



Always Aiming High



School Prospectus

2024 -2025

SCHOOL DETAILS

Address: Ewloe Green Primary School,
Mold Road,
Ewloe,
Deeside,
Flintshire
CH5 3AU

Tel: 01244 532569

E-mail: ewmail@hwbcymru.net

Web Site: www.ewloegreen.co.uk

Headteacher: Mrs R. Dyas
Deputy Headteacher Mr C. Morrison
Chair of Governors: Mr B. Slatter

MANYLION YR YSGOL

Cyfeiriad: Ysgol Gynradd Ewloe,
Mold Road,
Ewloe,
Sir Fflint
CH5 3AU

Ffon: 01244 532569

E-bost: ewmail@hwbcymru.net

Wefan: www.ewloegreen.co.uk

Pennaeth: Mrs R. Dyas
Pennaeth Mr C. Morrison
Cudeirydd Y Llywodraethwyr: Mr B. Slatter

Welcome to Ewloe Green Primary School!

This prospectus is designed to give you an insight into our school, but if you have any questions not answered here, please ask...we are only too happy to help.

Ewloe Green Primary School is located in the village of Ewloe near Queensferry in Flintshire. There are 391 pupils on roll, aged from 3 to 11, including 49 part-time nursery pupils. There are 15 single age classes. English is the predominant language for nearly all of our pupils.

Ewloe Green Primary School is one of only a handful of schools in Wales awarded the highest rating in all inspection categories.

'The school provides an extremely happy and caring learning environment, which supports pupils' personal development exceptionally well.' (Estyn)

Our school is a friendly community, which provides a safe and secure environment for our children. Our Mission Statement (overleaf) is the foundation for our day-to-day life.

'The school provides an extremely happy and caring learning environment, which supports pupils' personal development exceptionally well. Teachers provide pupils with a wide range of innovative and stimulating learning opportunities which is highly effective in engaging nearly all of them to succeed and give of their best. There are exceptional opportunities for pupils to develop their confidence and resilience, and to acquire a range of creative skills. This ethos informs pupils' very positive attitudes towards learning and supports their development as confident, capable and independent learners. Across the school, pupils' behaviour is exemplary. Nearly all pupils make good, and often very good, progress as they move through the school. Pupils' communication skills are particularly strong, and they apply their literacy, numeracy and information technology skills effectively in an exceptionally rich range of contexts. They work hard and complete learning tasks to a very high standard. The school benefits from strong and effective leadership. The headteacher has developed a very supportive and hardworking team of staff who show commitment to the school and its pupils. The strong focus on professional learning reflects the high priority the school places on developing the skills of all staff. They are prepared to embrace new initiatives and changes to the way they work purposefully, and work effectively together to develop the school further as a thriving learning community.' (Estyn)

Our staff have high but realistic expectations for the children and plan and deliver interesting work, capturing the imagination and creativity of the children whilst challenging them. We provide a wide range of extra-curricular activities to extend the children's learning and engage their interests and energies. Our staff are committed to their own professional development, keeping up to date with educational changes in order to ever provide the very best for the children.

Our aim is to prepare the children for their future role as a member of a harmonious multi-cultural society. We aim to develop independence, tolerance and enquiring minds and empower children with skill and knowledge. We do this by nurturing our children in a caring, supportive and stimulating environment where children can build a positive self-image.

Of course, we can do all of this so much better when we work in close co-operation and partnership with home. Parents are encouraged to be involved in all aspects of school life. Our teaching staff are always happy to discuss any aspects of your child's development and welfare with you.

Ewloe Green is an improving school and we are totally committed to best provision and positive development. This makes Ewloe Green an exciting and motivating school to belong to.

We hope that this prospectus captures our school but should you prefer, we welcome visits by appointment so that you can see Ewloe Green for yourself.

Regards,
Mrs R. Dyas
Headteacher

MISSION STATEMENT



Always Aiming High

Ewloe Green has an inclusive ethos with a concern for all involved in the daily life of our school. As a school in Wales, we embrace its language, culture, traditions and heritage. In partnership with Parents, Carers, Governors and the local and wider communities, we aim to provide the best possible educational opportunities whilst nurturing children in the Christian faith. At the same time we recognise and respect the different faiths and cultures reflected within our school, community and in the wider world.

Our aim is to...

. Ensure that Ewloe Green is a happy school where children are central to our thoughts and actions, where they feel safe, secure and confident and where every child matters, is valued and successful.

. Ensure that we strive to achieve the highest possible standards through best provision of teaching for learning.

. Ensure that we provide a broad and balanced curriculum, which offers wider opportunities for children to extend their talents, knowledge, skills and understanding appropriate to the needs of the individual child, both within and outside of school.

. Ensure that the learning environment is stimulating, challenging and supportive, where children are encouraged to question and to explore, developing their independence, collaboration and enjoyment of learning.

. Ensure that everyone is respectful of others, tolerant of differences in beliefs, cultures and abilities in order to nurture confidence, self-esteem, moral values and to prepare children to be model citizens within a multi-cultural society, aware and supportive of others less fortunate.

. Ensure that all children have equality of opportunity and access to school life.

. Ensure that all stakeholders have due regard for their own health and well-being and care for the world around them.

. Ensure that everyone in our school family and visitors too, are welcomed, valued and are encouraged to work in partnership with the school to support our children.

ADMISSIONS

The number of children on roll at present is 383 including our part-time Nursery children. Children may start full time education at the beginning of the term starting in September if the child is 5 in the academic year from 1st September to 31st August.

Prior to their transfer, Nursery children would have followed a programme of transition which includes: -

1. Integration into Reception classrooms and an opportunity to spend time with their new teacher and support assistants.
2. Integration onto the Infant playground.
3. An evening for parents to visit school for discussion.

All admissions are controlled by the Admissions Department at Flintshire Education Authority and should the number of pupils requesting placement at Ewloe Green School exceed the planned admission limit of 49 in the year group, then an Appeals procedure will be followed. Placements offered will be prioritised on the following basis:

1. Looked After Children i.e. Child in care
2. Pupils for whom Ewloe Green is the nearest school to home address.
3. Those children having a sibling in the school already.
4. A child for whom Ewloe Green is not the nearest school – the distance is measured from home address.

Transfer to Secondary School

The majority of our Year 6 pupils transfer to Hawarden High School at the age of 11. An excellent relationship exists between this school and the High School. This includes pupil visits by the Head of first Year and Curriculum Post Holders. Throughout the year there are regular meetings between staff at both schools and a series of Transitional Activities take place between the schools starting in Year 5. Records of progress are passed on prior to transfer. Current LA Admissions Policy dictates that some pupils may be offered places at other High Schools depending on home address.

A large, semi-transparent watermark of the Ewloe Green School crest is visible in the background. The crest is shield-shaped with a yellow border and contains the text 'EWLOE GREEN SCHOOL' in a stylized font. The crest also features a castle tower at the top.

<u>THE STAFF</u>	
Headteacher	Mrs R. Dyas MA Research BEd Hons
Deputy Headteacher	Mr C. Morrison BA Hons, NPQH
Assistant Headteacher	Mr J. Griffiths BA Hons
Teachers	Mrs E. Bentley BA Hons Primary with QTS
	Miss L. Cooper PGCE Primary
	Mr C. Dixon MA Environ. Science PGCE
	Miss E. Hughes BA Hons with QTS
	Mr J. Griffiths BA Hons
	Mrs F. Jones BEd Primary
	Mrs R. Marten BEd Hons (TLR)
	Mr I. Price BA Hons
	Mrs H. Prydderch BA Hons (TLR)
	Mrs N. Roberts BEd
	Mr J. Swede BA Primary
	Mrs J. Thwaite BA Hons Early Childhood Studies
	Mrs C. Wade-Jones BA Hons PGCE
	Mrs R. Wilcockson BA Hons PGCE(ALNCO)
	Mr D. Williams BEd Hons
	Mr D. White BSc PGCE
Teaching Assistants	Miss P. Bowles
	Mrs E. Campbell
	Miss Z. Evans
	Mrs S. Fewtrell
	Mrs C. Jones
	Mrs D. Jones
	Mrs N. Jones
	Mrs R. Prichard
	Mrs J. Thwaite
Auxiliary Support	Mrs S. Austin
	Miss H. Chowdhury / Mrs C. Robinson
	Mrs A. Stanistreet
	Mrs T. O'Farrell
	Miss E. Hoyte
Headteacher's Secretary	Mrs C. Taylor
School Secretary	Mrs H. Toljusic-Hughes

Midday Supervisor	Mrs C. Jones
Midday Assistants	Mrs J. Dixon
	Mrs J. Downes
	Mrs N. Jones
	Miss K. Pengelly
	Mrs K. Pengelly
	Mrs K. Siddley
	Mrs R. Teece
School Caretaker	Mr S. Merton
Cleaning Staff	Mrs J. Dixon
	Mrs R. Teece
Cook	Mrs S. Thomas
Kitchen Staff	Mrs J. Foulkes
	Mrs A. Beck

Governors

Mr B. Slatter	Chair of Governors
Mrs L. Andrews	Vice Chair
Mrs R. Dyas	Headteacher
Mr J. Griffiths	Teacher Governor
Mrs C. Taylor	Staff Governor
Mr D. Sterry	Councillor
Mr P. Sinclair	Community Governor
Mrs A. Griffin	Co-opted Governor
Mr S. Jones	Co-opted Governor
Mrs S. Browne	Parent Governor
Mrs C. Tomas	Parent Governor
Mr J. Griffiths	Parent Governor

THE SCHOOL

The school is a Primary School for children aged 3 – 11 years of age. We have a Nursery, which caters for children of 3 and 4 years of age



THE ORGANISATION OF THE SCHOOL DAY

Reception / Infants

Morning Session	8.40a.m. - 12.00 noon
Lunch	
Afternoon Session	1.00p.m. - 3.10p.m.

Reception and Infants have a short break mid-morning and mid-afternoon.

Juniors

Morning Session	8.40a.m. - 12.10noon
Lunch	
Afternoon Session	1.00p.m. - 3.10p.m.

Junior children have a short break mid- morning only.



SCHOOL HOLIDAYS

Holiday dates vary from year to year and parents are given a relevant list at the beginning of each school year. Holidays and trips must not be taken during term time as inevitably important aspects of work are missed. In the event of an emergency, a written request should be given to the Headteacher for consideration of leave but this will only be granted in exceptional circumstances and to a maximum of ten school days.

School Calendar 2024 - 25

Autumn Term

02 September ~ Training Day
03 September ~ 25 October
04 November ~ Training Day
05 November ~ 20 December

Spring Term

06 January ~ Training Day
07 January ~ 21 February
03 March – Training Day
04 February ~ 11 April

Summer Term

28 April ~23 May
05 May ~ Bank Holiday
02 June ~17 July
18 July ~ Training Day
21 July ~ Training Day



SCHOOL ACCOMODATION

The school was originally built in 1909, extended and then completely remodeled in 1989. Two further classrooms were added in 1992 and further extensions were completed in 1996. The school is built as a single site set in beautiful grounds. It houses the classrooms, an Early Years department, a small hall and central atrium which has undergone a transformation in recent years to maximise its use as a central learning arena.



The children at Ewloe Green are of 3 – 11 years old. We currently have 390 children on roll. The children are all in vertically grouped classes at the moment and we are a two-form entry school up to the planned admission limit of 49 in a year group. Children work in mixed- ability classes according to their age and needs. During the course of the year, children, particularly in Key Stage 2 (juniors), may be grouped for Literacy and/or Numeracy according to their abilities.

CLASS ORGANISATION 2024 - 25

Nursery	AM/PM	Mrs Thwaite
Reception	Class 1	Mr Williams
	Class 2	Mrs Bentley
Year 1	Class 3	Mrs Marten
	Class 4	Mr Price
Year 2	Class 5	Mr Swede
Year 3	Class 6	Mrs Price
	Class 7	Mr White
Year 4	Class 8	Mrs Wade Jones
Year 5	Class 9	Miss Hughes
	Class 10	Mr Griffiths
Year 6	Class 11	Miss Cooper
	Class 12	Mr White
	Class 13	Mrs Prydderch
PPA/CPD	Class 14	Mr Dixon
		Mr Morrison / Mrs Wilcockson



SCHOOL MEALS

At lunchtime the children may:

- Go home for lunch
- Have a school dinner
- Bring a packed lunch

For those children who bring a packed lunch, we encourage healthy contents in line with our promotion of a healthy school. Also, all containers must be non-breakable. Drinks should be soft drinks and not fizzy.

School meals are currently provided free of charge to all of the children from children in Reception – Year 6. Parents are able to order meals directly from home of the School Gateway App for 2 weeks in advance. Children are also able to choose their meals in class on the day.

ROAD TRAFFIC, PARKING AND DROPPING OFF

Pedestrian Access

When planning your route to school you will need to consider which school entrance best suits your journey.

To ensure the safety of the children, they are not to use vehicular entrance gates. Parents and children should use the main gate at the centre of the front of the building. The purpose-built footpath that runs from St. David's Park to school is becoming very popular as a healthy alternative to driving to school.

Dropping off and Parking

Ewloe Green is situated on a busy road. The area in front of the school is therefore dangerous and we would be grateful for your help in keeping the children safe. Parking directly outside the school is prohibited as is parking on the pavement and in close proximity to the junctions. Parking facilities are available at the nearby Ewloe Social Club and Boars Head Public House. Please also respect our neighbours.

Children arriving at School

Children should not arrive at the school premises before 8.30a.m. A member of staff is on duty from 8.30am until 8.40a.m. School therefore cannot take any responsibility for children who are left at school before 8.30a.m.

Access

After 8.40a.m. All doors into school are secured using simple turn locks and key pads. Visitors are encouraged to use the main entrance. Entrance to the school atrium is only via a mechanism operated from the school office.

The School Secretary is in the school office from 8.30 a.m. - 3.45p.m. Visitors should visit the school office where they will be issued with a badge to wear after signing in via our electronic signing in system. Only then will the mechanism above be operated. This is for security reasons.

ABSENCES / LATENESS

It is crucial that children are settled in their class on time. A quiet relaxed start sets the tone for the day. If a child arrives after 8.50 a.m. but before 9.20 a.m. a late mark will be given. If a child arrives later than this, then he/ she will be marked as an unauthorised absence unless a note is received.

Each term, we must account for all absences whether authorised or unauthorised. Therefore we need to know the reason for every absence. These are checked by the Education Welfare Officer.

Please telephone school on the first morning of the absence, and please send a note to school upon the first day of your child's return.

Latecomers must report to the school office to obtain a mark. Similarly, children who leave school mid-session should also report to the office to ensure registers are up to date.

Holidays and trips should not be taken during term time. In the event of an emergency, a written request may be given to the Headteacher for consideration of leave but this will only be granted in exceptional circumstances, and to a maximum of ten school days.



Safeguarding/Child Protection

The well-being of all of our children is paramount. All adults, both teaching and non-teaching staff have a duty of care for all children in school. All staff have undertaken child protection level 1.

The Head Teacher (first designated officer for child protection), Deputy Head Teacher (second designated officer) and Assistant Headteacher (third designated officer) having undertaken child protection training level 3. The child protection Governor (Level 3) is Mrs. A Griffin.

Concerns about children, be it from disclosures, evidence in their well-being,

reported either from within school or from an external person are investigated in accordance with our Safeguarding and Child Protection policies. The Child Protection policy is available to view in the atrium and also on the school website.

Children with Special Needs

All children have Special Needs. Most children have their needs met through normal resourcing and curriculum delivery. For some children, needs cannot be fully met and potential achieved by ordinary arrangements and therefore the school, and sometimes the Education Authority, have to make special provisions to ensure needs are met. This might mean the curriculum being delivered in differing ways taking into account a child's individual needs.

At Ewloe Green we have a clear Special Needs Policy, which aims at early identification of special needs by effective monitoring and regular review of progress. Parental involvement in the process is strongly encouraged and parents will always be invited to attend review meetings. The ALNCO, and the class teacher will monitor the provision of Special Educational needs.

Occasionally, the resources available within school cannot fully meet the child's needs. The school will therefore seek extra funding and resources from other agencies so the child's needs can be fully met. Such agencies might include the Area Special Needs Support Teacher, the School Doctor, Educational Psychologist, Speech Therapist, Physiotherapist, etc.

The school also recognises that special provision also needs to be provided for those children who are exceptionally able, i.e. More Able and Talented.

Diversity and Equality

We are an inclusive school and operate within the remit and parameters of our diversity and equality policy. This is available to view in the atrium and on our website.

Medicines

Teachers are not allowed to dispense medicine in school. Some children with long-term medical problems such as asthma or diabetes can be trained to administer their own treatments at school. If your child needs to take medicine on an occasional basis we would ask you to make arrangements to come into school to dispense the medicine. In exceptional circumstances, if your child is fit to be in school but requires medicine, the Head Teacher or Deputy Head Teacher will administer it providing a written and signed request is submitted which states the name of the child, the drug, the dosage and the time it is to be administered.

Accidents at School

Cuts and bumps in the playground cannot be avoided. When a child has a minor accident such as a grazed knee, we will administer First Aid at school. If the accident involves a bump to the head we will notify the parent by email and in writing. All accidents are recorded. More serious accidents, for example those where professional medical attention is needed, will be reported to the parent or contact person immediately. If we are unable to make contact we will make arrangements for the child to be accompanied to hospital by a member of staff. The Education Authority is notified of all serious accidents.

Illness

When a child is taken ill at school we will make every attempt to contact the parent so that arrangements can be made to take the child home. If we cannot contact parents we will try to contact the person nominated as an emergency contact so that provisional arrangements can be made. If a child were seriously ill we would not hesitate to seek medical attention should it not be possible to contact parents.

Children who are ill at home should not be returned to school until they are fully fit. This is particularly important after an infectious illness such as sickness and diarrhoea, (24 hours symptoms free). As with all absences, school should be informed if a child cannot attend and a note sent, giving reasons for absence, to the child's class teacher on return. With certain childhood illnesses the Health Authority recommends that children are kept away from school for a minimum number of days:

- * Chicken Pox / Measles 7 days from onset of rash
- * Mumps..... 7 days from onset of swelling
- * German Measles 5 days from onset of rash

School Health Authority

The school doctor carries out medical examinations during the year and the school nurse visits the school to periodically conduct eyesight and hearing tests. You will receive adequate notice of the doctor's visit so you can attend. The school dentist also visits school periodically.

Headlice

Incidents of headlice are a community problem, which affect school life. Please help us by checking for headlice on a regular basis, informing school of incidents and referring re-occurring cases to the local Health Clinic for treatment.

Protection against the Sun

The school is concerned by the dangers posed by excess exposure to the sun and we therefore encourage parents to send their children to school with sun-hats during the summer months. Children may also bring sun-protection creams to self-administer.

Drinking Water

Children need to drink to keep hydrated and to help concentration. Access to water is always available. All of the children from Year 1 to 6 are encouraged to have their own water bottle with a sports top to avoid spillage that they can keep in school.



THE HOME / SCHOOL PARTNERSHIP

The Partnership

The school places great importance on the link between home and school. We are aware of parental expectations concerning the child's academic progress and welfare and believe that the surest way these can be fulfilled is by developing a positive partnership between home and school. We believe in establishing this partnership through a development of mutual understanding and respect. We aim to achieve this in the following ways:

* **Parents in School**

We welcome and enjoy seeing parents in school. We believe that parents should be free to visit school at any time but because of teacher commitment, ask that an appointment be made for detailed discussion.

Some parents who have time to spare or an expertise to offer sometimes come into school to help in a wide variety of ways, either in the classroom or in some other support role. Parental help is always welcome, though we realise many parents have other commitments

* **Open Evenings and Consultations**

We hold formal consultations during the Autumn, Spring and Summer Terms. The first consultation is arranged to discuss your child's initial progress and settling in. The second consultation is a meeting to discuss progress and attainment. This consultation is preceded by an opportunity to view your child's work. During the summer term we send home a full and detailed report, which you can then discuss at the final consultation with the class teacher

* **School Events**

Special events are held throughout the year such as concerts, plays, church services and Sports Day. These opportunities to celebrate talents are not to be missed!



Access to Information

Arrangements can be made for parents to have access to all information from the Department of Education, Local Education Authority or Governing Body by contacting the Headteacher or Chair of Governors.

Parents also have right of access to information held on their child. Reasonable notice should be given so that such information can be retrieved.

The school and Governing Body are Registered Data Users under the requirements of the Data Protection Act.

Parents are legally entitled to have access to a range of important documents relating to the life of the school. They are:

Schemes of work	Policies
The school prospectus	DfES circulars
Governing Body's annual report	Statutory Instruments
Inspection report about the school	

Where possible the school would appreciate a request for such documents in writing. The Head Teacher may make a charge for personal copies of certain documents.

Parental Complaints Procedure

If a parent becomes concerned in any way about their child's education it is important to let the school know of your worries. A first step would be to discuss it with the child's teacher where it would normally be resolved. If not then a meeting should be set up with the Headteacher. If a parent is still dissatisfied, then a complaints committee made up of a small group of school governors will hear the complaint. A copy of the full complaints procedure is attached at the back of this prospectus.

SCHOOL CLOTHING

The wearing of school uniform is strongly encouraged.

- * Emerald green sweatshirt with school logo or emerald green cardigan with school logo
- * Golden yellow polo shirt with school logo if worn as part of the summer uniform, or plain if worn underneath sweatshirt/cardigan.
- * Black or charcoal grey school trousers or skirts.
- * Black school shoes.
- * Green striped or gingham summer dress (optional)
- * Black or charcoal grey tailored shorts (boys summer ~ optional)

PE kit

- * Plain white t-shirt and Black jogging bottoms
- * Black PE shorts
- * Black pumps
- * Trainers or pumps for outdoor use
- * School tracksuit (optional)
- * Green fleece with full zip and logo (optional) to wear for PE on a cold day or as a coat for school * NOTE: sweatshirt will do just as well for PE if cold.
- * Reversible coat with school logo (optional)

For physical education and games lessons children are expected to change into kit. Trainers may be worn for outside PE/games but not inside. Simple drawstring bags for PE clothes and shoes as they are inexpensive and anything more elaborate will not fit on to our crowded coat pegs. All clothing should be clearly marked with the child's name so that lost items can be reunited with their owners as quickly as possible!

[School uniform can be obtained from Monkhouse in Mold.](#) The school cannot be held responsible for any personal property (e.g. watches) brought on to school premises. Unfortunately, items of jewellery such as rings, earrings or necklaces cannot be worn at school for health and safety reasons. The only earrings acceptable at school are studs as they present the lowest risk in terms of accidents. If you wish your child to have his/her ears pierced,



the best time to have this done is at the beginning of the summer holidays. This will ensure that earrings can be removed at school without risk of infection, as children wearing earrings will be required to remove them for PE or swimming.

SCHOOL RULES AND DISCIPLINE

Our school rules exist to foster positive attitudes towards oneself, such as the development of self-respect, self-confidence, self-discipline, independence and acceptance of personal responsibility.

We have worked co-operatively to achieve a whole school approach to the management of children's behaviour. This is based upon the United Nations Rights of a Child. Our policy combines the principles of the re-enforcement of good behaviour with clear procedures for dealing with inappropriate behaviour. The support of parents is vitally important in maintaining our high expectations of behaviour.

In the main we operate a positive discipline programme where good behaviour is praised and rewarded. However, where pupils behave in an unacceptable way, consistent sanctions throughout the school will be applied. It may be necessary in the most extreme circumstances to exclude on short, long or permanent basis.

The school encourages parents/carers to contact school to express any concerns or anxieties they may have. The staff will aim to deal with such concerns in a fair and consistent way.

UNITED NATIONS RIGHT OF A CHILD (UNROC)

We believe that:

- *All children have a right to learn (Art 28)*
- *Everybody has the right to be respected and to be treated with dignity (Art 29)*
 - *All adults have a right to do their job (Art 2)*
- *Everybody has the right to feel safe and to be healthy (Art 6)*



THE CURRICULUM

We are embarking on a brand-new curriculum in Wales which is very exciting! In preparation for this we have been integrating the six areas of learning into our delivery for the last few years.

These are, 'Language, Literacy and Communication', 'Mathematics and Numeracy', 'Humanities', 'Expressive Arts', 'Science and Technology' and 'Health and Well-being'. All of the 'traditional' subjects sit beneath these areas of learning and are integrated into a holistic learning experience whereby the children develop their skills, knowledge and understanding so that they are able to apply their learning.

We provide:

1. A BROAD CURRICULUM, which as a whole and in its parts introduces the child to a wide range of areas of experience, knowledge and skills.
2. A BALANCED CURRICULUM where each area of the curriculum is allotted time to make its specific contribution.
3. A RELEVANT CURRICULUM where subjects are taught in such a way as to make plain their links with the child's own experience. In doing this there is a need for practical experience to ensure there are opportunities for applying knowledge and skills.
4. A DIFFERENTIATED CURRICULUM in which what is taught and how it is taught is matched to the child's abilities and aptitudes. The aim is to challenge the children at the leading edge of their knowledge, understanding and ability.
5. A curriculum, which promotes the mental, physical, spiritual, moral and cultural development of the child and of society and prepares children for the opportunities, responsibilities and experiences of adult life.
6. A curriculum, which combines and promotes key skills throughout lessons.
7. A curriculum, which promotes and celebrates the culture of Wales.



In our aims we hope to help children to:

- * Develop lively, inquiring minds, the ability to question and argue rationally and apply themselves to tasks and physical skills.
- * Acquire understanding, knowledge and skills relevant to adult life and employment in a rapidly changing world.
- * Use their language, mathematics and their knowledge effectively.
- * Develop personal moral values, respect for religious beliefs and tolerance of other races, religions and ways of life.
- * Understand the world in which they live and the interdependence of individuals, groups and nations.
- * Appreciate human achievements and aspirations.

GENERAL CURRICULUM

It is the school's policy to ensure that there is an Equality of Opportunity in access to a quality curriculum which the school believes should be delivered to all children irrespective of gender, ethnicity, ability, social and economic status or level of attainment.

In Wales, statutory education begins in the term after a child's fifth birthday, although many children start school earlier than this. The term 'Early Years' covers the period before compulsory education, when children are aged 3 – 5.

The School Curriculum

Primary schools in Wales must, by law, teach the basic curriculum of Religious Education and PSHCE, and the National Curriculum. The six years of the primary phase are divided into stages. Foundation Phase covers the four years from ages 3 – 6 (i.e. Nursery to Y2) and Key Stage 2 the four years from 7 – 11 (i.e. Y3, Y4, Y5 and Y6). The Foundation Phase curriculum is statutory for all children.

The National Curriculum consists of:

Core subjects ~	English, Mathematics, Science and ICT
Foundation subjects ~	Welsh second language, Design and Technology, History, Geography, Art, Music, P.E.

In addition we also teach French as a Modern Foreign Language and engage in Personal Social Health and Citizenship education.

Teachers plan National Curriculum subjects at appropriate levels. Each child's level of achievement is regularly monitored and assessed to ensure quality of learning, guarantee continuity and progression and to aid future planning.

We present a cross-curricular thematic approach to support the key skills that children need to develop within their learning experience. They are taught through subject areas as well as through topics and projects. Pupils may be placed in groups for Literacy and Numeracy in Key Stage 2.

English

Language is the most important tool through which people learn. The English Language is central to developing pupils' abilities to communicate effectively. Children need to speak clearly, listen with understanding, become enthusiastic knowledgeable readers and learn to write neatly and effectively for a range of purposes. These key skills are of great importance in every academic subject area. Pupils will be taught to speak, write and read standard English in order to be able to participate fully in public, cultural and working life.

The development of language skills is seen as a partnership between home and school in which parents can perhaps give the most assistance by hearing their children read regularly and by discussing their reading and other work with them as a part of daily family life.

Mathematics

Mathematical knowledge and understanding are essential life skills, which we aim to develop in an enjoyable, interesting and challenging way. Children cover work in the key areas of number, measures, shape and space and data handling in a systematic way. Children are encouraged to use their skills practically, mentally and through enquiry and problem solving. Continuity and progression are ensured by the use of an agreed scheme of work supported by a range of published mathematical resources.



Science

We see science as exciting, fun, practical and relevant. We aim to develop an enquiring mind through a broad and carefully balanced science curriculum and by the teaching of investigative skills, the ability to think through problems, make careful observations and devise experiments. The main themes of study are Life Processes and Living Things, Materials and their Properties and Physical Processes.



Information and Communication Technology



The development of ICT capability is an essential part of the education of every child. Here at Ewloe Green we use it to enhance and extend the learning experiences and opportunities of every child. Each class has at least one computer so that all children may have access to it



on a regular basis. We have a wide range of digital devices including iPads in every class and interactive whiteboards. We have an E Learning Plaza. Each class is timetabled to work in the e learning plaza across the course of the year. DCF/ICT skills are integrated across the curriculum.

Welsh (Second Language)

Welsh at Ewloe Green is taught as a Second Language. Part of the philosophy of teaching Welsh involves learning Welsh in an incidental manner, i.e. greeting children in Welsh, children may ask for things in Welsh. Most of the work entailed in the learning of Welsh is oral in nature although it does involve the need for some written work. The school is very keen to promote its Welsh ethos and competing in Local, County and National Urdd Eisteddfod have become an important part of the school year.

As a school in Wales we encourage our pupils to use the Welsh language as often as possible and to keep developing their skills. If you would like to help and encourage them as they learn (and perhaps learn with them) there are a number of ways you can get help to do this. You may find some useful information on the following websites:

www.learn-welsh.net/forparents and www.cambria.ac.uk/welsh-home-parents/



Music

Pupils are helped to develop their understanding and enjoyment of music through a balanced programme of performing, composing, listening and appraising. They are encouraged to improve their vocal, aural and instrumental skills throughout the school. Children may also have the opportunity to learn to play a musical instrument such as the violin, percussion, woodwind, brass or guitar.

Geography

Geography is taught through a range of themes which are designed to develop geographical knowledge, skills and understanding by the stimulation of the children's interest in their own surroundings and those of other people. Throughout their work children are encouraged to develop a sense of responsibility and concern for the environment, the world and its people both now and in the future.



History

We encourage children to enjoy history and develop a curiosity of the past. History is concerned with sequence, time and chronology and involves looking at evidence. Historical knowledge and skills are widened by studying a range of Historical events from Welsh History to History of Britain including the Tudors and Romans etc

Both Geography and History are enhanced through first-hand experience on educational visits.



Design and Technology

Technology challenges the children to apply their knowledge and skills to solve practical problems. From simple model making, children progress to designing and making more advanced models and structures appropriate to their topics and ability.



Physical Education

The main areas of Physical Education within the school programme are:-

1. Games- both indoor and outdoor.
2. Gymnastics and Dance.
3. Swimming (Years 3 – 6).
4. Athletics (Years 3 – 6).
5. Outdoor Education (Years 5 and 6).

Physical Education (general)

Children are expected to take part in all these activities unless they are excused on medical grounds. Each child will need pumps for indoor P.E., shorts, t-shirt/football shirt. All jewelry should be removed prior to going into the hall, playground, field or swimming pool. If this is not possible, they should be covered with appropriate tape/material.

The annual Sports Days (Nursery, Infant and Junior) are held in July for which the children are organised into three houses.

School competes against other local schools in the following: -

Football, Rugby, Netball, Cross-Country, Swimming, Rounders, Cricket, Softball, Dodgeball, Table Tennis and Athletics.



Art and Design

Art and Design activities play a vital role in the Primary curriculum, enabling children to produce concrete expression of their ideas and feelings. Through a variety of materials provided for drawing, painting, designing and construction, pupils acquire knowledge and skills and develop perceptions, which enable them to make a personal response to what they see, touch and feel. The correct techniques are taught so that the children use the materials and equipment correctly and safely. Good presentation and purposeful displays help to set the standards we wish to see reflected in the children's work.



Religious Education

Flintshire Education Authority has recently provided its own new 'Agreed Religious Education Syllabus'. Its aims are related to all age groups. Its main aim is to help pupils understand what religion is and what part it can play in the lives of individuals.

All children take part in a daily Act of Collective Worship although the size of our hall means this can never be whole school. Assemblies may be led by staff or by visiting members of the community or agencies. Children have the opportunity to take part in class assemblies and parents are warmly welcomed on these occasions. We take every opportunity to celebrate achievement, successes and talent through our awards assembly.

Parents are welcome to discuss any aspect of the Religious Education Curriculum with the school, and have the right to withdraw their child from Religious Education/Worship if they so wish.



PSHCE

PSHCE is a programme of 'Health and Citizenship for life'. We aim to equip children with the knowledge and skills necessary for making sound decisions about personal health, for preserving and improving a safe environment and to be purposeful and positive citizens. Our programme is part of the wider curriculum and opportunities for speaking and listening, role-play and drama are promoted to develop your child's confidence, self-esteem and well-being.

Sex Education

The governors' view on sex education is that it should be integrated into the school's curriculum through science, health and hygiene. In this way it is hoped that the sex education programme will be accepted in a natural, relevant way and not seen as awkward 'one-offs'.

Assessment

Baseline Assessment

Each child's language, mathematical and personal and social skills will be assessed during his or her first term in school. This assessment helps teachers to assess pupil's abilities and needs and to provide a better plan for children's learning and to measure their progress in the first years of school. The results of the Baseline Assessment will be reported to parents before the end of the term.

Teacher Assessments

Teachers assess children's work from day to day in all subjects and activities. In particular they will assess progress in the areas of learning each term during Foundation Phase, and the core subjects in Key Stage 2.

Data is collected to track pupils progress throughout the children's time in school and collective data at the end of the Foundation Phase and Key Stage 2 is published.

Targets are set internally throughout the Primary phase and again these are published for the end of the Foundation Phase and Key Stage 2 (Year 2 and Year 6) as a measure of pupil progress towards attainment of the Foundation Phase Outcomes and National Curriculum Levels. Although not required to report these, schools are encouraged to include them in the annual report that you will receive on your child's progress during the school year.

Homework

In all subjects children are encouraged to continue and extend their studies at home, especially in the core subjects. It is our aim to keep homework flexible but with time scales attached so that you can fit the overall amount of time required into busy family schedules. Education is a partnership between parents and school and it benefits children greatly if their parents hear them read regularly and support them in their homework tasks.

Educational Visits

You will be informed in advance of any educational visits. Children are expected to wear school uniform on any day outings unless directed otherwise.

Some visits are residential but most are half or full days.

The cost of excursions has a bearing upon whether or not it is offered. Transport costs, entrance charges, accommodation charges and additional fees etc are taken into account before informing Parents of the final cost.

School cannot fully support the cost of these additional activities without your voluntary contributions and if insufficient funds are not paid then trips may have to be cancelled.

The school remissions policy is attached at the back of this prospectus.

School Activities

We offer a wide range of after school activities here at Ewloe Green. They range from sports clubs including Football, Netball and Athletics to Choir, Gardening, Art, French and other short courses.

Our School Association organises many events throughout the year such as Discos, Swishing events, Sleep overs, Santa's Grotto to name a few.

Throughout the year, we invite theatre groups, demonstrations, musical workshops, drama workshops and a variety of other educational experiences such as day trips to support the curriculum and residential visits in order to enhance our children's learning.

School Association

There are many fun events for the children and families throughout the year. We welcome support from parents, staff and governors to ensure that events take place and to lend a hand in the organisation and delivery of these activities. All parents and staff are automatically members. We encourage parents and Carers, Grandparents and friends to become involved in school life during the school day, assisting in activities such as hearing children to read, cooking, art and craft etc. If you feel that you could offer a particular talent or some time to school, please contact the Head Teacher or your child's class teacher. All helpers are subject to a DBS check for security purposes.

Charities

Throughout the year we raise money for a variety of charities or provide money in support of sudden disaster funds. This helps to raise the children's perspective of global issues and develop empathy for others.

School Fund

Fund raising is a necessary part of school life in order to enable us to provide for the additional resources, which our school budget does not afford. Various fun and educational activities take place throughout the year in order to help us raise funds.

PUPIL DEPRIVATION GRANT

During their time at Ewloe Green School, the children will be given the opportunity to go on several educational visits. Some of these will be residential; most will be day visits only.

Before finalising the cost of a visit, several aspects are taken into consideration.

- Transport costs
- Entrance charges
- Accommodation charges (if relevant)
- Miscellaneous fees and charges

Once all the above costs have been finalised an overall cost of the visit is arrived at.

Voluntary Contribution

Whilst giving parents the overall cost of the visit we understand that parents may if they wish make a voluntary contribution towards the costs if making the overall payment is financially difficult for them.

The school position is clear on this, if sufficient funds are not paid to cover the cost of the visit, the visit may have to be cancelled.

Deposits

Some deposits are non-refundable e.g. Theatre visits. However on residential visits it is usually possible to refund at least part of the deposit depending on the company concerned.

Remission for Board/Lodgings

We aim to ensure that costs do not prohibit pupils from accessing the opportunities and utilise the current Pupil Deprivation Grant to subsidise such events. In the first place, pupils in receipt of free school meals will be considered for financial support within the parameters of the grant.

COMPLAINTS PROCEDURE

Often parents and other members of the public would like schools to know their views. Sometimes there are meetings when it is possible. On other occasions a personal comment is more appropriate. Communication, written or spoken, is valued as part of the partnership between home and school. Co-operation between parents, staff and Governors leads to a shared sense of purpose and a good atmosphere in school. This section aims to answer some of your questions about this.

Should I pay a compliment?

Certainly! Those at the school are always pleased to learn that things have gone well and are appreciated.

Should I tell them my concerns?

Definitely! All members of staff want to know as soon as possible if something concerns you or your child. They can then investigate and give you a response. If need be, they can also take steps to remedy a situation. Misunderstandings can be cleared up. An apology can be given if something is found to be wrong.

Everyone benefits from the speedy resolution of difficulties and from suggestions for improvement.

Should I complain?

Yes – if you believe that something is seriously wrong. Your view can then be considered and an investigation can be established whether there is something wrong which needs to be corrected. The school's response will be based on the Governors' agreed policy and will seek to be fair to all concerned. Writing down your complaint helps to clarify exactly what you are complaining about.

Whom do I contact?

That depends on the particular situation. If you have a general concern, often the teacher is able to deal with the matter. If you have a complaint, contact the Head Teacher. Mutual courtesy is to be expected and ensures that things go smoothly. There should always be discussion in the hope of solving difficulties informally. Most problems are solved in this way. A complaint about the Head Teacher goes to the Chair of Governors. Certain specific complaints (e.g. about admissions to school) are dealt with separately.

What if the matter is still unresolved?

It will be necessary to write to the school and inform them about this. In response the school may invite you to a meeting to talk it over with the Headteacher. The school may arrange for a suitable mediator to be present. After trying all other ways, you may decide to make a formal complaint to the Governing Body.

What is a complaint?

It is an expression of serious dissatisfaction. This could be about an event, which has happened, failed to happen, or the way in which something was handled. Further information about your school's complaints procedure can be obtained from the Head Teacher of the school, who will provide you with a copy or from the school website.

Who will deal with my complaint?

At first, the Head Teacher will respond, and others may assist. If you proceed further with your complaint, a committee of Governors (not previously involved with the case) will listen carefully to both sides before reaching an independent decision.

How do I make a formal complaint to the Governing Body?

You submit a copy of your complaint in writing to the Head Teacher or Chair of

Governors, including a request for a formal hearing. You cannot introduce new or different complaints at this stage. You will receive an acknowledgement within five school days. An investigation meeting will follow, with all the relevant paperwork having been circulated at least five school days in advance to everyone involved. You (accompanied by a friend if you wish) and the Head Teacher (also accompanied by a friend or professional representative) will be invited to speak to the committee and to ask and answer questions. The committee normally allows witnesses to attend part of the meeting. A Governing Body may decide not to consider a complaint about something, which occurred more than six months previously.

What happens next?

You will be informed in writing of the committee's decision.

Remember

This whole process exists so that your views or others can be heard. You have rights. Pupils have rights. Staff and Governors have rights. The aim is that the complaint should be properly and fairly dealt with. Communications with school are frequent and are welcome. The later stages of the complaints procedure are used rarely but remain part of the process. Services are improved by a positive response to compliments, concerns and complaints.

