



VICTORIA PRIMARY SCHOOL



**Prospectus
2024 - 25**
**Together we aim
for the stars**



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VICTORIA PRIMARY SCHOOL
YSGOL GYNRADD VICTORIA

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VICTORIA PRIMARY SCHOOL

Victoria Primary School is a traditional two storey Victorian red brick building that was built in 1898. It stands on Cornerswell Road, only 10 minutes' walk from Penarth Town Centre. The main building houses the headteacher's office, the administration office, a library, 10 classrooms for Year 3 to Year 6 and the assembly / PE hall on the upper floor. There is a separate building accommodating all Reception, Year 1 and Year 2 pupils and the basement of this building is the school canteen. Our Nursery unit is in another separate building purpose built in 1998. A Nursery annexe has been created in the ground floor of the caretaker house since 2010 and the school garden connects the two Nursery buildings.

We have an extensive yard area that we are continually developing thanks to the wonderful fund raising efforts of the school parent teacher association. We also have access to a school field that is about 2 minutes' walk from

the school. This field serves as a community sports and play area at evenings and weekends. There are many pupils at the school who live outside the catchment area but have opted for our school. Our school is currently at capacity with 503 children, 34 of whom are part time nursery pupils.

At Victoria Primary School, there are 15 classes accommodating our pupils. There are 10 part time teachers, 11 full time teachers, the equivalent of 14 Learning Support Assistants and 5 one-to-one support staff, (part-funded by the LA). We have 3 administration staff and 1 caretaker. The school is governed by an 18 member governing body and is funded by the local authority.



Headteacher: Mrs S Davies



Chairperson: Mark Petherick

WELCOME

DEAR PARENTS

Dear Parents

Choosing the right school for your child is vitally important. Most parents want the best education for their child but they also want them to be happy and to feel safe and secure. At Victoria Primary School we believe that we can offer all of these things.

Our philosophy is about developing the whole child and nurturing their unique talents in all areas of learning, so that they experience high self-esteem and success. We have high expectations for children's efforts and achievements as well as attitudes and behaviour for learning. These expectations are matched by high quality, active learning and teaching provided by an excellent team of teachers and support staff, who are caring professionals dedicated to the children and the school.

We are proud of the atmosphere of friendliness and co-operation which is always evident among all children and adults at our school.

From your child's first day with us, we want school to be a positive and enjoyable experience. This is best achieved through home and school working closely together as partners in the nurturing of your child.

The school has a very clear set of school rules that all parents and children are encouraged to value and follow. Boundaries of acceptable behaviour are clearly defined and breaches of the agreement dealt with promptly and sensitively. Positive behaviour and effort is recognised and praised through our reward scheme.

We hope this prospectus will provide relevant information for you, but please feel free to approach us for any further clarification or detail.

We welcome you and your child to our school community and look forward to working together as we aim for the stars.

Samantha Davies
Headteacher

OUR SHARED VISION

Our vision is to work together so that everyone at Victoria Primary School will be happy, caring, confident individuals who have a love of learning and achieve personal success.

SCHOOL AIMS

We will experience a curriculum which will be challenging, fun and motivate us to develop our skills for lifelong learning.

We are a community that cares for each other and ourselves. We respect other peoples' views and achievements and celebrate our individuality.

As global citizens we respect our community and the world to which we belong; caring and contributing to a sustainable future.

**Together
we aim for
the stars**



SCHOOL STAFF

Headteacher: **Samantha Davies**
Deputy Headteacher: **Simon Husband**
Business Manager: **Helen Moreton**

ALN Co./
Assistant Headteacher : **Jayne Hall**
ALN LSA's: **Lorna O'Connell**
Clare Fisher
Penny Sweet
Amanda Sweet
Shauna Griffiths

School Admin: **Helen Turner**
Belinda Batey

Caretaker: **Ian Ward**
Cook: **Sarah Williams**
Assistant Cook: **Lisa Walters**

Lunchtime supervisors : **Eleanor Harris/Laura Holiday/Jane Portelli/Ian Ward/Jeanette Williams/Alison Adams/Gina Daley**

Our positive school environment encourages everyone to achieve their goals through equality in all aspects of school life.

We expect the parents, Governors and all members of our school community to support and guide us on our journey to the stars.

Year 6

Y6J: **Rachel Jones**
Y6E: **Stuart Evans**
LSA: **Any Warne Jones**

Year 5

Y5S: **Alex Sutton**
Y5OW: **Faye Orefice/Gemma Wason**
LSA: **Hannah Hatton**

Year 4

Y4OF: **Sam Osbourne/Adrienne Frayne**
Y4G: **Rachel Glover**
LSA: **Melanie Gape**

Year 3

Y3S: **Nicky Smith**
Y3M: **Gemma Morgan**
LSA's: **Charlotte Godwin**

Year 2

Y2P: **Lucie Pritchard**
Y2S: **Alun Steen**
LSA's: **Esther Paley**

Year 1

Y1KS: **Claire Kerr Smith**
Y1B: **Jill Barnett**
LSA's: **Joanne Tunley/Arleta Wakalska/**

Reception

RDS: **Emma Dobson/Kirsty Steen**
RDS: **Emma David/Laura Halliwell/**
LSA's: **Katie Bloomfield/Nishma Bhatia**

Nursery

LSA's: **Carol Plowright/Claire Bevington/
Rebecca Curtis/Amy Evans/
Lisa Howe/Helen Cummins**

SCHOOL GOVERNORS

Chairperson
- **Mr M Petherick** (*Community*)

V. Chairperson
- **Cllr Mark Wilson** (LEA)

Community Governors

- **Major David Emery**
- **Mrs J Jones**
- **Mrs R Connor**
- **Mrs C McDonald**
- **Alistair Davey**
- **Peter Hall**

Teacher Representative
- **Mr S Husband**
- **Mrs L Halliwell**

Clerk to Governors
- Mrs H Moreton/Victoria Primary School, Penarth.

The Governing Body meet twice each term as a whole body, and sub committees meet regularly and report back to the full body. A report to parents is compiled every year. With the increasing workload, it is necessary for Governors to attend training courses to learn the extra skills needed for the management of schools. To this end, our Governors have attended LEA sponsored training sessions throughout the County during the past year. Parents/Guardians and anyone with concern for the well being of the school and the pupils should not be afraid to approach our Governors on any matter, however small that matter seems to be. It is only with your help that we can attempt to constantly improve the conditions and effectiveness of our school.

When Parent Governors end their term of office, there will be an election for each vacancy as and when it arises and any parent

Parent Governors

- Ms N Moorhouse
- Mr G Robson
- Mrs J Sulley
- Dr R Slade
- Mrs B Hales

Minor Authority Governor
- **Cllr R. Birch**

Staff Representative
- **Mrs A Warne Jones**

Headteacher
- **Mrs S Davies**

is eligible for election. A parent by definition includes 'a guardian and every person who has actual custody of the child.' Any parent seeking nomination will require a proposer and a seconder from amongst the other parents, either of which may be a spouse. An election will only be necessary if the number of nominations received exceeds the number of vacancies available for Parent Governors on the Governing Body. The election is a secret ballot. Each parent has one vote per vacancy, irrespective of the number of children he/she has in the school. Proxy voting is not allowed. Simple majority decides the election. The candidates receiving the highest number of votes are elected.



ADMISSION REGULATIONS

Children can enter the Nursery class in the Autumn term when they are rising four, or at the start of the new term after their third birthday. Children transfer from Nursery to the Reception class in the September of the year they are rising five, if they satisfy Vale admission criteria.

All parents wishing to register their children for Nursery or Reception should do so at the earliest opportunity. All parents have to apply to the county council who authorise all admissions. Pupils living in the catchment area will be given priority and then older siblings living outside the area.

When families apply from outside the catchment area, priority is given to children with siblings already in the school; distance from the school is the last criteria taken into consideration.

Parents wishing to send their children to our school are very welcome to visit before any decision is made. Please contact the school for an appointment with a member of the school senior management team. Open days are held regularly

COUNTY ADMISSIONS CONTACT OFFICE - 01446 709725

If you wish to view our full admissions policy go to the school information link or contact the office to request a hard copy.

for parents of prospective Nursery and Reception pupils.

The children's ages range from three to eleven years, and when they leave the majority of children go on to Stanwell Comprehensive School.

Parents moving into the area should make an appointment to view the school but again the County Council must give authorisation. Pupils will be accepted if numbers allow in the appropriate age groups.

Parents living outside the normal catchment area may apply to the LEA if they wish their children to attend Victoria Primary School. It is best to notify us first and we will give details of persons to whom applications should be made. Normally, applications are successful if there are vacancies in the school. If the application is not successful then parents may lodge an appeal.

SCHOOL ORGANISATION

Session times **under normal circumstances**

Morning Nursery:	09:00 - 11:30
Afternoon Nursery:	12:30 - 15:00
Foundation Phase (Reception, Years 1 and 2):	08:55 - 15:25
Key Stage 2 (Years 3, 4, 5, 6):	08:55 - 15:30

- School sessions start at **08:55**.
- All school doors are opened at **08:45** so that children can enter and settle ready to start promptly at **08:55**. Children should not be on site before **08:40** unless attending breakfast club.
- Staff take the register at **08:55** and start reading groups at **09:00**.
- School gates are closed at **09:00**.
- School security gates are re-opened at **15:20** to allow parents to collect children from school.

Infant lunchtime:	11:30 - 12:30
Junior lunchtime:	12:30 - 13:30

Hours of teaching time in Foundation Phase (children 5-7):	23.25 hours
Hours of teaching time in Key Stage Two (children 7-11):	24 hours



Parents are requested not to enter classrooms at the start of the day; messages can be left with learning support staff at entrances. Parents may meet with teachers at the end of the day if the teacher is available. If you feel that the discussion will take some time, please make an appointment to see the class teacher or a member of the senior leadership team.

Victoria Primary School Breakfast Club

Free breakfast club runs every day between **08:10** and **08:55**. Children will have a healthy breakfast if they are using this facility. The capacity is 86 and, when at capacity, a waiting list will be compiled.

PLEASE CONTACT THE OFFICE FOR REGISTRATION FORMS.

GENERAL RULES

- Reception to Year 6 children wear school uniform every day unless a special non - uniform day has been arranged.
- Only watches can be worn to school, not including smart watches - this is for health and safety reasons.
- No dogs other than guide dogs are allowed on the school site or school field.
- The school is a **NO SMOKING ZONE**; this applies to e-cigarettes as well.
- At the end of the day parents and siblings are asked to wait outside the red back door, front red security gates and side entrance red security gates until they are opened by the caretaker.
- Pupils are **NOT** allowed to use the school playground equipment i.e. Trim Trail, climbing wall etc. before the start of the school day or after the end of the school day due to limited supervision.

SCHOOL MEALS

School meals are now free for all children.

Snacks

Your child may bring a snack to eat from home however, as supported by our Governors, we promote 'healthy' snacks – fresh fruit or vegetables only please. Nuts and nut products are not permitted as we have a number of children with severe nut allergies. In Foundation Phase a healthy snack is provided for £1 a week.

Treats

On special occasions, children may be given small edible treats e.g. Christmas sweets, Easter eggs, class rewards etc. If you are not happy for your child to receive and eat such treats, please ensure that you inform us. Please note that this only happens very occasionally since we are keen to promote healthy options.

Water

We encourage the children to drink water throughout the day. Please provide your child with a named water bottle.

ATTENDANCE AND ABSENCES

Last year the school attendance figures were maintained with an average of **95%** and we aim to continue improving.

Each child is given a **target of 98%** which allows a few days for illness. Each term parents are notified of their child's current attendance data so that the children can work towards their annual target.

REPORTING ABSENCES

If your child is unable to attend school for any reason, please notify the class teacher or the school on the first morning of the absence. A note may be sent with a sibling or a telephone call made to the school, or an e-mail sent into school. Parents of pupils who are not in school and have not informed the school will be contacted at 09:30 to check on the child's whereabouts.

As long as a satisfactory reason is given, the absence will be recorded as authorised. If no explanation is given, the absence will be recorded as unauthorised, as is statutory requirement. Attendance figures are recorded electronically and supplied on request.

Children who are late for school will be given a late mark but pupils more than half an hour late, arriving after 09.25, will be marked as an unauthorised absence in accordance with the Government Legislation.

If pupils are persistently late or show a regular pattern of absence, parents will be invited in to discuss these issues, following communication stating that punctuality and attendance is being monitored. If matters do not improve, the Vale Education Welfare Service will be notified and a fine may be issued.



COMMUNICATION

We are making far greater use of the school website and texting service to keep parents informed.

PLEASE CHECK EVERY WEEKEND FOR CLASS UPDATES / NEWSLETTERS ETC.

Please ensure that the office has up to date contact information and emergency contact details – **address, telephone number, mobile, e-mail** etc. as regular information is sent out by text, e-mail or letter.

ACCIDENTS, EMERGENCIES, HEALTH & SAFETY

Please ensure that we have an up to date contact number where we can reach you during school hours. This is of the utmost importance if parents are working and no one is at home during the day.

Please do not send your child to school if he/she is unwell. If a child has an accident in school, which causes concern, or he/she becomes ill, we will contact the parents or the emergency contact number. If we cannot reach you or a representative, and it is a real emergency, your child will be taken

to hospital accompanied by a teacher or teaching assistant.

ALWAYS let us know if your child is on any medication. We will only administer prescribed medicine that has the child's name and address on it. A consent form must be completed if medication is to be administered during the school day; these forms are available from the office.

Head lice – If head lice are seen on a child we will immediately telephone home so that the child/children can be removed for treatment to stop further infestation. Class members will receive a text to inform parents.



**Please check
Our website
every weekend
for class updates/
newsletters etc.**

SCHOOL UNIFORM

Nursery: Yellow sweatshirt and burgundy polo shirts

Reception to Year 5: Gold polo shirts

Year 6: Burgundy polo shirts

All year groups: Burgundy cardigans, jumpers, sweatshirts or fleeces.

All year groups: Grey pinafore dresses, skirts, tailored shorts or trousers.
Black smart shoes.

We would like all full time pupils to wear uniform. It helps to affirm a school identity that the children can be proud of and establishes equality amongst the children. Please send your children to school in uniform every day.

Several retailers now stock gold polo shirts, grey trousers and burgundy sweatshirts and, of course, stock is always available from Class Apart in Dinas Powys. Uniform lists and price lists are available from the bookcase in the entrance foyer or the school office.

PLEASE LABEL EVERY ITEM OF CLOTHING AND FOOTWEAR WITH YOUR CHILD'S NAME AND CLASS.



HOME SCHOOL LINKS

All parents are invited to help with group reading each day at 09:00. We have many parents who come into school and work regularly alongside the teachers, and we are very grateful to them. We can always use more, so let us know if you could spare a few hours. Our school contact is Mrs J Hall.

PTA

We have a small but excellent nucleus of parents and staff on the Parent Teacher Association committee and we are always looking for more to join us. We have held many successful events including the annual Christmas Fayre, Bingo Night and special evenings for the children including discos, theatre group visits, etc. Please see the website for details of upcoming meetings.

HOME SCHOOL AGREEMENT/E-POLICY

In accordance with Government Legislation, the school has a home school agreement form, which should be read by parents and pupils before entry to the school and signed by the parents or guardians, and the children if appropriate. A copy is given out with all admission information and is available from the school office.

E-learning permission letters are also distributed annually to highlight the importance of e-safety at school and our Police Liaison Officer gives an annual presentation for parents about e-safety at home. Please see the school website for our school e-safety policy.



CURRICULUM STATEMENT

The curriculum is the whole experience the child gets in school, not only the 'formal' timetabled part. It includes all activities which take place in school time as well as after school activities of a voluntary nature. There is also the 'hidden' curriculum, which finds its expression in the complex pattern of school life, and the experiences it affords. In addition, daily assemblies, either

in individual classes or across age phases or as a whole school, serve to reinforce spiritual, moral and social codes. These are introduced through teaching, circle time activities that address social and emotional aspects of learning or regular Religious Education lessons. Our curriculum follows the Curriculum for Wales 2022.

AIMS

- Create a happy welcoming school environment that respects the UNCRC's Rights of the Child
- Deliver a "Four Purpose" driven curriculum
- Develop each individual to their potential through offering a wide range of high quality skills and knowledge based experiences
- Enable optimum progression of each individual to develop their talents and skills through a wide range of high-quality skills and knowledge-based experiences
- Promote equality of opportunity and respect for everyone, irrespective of belief, race and gender
- Encourage a love of learning and high levels of confidence through a growth mindset approach
- Develop effective thinking, independent learning and the ability to solve problems creatively
- Use every opportunity to develop the skills of Numeracy, Literacy and Digital Competency enabling each child to experience achievement at all levels
- Enable pupils to be given progressive responsibility for organising their learning and management of time
- Enhance self-worth and the ability to value each person's own worth through a caring, secure environment
- Develop imagination and creativity by offering wide range of authentic experiences
- Develop the natural curiosity that children exhibit about themselves and their world, and use their curiosity to foster positive attitudes to learning
- Develop an appreciation of the heritage and history of Wales, through authentic contexts, as well as learning the Welsh language

ADDITIONAL LEARNING NEEDS

This policy outlines the teaching and management of ALN at Victoria Primary School. The policy has been drawn up to reflect our whole school approach to ALN and has been discussed with staff and has the agreement of the Governing Body. The implementation of this policy is the responsibility of all practitioners

in the school learning community, supported in partnership with parents. We are committed to providing a teaching environment conducive to learning. Each child is valued respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

AIMS

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all pupils requiring ALN provision as early as possible in their school career/as soon as there is an identified need
- To ensure that ALN pupils take as full a part as possible in all school activities
- To ensure that parents of ALN pupils are kept fully informed of their child's progress and attainment
- To ensure that pupils are involved, where practicable, in decisions affecting their future provision
- To develop learners' self-esteem, self-worth and a sense of personal responsibility
- To prepare learners for the choices and opportunities of lifelong learning
- To work with other schools to share good practice in order to improve this policy
- To develop a strong partnership with parents to help enable children and young people with ALN to achieve their potential

CURRICULUM CONTENT

The teaching of pupils with ALN is a whole school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, learning styles and interests. Some pupils may need increased levels of provision and support.

The school provision map outlines provision available which is additional to or different from the differentiated curriculum on offer to all pupils.

The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having ALN, the school will intervene as necessary.

ENGLISH AS AN ADDITIONAL LANGUAGE

Practitioners will closely follow the progress of pupils whose first language is not English (EAL) across the curriculum to ascertain whether any problems arise from uncertain command of English or from additional learning needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. Support and guidance will be sought from EMAS (Ethnic Minority Achievement Service) when necessary.

LEARNING AND TEACHING

At Victoria Primary School we have adopted a whole-school approach to ALN policy and practice. Pupils identified as having ALN are, as far as is practicable, fully integrated into mainstream classes. Teaching methods will ensure a variety of learning styles in order to reach every child. Where children's needs are seen as needing more intensive support they may work more closely with the ALN team, either in groups or individually, accessing Wave 2/3 provision. Every effort is made to ensure that children have full access to the National Curriculum and are integrated into all aspects of school life.

All teachers are responsible for identifying pupils with ALN and, in collaboration with the ALNCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

The Headteacher, ALNCo and class teachers meet termly to discuss progress and well-being of all children in timetabled consultations. When pupil's progress/well-being is deemed a concern, staff will review the approaches adopted.

An annual audit of needs is carried out in the summer term to evaluate the year's progress, to assess the future needs of the pupils and to target effective provision. Interventions are evaluated for impact throughout the year and the need for future provision is considered by the ALNCo and practitioners working with the children. Termly consultations with class teachers help contribute to this process.

MAT

More able and talented pupils are recognised as having additional needs and are catered for through effective teaching, learning and provision.

ARR – ASSESSMENT, RECORDING, REPORTING

RATIONALE

At Victoria Primary School, we believe all children should be literate and develop lifelong skills to help them communicate effectively in our changing world. We implement a curriculum which is broad and balanced and appropriately differentiated.

Government initiatives and guidelines on assessment emphasise the way in which assessment can actually improve learning and not just measure it. This is **assessment for learning** which is different from **assessment of learning**.

“Good assessment practice must empower pupils to become active learners, taking responsibility for their own learning.”

- Black and William 2002

The school, therefore, views assessment as being a process **that both promotes learning** and is **integral to effective learning**.

AIMS

The aims and objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do in their work
- To help our children understand what they need to do next to improve their work
- To enable pupils to be responsible for their own learning through developing self-assessment strategies
- To provide regular information for parents that enables them to support their child's Learning
- To provide the Headteacher and Governors with information that allows them to make judgements about the effectiveness of the school

PLANNING FOR ASSESSMENT

Assessment does not merely happen of its own accord, it needs to be planned for. It is both learning outcome driven and is a central feature of the heart of the teaching and learning process. Good practice includes the following and is fully implemented by the school:

- All staff engaged in collaborative planning over all key stages to ensure continuity and progression
- Assessment opportunities are identified as appropriate in the medium term planning and further refined in short term planning, on the basis of differentiation and individual pupils needs and abilities. How and when to assess pupils work is therefore planned at the same time as teachers plan work
- Teachers ensure that a full range of strategies are planned for and implemented in both medium and short term planning
- Staff regularly participate in whole school moderation activities
- Short term planning formats encourage teachers to be self-evaluative and such evaluations are used to consistently inform future planning

EVIDENCE OF ASSESSMENT

Teacher Assessment

The assessment of pupil achievement is an on-going process whereby teachers can adjust their teaching to take account of the results of assessment. It is a process done 'with' the pupils, not 'to' them so that they are fully involved. Pupils can be assessed in a variety of settings and situations e.g., individual, group or as a whole class.

External Tests

Pupils sit Welsh Government tests in May for numeracy and reading. These tests are summative but are used by the school in a formative manner. The results are analysed by staff and are used to inform future planning and target specific intervention, e.g. 'catch up', to where it is needed most, and so further improve pupils' achievement.

Internal Tests

The school also uses a range of standardised tests, e.g. Salford Reading Test and optional assessment materials. Results are analysed carefully so that they can provide diagnostic evidence on a pupil's strengths and areas for development.

Pupils' Learning

Pupils record their learning in different ways: in books, class 'floorbooks', discussion with peers and teaching staff, See-Saw and Google Classroom.

Pupil learning journals provide accessible information concerning the pupil's attainment, achievement and progress. They identify the pupil's strengths and areas for development and provide a planning tool for future action. They also provide a useful focus for dialogue with parents and other outside agencies.

REPORTING

PRINCIPLES OF GOOD PRACTICE

We aim to provide accurate and meaningful information about progress and achievement to pupils, teachers, parents and other interested parties. Reporting procedures promote communication about a pupil's learning and achievements across the whole curriculum, linking the past to the present and indicating the way forward in the form of specific targets.

Reporting, whether verbal or written, must be:

- Presented in a clear, straight forward language, free of jargon
- A true picture of the pupil
- As encouraging and constructive as possible
- A summary of standards achieved and progress made, supported by evidence
- To identify the pupil's strengths and areas for development and to provide information on how the child can move forward in his or her learning

Parental Consultations

These are held twice each academic year — the first in the Autumn term and the second in the Spring term. The parent/guardian of the pupil is invited by the class teacher to discuss overall performance, attitude and behaviour. They are given a target sheet giving details of individual targets as well as the level/outcome they are currently working at and what they are predicted to achieve at the end of the year. At other times, parents are welcome to request an appointment with the teacher or other member of staff, e.g. ALNCO (Additional Learning Needs Co-ordinator), to discuss matters pertaining to their child.

Written Reports

During the Summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments on core areas of the curriculum. Reference is made to personal and social, skills and attitudes and to the specific targets for the following year. We make reference to how effectively children use the skills of literacy and numeracy across the curriculum.



HOMEWORK POLICY

INTRODUCTION

Homework is intended to be beneficial for children by revisiting and extending the learning achieved within school time. We believe education should be seen as a partnership between home and school as this is essential to the success of the children. We have always enjoyed the active support of parents and other members of the community to assist us in providing the best possible education for our children and in the achievement of our school aims.

Parents play a crucial role in the successful completion of homework, by monitoring, supporting or even actively helping their children with their work. The most important support any parent can give to their child is to show a caring interest in the work done at home.

Homework should extend school learning.

Homework should consolidate and reinforce skills and understanding, especially in literacy and numeracy.

Principles and aims of homework

Homework should encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own preparing them for lifelong learning.

Homework should be part of an effective partnership between the school and parents, giving them an opportunity to share in their child's learning.

HOMEWORK CAN TAKE MANY FORMS, FOR EXAMPLE:

- Oracy:** Talk homework – opportunities for discussions with the family and to prepare for class work. Preparation for a presentation, talk, play or sketch.
- Reading:** Daily reading practice and reading for enjoyment, research, class novel.
- Writing:** Vocabulary work, connectives, openers, punctuation. Spelling, handwriting practice, writing tasks, reviewing, redrafting or summarising a piece of work.
- Numeracy:** Learn Its – Number Bonds, Fact Families, Multiplication Facts. Problem solving, maths games, maths challenges.

- Consolidation and reinforcement of class work
- Activities related to personal and social development
- Planning, designing or drawing
- Practical work for any subject
- Surveys, interviews and questionnaires
- Collecting materials
- Family Projects

Please see the school website for the full home learning policy.



EXTRA-CURRICULAR ACTIVITIES

The school prides itself on the many extra-curricular opportunities on offer. Peripatetic staff come in to teach strings, woodwind, brass, keyboard, guitar, ukulele and voice. Parents need to pay for these lessons but the school endeavours to pay for the instruments for pupils to use whilst at Victoria Primary School. In addition, all Year 3 pupils learn to play the ukulele; the PTA fund these lessons so that every child learns to play at least one instrument in school.

There are lunchtime clubs and after school clubs that cover a full range of activities.

SCHOOL ETHOS

We are very proud of Victoria Primary School and its importance to the town and its wider community. Visitors to our school frequently comment upon several positive qualities:

- **The courtesy and politeness of the pupils**

- **The happy and warm atmosphere which exists among all staff and pupils**

- **The cleanliness and tidiness of the whole school**

All these factors contribute to a happy, caring safe environment, which can only be achieved through the professionalism and commitment of everyone associated with the school. We have a Relationships policy that focuses on good choices, good relationships and asks pupils to follow the good role models in their classes. There are agreed rules, formulated by the children, that every child is expected to follow.



SAFEGUARDING POLICY

The school Designated Safeguarding Officers are Mrs Davies and Mrs Brown

The underpinning policy principles ensure that the health, safety and welfare of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture, religion or disability. They have a right to be safe in our school. All staff have an equal responsibility to act upon any suspicion or disclosure that may suggest a child is at risk of harm.

Legislation forms the basis for this policy and the Vale of Glamorgan Safeguarding & Child Protection Policies. The following list is taken from the Vale of Glamorgan Policy:

Our aims are:

- To provide a safe environment for children in which to learn
- To establish what actions the school can take to ensure that children remain safe at home as well as at school
- To raise the awareness of all staff to these issues, and to define their roles and responsibilities in reporting possible cases of abuse
- To identify children who are suffering, or likely to suffer, significant harm
- To ensure effective communication between all staff on child protection issues
- To set down the correct procedures for those who encounter any issue of child protection

Safeguarding, is not just about protecting children from deliberate harm. It encompasses issues for schools including:

- Pupil health and safety
- Bullying
- Racist abuse
- Harassment and discrimination
- Use of physical intervention / safe handling
- Meeting the needs of pupils with medical conditions
- Providing first aid
- Drug and substance misuse
- Educational visits
- Sex and relationship education
- Internet safety
- Issues which may be specific to a local area or population e.g. gang activity
- School security
- The welfare of learners on extended vocational placements

Please see the school website for full policies.

At Victoria Primary School, we have separate policies which aim to address many of the above areas.



HEALTH AND SAFETY

We have a detailed Health and Safety Policy, which is implemented by all staff and pupils in an effort to ensure that the school is a safe and secure place for all. We make every effort to ensure that the school is secure. We have a security entry system on the main doors. We have installed additional security gates inside the school grounds. We have CCTV to cover all entrances and exits as additional security.

When the school is in session, pedestrian access is only available through the main gate located on Cornerswell Road. Vehicle access is only available through the double gates on Cornerswell Road.

The school has initiated a green cone scheme to try and improve the safety of the children at start and end of the school day. Parents are asked to park responsibly and to aim to park well away from the school.

Parents can help by always ensuring that they close the doors and gates behind them.

All teaching assistants, midday supervisors and teachers have received the first aid at work training programme aimed at adults working with children. A full copy of our Health and Safety Policy is available on request.

We hope the information given will provide a better insight into the management and organisation of this school. We strive to achieve the highest educational standards for our children and rely upon your continued support. Of utmost importance to us is that the children achieve their full potential in a safe, caring environment where each and every child is happy.

CHARGING AND REMISSIONS POLICY

The following code of practice has been drawn up in accordance with the requirements of the Education Reform Act 1988 and covers the circumstances in which pupils will be charged for activities organised by the school.

VISITS

- No charge will be made for visits within school hours (see Appendix) but the school may ask for voluntary contributions to subsidise the cost of admission fees, transport, etc.
- Children will not be prevented from taking part in a visit because of an inability to make a contribution
- If there are insufficient voluntary contributions it will be made clear that the visit may not take place
- When pupils take part in a residential visit deemed to be in school hours, charges will be made for travel and board and lodging costs. Charges will not exceed the actual costs
- Parents in receipt of Family Credit or Income Support can apply for board and lodging charges to be remitted. However, voluntary contributions may be made
- Optional extras not necessitated by the Curriculum for Wales will be charged for



Materials used by Pupils

The school will make no charge unless the pupil wishes to keep the completed article, in which case the parents must either purchase the materials from the school or provide the materials themselves e.g. some Design and Technology projects.

Music

Peripatetic Music lessons will be charged to cover the cost of provision. Parental agreement will be sought in advance of charging for tuition. Pupils entitled to free school meals may be awarded a bursary from the county council. Parents will be asked to fund the difference between the bursary and actual costs.

Team Games

No charge will be made to pupils for travel expenses to away games. Voluntary contributions from parents towards the cost are welcomed. All swimming lessons given in Year 4 are paid for by the school but pupils are asked to walk to Cogan Leisure Centre to save the cost of bus hire.

Replacement of School Property

The replacement cost of lost or damaged items of school property may be charged to the pupils when this is a result of the pupil's inappropriate behaviour choices.

Parents are asked to contribute to the cost of replacing home reading books that are borrowed but not returned.

Activities Organised by Third Parties

While the school may pass information from third parties to parents, it will not accept liability in the event of parents making agreements with such parties, whether the activity takes place inside or outside school hours.

The charges outlined in this policy, in exceptional circumstances, may be remitted in whole or in part at the discretion of the Headteacher.

Appendix

The Education Reform Act 1988 distinguishes between visits which take place mainly during school hours and are referred to as "school visits" and those which take place mainly out of school time and are referred to as "optional extras". A "school visit" is one in which fifty per cent or more of its total duration, including travelling time, falls within the school day excluding lunch break. For "school visits" of more than one day there is an extended definition.

SCHOOL COMPLAINTS PROCEDURE

As already stated, it is our aim to provide a happy and secure environment for all children. We want children and parents alike to feel part of an extended family where everyone and their opinions are valued. However, from time to time, concerns arise and we would always want to deal with those promptly and fully.

This procedure outlines the steps to take should problems arise:

- In the first instance, difficulties should be referred to the class teacher or person concerned. This is most easily achieved face to face at a mutually convenient time usually after school when staff can give you more time. Experience shows us that most difficulties are resolved in this way.
- Where a problem persists, please make an appointment to see the Headteacher. The concern will be further investigated and fed back to the parent.
- If you are still not satisfied then you can proceed with a formal complaint to Governors.

ESTYN SCHOOL INSPECTION

The school was inspected in November 2023.

If you wish to read the document please see the school website or go to the Estyn website.

The school has endeavoured to provide relevant information for prospective and existing parents. This prospectus is updated each year to reflect current organisation,

policy and procedures. More information is available on the school website in the school information section.

Please feel free to contact us to arrange a mutually convenient appointment to discuss any information published in this document or to tour our wonderful school and meet our warm and welcoming school community.





VICTORIA PRIMARY SCHOOL
YSGOL GYNRADD VICTORIA

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