

2015-2016

Prospectus



Ysgol Cefn Mawr

Plas Kynaston Lane

Cefn Mawr

Wrexham

LI143PY

Tel: 01978 820719

[Email: mailbox@cefnmawr-pri.wrexham.sch.uk](mailto:mailbox@cefnmawr-pri.wrexham.sch.uk)

[Website: www.cefnmawr-pri.wrexham.sch.uk](http://www.cefnmawr-pri.wrexham.sch.uk)

Headteacher:

Mrs N. Condé

Chair of Governors:

Mrs A. Richards

'Learning Enjoying Achieving'
'Dysgu Mwynhau Llwyddo'



Headteacher/Pennaeth: Mrs N. Conde

Dear Parents and Carers,

We would like to extend a very warm welcome to our school. Choosing a new school is an important decision and we hope that the information provided in this prospectus will help you to understand more about life at Ysgol Cefn Mawr and what our school can offer your child.



At Ysgol Cefn Mawr, we aim to provide a safe, happy and caring environment where each child can achieve their full potential, ensuring that they are 'Learning, Enjoying and Achieving' in all that they do.

Each child is a special and unique individual and needs to be developed socially, emotionally and physically as well as academically to be able to succeed in secondary school and in later life. Our Governors, parents, teachers and the local community work together as part of a team to create the best possible learning opportunities to enable your child to achieve.

We believe that the school is an extension of the home and we can only achieve the best for your child through close co-operation between home and school. Please come and see us if you have any worries or concerns and we will be happy to help.

Thank you for taking time to read our Prospectus and we look forward to welcoming you and your child into our school.

Yours sincerely,

Mrs N. Condé

Nora Conde
Head Teacher

The School Vision

'Learning, Enjoying Achieving'

'Dysgu, Mwynhau Llwyddo'

Our mission is to provide a high quality, learning environment in a safe, happy, caring school where each individual can achieve their full potential.



Ysgol Cefn Mawr Mission Statement

Both staff and governors have a collective vision for our school, which is summarised in our school's mission statement;

- To value all children equally
- To get to know them well as individuals and to recognise their achievements
- To maintain the highest expectations of all our young people
- To be concerned for the education of the whole person
- To seek to produce self -motivated life-long learners

The above statements epitomise all that we seek to achieve at Ysgol Cefn Mawr.

Governors

What are Governors?

Governors are like a Board of Directors and make decisions about how the school is run. At our school they meet at least twice a term and each committee meets at least three times a year. Governors have legal duties, powers and responsibilities.

Governors are appointed to set the strategic framework and help:

- To oversee the curriculum
- Support standards of behaviour
- Interview and select staff
- Decide how the school budget is spent



- Ensure that the school provides a safe environment

Governors work together, they cannot act individually

School Governors are:

- The Head teacher
- Parents
- School staff (teaching and non-teaching)
- Local council representatives
- Community representatives, businessmen and women



Parent Governors

- Have a child in school
- Are elected by parents of the school
- Serve, as do other governors, for 4 years

GOVERNORS OF CEFN MAWR COUNTY PRIMARY SCHOOL

CATEGORY	NAME	TERMINATION DATE
Chair of Governors/Community	Mrs Aileen Richards	March 2018
LA	Mrs Sonia Benbow-Jones (Vice-Chair)	May 2017
Head Teacher	Mrs Nora Condé	None
Teaching Staff	Miss Emma Jones	September 2016
Non-Teaching Staff	Mrs Marlene Jones	September 2016
Parent	Mrs Melanie Hayes	March 2019
Parent	Miss Jane Holgate	November 2016
Parent	Mrs Dawn Roberts	September 2018
Parent	Mrs Nicola Jarvis	September 2016
LA	Mrs Vicky Williams	May 2017
Community	Mrs Gill Roberts	November 2018
LA	Mrs Sue MaGarry	May 2017
Community	Vacancy	
Community Minor Authority	Mr David Taylor	November 2016

Clerk to governors

Mrs. Tracy Evans

None

Committees

Governors organise their business through four committees. These are:

Finance and Staffing	Chair	Mrs Aileen Richards
Teaching and Learning	Chair	Mrs Sonia- Benbow Jones
Wellbeing / Safeguarding	Chair	Miss Jane Holgate

Organisation and Curriculum

Foundation Phase: 3-7 years of age

In Wales, the curriculum is known as the Foundation Phase and applies to pupils aged 3-7 years of age. The Foundation Phase is about enhancing the learning experiences, which enable children to be creative, imaginative and to have fun whilst learning.

Children will be given opportunities to explore the world around them and to understand how things work through engaging in relevant practical activities, which are fun and enjoyable and relevant to their stage of development.

The Foundation Phase places greater emphasis on experiential learning, active involvement and developing each child's:

- skills and understanding
- personal, social, emotional, physical and intellectual well-being, so as to develop the whole child
- positive attitudes to learning so that they enjoy it and will want to continue with their education
- self-esteem and self-confidence to experiment, investigate, learn new things and form new relationships
- creative, expressive and observational skills to encourage their development as individuals with different ways of responding to experiences, and
- activities in the outdoors where they have first-hand experience of solving real-life problems and learn about conservation and sustainability.

At this Foundation Phase the main building blocks of learning experiences are laid. The emphasis will be on developing essential skills of communication, literacy and numeracy. By providing a broad rich curriculum using an integrated approach, we aim to develop the children's interests whilst also recognising their level of maturity.

These are important years where children learn to observe, listen, respond and develop not only as individuals but also as caring members of the community.

Key Stage 2: 7 to 11 years of age

The curriculum in Key Stage 2 is designed around subjects and skills. It is designed to provide a firm foundation in the core subjects of language, mathematics and science and will give learners the opportunity to achieve their best within a broad and balanced curriculum. The essential skills

of communication, literacy and numeracy will still be the central focus of our curriculum. The curriculum will still take place within an integrated theme where it is meaningful. Children will be encouraged to develop self-confidence, independence in learning and higher order skills in a range of situations.

A new National Literacy and Numeracy Framework (LNF) has been introduced from September 2013 to support children to develop their literacy and numeracy skills. The framework identifies annual literacy and numeracy expectations and will help children develop literacy and numeracy skills through all subjects using a wide range of activities.

Welsh/Cymraeg

In accordance with County Policy, all children receive Welsh lessons. Although English is the main language of the school, bilingualism is encouraged throughout the curriculum and beyond the classroom in group, class and year group activities (singing, drama and Eisteddfod activities).

At Key Stage 2, learners build on the skills, knowledge and understanding acquired during the Foundation Phase. This progress is achieved through an integrated programme of oracy, reading and writing. Learners are presented with experiences and opportunities that inter- relate the requirements of the Skills and Range sections of the programme of study.

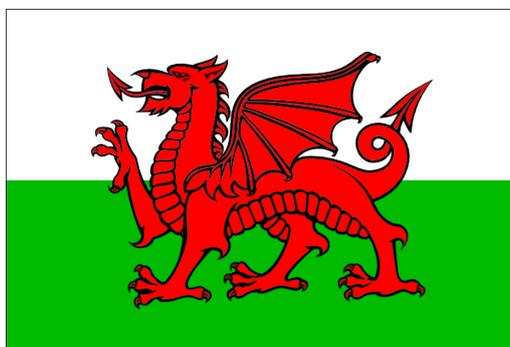
Welsh is taught as a second language, in addition to the everyday language which is used by staff and pupils throughout the day. Welsh is also included in our Collective Worship. Pupils participate in a variety of Welsh cultural activities e.g. St David's Day, Eisteddfod, Welsh Jambori, residential visits to Glanllyn and Cardiff etc.

Curriculum Cymreig

The Curriculum Cymreig is a part of the curriculum that is special to Wales. It is designed to reflect the history, geography and culture of Wales and our locality.

The Curriculum Cymreig helps develop:

- a sense of belonging
- a sense of place and heritage
- an awareness of the importance of language and literature in the history and life of Wales
- an understanding of the creative and expressive arts in Wales.



Teaching Methods

We employ a variety of teaching methods to deliver the curriculum in order to cater for all children's learning styles. Effective Learning strategies are used throughout the school, which

helps pupils to become actively involved in their own learning, self and peer assessment. Within the classroom, at various times, the teachers may choose to group children in different ways e.g. ability, mixed ability, mixed sex, single sex etc.

Class Organisation Autumn Term 2015 - 2016

Nursery p.m. only

Mrs. Alison Mates-Jones (class teacher)

Mrs Belinda Lancaster-Moore TA (pm)

Reception

Miss Amanda Jones (class teacher)

Mrs Mary Prile TA

Year 1

Mrs Vicky Goodwin (class teacher)

Mrs Jane Simon TA

Year 2

Miss Eleanor Williams (class teacher)

Miss Isabelle Hughes TA

Year 3

Mrs Sarah Ellis (class teacher)

Mrs Vicky Thrussell TA

Year 4

Mrs Sarah Brown/Mr Simon Williams

Year 5

Mrs Helen Griffith (class teacher Autumn Term)

Mrs Andrea Green (class teacher) Spring/Summer Term

Year 5/6

Mrs Ceren Williams (class teacher)

Mrs Belinda Moore TA (am) Mrs Vicky Thrussell TA (pm)

Year 6

Miss Emma Jones

Mrs Shelley Williams TA (am)

P.P.A. Cover KS 2 (pm)

Mrs Rhian Hughes

P.P.A. Cover Foundation Phase (pm)

Mrs Shelley Williams Y1/2

Additional Learning Needs Coordinators

Mrs Ceren Williams Foundation Phase

Mrs Andrea Green KS2



Dates for forthcoming school year

2015- 2016



AUTUMN TERM: -

Commences 3rd September 2015

Half-term Friday 23rd October-Monday 2nd November 2015

Term ends Friday 18th December 2015

Other closures Staff Training Days: -
Monday 1st September 2015
Tuesday 2nd September 2015

SPRING TERM: -

Commences Tuesday 5th January 2016

Half-term Friday 12th February-Monday 22nd February 2016

Term Ends Thursday 24th March 2016

Other Closures Staff Training Day
Monday 4th January 2016



SUMMER TERM: -



Commences Tuesday 12th April 2016

Half-term Friday 27th May 2016-Monday 6th June 2016

Term ends Friday 20th July 2016

Other Closures Staff Training Days:
Monday 11th April 2016
Monday 1st July 2016

May Day Bank Holiday: -
Monday 2nd May 2016

Common Transfer Day: -

Thursday 30th June 2016

Responsibility for Admissions

Wrexham County Borough Council, as the Local Authority, are responsible for determining the criteria and procedures for admissions to all Community Primary Schools, Secondary, Special Schools, and Voluntary Controlled Schools.

Applications for Admissions and Transfers should be made through the Education Authority, 16 Lord Street, Wrexham LL11 1LG. (Telephone number: 01978 298991; Email: Admissions@wrexham.gov.uk). It is necessary for parents to complete an admissions form before their child comes into school. This provides us with vital information about your child. Applications can also be made on-line at www.wrexham.gov.uk The LA will consult school bodies annually in relation to admission criteria. Our admission number is 30.

Joining the School

All prospective parents, carers and children are very welcome to visit our school. Please make an appointment by contacting us first as this ensures that a member of staff is available to meet with you, show you around the school and answer any questions that you may have.

Early Education/Playgroup

There is a Playgroup every morning (9.00-12.00) in the Activity Centre adjacent to the school.

Nursery

Children are admitted to the Nursery **in the September after they have had their third birthday**. In accordance with LA policy, we offer Nursery education for five two and a half hour sessions through the school year.

Prospective parents/carers and children are invited to visit the Nursery 'Language and Play' sessions (L.A.P) held for 4 weeks during the Summer Term, prior to their children starting in September. This enables both parents and children to meet the teachers, learning support staff and to familiarise themselves with the Nursery environment.

Reception

Children are admitted into the Reception class in September after they have had their fourth birthday. **Attendance to our Nursery does not automatically guarantee admission to Reception.**

Transfer to Secondary School

Under the Education Act 1980, parents are free to choose which secondary school they prefer for their child to attend. Pupils attend secondary school at the age of 11.

Ysgol Cefn Mawr believes in preparing its year 6 children for their transfer to secondary school. Arrangements are made whereby the children have the opportunity to visit the local secondary schools whilst they are in year 6. During these visits the children take part in many activities. Staff from the secondary schools visit year 6 to support the transfer process. Our school assessment records and other relevant information are forwarded to the secondary schools when children transfer to their chosen school each September.

A joint transition plan between the Ruabon Cluster of Schools and Ysgol Rhiwabon has been produced.

Transition between Classes

The transition process between classes is important for pupils' wellbeing so that they feel more confident when they start their new class in September. Pupils spend an afternoon in their new classes in the Summer Term on Common Transfer Day (when year 6 pupils visit their chosen secondary schools) in order to familiarise themselves with the teacher, support staff and pupils

Religious Education

We believe that R.E. is part of a broader process of education, which helps children make sense of the world and how they relate to it. Please inform the Head teacher in writing if you wish to withdraw your child from religious education or worship and alternative arrangements can be made.

Collective Worship

A daily act of collective worship is a statutory requirement. This includes aspects of the broader curriculum such as personal, health and social education (PHSE), religious, moral, spiritual community, and safety education.

School Hours

Reception

Morning Session 9.00 am - 11.30 am
 Afternoon Session 12.30 pm - 3.00 pm

Nursery

12.30 pm-3.00 pm

Infants

Morning Session 9.00 am - 11.45 am
 Afternoon Session 12.45 pm - 3.00 pm

Juniors

Morning Session 8.55 am - 12.05 pm
 Afternoon Session 12.50 pm - 3.05 pm



It is good practice if children arrive in school promptly to start the day and we would appreciate the co-operation of the parents in collecting the children in good time at the end of the day. The bell rings **5 minutes prior to the start of the school day** and children should line up in an orderly manner to await their teacher in the appointed place on the playground.

Pupils arriving late must enter through the main door and their name will be entered in the 'Late Book' which will be checked by the Attendance Officer on a regular basis for persistent lateness.

It can be upsetting for a child to have to explain why he/she is late. If you know in advance that your child is going to be late, please inform the school.

We do ask you to say good-bye to your child on the playground to avoid congestion inside the school.

In the interest of children's safety, pupils **must not arrive at school before 8.45 a.m.** as adequate supervision is not available before this time. Although members of staff are in the school building, they are not working in a supervisory capacity and cannot accept responsibility for children on the premises before **8.45 a.m.**

Attendance and Absence

Our attendance target is 95% for 2015/2016.

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	14/15
Attendance	91.58	92.92	94.05	94.49	93.7	94.9	94.99
Authorised	7.71	6.31	5.05	4.68	5.3	4.3	4.2

Absence							
Unauthorised absence	0.71	0.77	0.90	0.83	1.0	0.8	0.7

*Attendance last updated 26.06.15

Regular and consistent attendance is statutory and important for a child's educational and social development. Mrs MaGarry is the attendance officer.

When possible, all medical and dental appointments should be made outside school hours. If this cannot be arranged, pupils should attend school before and/or after their appointment.

The school is required to monitor pupils' attendance and to communicate with parents when attendance gives cause for concern. The school is rigorous in its attention to absence and liaises with the Attendance Officer to pursue a positive response. Letters or telephone calls to inform the school of absence are required.

Fixed Penalty Notices can be issued for a pupil who has **10** unauthorised absences in any one term. (am and pm count as separate absences). Persistent lateness may also generate a Fixed Penalty Notice (more than 10 occasions in one term). If paid within 21 days, the fine is **£60**. If paid after 28 days, but within 42 days the penalty will be **£120**. If the penalty is not paid in full by the 43rd day, legal action can result.

Authorised and Unauthorised Absences

All schools are legally required to keep a strict record of pupils' authorised and unauthorised absences and have to publish statistics. The school's Attendance Officer helps us to monitor, not only attendance, but also other problems, which can from time to time affect our pupils.

Authorised absences are mainly those relating to illness, appointments and exceptional family circumstances. Unauthorised absences are those for which the school receives no valid reason or does not fall into the category of an authorised absence.

The school does not encourage holidays during term time. If it is unavoidable that your family takes a holiday during term time, please ask for a holiday form from the school office. Periods of longer than 10 days must be deemed unauthorised. Holiday requests will not be authorised where attendance falls below 95%.

It is important that you help to foster good habits of attendance and punctuality.

Pupil Numbers

There were 218 pupils on roll in September 2015.

Forced closure of school

In the event school has to close, for instance due to heavy snowfall, please use the Wrexham County Borough Council website for all up to date information- www.wrexham.gov.uk.

School Medical Service

Hearing and eyesight tests are also given from time to time, as are general health care checks.

If you are worried about any aspect of your child's health, please do not hesitate to contact the school.

The children receive periodic medical and dental examinations. It helps the School Medical Service if medical forms can be returned, and you attend your child's medical to discuss health issues with the doctor.

Illness

In the event of your child being taken ill at school and needing to go home, you need to arrange for someone to collect your child. We would not allow a child to go home without the consent of the parent. Please ensure that the school has your telephone number and the name, address and telephone number of two responsible adults.

Medication

The school policy with regard to the administration of medication is that the staff do not administer medication to pupils. The only exception is in the case of pupils who have long term or serious medical conditions where failure to act promptly would seriously affect the child.

Head Lice

Head lice can be a real problem in all schools. Cases of head lice should be reported to the classteacher. Advice on treatment is available from the school nurse on 01978 821204. The health authority places responsibility for treatment with parents/carers.

Education Psychology Service

Children who have specific issues or behavioural problems are referred, with parental consent, to the Educational Psychologist. The school can also help to provide access to support for families as well as individual pupils. We see this as part of the home/school partnership.

Child Protection and Pupil Welfare

Our child protection programme supports each child's development in ways which foster security, confidence and independence.

The school has a duty of care and the right to take reasonable action to ensure the welfare and safety of its pupils. If a member of staff has cause to be concerned that a pupil may be subject to ill treatment, neglect or any other form of abuse, the school will follow child protection procedures and inform social services of its concern. This could involve a visit to the child's home by a Social Worker.

Equal Opportunities

Staff and pupils are assured of equal rights and opportunities to express their individuality, to be respected for their beliefs and characteristics and to develop a distinct and unique personality within the setting of a positive and supportive school environment. Behaviour, which is deemed racist, is unacceptable in the school.

Pupils with Disabilities

The school will admit all pupils whose educational needs can be met from the resources provided and whose admission will not significantly detract from the needs of other pupils. Where children have a statement of SEN maintained on them, their admission must be negotiated via the LA's Statementing Officer. Pupils with disabilities will not be treated less favorably than other pupils.

School Uniform

Boys

White shirt or polo shirt
Red jumper or sweatshirt
Grey trousers
Black shoes (no coloured trainers)

Girls

White blouse or polo shirt
Red jumper/cardigan or sweatshirt
Grey skirt or trousers
Black shoes (No unsuitable footwear)

Summer

White polo shirt/plain grey shorts

Summer

Red and white gingham dresses

At no time will sports shirts or trainers be regarded as suitable wear for school.

Hairstyles

We do not permit extreme hairstyles (no unnatural colours, gel, shaved heads, shaved patterns in the hair e.g. tramlines).

Jewellery

In accordance with County guidelines the only jewellery allowed is stud earrings and a watch.

The wearing of other jewellery is not permitted. Please note staff are not encouraged to remove or look after jewellery. The safest place is at home.

PE Kit

Boys and Girls

White t-shirt

Plain navy shorts

Pumps/trainers

Navy jogging trousers and sweatshirt during winter months

It is important that parents give their support to the school by providing their children with the correct kit.

In accordance with County guidelines the wearing of jewellery, of any sort, is not allowed in P.E. in the interests of children's safety.

Pupils who are unable to participate in P.E.

If an injury or illness prevents your child from taking part in P.E. lessons, parents are asked to inform the class teacher verbally or by letter. (Please note, having ears pierced in term time can prevent a child from participating in P.E. for 6 weeks. If children have their ears pierced then we ask that this is done during the summer holiday period).

Lost Property

Naming all items of clothing reduces the risk of losing items of clothing. We keep lost property for a period of time, but it is difficult to identify items that are not labelled. For any lost items contact your child's teacher.

Security and Welfare

It is important for the children to have all their clothing and belongings marked with their name. No valuable items or unnecessary money should be brought to school. Money should not be left in the cloakrooms and teachers will look after children's money if necessary.

Bicycles or scooters should not be ridden in the school grounds and must be parked in the bicycle area during the day.

If bringing children to school by car, children must be dropped off on Plas Kynaston Lane respecting the restricted parking area outside the school, and enter school using the pathway and not the drive. **In accordance with Health and Safety guidelines parents must not use the school car park.**

Children should not bring into school any potentially dangerous object, which could harm them or any other child.



Homework

In accordance with the Home School Agreement, children will be given appropriate homework.

Following discussion with parents, homework may be arranged if it is decided that extra work at home, under your supervision, would be individually beneficial.

Support from parents for reading and spelling is greatly appreciated.

In the Foundation Phase, there is a home/school reading scheme. We feel that the support and attention the children receive from you with reading is beneficial.

Regular homework is set in the Foundation Phase and Key Stage 2 - Maths and English being the main focus.

If you would like to discuss your child's homework, please contact the class teacher.

School Security - Health and Safety Arrangements

The health and safety of staff, pupils, parents and visitors is a high priority for the Governing Body of the school.

All outside doors are secured against unwanted intrusion and are locked during school hours to ensure the safety of pupils and staff. The side gates are also locked during the day and are opened to allow entry for Nursery pupils between 12.20-12.25p.m by a mid-day assistant. The premises are fully alarmed out of school hours. There are newly fitted security cameras recording throughout the day and night.

Mrs Vicky Goodwin is the school's appointed Health and Safety Coordinator. The Governing Body has appointed a Health and Safety Governor (Miss Jane Holgate) to work in partnership with her. The Governors and Mrs Goodwin do a full Health and Safety check every summer term.

The responsible governor and Mrs Goodwin keep an accurate record of all accidents on school premises and conduct a risk assessment of the condition of the premises, which is followed up by appropriate maintenance.

Staff, parents and Governors are vigilant and aware of potential hazards and act swiftly to avert danger and maintain a high level of security. The local police work in partnership with the school to conduct surveillance operations in an attempt to maintain a 'no trespass' policy on the school campus.

All visitors must report to the main office on arrival in school and sign the Visitor's Book.



School Toilets

Staff and pupil toilets were refurbished in 2010. There are toilets for each key stage, and three staff toilets. They are cleaned daily, checked and stocked every morning by the school caretaker and regularly checked for cleanliness during the day by teaching assistants and reported to the headteacher should a problem occur as necessary.

Sun Protection

During the warm summer months all children should have a sun hat clearly labelled with their name, which they will be encouraged to wear when outside.

Staff are not permitted to apply sunscreen to children and ask that parents/carers apply sun cream before school in hot weather.

Dogs

Please do not bring dogs (unless it is a guide dog) onto the school premises (this includes car park, playgrounds and pedestrian areas) or tie them to the fences, which obstruct the path where children walk.

Please do not allow your dog to foul the pavement on the route to and from school. Bag it and bin it please!

Smoking

The school is a designated 'No Smoking Zone'. Please do not smoke anywhere within the school or the school grounds.

First Aid

Simple First Aid is given at school when necessary. If an accident requires hospital attention we will make every effort to contact parents/carers first. Please ensure that your contact information is up to date. All staff are trained in First Aid and receive regular up-dated training for the use of Jext pens.

Arrangements for Disabled Pupils

Disabled pupils are welcomed and offered equal rights and opportunities within a caring and happy school.

The school has good liaison arrangements in place with the LA and outside agencies to ensure that all disabilities are managed in a positive and supportive environment.

The school building and outside areas are easily accessible and provide opportunity for full integration. The school is on one level, has a disabled parking space and a disabled toilet.

All school policies reflect our belief that equal opportunities are an entitlement that will be ensured and respected.

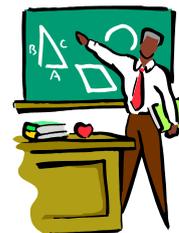


Arrangements for pupils with Additional Learning Needs

Children with learning difficulties, in any curriculum area, will have their needs met by the class teacher, with resources and differentiation provided, to meet those needs. The Additional Learning Needs Coordinator will liaise with the class teacher and monitor the difficulty/progress.

Sometimes pupils are withdrawn for individual or group support with teaching assistants. The withdrawal of children is done in a sensitive way and parents are notified of this and their cooperation and support is requested.

It may be necessary to involve parents in undertaking further work at home to overcome the difficulty as swiftly as possible. The school would supply all materials and equipment in this instance, and the class teacher and parent will ensure close cooperation with parents.



Meetings are held 2-3 times a year between the ALNCO, class teacher and parents to discuss the child's individual needs and provide an Individual Educational Plan (IEP). Additional support is available from other agencies in the form of advice and resources. Recommendations for referral to the medical service, speech therapy service or assessment facilities can be done at any time if considered necessary.

Support for pupils with additional learning needs

The School's objectives for children with Additional Learning needs are to provide each child with the opportunity to have full access to the National Curriculum in an inclusive environment.

A child has additional learning needs if he or she has been identified as having a learning difficulty or is gifted, which calls for additional learning provision to be made for him or her.

Wales now has its own ALN Code of Practice and the school follows this code.

ALN provision comes under one of two main headings.

School Action

When a class teacher or the ALN coordinator identifies a child as having additional learning needs, the class teacher will provide interventions that are additional to or different from those provided as part of the lesson. If no real progress is seen following this intervention, the teacher assistants and class teachers may provide additional support to a pupil in class or withdraws the child from the class. Following assessment, with support from ALNCO, the class teacher writes an I.E.P. which targets the child's areas for improvement. The child will continue to be supported in class or withdrawn from class to work on the targets on his/her I.E.P.

School Action Plus

A child might move on to School Action Plus despite receiving an Individual Education Plan and/or concentrated support under School Action if he/she continues to experience substantial difficulties, and has the involvement of an outside agency.

The decision to place a child on School Action Plus is taken by the ALN Coordinator and colleagues from outside agencies in consultation with parents. A very small number of children may fail to progress, even after the involvement of a specialist at school action plus. At this stage the school may make a request for statutory assessment.

This may lead to the child being issued with an Extended School Action Plus (ESAP) from the Local Authority. Regular reviews take place at each stage when progress is discussed and future action is decided. Parents are kept informed at each stage and they are encouraged to provide support at home within an educational context. Early identification of additional learning needs is important.

Good liaison exists between classes and between the Foundation Phase and junior departments, the high schools and other professionals from outside on whom we call upon for advice from time to time.

Every effort is made to ensure that pupils feel accepted and valued by other pupils and staff involved in the life of the school.

Provision for More Able and Talented

Mrs Ceren Williams is the member of staff responsible for More Able and Talented pupils, and Mrs Gill Roberts is the named governor.

Research tells us that the term 'More Able and Talented' is the generic term used to describe children who are More Able across the curriculum as well as those who demonstrate a significantly higher level of ability/talent than most children of the same age in one or more specific area such as: Physical, Artistic, Practical Ability, Leadership, Academic Thinking, Creativity or Music.

It is important to add that More Able and Talented children can be:

- Good 'all rounders' i.e. good at everything
- High Achievers in one area
- Of high ability but with low motivation
- Of good verbal ability but with poor writing skills
- Very able with short attention span
- Very able with poor social skills
- Keen to disguise their ability

We fully recognise the importance of providing a challenging and stimulating learning environment for the more able child. Staff plan differentiated work to ensure the higher ability children remain motivated throughout their time in school.

We use a variety of ways to assist us in identifying more able or underachieving children, for example, test results, teacher assessment or parental information. Each child's progress and attainment is monitored regularly to ensure their needs are provided for.

Children can be talented in many areas. It is our responsibility to ensure that each child's talent is recognised and allowed to flourish.

Looked After Children

Mrs Ceren Williams is the member of staff and Mrs Gill Roberts is the school governor with responsibility for promoting the educational achievement of looked after children. The school has adopted the LA's policy for Looked After Children, which has been agreed by the governing body. All members of staff are made aware of pupils who are looked after and each child has a Personal Education Plan (PEP). Meetings are held regularly with the Looked After Children support team.

Personal, Social and Health Education (PSHE)

Personal and Social Education plays an important role in the life of your child. At Ysgol Cefn Mawr, we provide a broad and balanced Personal, Social and Health curriculum for all children. Through this curriculum we aim to provide the following: -

- learning experiences in which pupils can develop skills and explore attitudes
- develop pupils' self esteem and personal responsibility
- help pupils to adopt positive mental attitudes and behaviours
- develop social skills
- cooperation with others
- develop their own views
- develop empathy and sensitivity to the needs and feelings of others.

All teachers and staff make a contribution to PSHE using a variety of teaching methods and approaches. Mrs Ellis is the PSHE Co-ordinator who offers support and guidance when needed.

Sex Education

There is a legal requirement for schools to declare their stance on the delivery of a Sex Education Programme. Our school has a Sex and Relationships Policy which is available for all parents to read. Sex Education is taught within the PHSE framework and through the science curriculum e.g. Life Processes and Living Things. A programme of sex and relationship education is implemented in years 5 and 6. The work is centred around an educational DVD and supported by visits from our school nurse if required. Discussion and dialogue about relationships, changes and reproduction occurs in every class at an appropriate level for each child. This may begin simply by labelling parts of the body and develop to discussions about changes during puberty. Parents are consulted before each session and their views respected.

School Pupil Council and Eco Council

A School Council and Eco Council have been established. This is made up of two pupil representatives from each class in the junior department and year two. The pupils in his/her class elect each member. This gives the children an opportunity to contribute to the running of the school.

Discipline Policy

The school has a discipline policy, which can be viewed on request. Misbehaviour is dealt with through the following process-

- warning by the class teacher
- appropriate privileges will be withdrawn
- warning by the Head Teacher/ Deputy Head Teacher
- parental involvement
- internal exclusion
- external inclusion

Consideration will be given to unintentional misconduct but persistent misbehaviour will be dealt with appropriately, in the interests of the well-being and safety of all pupils.

Parents will be notified if individual pupils persist in unacceptable behaviour.

We expect that parents are willing to support the school with its policy on discipline and behaviour.

As a school we are justifiably proud of our children's behaviour in school and when out on visits. Visitors to the school always compliment the children on their behaviour and politeness, and we wish to maintain this high standard with your support.

We aim to promote a positive attitude towards behaviour and to acknowledge pupils' good practice and effort. The ethos of the school is based on mutual respect, high expectations and tolerance of all within a safe and caring environment.

Anti-bullying Policy

Bullying will not be tolerated.

Bullying includes any manipulative behaviour that affects another child's emotions, hurting others deliberately and consistently, making other children do things they do not want to do,

making children give things e.g. damaging other people's property and being very critical of other people.

We have a clear school policy on dealing with bullying. We investigate the incident; discuss the findings with the parents of both the bully and the bullied, apply appropriate sanctions and investigate the cause of the bullying.

Good behaviour and discipline are a vital part of school life as it sets the atmosphere of the school, providing a good learning and teaching environment.

We aim to promote good behaviour by developing the values of mutual respect, self-discipline and social responsibility.

There is no corporal punishment in school. We encourage self-discipline and the ability to work within the rules set down for the common good of the children. We have a whole school code of conduct for promoting good behaviour. These are our 'Golden key Rules'-

- Listen to people
- Be honest
- Work hard
- Look after property
- Be gentle
- Be kind and helpful

Parents will be involved with the discipline of their children and they will be told when their children have behaved well, as well as when they have been punished.

School Policy for Collective Worship

Collective worship in our school is based upon the terms of the 1988 Education Reform Act which states that:

- Collective worship should be provided each day for pupils
- The majority of acts of worship in a term should be broadly Christian, reflecting broad traditions of Christian belief.
- Collective worship should be appropriate having regard to family backgrounds, ages and aptitudes of the pupils involved.

Values and qualities which we consider important:

- respect for every individual;
- respect for our environment;
- reflect on significant features of human life;
- explore our response of the world we live in;
- learn about the traditions of the different religions represented in our school, and in the wider world;
- learn about the Christian traditions upon which our society is based;
- enable us to develop our own response to the spiritual side of life.

Collective worship takes place both in the Foundation Phase and Junior department in the classroom and through joint and separate assemblies. Whole school and key stage assemblies take place once a week.

Children will not be required to participate in activities, which are contrary to the beliefs of their family. They will be encouraged to respond positively to the religious experiences of humankind. The law allows parents to withdraw their children from collective worship.



Individual Music Tuition

The Wrexham County Borough is maintaining the visiting music teacher service at a considerable cost to the school. A limited number of brass, wind and stringed instruments are available at the school; for further details please contact the school. If your child wishes to learn an instrument it is important that he/she receives parental support in order to ensure that the time, money and effort is not wasted.

Damage, Breakages and Losses

The Governors reserve the right to request from parents, payments for school property and equipment damaged or broken as a result of their child's inappropriate behaviour e.g. windows, books, musical instruments.

The Governors also reserve the right to seek financial recompense for equipment lost/damaged off the school premises, e.g. school library books, home readers.

HOME - SCHOOL PARTNERSHIP

The staff and governors at Ysgol Cefn Mawr have always tried to create a caring partnership between home and school.

How we can help you

- Welcoming you into school
- Giving you regular information about the school
- Arranging meetings to talk to you about your child's progress
- Encouraging you to visit
- Arranging open evenings and educational meetings
- Sending you annual reports on your child's work
- Consulting you if your child has special educational needs or other concerns



How to help us help your child

- See that your child attends regularly and punctually
- Send notes when required
- Support the school and its staff over its approach to establishing good behaviour, attitudes and work ethic
- Offer your support on short trips and visits
- Mark all clothing and belongings with your child's name. See that they come to school properly equipped wearing school uniform
- Please note the school policy on hair colour and styles and school uniform

- Ensure your child completes all homework to the best of their ability and hands it in on time
- Help your child to remember their PE kit
- Help and encourage them with their reading and spelling

YSGOL CEFN MAWR HOME SCHOOL AGREEMENT

All parents are expected to support, sign and return the Home School Agreement.

The School

We will

- Care for your child in a safe and secure environment.
- Provide a balanced curriculum and care for your child's needs.
- Encourage your child to do his/her best at all times.
- Encourage your child to care for his/her surroundings and the people in the school community.
- Inform you of general school matters through regular newsletters.
- Inform you of your child's progress at termly parents' meetings.
- Inform you of what we aim to teach your child each term
- Be open and welcoming at all times and offer opportunities for you to become involved in the life of the school.
- Inform you of any concerns that we have for your child's education or well-being.
- Value and celebrate cultural diversity within the school
- Encourage a healthy lifestyle.
- Support children's learning to enable each child to achieve their potential.

Signed Head Teacher

SignedChair of Governors

The Family

We will

- Make sure our child arrives at school on time **8.55 a.m.** in Foundation Phase; **8.50 a.m.** in juniors.
- Make sure our child attends school regularly and provide an explanation if your child is not attending school on the first morning of absence by **9.15 a.m.**
- Make every effort to arrange the family holiday when the school is closed (**remembering that the permission of the head teacher is needed if I withdraw my child for a holiday during term time**).
- Attend parents' evenings at least twice a year to discuss our child's progress.
- Make the school aware of any concerns or problems.
- Support my child with his/her homework and extra-curricular activities including practicing at home with musical instruments.
- Support the school's policies and guidelines for promoting good behaviour and school rules.
- Support the school's request that jewellery is not worn in school (apart from a wristwatch).
- Support the school's request that extreme fashion hairstyles are not supported in school time.
- Encourage healthy eating (mid-morning break snack and packed lunch and drinks).
- Inform the school of any medication taken that may affect my child's behaviour. Ensure that any medication administered in school is kept up to date.

- Support the school uniform policy and provide our child with appropriate P.E. kit for indoor and outdoor P.E., including suitable footwear. Ensure my child's name is clearly visible in his/her clothing including a coat suitable for the weather.
- Encourage the child to keep the school rules.

Signed Parent/Carer

The Child

I will

- Make sure I arrive at school on time, in my school uniform with all the things I need for the day e.g. PE kit, reading book
- Not wear jewellery to school except a wristwatch and small studs which I will leave at home for all P.E. lessons
- Keep the school's Golden Key Rules
- Always do my best in school and complete my homework
- Treat others, as I would like to be treated and be aware of the feelings and needs of others
- Make teachers, governors, other pupils and parents proud to say that I attend Ysgol Cefn Mawr

Signed

Child/Parent on behalf of child

The Home School Agreement is distributed to parents in September by the school secretary.

Parental Involvement

Parents are very welcome to become involved in school activities e.g. helping in class, or on school trips. For legal reasons, any parent involved in school activities must be willing to have a DBS check (Disclosure and Barring Service) check.

Visiting School/Appointments

If you wish to see your child's teacher or the head teacher please try and make an appointment. However, if you feel the matter is urgent please contact the school secretary. Please do not go to the teacher directly as he/she may be busy or occupied with a class.

School Breakfast Club

The school has a breakfast club each day **between 8.00 a.m. and 8.30 a.m.** This is available for children from Reception to Year 6. Please do not send your child to school **before 8.45 a.m.** unless they are attending Breakfast Club.

Extra-Curricular Activities

The school in partnership with outside agencies offers a range of extra-curricular activities. You will be notified of these activities as they occur. Extra-curricular activities such as football, netball, tennis, hockey, rounders, golf, craft club, gardening club, computers, choir, maths, cookery and drama have been offered.

Participation in these activities will be on the basis of parental choice and a willingness to meet such charges incurred.

Break-time snacks

Nursery - Children pay £1.00p per week for healthy snacks, which are prepared by staff in the Nursery.

Reception, Upper Foundation Phase and Key Stage 2 - Children are requested to bring a healthy snack from home e.g. fruit or vegetables. Water fountains are available for all key stages. Free milk is available for children in the Foundation Phase and water is available throughout the day. Individual water bottles are encouraged and are available in school and cost £1.25 from the school secretary.

School Meals

The school operates a system of a set meal each day at a fixed price. Currently Infants meals are £2.20 and Junior meals are £2.25 per day, payable to Mrs Tracy Evans, School Secretary on Monday and Friday mornings. If children have special dietary requirements these can be catered for on written request. Children may also bring sandwiches. No fizzy drinks, flasks or glass bottles allowed.

The children are expected to be either in school during the lunch break or to be at home for their lunch. It is important for their safety that we know where they are expected to be.

A Senior Supervisor is employed by the school to oversee the organisation of pupils, both in the dining room and on the playground. It is the responsibility of the Senior Supervisor to ensure the appropriate supervision, safety and wellbeing of all pupils ensuring First Aid is administered as required.

The Senior Supervisor is supported by a team of supervisors, and the Head Teacher and/or Deputy Head Teacher/senior teacher are always available in case of an emergency.

Children who go home for dinner should not arrive back until 5 minutes before the start of the afternoon session. Please notify a member of the Supervisory team that you have returned your child.



Those little extras

The curriculum is supported by encouraging educational visits, residential visits and a variety of visitors into school, who can provide special expertise. These help to stimulate and enhance teaching and learning.

Unfortunately these often cost money!

Parents are not obliged to pay for visits or materials used by the children. However if an activity cannot be funded without your voluntary contributions this will be made clear at the outset. The Education Reform Act introduced new regulations to cover the way school activities are funded. A copy of the Charging and Remission Policy is available at the school.

Activities during school hours

A voluntary contribution is requested to meet the cost for each child, whilst not excluding any child whose parent is unable to make a voluntary contribution. At the same time it must be understood that if the voluntary contributions are insufficient to meet the cost of the activity, this might lead to cancellation. Activities may include: swimming, visits of theatre companies, educational visits to support topic work etc

Remission of charges

This would only apply to board and lodging charges for children whose parents are in receipt of Income Support or Child Tax Credit and who are engaged in activities that take place principally during school hours. Please see our Charging and Remissions Policy for further information.

Complaints Procedure

Informal Stage

1. If you have a concern, you can often resolve it quickly by talking to your child's class teacher. We would expect you to raise your issue within 10 school days of any incident.
2. If you are a pupil, you can raise your concerns with your class teacher, Miss Jones, Year 6 teacher who is the designated member of staff. This will not stop you, at a later date, from raising a complaint if you feel that the issue(s) you have raised have not been dealt with properly.
3. We will try to let you know what we have done or are doing about your concern normally within 10 school days, but if this is not possible, we will talk to you and agree a revised timescale with you.
4. The person overseeing your concern or complaint will keep you informed of the progress being made or your complaint will be kept on file.

The formal stage

5. In most cases, we would expect that your concern is resolved informally. If you feel that your initial concern has not been dealt with appropriately you should put your complaint in writing to the Head teacher.
6. We would expect you to aim to do this within **five school days** of receiving a response to your concern as it is in everyone's interest to resolve a complaint as soon as possible. There is also a form attached (Appendix B) that you may find useful. If you are a pupil we will explain the form to you, help you complete it and give you a copy.
7. If your complaint is about the head teacher, you should put your complaint in writing to the chair of governors, addressed to the school, to ask for your complaint to be investigated.
8. We will aim to have a meeting with you to explain what will happen, normally within 10 school days of receiving your letter. You will be informed of the outcome of the complaint in writing within 10 school days.

Appeal to the Governing Body.

If the complaint is not resolved to the satisfaction of the complainant, she/he is entitled to appeal to the Chair of Governors.

A copy of the Complaints Policy is available from the school upon request and on the school website.

Assessment

The child's progress is continuously assessed and monitored in a variety of ways. Continuity is ensured by record keeping systems. Assessments take place before October half term. A copy of the school's targets and results can be found below. Children's teacher assessment levels are published at the end of year 2 and year 6.

The Literacy and Numeracy Framework

Literacy and numeracy skills are essential in order for young people to reach their potential. The National Literacy and Numeracy Framework (LNF) has been developed to help achieve our aim that the children of Wales are able to develop excellent literacy and numeracy skills during their time at school. You can explore the expectation statements, which set out the skills we expect learners to develop in school from ages 5 to 14 by visiting the Learning Wales website:

<http://learning.wales.gov.uk/resources/nlnf>

Conclusion

We hope you find this Prospectus useful and that it goes some way to answering any questions. We feel that a successful school is one where staff, parents and governors work together in the best interests of the children.

If there are any issues raised in this booklet you would welcome further clarification, please do not hesitate to contact the head teacher or staff.

Please Note

If you would like a copy of any of the policies listed in this prospectus, then please make a request in writing to the head teacher and allow five working days.

This prospectus may be subject to change during the course of the school year. You will be notified of any changes made as they arise.



Comparative Data

Please find the school's Comparative Data attached at the end of this section. Data for 2015 will be available in September.

School Comparative/Validation 2014 (End of Foundation Phase Outcomes - Pupils)



(Table 1 of 2 - PERCENTAGES)

Wrexham

Cefn Mawr Primary School

		N	D	W	1	2	3	4	5	6	A
Personal and social development, well-being and cultural diversity	School	0.0	0.0	0.0	0.0	0.0	0.0	6.5	51.6	41.9	0.0
	Wales	-	0.3	0.3	0.2	0.4	0.9	4.9	47.1	45.5	0.4
Language, literacy and communication skills (in Welsh)	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Wales	0.0	0.2	*	0.1	0.2	1.5	11.3	57.5	29.2	0.1
Language, literacy and communication skills (in English)	School	0.0	0.0	0.0	0.0	0.0	3.2	12.9	58.1	25.8	0.0
	Wales	0.1	0.3	0.4	0.2	0.6	1.8	11.4	55.8	29.0	0.5
Mathematical development	School	0.0	0.0	0.0	0.0	0.0	0.0	9.7	64.5	25.8	0.0
	Wales	-	0.3	0.3	0.2	0.5	1.3	10.1	59.2	27.9	0.3

Optional Areas of Learning:

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

FPI **

School	83.9
Wales	83.0

School Comparative/Validation 2014 (End of Foundation Phase Outcomes - Pupils)



(Table 1 of 2 - PERCENTAGES)

Wrexham

Cefn Mawr Primary School

		N	D	W	1	2	3	4	5	6	A
Personal and social development, well-being and cultural diversity	School	0.0	0.0	0.0	0.0	0.0	0.0	6.5	51.6	41.9	0.0
	Wales	-	0.3	0.3	0.2	0.4	0.9	4.9	47.1	45.5	0.4

Language, literacy and communication skills (in Welsh)	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Wales	0.0	0.2	*	0.1	0.2	1.5	11.3	57.5	29.2	0.1

Language, literacy and communication skills (in English)	School	0.0	0.0	0.0	0.0	0.0	3.2	12.9	58.1	25.8	0.0
	Wales	0.1	0.3	0.4	0.2	0.6	1.8	11.4	55.8	29.0	0.5

Mathematical development	School	0.0	0.0	0.0	0.0	0.0	0.0	9.7	64.5	25.8	0.0
	Wales	-	0.3	0.3	0.2	0.5	1.3	10.1	59.2	27.9	0.3

Optional Areas of Learning:

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

School	83.9
Wales	83.0

School Comparative/Validation 2014 (End of Foundation Phase Outcomes - Pupils)



(Table 1 of 2 - PERCENTAGES)

Wrexham

Cefn Mawr Primary School

		N	D	W	1	2	3	4	5	6	A
Personal and social development, well-being and cultural diversity	School	0.0	0.0	0.0	0.0	0.0	0.0	6.5	51.6	41.9	0.0
	Wales	-	0.3	0.3	0.2	0.4	0.9	4.9	47.1	45.5	0.4
Language, literacy and communication skills (in Welsh)	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Wales	0.0	0.2	*	0.1	0.2	1.5	11.3	57.5	29.2	0.1
Language, literacy and communication skills (in English)	School	0.0	0.0	0.0	0.0	0.0	3.2	12.9	58.1	25.8	0.0
	Wales	0.1	0.3	0.4	0.2	0.6	1.8	11.4	55.8	29.0	0.5
Mathematical development	School	0.0	0.0	0.0	0.0	0.0	0.0	9.7	64.5	25.8	0.0
	Wales	-	0.3	0.3	0.2	0.5	1.3	10.1	59.2	27.9	0.3

Optional Areas of Learning:

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

FPI **

School	83.9
Wales	83.0



School Comparative/Validation 2014 (KS2 - Pupils)

(Table 1 of 2 - PERCENTAGES)

Wrexham

Cefn Mawr Primary School

	N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	4+
English	School	0.0	0.0	0.0	0.0	0.0	3.3	13.3	63.3	20.0	0.0	83.3
	Wales	0.2	0.2	0.1	0.1	0.5	2.0	9.5	51.4	35.0	0.7	87.1
Oracy	School	0.0	0.0	0.0	0.0	0.0	3.3	13.3	63.3	20.0	0.0	83.3
	Wales	0.2	0.2	0.1	0.1	0.5	1.8	9.4	50.4	36.2	0.9	87.5
Reading	School	0.0	0.0	0.0	0.0	0.0	3.3	13.3	63.3	20.0	0.0	83.3
	Wales	0.2	0.2	0.1	0.1	0.5	2.1	10.0	48.0	37.7	0.9	86.6
Writing	School	0.0	0.0	0.0	0.0	0.0	3.3	20.0	60.0	16.7	0.0	76.7
	Wales	0.2	0.2	0.1	0.1	0.6	2.7	14.9	53.0	27.1	0.8	81.0

Mathematics	School	0.0	0.0	0.0	0.0	0.0	0.0	16.7	56.7	26.7	0.0	83.3
	Wales	0.2	0.2	0.1	0.1	0.4	1.8	9.4	51.8	35.2	0.5	87.5

Science	School	0.0	0.0	0.0	0.0	0.0	0.0	13.3	56.7	30.0	0.0	86.7
	Wales	0.2	0.2	0.1	0.1	0.3	1.4	7.7	53.6	36.0	0.1	89.7

Welsh Second Language	School	0.0	0.0	0.0	0.0	0.0	3.3	13.3	83.3	0.0	0.0	83.3
	Wales	0.3	0.4	0.4	0.1	0.1	1.2	5.2	24.7	53.9	13.6	67.7

Core Subject Indicator **

School	83.3
Wales	84.3

Notes

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

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

NCO1 : National Curriculum Outcome 1

NCO2 : National Curriculum Outcome 2

NCO3 : National Curriculum Outcome 3

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

- : Not exactly zero, but less than 0.05

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

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