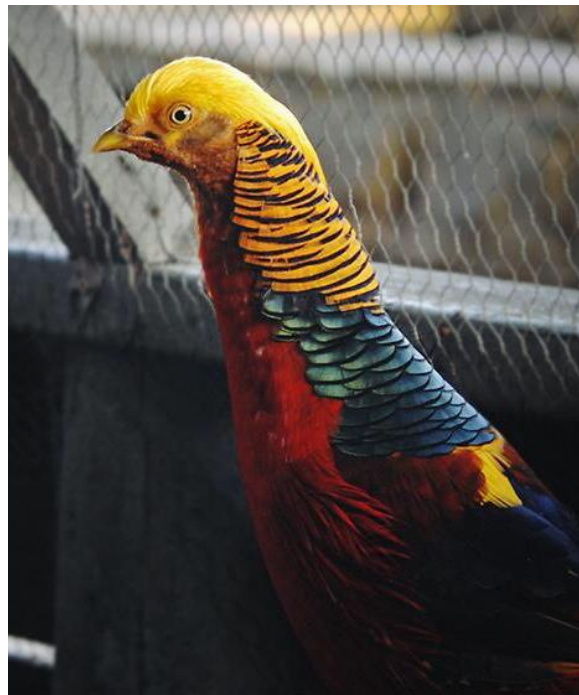


**Physical Education:** White T-shirt, black shorts, black pumps.

**It is extremely important that your children's clothes are clearly marked with their name. Clothing easily gets misplaced; the ownership of jumpers is easily solved if the garment bears a name.**

**Lost Property:** Mislaid property is held for safe keeping for half a term, it is then donated to the school swap shop or to a charity.

**Jewellery:** Jewellery should not be worn at school. Children with pierced ears should wear small sleepers or studs only.



# School Dinner

Ysgol San Sior provide nutritious balanced menu, which is available from the kitchen. We

The Kitchen Manager is Mrs J Bassett and she would be happy to answer any questions that you may have on 01492 878145

## Health, Safety & Welfare

It is important that we have excellent working relationships with parents and all agencies working with our children to ensure that information is shared; and in doing so our children get the best possible support that is available. We follow the All Wales Child Protection procedures where necessary. *'Everyone who works in education should share the same goals to keep children and young people safe'. We do this by:-*

- *creating and keeping safe places to learn*
- *Identifying where there are welfare concerns and taking the right action*
- *Helping children and young people to be aware and understand how to stay safe*

The designated Child Protection Officers are the Headteacher and the Deputy. A copy of the School Child Protection Policy is on the school web site and a copy may be obtained from the school office.

We recognize that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult can help with the prevention and identification of child abuse. Our school will therefore:

- a) Establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to.
- b) Ensure that pupils know that there are adults in the school who they can approach if they are worried or are in difficulty.
- c) Include in the curriculum activities and opportunities for PSHE, which equip pupils with the skills they need to stay safe from abuse.
- d) Include in the curriculum material, which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.
- e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

For our own records it is important that we know the full name of the child, the name of the parents / guardian. Early in the new term we will send home a form seeking details about name, address,

telephone numbers, etc. We ask your co-operation in returning this promptly. In addition, prompt notification as to any subsequent changes will be most helpful.

Medical information is also very important in that it gives a clear picture of the child and of any particular difficulties they may be experiencing. We would also like the name and address of your doctor.

Despite every effort, care and concern, it is possible that your child may become ill whilst at school or have an accident. Minor accidents and illness are dealt with in school and the incident recorded.

From time to time it may be necessary to contact parents quickly, therefore we need to know your home telephone number and where appropriate that of your work place. We can administer water or ice pack only. Injuries requiring further treatment require immediate consultation with you. For more serious injuries / incidents emergency accident procedures are set into operation.

**Therefore it is important that the school has up to date information with regard to your contact point.**

Medicines must be handed to the Headteacher and parents need to sign a form giving details of the medication and authorising administration by school personnel. Only prescription medicines will be administered by school personnel. All medication should be in its original container and have the dose and child's name clearly written on it. Under no circumstances should any medication be in the classroom – it must be stored in the Headteacher's room. Children who have asthma keep their inhalers with them in the classroom. Inhalers need to be clearly named.

Medical checks are carried out by the School Nurse and the School Doctor. You will be given notice of a date and time and asked to attend the medical.

Medical discussions with the School Nurse or Doctor are confidential and the school does not have access to the information. We are informed by the School Nurse or Doctor of any condition which affects the child in school and the way we deal with the situation.

If there are medical circumstances which affect your child please discuss these with the Headteacher as soon as possible.

The school Nurse does not check hair and therefore parents need to check their child's hair regularly for head lice and nits. If you find that your child is infected please inform the school so that we can notify others in order to eradicate the infestation. Further guidance notes are available upon request.

Fire drills are carried out on a regular basis in order that all children are familiar with emergency evacuation procedures. The school fire assembly point is in the school car park.

# How to help your child at school

It is important that your child feels confident about coming to school. The school wants an effective partnership with parents by valuing your help in the following ways:

- Coming to school on time both at the beginning and end of the day.
- Getting to know your child's teacher so that you can share in their achievements and concerns.
- Making an appointment to talk at length about your child.
- Attend all Parents' Evenings.
- Reading at home with your child.
- Ensuring that homework is completed and returned to school.
- Reading all letters that your child brings home.
- Keeping us informed of any changes to circumstances which may affect your child at school.

Records show that effective partnership with parents is reflected in a more successful performance by children at school. We do make mistakes and there are misunderstandings but these can be reduced to a minimum if we keep in close contact.

Some parents and grandparents offer their time to volunteer at the school with reading and other activities. If this is something that might interest you please see the Headteacher. Anyone working at the school either voluntarily or otherwise are required to apply for a Disclosure Check (formerly known as CRB check). The school will arrange this for you.

Volunteers often work at the school at the discretion of the Headteacher as not everyone is suited to working with children. Volunteers in the school are bound by a code of confidentiality. Any concerns that volunteers have about the pupils they work with / come into contact with should be voiced with the class teacher / Headteacher and NOT with the parents of the child.

Volunteers who are concerned about anything in the school, which may affect their work should raise the matter with the Headteacher or appropriate senior member of staff. Any information gained at the school about a child or adult should remain confidential.

## Friends of the School

The Friends of the School Association hold very successful fund raising events and the proceeds are presented to the school. Parents are invited to help with the activities of the Friends of the School by attending meetings which are held at the school and supporting events. Information is displayed in one of the notice boards outside the school entrance. All parents are encouraged to support the activities of the Friends of the School.

## After School Club

An After School Club is offered at the school (Clwb San Sior) with a wide range of activities offered from pond dipping to cookery. Once registered with the club the children may remain at the school until 6.00pm. A charge is made and an information leaflet is available from the school. The After School Club is registered with CCSIW (registration no: W040001319/1)

## Complaints Procedure

If you have a concern you are encouraged to raise them initially with the Headteacher who will be able to discuss them either there and then or at a mutually agreed time.

We are committed to dealing effectively with complaints. We aim to clarify any issues about which you are not sure. If possible we will put right any mistakes we have made and we will apologise. We aim to learn from mistakes and use that experience to improve what we do. Our definition of a complaint is 'an expression of dissatisfaction in relation to the school or a member of its staff that requires a response from the school.'

Our complaints procedure supports our commitment and is a way of ensuring that anyone with an interest in the school can raise a concern, with confidence that it will be heard and, if well-founded, addressed in an appropriate and timely fashion.

It is emphasised, however, that many complaints can be dealt with quickly and effectively by informal consideration based on discussions with the Headteacher. This is the first reasonable step, and the Governing Body would expect that this step would have been completed before presenting the complaint formally in exceptional cases.

An appointment can be made to discuss any complaint with the Headteacher by contacting the school.

A copy of the school's Complaint's Policy can be obtained from the school



# Registration

You may register your interest in sending your son / daughter to Ysgol San Siôr at any time by completing the form below and returning it to the school. An application form will then be sent to you. Children normally start the September following their third birthday, the year your child is entitled to start in the Nursery.

.....

Names of parents: .....

Name of child: .....

Date of birth: .....

Address: .....

.....

.....

.....

Postcode: .....

Telephone number: .....

Please return to **Ysgol San Siôr, Church Walks, Llandudno. LL30 2HL**

Visit the school web site designed by the children and maintained by the children to learn more about Ysgol San Siôr.

[www.sansior.co.uk](http://www.sansior.co.uk)

Scan this QR code to access our Twitter account:



## Appendix 1 - Absences

### ILLNESS, MEDICAL AND DENTAL APPOINTMENTS

Absences as a result of illness or dental appointments will be treated as authorised absences (provided the school is informed).

### LATENESS

A pupil arriving late may disrupt not only his or her continuity of learning but that of others. For registration to mean anything at all, a firm line must therefore be taken on all late arrivals. Where pupils miss registration and fail to provide an adequate explanation they will be marked as unauthorised absence for that session. To do otherwise would undermine the whole purpose of registration and may serve to encourage other pupils to arrive late. Individual circumstances will of course be taken into account if late arrival stems from unavoidable circumstances.

### MINDING THE HOUSE/ LOOKING AFTER BROTHERS OR SISTERS

In the vast majority of circumstances such absences will constitute unauthorised absence.

### SHOPPING DURING SCHOOL HOURS:Unauthorised absence

SPECIAL OCCASIONS: Much will depend on the circumstances of the individual case, although only truly exceptional occasions will be authorised. Absence because of a birthday would not normally be authorised.

### FAMILY BEREAVEMENTS: Authorised absence

### FAMILY HOLIDAYS AND EXTENDED TRIPS OVERSEAS DURING TERM TIME

Under Regulation 12 of the Education Regulations 1981, there is a discretionary power, for leave to be granted for the purpose of an annual family holiday or holiday during term time. Only in exceptional circumstances may the amount exceed (in total) more than two weeks in any year. Pupils will not normally be granted leave unless travel away from home is contemplated.

### **% Unauthorised Pupil Absences**

| 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 |
|---------|---------|---------|---------|---------|---------|---------|---------|
| 0.5     | 0.1     | 0.2     | 0.2     | 0.1     | 0.1     | 0.1     | n/a     |

### **% Pupil Attendance**

| 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 |
|---------|---------|---------|---------|---------|---------|---------|---------|
| 93.7    | 94      | 94.4    | 95.4    | 95.7    | 95.2    | 95.17   | n/a     |

**2016/17 LA and Wales data not yet available**

