

GEORGETOWN PRIMARY SCHOOL

YSGOL GYNRADD GEORGETOWN



School Prospectus
2019-2020

Contents

	Page No.
A message from the Headteacher	3
School Details	4
The Staff	5
School Routine	6
School Governing Body	8
Vision and Aims	9
Admissions	9
Organisation	11
The School Curriculum	11
Additional Learning Needs	16
Extra- Curricular Activities	17
Homework	17
Attendance and Punctuality	18
Pastoral Care and Welfare of Pupils	19
School Uniform	20
Medication	21
Child Protection & Wellbeing	22
Reports	23

Message from the Headteacher

It is with great pleasure that I enclose the following information relating to school life at Georgetown Primary School. I sincerely hope that this prospectus answer many of your questions about how our school works and what we aim to achieve.

We are committed to providing the experiences and opportunities to all pupils and give them skills essential for life-long learning. We ask parents/guardians to support their child's learning and establish positive relationships with the school. If a parent needs to discuss any issue, they are encouraged to contact the school at their earliest convenience.

We thank you for choosing our school to educate your child. We value our partnership with all stakeholders and encourage you all to share our mission statement "Together We Learn".

We look forward to meeting you and working with your child to give them the best possible start to their education.

Many thanks,

Miss Lisa Thomas

Georgetown Primary School

Georgetown Primary School was opened in May 1989 and is situated in the southern area of Tredegar town. It replaced the old school building which had served the community of Georgetown since 1877. It was constructed in two storeys with seven classrooms, a computer room, an After School Club room and a large multi-purpose hall used for P.E., school meals, assemblies, school concerts.

Since the building of the premises on the main site, a steady expansion of pupil numbers resulted in the need for a new Key Stage 2 block of eight classrooms being built on the lower site replacing the demountable classrooms. The nursery opened in September 2003 and takes children from the term after their third birthday.

Our school caters for pupils aged 3-11 years old. The nursery provision caters for 80 pupils (40 Full Time Equivalent), this is organised into a.m. and p.m. groups. A 420 place primary provision caters for pupils between 4-11 and they are organised into 14 classes (6 Foundation Phase and 8 Key Stage 2).

The school is served by three main playgrounds together with the use of the Mile field for major sporting events.

School Details

School Address:	Georgetown Primary School Ysgol Gynradd Georgetown Oakfield Road TREDEGAR NP22 4LJ Tel: 01495 717341
Website:	www.georgetownprimary.co.uk
Headteacher:	Miss L Thomas B.Ed Hons, NPQH
Deputy Headteacher:	Mrs. H Kaya B.Ed Hons
Corporate Director of Education:	Lynette Jones Blaenau Gwent County Borough Council Lynette.Jones@blaenau-gwent.gov.uk Tel: 01495 355337
School Governing Body	
Chair of Governors:	Mrs. Johanna D'Amarto
Vice Chair of Governors:	Mr. Tim Williams

The Staff

TEACHING STAFF

Headteacher: Miss L Thomas

Deputy Headteacher: Mrs. H Kaya

Teachers:

Foundation Phase

Mrs. J Baker
Miss Z Penny
Mrs. K Hillman
Mrs. S Phillips
Mrs. M James
Mrs. R Thomas
Mrs. L Rees

Key Stage 2

Mrs. C Williams
Miss S Howells
Mrs. S Powell
Miss A Davies
Mrs. C Roberts
Mr. H Morgans
Mr. J Rogers
Mrs. M Phillips
Mrs. L Evans
Mr. D Powell

PPA HLTA

NON-TEACHING STAFF

Teaching Assistants

Miss S Hancock
Mrs. R Fryatt
Mrs. J Wakeford
Mrs. M Jones
Miss E Griffiths
Mrs. K Sutherland

Mr. I Waite
Mrs. L Hatherall
Miss H Smith
Mrs. J Keogh
Mrs. B Amos
Mrs. G Williams

School Support Officers

Mrs. D Davies
Mrs. L Jenkins

Caretaker

Mr. K Moyle

Midday Supervisors

Mrs. L Moseley (Snr)	Mrs. L Townsend
Mrs. L Cowdell	Miss L Baker
Miss S Crossman	Mrs. S Bird
Mrs. J Nash	Mrs. A Gittings
Mrs. A Jones	Mrs. C Hawkins

Road Safety Patrol

Mr. V McGill

Education Welfare Officer

Mr. J Henderson

School Routines

School Hours (children)

<u>Nursery</u>	Morning Session	9.00 am to 11.30 am
	Afternoon Session	12.40 pm to 3.10 pm
<u>Foundation Phase</u>	Morning Session	9.00 am to 12.10 pm
	Afternoon Session	1.05 pm to 3.00 pm
<u>Key Stage 2</u>	Morning Session	9.00 am to 12.00 pm
	Afternoon Session	1.00 pm to 3.10 pm

Total Hours spent on Teaching.

At this school the total number of hours spent on teaching in a normal week (5 days) is as follows:-

Foundation Phase classes	21 hours
Key Stage 2 classes	23.5 hours

This total does not include time allocated to the statutory daily acts of worship, registration, break time and lunch time.

Breakfast Club

Breakfast Club is free to all children in line with Welsh Assembly guidelines. It opens from 8am – 8.30am each morning with an excellent attendance (pupils are escorting to the yard or class at 8.50am)

After School Club

Georgetown runs an After School Club in the afternoon from 3.00-5.30 p.m. The Club provides a range of activities organised for the children under the leadership of Miss Sarah Moseley, and is staffed by three play-workers (tel. 07754841183). Twenty-four places are available each afternoon at a cost of £6.00. This is an excellent opportunity for the children to enjoy high quality childcare, with a healthy meal provided.

Term Dates

2019/2020

Date	Start	Half Term Starts	Half Term Ends	Term Ends
Autumn	02/09/2019	28/10/2019	01/11/2019	20/12/2019
Spring	06/01/2020	17/02/2020	21/02/2020	03/04/2020
Summer	20/04/2020	25/05/2020	29/05/2020	20/07/2020

2020/2021

Date	Start	Half Term Starts	Half Term Ends	Term Ends
Autumn	01/09/2020	26/10/2020	30/10/2020	18/12/2020
Spring	04/01/2021	15/02/2021	19/02/2021	26/03/2021
Summer	12/04/2021	31/05/2021	04/06/2021	20/07/2021

School Governing Body

Chairperson: Mrs. J D'Amato

Vice Chairperson: Mr. T Williams

Other Governors:

Miss L Thomas	–	Headteacher
Miss H Kaya	–	Deputy Headteacher
Mr. H Morgans		
Mr. D Powell		
Mr J. Morgan		
Mr T. Williams		
Mrs. J. D'Amato		
Mrs. H. Williams		
Mr S. Baldwin		
Mr A. Evans		
Miss M Rawson-Woods		
Mrs. D Hardman		

Clerk to Governors: Director of Lifelong Learning,
Education Department,
Anvil Court
Church Street
Abertillery NP13 1DB
Telephone: 01495 311556

School Governing Body:

The internal organisation of the school is the responsibility of the Headteacher in consultation with the School Governing Body. Our Governors are a group of individuals who have been elected, nominated or co-opted and are representatives of parents, teachers, ancillary staff, the LEA and the local community.

School Governors work with the Headteacher and are responsible for setting the strategic direction of the school. They meet each half term at school. Sub committees meet in addition to the full Governor meetings.

School Governors have legal duties, powers and responsibilities. They can only act together, they cannot act individually.

The Governors are responsible for an Annual Report to parents.

Vision & Aims

Mission Statement

‘Together We Learn’

Vision

Georgetown is committed to raising standards and providing opportunities and experiences for all to feel valued and achieve their full potential.

School Aims

We will:-

- develop skills for lifelong learning
- provide active learning opportunities for all
- encourage children to value themselves and others
- foster a sense of belonging to a community
- promote a healthy lifestyle
- ensure we have a caring and happy environment where everyone feels safe.

We seek your support and co-operation in achieving these aims since we see education as a partnership between home and school. So that this partnership will give all children in the school the best possible chance of success, the partners must be clear as to what each can reasonably expect of the others. The following would seem to be the responsibilities of each member of the partnership. These responsibilities are set out in the school’s Home School Agreement which parents are invited to sign, as each child enters reception class.

Admissions

The school follows the County Borough's admission policy that states that children are eligible for admission to school at the start of the school year in which their fifth birthday falls (i.e. 1st September to 31st August inclusive for those parents who choose not to send their children to Nursery.). Children are not legally required to attend school until the start of the school term following their fifth birthday.

Parents preferring their children to attend a primary school outside the catchment area in which they live, must apply in writing to the LEA. If you would like further information please telephone 01495 311556.

School Organisation

There are at present 375 full time pupils in the school arranged in 14 single age classes, plus a Nursery unit.

All the Foundation Phase children are taught in the main school building. The Nursery and Reception classes are found downstairs, whilst year one and two classes occupy rooms upstairs.

Pupils in lower Key Stage 2 classes (Year three and four) are taught on the top floor of the Key Stage 2 block situated on the other side of the road, whilst the remaining four upper Key Stage 2 classes are housed on the ground floor.

Key Stage 2 children attend school activities like assemblies and P.E. lessons on the main site. Their timetables have been created to ensure that their journeys to the main building are as few as possible.

Parents/Carers

We ask all parents/carers to accept the school's overall aims and objectives as stated in the school's prospectus.

The Home School policy

I shall try to:

- ☒ ensure my child arrives on time and is properly equipped.
- ☒ ensure my child attends regularly and provide an explanation if my child is absent.
- ☒ let the school know about any concerns or problems that might effect my child's work or behaviour.
- ☒ encourage my child to fulfil the requirements of the School's code of Conduct as outlined in the School Prospectus.
- ☒ encourage my child to take care of the school's environment and resources and to support the school's policies.
- ☒ encourage my child in their school work including opportunities for home learning.
- ☒ attend parent's consultations and discussions about my child's progress. (Parent consultation meetings are held termly and 'Meet the Teacher' takes place in the Summer term when parents meet their child's teacher for the new academic year).

We will work hard to make you feel welcome and offer you the chance to be involved in and to understand the teaching and learning programmes of the school. We will give you regular information about your child's progress, knowledge, skills and attitudes. We will give early warning of any concerns about learning, behaviour or relationships.

The school communicates with parents/carers in a variety of ways e.g., text, newsletters, questionnaires and information evenings. Information is also placed on the website, on Twitter and Facebook. Please 'like' our Facebook page for the latest updates www.facebook.com/pages/Georgetown-Primary-School/1512672855650696.

Parents/carers are invited to assemblies, concerts and Parents Evenings. Every year parents/carers can meet the staff and governors in an informal setting. The school has set in place a Home School Agreement and involves parents in policy decisions.

Pupil School Agreement

In order for this agreement between my parents and my school to be successful I must:

- ☒ work to the best of my ability and allow others to do the same.
- ☒ strive to make my parents and the school proud of me.
- ☒ treat others with courtesy and respect.

The School Curriculum

The Foundation Phase

Currently in the Foundation Phase in Georgetown School all activities are based on seven areas of learning for 3 to 7 year olds in Wales.

The Seven Areas of Learning are:

- ☒ Language / Literacy and Communication skills
- ☒ Mathematical Development
- ☒ Knowledge and Understanding of the World (Science, Geography & History)
- ☒ Personal and Social Development, Wellbeing & Cultural Diversity
- ☒ Creative Development (Art, Music & Creative Movement)
- ☒ Physical Development
- ☒ Welsh Language Development

This provides the foundation upon which all other learning is based.

Personal and Social Development, Well Being and Cultural Diversity

This area is concerned with emotional well-being, knowing who you are and where you fit in. It is about the children's view of themselves; their self-esteem and their relationships with others.



Language, Literacy and Communication



It is through language that children learn and make sense of the world around them. Language, written and spoken, enables children to explain themselves, interact with others and to organise their thoughts. We offer children many opportunities to speak and to listen; to express their ideas in words and in pictures; to share a rich variety of stories and poetry and a love for books and language.

Mathematical Development

Use of mathematical language to help develop concepts during a range of activities forms the foundation on which mathematical understanding of number; shape and space; pattern; symmetry and positional relationships; measure (time, weight, length, capacity) are all explored. The first hand experiences we offer the children help them to sort, count, sequence, measure and compare.



Welsh Language Development



This is about children learning to use and communicate in Welsh to the best of their ability. Children will listen to Welsh being spoken and respond appropriately in familiar situations, using a range of patterns.

Knowledge and Understanding of the World

We provide opportunities for children to find out about their world through past and present events in their own lives; to explore their environment and to learn about other living things.



Children develop their knowledge and understanding of materials and their properties; of why things happen and how things work. They design and make models using tools and equipment and use information technology to support their work.

Physical Development



Through daily routines we encourage children to develop the skills of physical control, coordination, movement and manipulation. We help children gain confidence in what they can do and to feel the positive benefits of being healthy and active indoors and out. All pupils take part in the 'Daily Mile'.

Creative

Children learn through their senses. We help children to develop a knowledge and understanding of texture, colour and shape; of drawing and painting; musical forms and rhythm; and of imaginative play, drama and dance.



Currently pupils in Key Stage 2 follow the Programmes of Study as outlined in the National Curriculum. The subjects outlined are English, Maths, Science, Welsh, R.E., I.T., Design Technology, Art, Music, Geography, History, P.E., P.S.E.

National Curriculum

English



The curriculum for English covers the following areas: Oracy, Reading and Writing. Within Writing children are taught grammar and punctuation, spelling and handwriting.

We place huge importance on the teaching of reading throughout the school. Children who learn to read are more successful than those who do not. Reading enriches their vocabulary, their writing and their spelling so they have access to the wider curriculum.

We actively involve parents in the processes of reading and acknowledge their role in encouraging the love of reading.

Mathematics



Our aim is that all children acquire mathematical skills and concepts in a way that has relevance for them in the world outside school as well as throughout the curriculum.

Pupils develop their mathematical skills, knowledge and understanding through learning about and using Number, Measures and Money, Shape, Position and Movement, and Handling Data. They use a variety of ICT resources as tools whenever appropriate.

Science

Children follow a programme of scientific study that covers four main aspects:

- ⊕ Experimental and Investigative Science
- ⊕ Life and Living Processes
- ⊕ Materials and their Properties
- ⊕ Physical Processes



Science may be the focus of a topic, part of a topic or taught as a separate theme.

Our aim is to help children increase their knowledge of the world and to develop the skills of observation, recording, analysis and interpretation through scientific investigations.

We encourage the children to devise 'the fair test' and introduce basic scientific methods with due regard for curiosity, healthy scepticism and critical evaluation.

Music

All children are given the opportunity to experience a variety of musical activities that include:

- Performing and Composing
- Listening and Appraising



This is achieved by playing and singing, performing with others, composing and arranging, listening to and appraising musical styles from all cultures especially Welsh; developing a sense of pitch, timbre, rhythm, tempo, dynamics, developing ideas of notation and using music as means of self-expression and a source of pleasure.

Music plays an important part in celebrations, assemblies and concerts to which parents are invited.

History



In the Foundation Phase cross-curricular topics are used. In Key Stage 2 a specific study of a history led theme forms the basis of the programme of study of the National Curriculum. Pupils are encouraged to draw on immediate family history and explore the historical background and way of life of people in the past beyond living memory. Lives of famous men and women and different past events will be taught.

Some information will be gleaned first hand by visits to museums, local sites and use of artefacts, photographs, video programmes, books and films. Children are encouraged to ask questions about the past, challenge given information and discover more about their lives and surroundings.

At Key Stage 2 children are challenged further regarding their investigative and deductive skills again through cross curricular items but, due to the specific demands of the National Curriculum, it is necessary sometimes to teach an historical subject on its own.

Geography

Foundation Phase children learn about their local environment – within the school and outside. As their understanding grows of areas away from the immediate locality they learn about areas within the United Kingdom and beyond.



One-day visits are made in the early stages. Key Stage 2 children study the locality, economic factors about the use of land, communications and their effect on the landscape.

Skills such as following direction, map reading and map making are covered, as are the weather observation, surveys and data collection.

Further skills taught are observation and investigation about the quality of the environment in a locality, economic factors about the use of land, communications and their effect on the landscape.

Art



The children are given a range of opportunities to develop skills in art, craft and design activities. They work individually, in groups and as a whole class. They build on their understanding and appreciation of art in a variety of forms and style and from a variety of cultures.

Children are encouraged to observe natural sources and contrived stimuli, to develop an awareness of shape, colour, texture and pattern as well as understand the properties of materials.

Art provides children with a spiritual dimension to their learning it enhances their imagination and intensifies their feelings.

Some materials that children work with are fabric, paint, charcoal, crayon, ink, pastel, acrylics, wood, clay, dyes. Many activities such as painting, drawing, collage, model making, close observation work, tie dying, printing, sewing, knitting and weaving are covered. Children are encouraged to mount their work and much of the art- work is displayed in classrooms and halls around the school. This is often linked with a topic being studied or seasonal / festival work.

Physical Education

We aim to provide a well- balanced programme of physical education through gymnastics involving floor work and large and small apparatus, games, dance, athletic activities, outdoor and adventurous activities, a variety of team games and swimming for Key Stage 2 pupils.



This area of the curriculum fosters a positive attitude towards a healthy lifestyle, co-ordination and body control. Participation in all physical education activities helps children to develop self-esteem and interpersonal skills.

Physical Education is a compulsory subject and all children are expected to participate fully.

Personal and Social Education



PSE is a key to the preparation of children for their lives now and as adults in the future. It is hoped that the ethos of the school – which emphasises a caring and considerate atmosphere – helps in pupil's development.

Respect for the individual, values and achievements of everyone, encourages attitudes that enable children to make a positive contribution to, and live harmoniously with others in the community are reinforced through circle time and in assemblies.

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 are dealt with either discretely or via. talks from outside agencies.

At appropriate times, opportunities are provided for responding to the needs of others, by supporting charities and appeals both local and international.

Sex and Relationship Education

Sex and Relationship Education is a compulsory subject that has to be taught within our school. Parents however have the option to opt their child out if they require.

Sex and Relationship Education starts from Year 2 and carries through to Year 6.

The programmes of study covered with year groups are:

Year 2: Naming body parts using correct terminology (penis, vagina, testicles) and appropriate touch

Year 3 & 4: Relationships
Year 5: Puberty
Year 6: Puberty & Conception

Eco-school

In order to make environmental awareness an intrinsic part of our school life and ethos, we are a registered Eco school, and achieved the first Green Flag Award in 2010, the second in 2012 and in July 2017 the school achieved Platinum Status.



We have an Eco committee made up of teachers, representatives from year 2 -6 and parents. We meet regularly to discuss and act upon issues relevant to the school and have been involved in carrying out an environmental audit, recycling, discussing the playground facilities and helping with the planted areas.

Information Technology



Children are progressively taught the IT skills of modelling and communicating and handling information in order that they can confidently use ICT to support their work in other subjects.

Each classroom has an interactive whiteboard, computers, laptops and iPads for regular 'hands-on' experience. The IT Suite, is timetabled for class. We have rules for responsible Internet use and can assure you that as far as is possible children's access to the Internet is limited to secure sites and is fully supervised.

You will receive a permission form along with the Rules for Responsible Internet use which needs to be discussed and signed by both parents and children.

With the rapid changes in modern technology, we are constantly striving to develop our expertise and resources in order to ensure that children have access to up to date practice.

Digital Competency

Digital competency skills are taught to all pupils throughout the curriculum, in line with the new Curriculum for Wales. These skills are central to a young person's success in life and are integral to learning. The competence strands we deliver are information, communication, content creation, safety and problem solving.

Design Technology

Design technology will invariably lead to craft skills once the children have actively been involved in problem solving and devising the practical solution.



Children are encouraged to work co-operatively towards arriving at a feasible solution and to evaluate their completed task.

We aim to encourage creativity in children's approaches to design. We teach the correct handling of tools and materials and components to foster responsible attitudes to their care and to raise awareness of Health and Safety factors.

Religious Education and Collective Worship



The aim of Religious Education is to help children achieve a knowledge and understanding of religious beliefs, insights and practices, so that they are able to continue in, or come to, their own beliefs and respect the right of other people to hold beliefs different to their own. The religious education provided at school follows the R.E. Agreed Syllabus adopted by the LEA.

Each school day begins with a collective act of worship led by a member of staff. Each class leads a morning assembly during the school year. All children are expected to attend, unless a specific request to the contrary is made.

Welsh

Welsh is taught as a second language. Children progressively develop their skills in oracy, reading and writing. In Early Years and Key Stage 1, children are introduced to the language through simple phrases and sentences, songs, poems, Welsh stories and folk tales. Key Stage 2 Welsh builds upon and expands the language previously experienced by introducing more complex language patterns.



Throughout the school Welsh is used to deliver simple classroom instructions, exchange greetings and make requests.

Y Cwricwlwm Cymraeg

In order to foster a sense of national identity, opportunities are planned throughout the curriculum to develop and apply children's knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Subject areas in which such opportunities are particularly appropriate are History, Geography, Art and Music.

We celebrate St David's Day each year with a school Eisteddfod. This takes the form of a Cultural Day when children have the opportunity to take part in many different activities related to Welsh life including: music, art, craft, dance, sport and cooking.

Additional Learning Needs

Within the school we aim to support children who have special needs. For those children who have minor learning difficulties, class teachers are able to differentiate much of the work to match the child's ability and problems. Classroom support is also provided by a team of highly qualified teaching assistants who work with individuals or small groups. Children who have greater learning difficulties are often provided with individual programmes of work and receive extra tuition. If a problem persists then the involvement of SPLD advisory teachers and educational psychologists is sought. At all stages, the school seeks to work in partnership with parents.

The school is well equipped to cater for disabled pupils. These pupils have access to a ramp, disabled toilet facility and a lift between floors.

The additional needs work of the school is coordinated by Mrs. Sarah Powell who is the Additional Needs Co-ordinator (ANCO). Mrs. Kerry Hillman works as Early Years ANCO to assess children in the Foundation Phase. Early identification of need has resulted in less children needing support as they progress through the school.

More Able and Talented Children

In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all of our pupils. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy ensures that we recognise and support the needs of those children in our school who have been identified as 'more able' or 'talented'.

Assessment

Each child at Georgetown is assessed for achievement and progress. All teachers keep records of each child's achievements via the SIMS (School Information Management System). The Headteacher and Management team regularly monitor progress throughout the school. Reports and results regarding these assessments are shared with parents during Summer consultation meetings.

Children are baselined within the first six weeks of entry into Reception Year. The national assessment tool that aligns assessment on entry through to the end of Foundation Phase is called the Foundation Phase Profile. It will assess children's abilities and development in the four Areas of Learning:-

- Personal and social development, wellbeing and cultural diversity (PSDWCD)
- Language, literacy and communication skills (LLCS)
- Mathematical Development (MD)
- Physical development (PD)

The Compact Profile supports assessment in Reception class. The full Profile supports assessment throughout the Foundation Phase and at end of Year 2.

Children are assessed at the end of Y1-Y6 using standardised tests. At the end of Foundation Phase teacher assessments on abilities in English, Maths and P.S.E. take place. These are reported to parents. This similarly happens at the end of Key Stage 2, i.e. Year 6 classes, where teacher assessments in English, Maths and Science are reported to parents before transfer to Comprehensive school.

Last years results are printed at the back of the Prospectus.

If you are concerned about your child's progress during the year, please consult with your child's teacher in order to discuss your concerns.

Homework

Purposeful homework is given to children at both Key Stages, it gives opportunity to practice and consolidate learning, particularly in Literacy and Numeracy. Daily reading is also requested, either as part of the homework or as addition to it. Teachers welcome the help given by parents with these activities.

Sporting and Extra Curricular Activities

Children participating in Physical Education activities are encouraged to develop skills, interest and an enjoyment of P.E. that will provide a healthy lifestyle whilst at school and throughout life. Teachers are keen to develop positive attitudes by observing fair-play, honest competitions and good sporting behaviour. The variety of sporting activities offered to the children at Georgetown reflects these school aims.



The school runs a variety of after school clubs and these are changed termly. Teams compete regularly against other local schools. Year 3, 4, 5 & 6 pupils have the opportunity to take swimming instruction at Tredegar Leisure Centre and compete in the annual Blaenau Gwent Swimming Galas. Annual Sports Days are held at the Mile Field.

Visits to places of interest together with performances at school by Theatre companies etc., all enhance the children's education. Extra-curricular clubs for Football, Netball, Rugby, Cricket, Cookery, Needlework, Folk Dancing, Eco Schools, I.T and Choir are also organised for after school hours for interested Key Stage 2 pupils.

Key Stage 2 pupils have the opportunity to visit a variety of outdoor residential centres including Hilston Park and Gilwern.

Community

Our Local Community

Our school is at the centre of our community. Many local businesses and people give us their support and are always very generous when we fundraise for school equipment. People in the community, including local fire crew, police officers and authors often visit us and tell us about what they do. We also visit people outside and take part in community activities such as singing at the local Nursing Home, enjoying the Harvest and Christingle Service at our local church and/or the Orpheus hall.



Our School Community

We are a friendly school; we like to collaborate with each other. The older children often act as 'buddies' for the younger children, helping them with playground activities. Our Parent-School Association and Governors are very busy and include mums, dads, grandparents and other local people who care about our school. We have many parent/ grandparent and retired people helping out regularly in classes.

Arrival and Departure

Children are expected to arrive for school no earlier than 8.50 a.m. Staff meet and greet pupils at their entry points from 8:50am-9:00am and pupils go straight to their classrooms to get ready for the day. Any pupils arriving after 9:00am must be brought to the main reception and will be classed as late. All the pupils are expected to remain on site until the day ends at 3.00 p.m. (Foundation Phases) or 3.10 p.m. (Key Stage 2s). At the end of day the class teacher accompanies Foundation Phase children going home to the front main school gates to be collected. Reception pupils are collected from the classroom. Key Stage 2 pupils walk to their exit points to meet parents/carers.

Attendance and Punctuality

We cannot stress too much the need of full attendance and punctuality on the part of all our pupils. Poor attendance has been identified as a major cause of underachievement amongst pupils in schools.



It would help if parents would follow the simple procedures outlined below.

1. If a pupil has to be absent from school for a good reason such as a medical appointment, parents are asked to notify the school in advance in a note to the child's teacher.
2. Parents are expected to notify the school **on the first day** of a child's absence by telephone or by contacting the school office in person. The school's attendance co-ordinator liaises with teachers and parents regarding these matters.
3. If it is known that a pupil will be absent for more than three consecutive days through illness or for any other reason, parents are asked to notify the school as early as possible.
4. Holidays are not permitted during term time and whenever possible, routine appointments, such as dental checks, should be made after school or in the holidays.
5. Mr Jonathon Henderson, the school's Education Welfare Officer, deals with all serious concerns regarding attendance.

BG Callio Attendance Project

We continue to follow the Callio Attendance Project, in partnership with schools in locality based clusters, to bring about an improvement in attendance.

Attendance % 2018/2019 for Compulsory School aged children.

Term	% Attendance	% Authorised Absences	% Unauthorised Absences
Autumn Term	95	4.1	0.9
Spring Term	94.2	5.4	0.4
Summer Term	93.5	4.7	1.8
Total	94.4	4.7	0.9

Pastoral Care

Meals

School meals are served in the Hall from twelve noon onwards. Pupils are given the choice of either a hot or cold menu. There are nine dinner supervisors under the direction of Mrs. L. Moseley to supervise the children. The school now operates a cashless till system whereby pupils or parents can pay their money into a machine in the main foyer. The daily charge for meals is £2.25. Pupils may also bring a packed lunch. If pupils bring a lunch box and a flask we ask parents to ensure that they have a label attached with the pupil's name clearly marked.

Free Meals.

Application forms are available from the Benefits Section at Blaenau Gwent County Borough Council, Civic Centre, Ebbw Vale, Tel: 01495 353398. Only those entitled to Government Income Support are entitled to claim.

Are you missing out on your child's entitlement?

FREE School Meals

Blaenau Gwent

If you are receiving one of the benefits listed here and your child attends a Blaenau Gwent school, your child may be entitled to receive Free School Meals.

In many of our schools a cashless catering system is in operation which confidentially manages your child's school meal account.

We know that many of our children are missing out on their entitlement to a free school meal, so please make sure that your child is receiving their full entitlement by checking today.

Families in receipt of one of the following benefits/support payments are eligible to apply for Free School Meals.

- » Income Support
- » Income Based Job Seekers Allowance
- » Income related Employment and Support Allowance
- » Child Tax Credit (but not working Tax Credit) and your annual income as assessed by Revenues and Customs is below £16,190
- » Working Tax Credit 'run-on' – the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit
- » Guaranteed Element of State Pension Credit
- » Universal credit
- » Or support under Part VI of the Immigration and Asylum Act 1999

Please phone 01495 353398 to find out if your child is eligible.

School Uniform

We are a 'Uniform' School, we believe a uniform looks smart, wears well and contributes to a feeling of belonging to the school. Our uniform consists of the following:-



	Nursery to Year 2	Junior Boys	Junior Girls
Autumn/Spring	<ul style="list-style-type: none"> • Red school jumper or sweatshirt • White polo shirt • Red Jogging bottoms • Plain black school skirt or pinafore 	<ul style="list-style-type: none"> • Red school jumper or sweatshirt • White shirt or polo shirt • Red striped tie • Plain black school trousers or plain black jogging bottoms 	<ul style="list-style-type: none"> • Red school jumper/sweatshirt or cardigan • White shirt or polo shirt • Red striped tie. • Plain black school skirt or pinafore, plain black jogging bottoms or trousers
Summer	<ul style="list-style-type: none"> • White polo shirt and red school shorts • School summer dress (red and white gingham) 	<ul style="list-style-type: none"> • White polo shirt and red school shorts 	<ul style="list-style-type: none"> • White polo shirt and red school shorts • School summer dress (red and white gingham)
Sport Wear	<ul style="list-style-type: none"> • White polo shirt • Red shorts • Red Jogging bottoms 	<ul style="list-style-type: none"> • White polo shirts with school logo • Red shorts 	<ul style="list-style-type: none"> • White polo shirts with school logo • Red shorts (no cycling shorts)
Foot Wear	Black shoes or trainers (with velcro fastening for Nursery to Year 2) (no canvas shoes), black or white plain socks (no frills or bows), black tights		
Jewellery	None		
Hair	Neat, if long - tied back, no extreme colours or styles and no large hair accessories.		

School uniform can be purchased from Reflex Embroidery www.reflexembroidery.com, Emcompass Clothing, Mel Morgans or on-line at www.myschoolclothing.com.

Lost Property.

To enable us to find the owners of lost property, **we ask all parents to clearly mark all items of clothing.** Occasionally, clothing is taken home by mistake by pupils who have similar articles of clothing. In the majority of cases the clothing is returned promptly, and, if not marked, placed in the lost property cupboard in the foyer.

Similarly, unmarked articles found by children are taken to the lost property cupboard. Marked articles are returned to the pupils quickly to alleviate upset and worry. Children are requested to bring a minimal amount of personal possessions to school, any items brought are the responsibility of the individual.

Health

Despite every effort, care and concern, it is possible that your child may become ill whilst at school or have an accident. The following procedures are followed: -

1. Accident Procedures.

The following is a general outline of the procedures the school would follow in the event of an accident to a child. It must be stressed, however, that every accident is different and we try to deal with accidents individually according to circumstances.

General Procedure

- Ⓜ The accident is observed by, or reported to the member of staff in charge of the class or activity.
- Ⓜ A member of staff who has received training in first aid sees the pupil.
- Ⓜ The injury is assessed.
- Ⓜ If the accident is of a minor nature, e.g. cuts / bruises it will be dealt with on site. (We can administer water or ice pack only)
- Ⓜ If the accident is of a more serious kind, we contact the parents and ask them to come to the school to take charge of their child.
- Ⓜ In the case of an accident considered sufficiently serious to warrant immediate hospital attention, a member of staff would accompany the pupil to hospital, the parents would be informed and required to report to the hospital.

Note: An official LEA Accident Form is completed for every major accident and returned to the Education Department, Victoria House.

Emergency Numbers

In view of the above procedure, **IT IS ESSENTIAL** that we are provided with emergency numbers for **ALL PUPILS**. If you have not provided us with a number, or if the number has changed, please let us have this information **IMMEDIATELY**.



Illness at School.

If pupils are taken ill at school, parents will be contacted with a view to their children returning home as soon as possible. If it is necessary to send a child to hospital, parents will be informed immediately.

Requests for children to stay indoors at break and during lunch are not encouraged. We do not have sufficient staff to supervise children remaining indoors and feel that if they are not well enough to be playing outside then perhaps they should be kept at home for a few days. (In extreme weather no-one goes outside at break or lunchtime). It is assumed that all children will participate in P.E. activities unless parents supply the school with medical advice to the contrary.

Medication.

All medicines must be handed in at the school office and parents need to complete a form giving details of the medication and authorising administration 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 is all stored in the office.

Children who have asthma keep their inhalers with them in the classroom. These are usually stored in a central place ready for quick and easy access. Inhalers need to be clearly named and a form available from the class teacher needs to be completed regarding this form of medication. **It is the parents' responsibility to ensure medication left in school is in date.**

Children on long term, regular medication will need to have a special arrangement made to meet their individual need.

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

Dental and Audiology checks are made in school on occasions – you will be advised of these visits.

We do not have a school nurse to check hair and therefore parents need to check their own child's hair regularly for head-lice.

Safeguarding

Child Protection

The Children's Act 1989 requires the safety and welfare of the child to be of paramount importance, it overrides other considerations. All schools are legally required to follow the procedures of the All Wales Child Protection Procedures.

The LEA requires Headteachers to report any obvious or suspected cases of child-abuse, which includes non-accidental injury, severe physical neglect, emotional abuse and/or sexual abuse. This procedure is intended to protect children at risk.

The Child Protection Policy is available on the website. The designated Child Protection person in school is the Headteacher, Miss L Thomas and the deputy designated Child Protection person is the Deputy Headteacher, Miss H Kaya. Our Safeguarding Governor is Johanna D'Amato.

Discipline

Discipline is firm but friendly. Rules are made with the well-being of pupils in mind and are kept to a minimum. We encourage a code of conduct in school which shows consideration of others and an awareness of good manners e.g., walking around school in an orderly fashion, having respect of property and play in a sensible manner during playtime. We believe that this will develop an attitude of responsible self-discipline in school.

School Security

All entrance doors have been fitted with security locks and are secured at 9.00 a.m. All visitors must report to the school office to sign the Visitor's Book and they will then be issued with a visitor's badge.

Dogs



Please do not bring dogs on to school premises (this includes the car park, playgrounds and pedestrian area). Do not tie them to school fences or allow them to obstruct the pavement where children walk. The school is a dog exclusion zone and no dogs are allowed.

Fire Drills

There are carried out on a regular basis in order that all children and staff are familiar with emergency evacuation procedures.

Crossing Patrols

In the interest of safety please impress on your children that they must observe and obey the road crossing patrols at all times. It is in everyone's interest that the children



use the crossing patrols even if it means making a short detour. A school crossing patrol is at present sited on Upper Rawlinson Terrace.

Severe Weather Conditions

The Head and Governors of the school make every effort to keep the school open whatever the weather. However if the school has to close the Head will contact the LEA, the local radio, BBC and details will be texted to parents, posted on our website, Facebook and Twitter accounts.



If the weather deteriorates during school time, and we have to close the school, we will make every effort to contact parents by text to come to collect their children. Some members of staff will remain on the premises until all pupils have been collected.

Communications with Parents

The school communicates regularly with parents usually by means of text message, Facebook, Twitter and the school website. All newsletters are uploaded to Facebook and the school website, paper copies are available on request from the school office. Consultation meetings between parents and members of staff are held termly when parents have the opportunity to discuss with teachers their child's progress, and have an opportunity to see their child's work.

New Intake

During the term prior to admission, parents of children entering the school are invited to a meeting with Nursery staff to chat about the ethos of Nursery education, receive important information about the Nursery's procedures and expectations. Parents and children visit Nursery for a play session prior to starting Nursery. Staff visit local Playgroups/Meithryns to visit new intake children.

Admissions are always staggered - gradually building up the numbers in the Nursery. This process enables the class teachers and nursery nurses to get to know each child quickly and settle him/her into the school routine. Reception admissions are also staggered.

Money

From time to time parents are asked to send money to school for trips. All payments should be made via the school office and not to the class teacher. If you wish to pay by cheque, it must be made out to 'Georgetown Primary School'.



Fruit and snacks are made available to pupils each day to support our Healthy Eating Initiative and award. Any profits from these sales are spent for the benefit of the children, e.g. educational equipment, subsidised concerts and trips.

Reports

We assess pupils on entry into Early Years but this is not reported to parents. Formal reports on children's progress, effort and attitude are written in the summer of each year. Parents are invited to attend school to discuss their child's progress during the year. Parents of children identified with Additional Needs will have the opportunity to discuss progress with the class teacher each term.

Charging for School Activities

The Governing Body recognises the valuable contribution that a wide range of additional activities and experiences can make towards pupils' personal and social education.

Voluntary Contributions may be requested for visits to theatres, museums and other places of educational interest. Charges will be raised to cover admission prices and transport costs.

Visits to the school by theatre groups, musicians and professional writers are generally funded by the PTA or the School Fund as part of the curriculum, but the Governors retain the right to seek voluntary contributions for participation in such visits.

Activities for which charging is allowed under L.E.A. Policies are residential visits to Outdoor Pursuit Centres.

Activities for which voluntary contributions are sought, generally will be cancelled if the cost to the school is not adequately covered, although many class visits are subsidised from School Funds.

Complaints

It is the policy of the school and its Governors that any grievance or complaint is taken seriously and dealt with in an appropriate manner. Most problems can be dealt with by an informal discussion with the class teacher. If the situation cannot be resolved or the issue is more serious or sensitive, an appointment should be made to see the Head Teacher. If not resolved with the Head Teacher a complaint should be made in writing to the Chairman of Governors who will take your complaint to the complaints panel and the county's formal complaint procedures will be instigated. At this stage you will be provided with a copy of these procedures.

Bullying

Any incidents of bullying or perceived bullying should be reported to the class teacher who will carry out an investigation as detailed in the schools' Anti Bullying Policy. A copy of this is available on the school website.

What happens to information held about you? Your rights and our obligations to you.

How We Use Personal Data

This document explains how Georgetown Primary School, holds, uses and discloses information about people (their personal data), the steps we take to ensure that it is protected, and also describes the rights individuals have in regard to their personal data handled by the school.

The use and disclosure of personal data is governed by the Data Protection Act 2018 ('the Act'). Georgetown Primary School is registered with the Information Commissioner's Office as a 'data controller' for the purposes of the Act. As such Georgetown is obliged to ensure that it handles all personal data in accordance with the Act.

Georgetown Primary School takes that responsibility very seriously and takes great care to ensure that personal data is handled appropriately in order to secure and maintain individuals' trust and confidence in the school.

Why do we handle personal data?

Georgetown Primary School processes personal information to enable it to provide a range of public services to local people and businesses which include:

- Maintaining our own accounts and records
- Supporting and managing our employees
- Promoting the services the School provides

What type/classes of personal data do we handle?

In order to carry out the purposes described under section 1 above Georgetown Primary School may obtain, use and disclose personal data including the following:

- Personal details
- Family details
- Lifestyle and social circumstances
- Employment and education details
- Student and pupil records
- Case file information
- Physical or mental health details
- Racial or ethnic origin
- Religious or other beliefs of a similar nature

Georgetown Primary School will only use appropriate personal data necessary to fulfil a particular purpose or purposes. Personal data could be information which is held on a computer, in a paper record i.e. a file, as images, but it can also include other types of electronically held information e.g. CCTV images.

3. Who information is processed about

In order to carry out the purposes described under section 1 above Georgetown Primary School may obtain, use and disclose personal data about the following:

- Suppliers
- Staff / persons contracted to provide a service
- Professional advisors and consultants
- Students / pupils
- Individuals with parental responsibility for students / pupils
- Carers or representatives
- People captured by CCTV images
- Representatives of other organisations

4. Where do we obtain personal data from?

In order to carry out the purposes described under section 1 above School may obtain personal data from a wide variety of sources, including the following:

- HM Revenue and Customs;
- Defence solicitors;
- Courts;
- Prisons;
- Voluntary sector organisations;
- Approved organisations and people working with the School;

- Auditors;
- Central government, governmental agencies and departments;
- Emergency services;
- Individuals themselves;
- Relatives, guardians or other persons associated with the individual;
- Current, past or prospective employers of the individual;
- Healthcare, social and welfare advisers or practitioners;
- Education, training establishments and examining bodies;
- Business associates and other professional advisors;
- Employees and agents of the School;
- Persons making an enquiry or complaint;
- Medical consultants and GPs
- Local government;
- Voluntary and charitable organisations;
- Ombudsman and regulatory authorities;
- The media;
- Data Processors working on behalf of the School;
- Information openly available on the internet.

Georgetown Primary School may also obtain personal data from other sources such as its own CCTV systems, or correspondence.

5. How do we handle personal data?

In order to achieve the purposes described under section 1 school will handle personal data in accordance with the Act. In particular we will ensure that personal data is handled fairly and lawfully with appropriate justification. We will strive to ensure that any personal data used by us or on our behalf is of the highest quality in terms of accuracy, relevance, adequacy and non-excessiveness, is kept as up to date as required, is protected appropriately, and is reviewed, retained and securely destroyed when no longer required.

6. How do we ensure the security of personal data?

Georgetown Primary School takes the security of all personal data under our control very seriously. We will ensure that appropriate policy, training, technical and procedural measures are in place, including audit and integrity monitoring, to protect our manual and electronic information systems from data loss and misuse, and only permit access to them when there is a legitimate reason to do so, and then under strict guidelines as to what use may be made of any personal data contained within them. These procedures are continuously managed and enhanced to ensure up-to-date security.

7. Who do we disclose personal data to?

We sometimes need to share information with the individuals we process information about and other organisations. Where this is necessary we are required to comply with all aspects of the Act. What follows is a description of the types of organisations we may need to share some of the personal information that we process with for one or more reasons:

- Family, associates or representatives of the person whose personal data we are processing
- Healthcare, social and welfare organisations
- Educators and examining bodies
- Local and central government
- Press and the media
- Professional advisers and consultants
- Courts and tribunal

- Trade unions
- Professional bodies
- Survey and research organisations
- Police forces
- Voluntary and charitable organisations
- Students and pupils including their relatives, guardians, carers or representatives
- Data processors
- Regulatory bodies
- Local and central government
- Partner agencies and approved organisations
- Service providers
- Healthcare professionals
- Current past and prospective employers and examining bodies
- Law enforcement and prosecuting authorities
- Legal representatives / defence solicitors
- The disclosure and barring service

It may sometimes be necessary for the School to transfer personal information overseas. When this is needed information may be transferred to countries or territories around the world. Any transfers made will be in full compliance with all aspects of the Act.

What are your rights in relation to your personal data which is handled by Georgetown Primary School?

Individuals have various rights under the Act:

Right of access

You can obtain a copy, subject to exemptions, of your personal data held by Georgetown Primary School. A copy of the application form is available on the Council's website.

Under the Act you are also entitled to obtain confirmation as to whether or not data concerning you is being processed by the School. Where that is the case, you are entitled to the following information subject to exemptions:

- The purposes of and legal basis for the processing
- The categories of personal data concerned
- The recipients to whom the personal data has been disclosed
- The period for which it is envisaged that the personal data will be stored
- Communication of the personal data undergoing processing and of any available information as to its origin.

**Please note that 'processing' means an operation or set of operations performed on personal data such as collection, recording, organisation, structuring, storage, adaptation, alteration, erasure, restriction, retrieval.*

Proof of ID and any further information needed to locate the information may be required before the School can comply with your request.

Any request for the above information should be made in writing to the Data Protection Officer and the School will respond within one month.

Rectification of data

You can request the School to rectify inaccurate personal data relating to you. If the data is inaccurate because it is incomplete, the School must complete it if required to do so by you.

A request should be made in writing to the Data Protection Officer and a response will be sent within one month.

Erasure or restriction of personal data

You can request that the School erase your data or restrict any processing of your data, subject to exemptions.

All requests should be made to the Data Protection Officer. The School will then inform you of whether the request has been granted and if it has been refused, the reasons for the refusal.

Right not to be subject to automated decision-making

Under the Act you have the right, subject to exemptions, not to be subject to a decision when it is based on automated processing and it produces a legal effect or a similarly significant effect on you. You have a right to express your point of view and obtain an explanation from the School of its decision and challenge it.

However, it should be noted that this right does not apply to all decisions as there are exemptions for example authorisation by law, performance of a contract to which you are a party.

9. **How long does Georgetown Primary School retain personal data?**

The School keeps personal data as long as is necessary for the particular purpose or purposes for which it is held in accordance with the School's Retention Policy.

10. **Contact Us**

You can raise concerns with the Information Commissioner for Wales. The Information Commissioner can be contacted at:

Information Commissioner's Office – Wales

2nd Floor

Churchill House

Churchill Way

Cardiff

CF10 2HH

Telephone: 02920 678400 Fax: 02920 678399

Email: wales@ico.org.uk Website: <https://ico.org.uk/>