



# Cilâ Primary School Ysgol Gynradd Cilâ



# Prospectus Prosbectws

2025 — 2026

# Welcome to Cilâ Primary School

## Croeso i Ysgol Cilâ

### ***A Message from the Headteacher***

We are delighted to welcome you and your child to Cilâ Primary School and hope that the years spent here will be happy and successful. The information in this prospectus is intended to help introduce you and your child to the school.

Every year we have many visitors to the school and frequently comments are passed on the high quality of the learning environment and relationships within the school. The school is extremely proud of its reputation for its concern for the individual child, both in terms of pastoral care and education provision. We work on the premise that every child is entitled to the highest quality educational experience that can be provided.

We deliver an innovative and purposeful curriculum with experienced staff trained to a high level. In addition to gaining literacy, numeracy, scientific, artistic and technological skills, your child will build confidence, develop self-reliance, learn to make decisions and develop the ability to articulate feelings and ideas. We also attach great importance to the development of pupils' social skills and seek to enable them to build relationships with other children and adults and be sensitive to the feelings and needs of others.

### ***As parents, there are a number of things you can do to help:***

- Do reassure your children about school; talk to them about their teacher, the activities they're doing, the friends they're making and the happy times they will have;
- Keep us informed of any significant details relating to your child's education. For example, tell us of any allergies, major health problems or personal circumstances, which might be significant. This information will be regarded as confidential and will help us to care all the more effectively for your child;
- Do not hesitate to come and see us if there is a matter you wish to discuss or any anxiety you wish to share. Remember, however, that some things are better discussed away from your children, at a time when the teacher is free to talk to you.

The staff are highly skilled at assessing pupils' individual level of development and then supporting them in moving, at their own pace, towards their full potential. We work hard to ensure that all children feel positive about themselves and acquire a high level of self-esteem. We believe that if you feel successful, you will be successful.

We wish your child a happy introduction to the school and successful progress through his/her time with us. We strongly believe that your involvement in this process is crucial and we will provide frequent opportunities to keep you informed about the ways in which we're working with your child.

# Governors/Staff

## Acting Chair

Mr J Davies

## Vice-chair

Mr J Davies

## Governors

Mrs Y Brenton

Miss H Richards

Mrs M Woolston

Mrs E Morse

Mrs S Evans

Mrs T Jefferies

## Headteacher

Mrs R Wisby

## Deputy Headteacher

Mr G Rees

## Teaching Staff

Mrs S Evans / Mrs C Cadmore

Mrs K Gregory

Mrs E Williams

Mrs N Jeffries

Mr G Rees

## Teaching Assistants

Mrs C Hoksbergen

Mrs F Brannigan

Mrs T Jefferies

Miss L Power

Mrs H Rees

## School Clerk / Clerk to Governors

Mrs S Beech

## Caretaker

Mr J Rees / Mrs H Rees



## School Context and Background

Our well established community school began as Killay Council School, which was opened on October 3rd, 1910 for children from 3-5 years of age. There were 109 children enrolled and a staff of seven. The building consisted of a central hall giving access to four classrooms, a staffroom and a headteacher's room.

In September 1958 a new infant classroom was completed and in December 1963 a demountable classroom was completed for the reception class (now occupied by the nursery).

In August, 1994, a demountable building was erected in the school yard and now, houses Reception. There is a telephone link between different buildings to ensure good communication. Outside there is a playground marked for games, a discrete early years play area and a small garden.

Other improvements to the accommodation and environment include three purpose built outdoor classrooms including a Sensory Garden, Outdoor Stage, Shop and Slide Unit, Centenary Boardwalk, Billy's Bunker and a Round House which was refurbished in the Summer of 2022, a shade canopy with astro turf play area, five new springers and raised garden beds. The school hall, corridors and classrooms are inviting and well resourced.

Each classroom has an iBoardTouch, along with Chromebooks and iPads.

Cilâ Primary School is situated in Upper Killay, approximately four miles from the centre of Swansea. The popularity of the school is recognised with many children coming from outside the schools allocated catchment area.

Pupils come from a range of social backgrounds. Almost all pupils have English as their first language; with no pupils speaking Welsh as their first language. Approximately 6% of pupils are registered as being entitled to receive free school meals. 14% of pupils are on the schools ALN register.

The school is fortunate to have a committed and enthusiastic staff and has a Governing Body which is also fully supportive and informed about the school and takes an active role in school development issues.

Cilâ Primary School is focused on providing high quality, appropriate education for all of its children. The school works hard to maintain excellent educational standards and positive relationships within the community. The school is committed to providing an inclusive education for all children and, if parents wish, will accept children as soon as practicable after their third birthday. We believe that education in the Foundation Phase is of the utmost importance and that children should be given the opportunity to experience all that is on offer in a warm, caring, learning environment.

In recent years, the staff and Governors of Cilâ Primary School have prioritised the raising of standards in Literacy and Numeracy (linked to both national and LEA strategies) in order to ensure that pupils are able to access the wider curriculum as effectively as possible. Underpinning these initiatives has been a considerable commitment to the development of ICT in terms of both the infrastructure and the development of staff competencies.



In recognition of its commitment to the raising of standards in Literacy, Numeracy and ICT the school has been awarded the 'Quality Standard' by the Basic Skills Agency.

In addition to specific strategies outlined in our school improvement plan which have enabled us to raise standards at Cilâ Primary School, it is important to emphasise other more general factors which we consider vital to effective school improvements:

- a highly trained, dedicated, professional teaching team who are committed to the school's vision and the raising of standards at this school;
- a dedicated, professional and hard-working support team who understand the importance of realising our vision and their individual roles within the education partnership;
- a governing body whose members value the importance of raising standards within the school and who appreciate their vital role within the process;
- parents' appreciation of the schools commitment to the raising of standards and a clear understanding of the role which they play within the process;
- pupils awareness of our expectations of them and their expectation of themselves

Our school's aims give a clear indication of what we are pursuing in terms of outcomes and development. Our school improvement plan displays a clear vision of the way in which the school is to move forward. It indicates priorities for improvement that are expressed as specific targets and goals in securing further improvements to the educational provision and standards of achievement of pupils of Cilâ Primary School.

The school has clear goals for improvement in the future, and the teaching staff and governors are determined to move forward according to these goals in order to improve further the standards achieved within the school.



### **Aims**

We aim to achieve this by establishing a stimulating environment in which the experiences offered are flexible enough to take account of the differences of the ways in which children acquire and develop knowledge and understanding. Specifically we aim to:

- provide a happy environment that is caring, nurturing and supportive for all those who work at and visit our school;
- treat our children as individuals and encourage them to reach their full potential ;
- show children how to live in a safe way and develop good social skills for living harmoniously with others;
- provide a curriculum that is broad, balanced, coherent and relevant and which will enable children to acquire the knowledge and skills to prepare them for lifelong learning;
- support children in developing imaginative, enquiring minds with the ability to reason and reflect;
- continue to develop and build upon links with the local community and wider world.

### **Values**

We believe that these aims are rooted in a set of values which we hope all children will acquire in the school, namely:

- to be polite, honest and truthful;
- to keep promises and agreements;
- to be sharing and caring;
- to be respectful of others and their property;
- to be considerate of all living things;
- to be responsible for all personal actions by developing self discipline.

## School Inspection

The school was last inspected ESTYN in June 2022. The inspectors stated that 'Cilâ Primary School is a highly supportive and happy learning environment where pupils thrive and progress well. In their time at the school, pupils develop positive attitudes to learning and an understanding of the importance of respecting others. They demonstrate effective skills in many areas, such as their digital and physical skills..

ESTYN expressed that 'The school provides a broad and stimulating curriculum, including a range of themed weeks and celebratory events that engage pupils' interests well, such as challenge week and language week'

The inspection report highlights that 'The level of care, support and guidance provided for pupils and their families is highly effective. The school maintains a constant focus on inclusion and on improving all pupils' well-being. Parents speak highly of the emotional and personal support that the school provides for them as well as their children.'

They Stated that 'The governing body is highly supportive of the work of the school. Governors work well with the headteacher to ensure that the school is an effective learning environment.'

Recommendations identified in the report were:

- Focus monitoring, evaluation and improvement strategies more sharply on pupils' learning
- Improve pupils' Welsh speaking skills
- Ensure that teachers plan learning that supports and challenges pupils at the correct level more consistently

## School Improvement

Self-evaluation contributes to our school improvement by providing an accurate assessment of how well our school is performing and crucially what needs to be done next. It helps identify improvement priorities and leads to evidence-based school improvement planning, which results in clear benefits for pupils. There are 5 important aspects to our robust and embedded self-evaluation:-

1. Self-evaluation processes are an embedded feature of our school improvement cycle;
2. Self-evaluation involves all staff;
3. Effective communication and sharing of areas for improvement with all stakeholders;
4. Clear links between staff development and school priorities;
5. Culture of high challenge and low threat.



## Community Links

The school is highly regarded in the community, and many of our pupil's parents and grandparents attended Cilâ. We're very pleased to welcome Senior Citizens from Upper Killay to our school to share school events with us.

We're also happy to have close links with the Upper Killay Horticultural Society which offers support and practical help in enhancing the school environment and in working with the children. The school maintains a good relationship with Killay Library, local PCSO's, charitable organisations and partner catchment schools.

## School Organisation

Children at Cilâ Primary School are organised into mixed ability classes. Within every class grouping of children occurs in order to facilitate more effective teaching and learning situations. The composition of such groups may be determined by individual needs and abilities or the nature of the activity being undertaken.

*Presently classes are as follows:*

Nursery	1 class (am)
Reception/Year 1	1 class
Year 2/3	1 class
Year 4/5	1 class
Year 6	1 class

### ***Why are mixed age classes formed?***

Mixed age classes are formed in most schools partly because of the numbers of children in each year group. It is not uncommon for the situation to change from year to year as the sizes of year groups can vary quite dramatically. At Cila, we are allowed to have up to 16 children per year group.

### ***Will my child be held back if he/she is placed in a mixed age or split year group class?***

No. The way in which learning and teaching are organised in primary school means that teaching and work is tailored to the needs and current achievement level of individual pupils. The staff at Cila Primary are experienced at planning and delivering work to match the needs of mixed age learning. They provide challenges for the more able children and support for those needing help whichever year group they are currently in. Furthermore, the school plans the educational experiences for the pupils in all classes in ways that ensure good progression and continuity, whichever year group or class they are in.

### ***I am concerned that forming a mixed age or split year class may mean that my child's friendship grouping is being broken up.***

Although care is taken in allocating pupils to classes, their social needs are not ignored, in general terms it is likely to be good for the children to experience classes with different classmates so that their circle of friends and acquaintances can be extended beyond the traditional age boundaries. Where new classes are formed, opportunities are created beyond the standard curriculum for pupils to maintain contact with friends who are in other classes (such as lunchtimes, playtimes, special activities for year groups, visits and school performances). When children transfer to secondary school, new friendship groupings in different subject areas become a fact of life, and many children generally welcome this situation.

## Session Times & Term Dates

Under the terms of the Education Act 1996, the amount of time to be spent per subject cannot be prescribed. However, schools must allow enough taught time to deliver a broad and balanced curriculum that includes all statutory requirements.

Total annual taught time is based on a 190-day (38-week) school year and on the recommended minimum weekly lesson times set out in Welsh Office Management of the School Day Circular 43/90, which are 21 hours for pupils in years 1 and 2, 23.5 hours for pupils in years 3 to 6 and 25 hours for pupils in years 7 to 11. Schools may provide a longer school day than the minimum if they wish.

### Morning Session

Nursery	8:50 am – 11:45 am
Rec/KS1	8:50 am – 12:00 am
KS2	8:50 am – 12:05 pm
Break	10:30 am – 10:45 am

### Afternoon Session

All pupils	12:55 pm – 3:20 pm
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## Teaching Hours

The hours spent on teaching during the normal school week, including Religious Education, but excluding the statutory daily act of worship, registration and breaks (including lunch) amount to 23.5 hours.

### Age Range: 3 – 11 years

The children are taught in classes of mixed ability and mixed year groups.

The composition of classes may be adjusted to reflect the distribution of ages throughout the school. Great care is taken to ensure that all children receive effective teaching time, including their entitlement to the Curriculum for Wales, within the wider curriculum. Teaching and learning is organised in an integrated way.

One music teacher is employed on a weekly basis to support music in the school. The school also employs a specialist physical education and Welsh specialist two days a week to support and enhance the Curriculum for Wales in these areas.

We encourage an 'open door' policy and parents are always welcome. An appointment may be made to see the head teacher, who will be happy to discuss any questions or concerns you may have concerning your child at a mutually convenient time.



# School Terms and Closures for Academic Year 2025/26

## ***Autumn Term 2025***

**Term begins** Monday 1st September  
**Half term** Monday 27th October – Friday 31st October  
**Term ends** Friday 19th December

## ***Spring Term 2026***

**Term begin** Monday 5th January  
**Half term** Monday 16th February – Friday 20th February  
**Term ends** Friday 27th March

## ***Summer Term 2026***

**Term begins** Monday 13th April  
**Half term** Monday 25th May – Friday 29th May  
**Term ends** Friday 20th July

## **School Closures for Staff Preparation and INSET**

Schools have the flexibility to determine when their six INSET/Staff preparation days are to be held and parents will be advised when these days have been allocated.

## **Play Times**

Class teachers and teaching assistants supervise breaks. Teaching Assistants supervise lunch-time break. Pupil Voice has contributed extensively to a variety of playground games/equipment that has supported children's well-being and enjoyment of lunch and break times.

A School Road Crossing Officer is on duty in the morning and at the end of the school day.





## Additional Learning Needs

At Cilâ Primary School we recognise that all pupils come to school at different stages of development and with different needs. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

Pupils who meet our criteria for having ALN will be supported by class teachers, teaching assistants, other adults and their learning environment.

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

- To meet the needs of all pupils through excellent teaching strategies, classroom organisation and differentiation.
- To have a whole school Universal Provision that addresses the needs of all pupils.
- To ensure that all pupils have access to a broad and balanced curriculum
- To ensure that early identification of a pupil's needs is made
- To ensure that ALN pupils take as full a part as possible in all school activities
- To use a Person Centred practice where the pupil, parents, school staff and outside support agencies are involved from the beginning in planning actions and ways forward to support pupils with ALN.
- To ensure that parents are kept regularly informed of their child's progress
- To ensure that ALN pupils are involved, where practical, in decisions affecting their future ALN provision
- To work in partnership with parents, pupils and other agencies e.g. Educational Psychologist, Speech Therapists, Social Workers, School Nurse etc.

## Equal Opportunities

Cilâ Primary School is committed to the provision of equal opportunities for all, irrespective of creed, colour, race, religion or gender. We offer equal access to learning for all our children in all areas of the curriculum. We encourage all children to participate in all aspects of school life.

## Access for Disabled

The school building is on one level allowing access to disabled pupils to all areas. Additional specialist equipment is available in consultation with outside agencies.

## School Uniform

The school uniform consists of a white school polo shirt and/or red sweatshirt, both with the school logo (available for purchase at J & S Products, 74, Tycoch Road, Sketty or Nash Sports, Sketty), and worn with grey/black trousers or skirt. Summer uniform consists of white polo shirt and grey shorts; a red and white checked dress is available for girls. Articles of clothing must be marked or labelled clearly with the pupil's name and sensible footwear is encouraged.



## Admission Arrangements

Our admissions policy conforms to the LEA policy. At Cilâ, we admit children into our nursery sessions from the age of three. Depending on circumstances and availability, this may be during the same term or the term after your child's third birthday. All parents wishing to send their child to any Swansea school (Reception to Year 6), must now apply through the Local Authority admissions process. A breakdown of this process can be found below:

- Parents contact the school and provide us with child's details and contact information (including telephone number and email address).
- Parents must then apply to Local Authority using admission information on City and County website —<https://www.swansea.gov.uk/admissions>.
- School will receive confirmation and acceptance of application from the Local Authority.
- Parents/Carers may contact the school to arrange a visit to the school.
- School will contact parents / carers to issue a start date.

From September 2021, schools are now responsible for Nursery admissions. If you would like your child to attend our Nursery, please contact our school office for more details. Admission to our Nursery class does not guarantee a place within the Reception class.

The school admission limit is 16 pupils per age group, from Reception to Year 6. Parents / Carers must again apply for a Reception place through the Local Authority process (please note that this process is separate to the Nursery admissions process). The Local Authority informs the school, as to who has applied and which children have been granted a space. If more applications have been received than spaces available, the Local Authority implement the following priority list:

- Children who are in the care of a local authority.
- Children who live within the school's defined catchment area.
- Children who have a brother or sister of statutory school age attending the school at the date of their admission.
- Other children for whom a place has been requested for whom criteria 1 to 3 above do not apply.

We are committed to establishing a partnership with parents and for this reason we ask that all parents enter a home-school agreement. This will be shared with you when your child starts school.

## School Meals

A variety of meals are provided by catering staff in a purpose built canteen and weekly menus are displayed in the hall and on our school website. The school catering service operates a 'Healthy Eating' policy which is reflected in the menus offered. School meals are free to all. If you feel your child may be entitled to Universal Free School Meals, which will in turn make you eligible for a school uniform grant, please contact the school office to discuss. Facilities are also available for children to consume their own packed lunches.

We hold a food hygiene rating of 4.

## Relationship & Sexuality Education

Relationships and Sexuality Education (RSE) is mandatory and is considered as part of the Health and Well-Being Area of learning, as well as being a cross cutting theme across all learning.

This vital part of every pupil's learning is underpinned by the UNCRC's Rights of the Child.

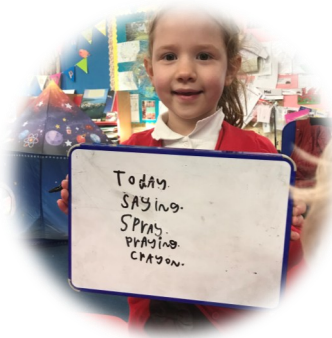
The school has adopted the City & County of Swansea Education Authority's policy for Relationship & Sexuality Education. The approach to the sensitive subject is broad and reflects the need to prepare primary school children for all aspects of their personal and social lives. In Cilã, Relationship & Sexuality Education is taught in a programme of age-appropriate cross-curricular activities, which concentrate on the development of the whole child. A copy of the County's policy is available at the school if parents wish to see it.

## Religion, Values & Ethics

The school has adopted the City & County of Swansea Education Authority's policy for RVE.

In Cilã we teach RVE through:

- Teaching of world beliefs
- Exploring ideas through Rich Tasks
- Encouraging all pupils to see links with real world events
- Reflection on our world and how we can make a difference
- Opportunities to study local and global contexts (Sustainable Development Goals)
- Developing critical thinking skills
- Age appropriate daily worship time and reflection
- Stories, school events and visitors from local Church groups supporting the delivery of our assemblies



## Mental Health & Well-being

Learning in Health and Well-being supports children to understand their rights and the rights of others (Articles 2 and 42 of UNCRC). It also supports children to experience their rights to be safe and protected from harm (Articles 19, 33, 34, 36) and also promotes the right of children to relax and play (Article 31) and to have healthy food and clean water (Article 24)

### *In Cilâ we teach and develop mental health through:-*

- Explicit teaching the science self-regulation
- Self-regulation areas and resources
- Flexible timetables to meet pupils' needs
- Effective links with outside agencies
- Daily check-ins
- Growth Mindset
- Restorative Practice

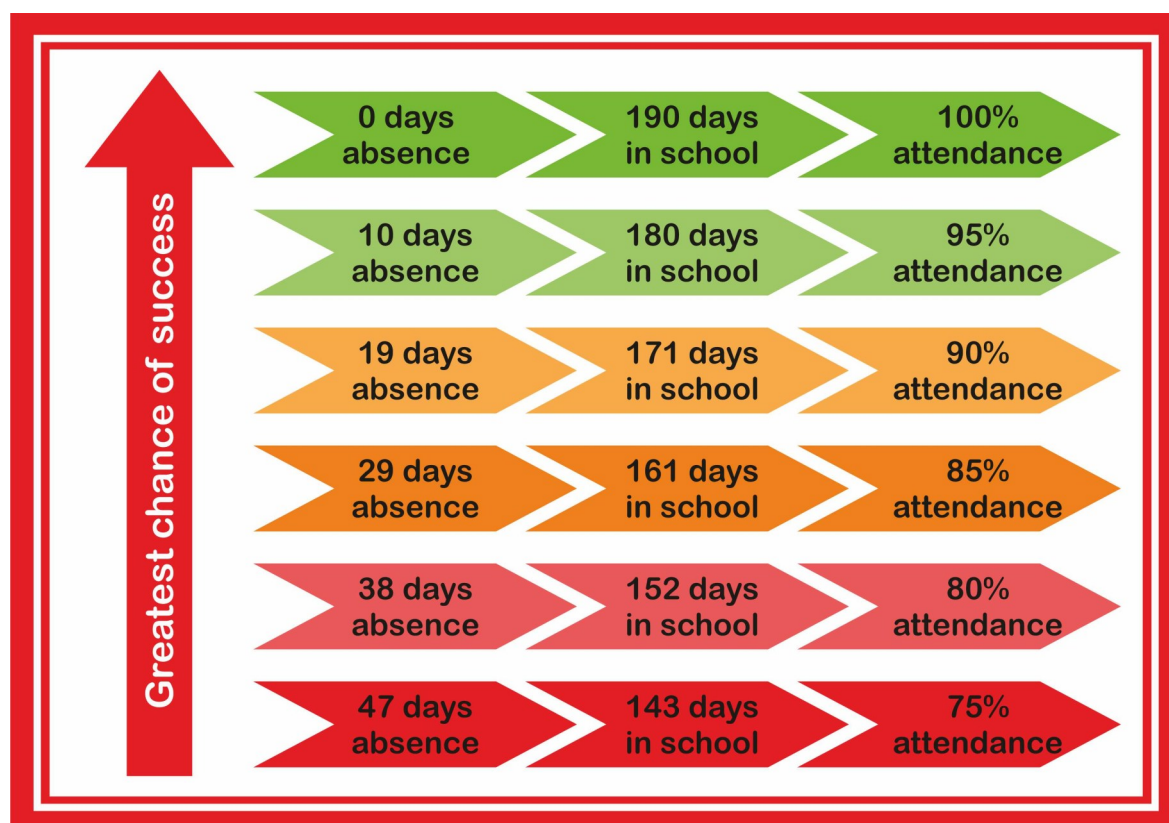


## Attendance

Punctuality is stressed and encouraged. Parents are required to inform the school of illness by 9.20am. The school has a first day response policy and will text or phone parent or carers if the absence is not communicated to the school. The EWO tracks attendance carefully and contacts families where attendance is below an acceptable level. Please understand that children cannot reach their potential academically and socially if attendance is low.

Children arriving late to school or leaving early are required to be signed in/out by a responsible adult at the school office. No child is allowed to leave the school unaccompanied by an adult during the school day.

If you wish to withdraw your child/ren from school during term time, then a Notification of Absence form needs to be completed in advance. For medical appointments, please inform the school office.



## Health and Safety

### *First Aid*

All staff have an 'Emergency First Aid' certificate. First aid boxes are available in every classroom, as well as in the main school hall and main reception area. There is a defibrillator based in the main school reception and one at the main school entrance that is available to the community. There is also an Anaphylaxis Kit for both adults and children based in the main school reception area. Travel first aid kits are available for off-site activities.

### *Illness, Accidents and Safety*

In the event of a pupil being taken ill or sustaining a minor accident, the parent or guardian is informed and appropriate arrangements are made. Emergency services are summoned in the case of major accidents and parents informed accordingly. For this reason, at the beginning of every school year we ask you to check the information that we hold to ensure that it is up to date. If you should move address or change telephone numbers, please let us know in writing.

Fire drills and lockdown procedures, as a safety precaution, are regularly carried out in line with school policy.

## Security/Traffic On-site Policy

In order to ensure the safety of all children, staff and visitors to the school, a variety of measures are in place including:

- Vehicle access to the school is restricted at certain times of the day. Between 8.15am – 9.15am, 11.40am – 11.55am and 3pm – 3.45pm the main gates are closed and internal gates are locked.
- Entry to the main building is restricted to the main entrance after commencement of the school day. For those wishing to enter the building after this time, a security 'voice call' button system is in place linked to close circuit television cameras. This enables callers to be monitored before entering the building.
- Any person working within the school is expected to show appropriate means of identification.

## Pastoral Care

The school has a warm, caring ethos where children learn to recognise, value and practice consideration, tolerance and respect for others. All teaching and non-teaching staff work towards creating a secure and supportive environment, where each child is valued for the contribution he or she makes to the school.



## **Safe Guarding / Child Protection**

The school fully recognises the contribution it makes to safeguarding children; the welfare of all pupils in this school is a priority. Our school is committed to ensuring that every pupil feels safe and secure and is able to enjoy all aspects of school life. All staff have regular child protection training and follow procedures outlined in the schools Child Protection Policy. If concerns are raised, direct referrals are made if necessary.

The designated member of staff for Child Protection is Mrs V Taylor, Headteacher. It is the Governing Body's duty to ensure the Child Protection Policy is reviewed annually and any deficiencies within the policy addressed immediately. All governors and staff have had appropriate child protection training, which is updated at least every three years. Child protection matters are reported to the Governing Body every term.

All staff that are appointed to work in Cilâ School, Governors and volunteers have an up-to-date DBS disclosure.

## **Positive Behaviour**

Good standards of behaviour are expected from all children. We encourage them to adopt a caring attitude towards one another and to treat everyone involved in the school with courtesy.

The school strongly believes in the principle of self-discipline which is based upon the mutual respect that must exist between individuals. The school fosters reasoned and responsible attitudes and behaviour, together with fairness and a sense of justice.

Any serious concerns will, as a matter of course, be brought to your attention and we will work together in order to further develop your child's positive behaviour.

## **Anti-Bullying**

Every pupil who comes to this school has the right and expectation to be educated in a caring environment where they will not be the victim of threatening, abusive or humiliating behaviour from anyone with whom they come into contact.

All children whatever their race, sex, beliefs, physical and mental abilities, have the right to grow up unharmed, to have the opportunity to develop fully and to have their basic needs met. They should be respected in body and mind, their safety and well-being should be ensured, and their personal dignity guaranteed. These values reflect the statements made in the UN Convention on the Rights of the Child 1987, and apply as much to children in school, as to any other setting and circumstance.

The responsibility to protect the needs and rights of children rests with us all, and this is particularly so in respect of bullying where an approach which involves the whole school is essential. Governors and staff need to work together with pupils and parents to develop standards of behaviour which apply to and will be supported by all; and to create a culture and an atmosphere in which children know they are listened to and their problems and worries are taken seriously and responded to with sensitivity.

The primary aim of work in school to deal with bullying behaviour is preventative rather than punitive. It should seek to create a level of understanding within the school which will prevent bullying ever happening.

## Homework Policy

A homework policy has been evolved and copies are available on request. Pupils are set homework which is appropriate to their age and ability levels and parents are requested to support and encourage children in completing the tasks set.

The recommended reading for which the National Assembly and the Basic Skills Agency promote can be done as part of implementing our homework policy. It is as follows:

### Year Group

Years 1 and 2	1 hour per week
Years 3 and 4	1.5 hours per week
Years 5 and 6	30 minutes daily

## Internet Safety

Children should be encouraged to use the internet as much as possible, but at all times in a safe way. Pupils should never be left unattended whilst online and staff should ensure that this does not happen. If staff know of misuse, either by a staff member or child, the issue should be reported to the Headteacher without delay. As Child Protection Officer, the Headteacher has overall responsibility for internet safety.

## Race Equality

Along with the Equal Opportunities Policy, there is also a Race Equality Policy. We want our children to be prepared for an ethnically diverse society. The school will work hard to promote racial equality and harmony by preventing and challenging racism.

## Photographing and Video

The use of digital / video images plays an important part in learning activities. Pupils and members of staff may use digital cameras to record evidence of activities in lessons and out of school. These images may then be used in presentations in subsequent lessons.

Images may also be used to celebrate success through their publication in newsletters, on the school website, and occasionally in the public media.

The school will comply with the Data Protection Act and request parents / carers permission before taking images of members of the school. We will also ensure that when images are published that the young people cannot be identified by the use of their names.

Parents are requested to sign the permission form on their child's admission form, to allow the school to take and use images of their children.

Parents are also asked to sign an agreement on their child's admission form, that if they were to take digital or video images at, or of, school events which include images of children, other than their own, they will abide by these guidelines in the use of these images.

They will also be asked to sign to agree **not** to publish any images of children other than their own on any social media site without the express permission of the child's parent.

## Whistleblowing

If members of staff ever have any concerns about behaviour or intentions of any person within the building, school grounds or within proximity of children, they have a professional duty to inform the management accordingly.

## Celebrating Success

On Friday of each week, the school holds a Celebration Assembly where we celebrate our successes. This may be in the form of whole school achievements (e.g. fund raising for charity), or group successes (e.g. sporting achievement) or individual success (e.g. improvement in behaviour, kindness, outstanding work or effort). This is an opportunity for the whole school community to reflect upon the many successes that are achieved, and to reinforce our aim that positive issues will be recognised and rewarded.

This reinforces our Vision of 'Achieving, Building, Celebrating'.

## Extra-Curricular Activities

Children are encouraged to participate in extra-curricular activities when available. These include dance club, sports club, board games, chess, art & crafts, IT, and science clubs.

## Policy on Charges and Remissions

The school does not expect parents to make compulsory payments towards the cost of educational visits. Parents are invited to make voluntary contributions to such activities and no child will be excluded because of non-payment. However, we see such events as an important part of our children's experience and it would be disappointing if insufficient response from parents prevented activities from taking place.





## Our School Website

We pride ourselves on our school website and it is the best place to find all the latest information, newsletters and diary dates. It is updated regularly with the latest news and events. Your child's class pages are continually updated so that you can share and take a full part in their learning journey. Pupils use our website in school as part of their learning, so please use this site together to ensure you get the most out of your Cila School experience.



## Pupil Voice Groups

At Cilâ, every child's voice is heard. We have active pupil voice groups who lead and develop school improvement.

- ◇ Eco Warriors
- ◇ Digital Leaders
- ◇ Rights Respecting Ambassadors
- ◇ School Council
- ◇ Y Draig Cymraeg



# The Curriculum

We provide rich and exciting experiences in order for all our learners to Achieve, Build and Celebrate their learning.

We are committed to developing a curriculum which engages, enthuses and inspires our pupils and staff.

Our curriculum supports learning through designing learning opportunities that draw upon the pedagogical principles, which enables all our learners to make meaningful progress over time.

We encourage teachers to have the freedom to teach in ways they feel will have the best outcomes for their learners.

We have a strong emphasis on the acquisition and application of skills and knowledge through experiential and active learning.

We study a whole school topic each term.

All children contribute to their curriculum, ensuring that they have ownership over their learning.

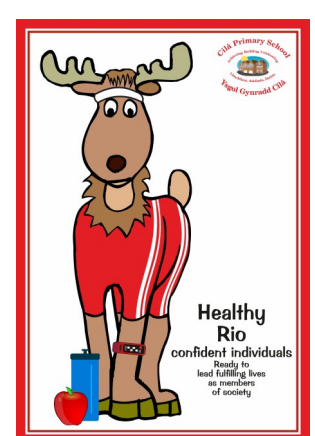
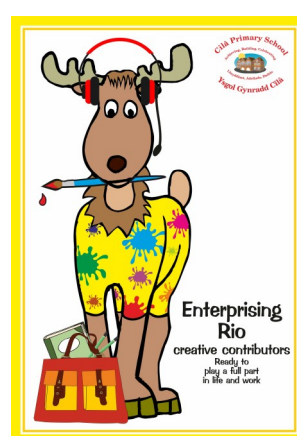
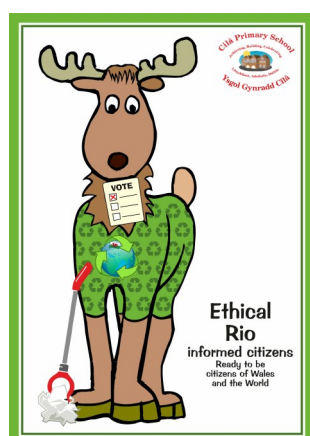
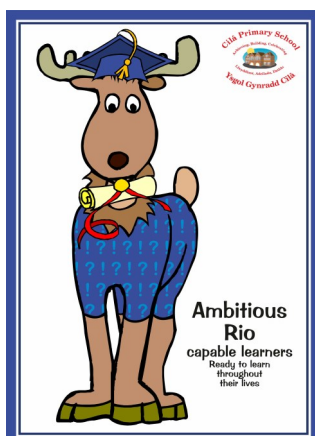
As part of our planning for the new Curriculum for Wales, we have an exciting new range of themes planned. **The four purposes** have been the starting point and aspiration for our curriculum design underpinned by integral skills, which are developed within a wide range of learning and teaching. Ultimately, the aim of our school's curriculum is to support our learners to become:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

Learning is organised and planned through the six AOLES (Areas of Learning and Experience) which include Mathematics and Numeracy; Science and Technology; Humanities; Languages, Literacy and Communications; Health and Wellbeing; and Expressive Arts

All classes are involved in EPIC Planning (**E**veryone **P**lanning **I**n **C**lass) where pupils lead their learning through creating ideas which are displayed on the EPIC board in class. Our half term overview for each class now includes some of the EPIC planning questions which have been generated by the pupils. This overview also includes our school value focus for each half term and our Rights Respecting Focus too.

A 'Focus Week' linked to our Rich Task activities and planning takes place each half term. These weeks have been planned to include for example, entrepreneurial week, language week, innovation and creation week.



## Rights Respecting

Children and young people have 42 rights under the United Nations Convention on the Rights of the Child (UNCRC). These 42 rights give children and young people what they need to grow up happily, healthily and safely. In 2011 Wales became the first country in the UK to make the UNCRC part of its domestic law.

The principles of a Children's Rights Approach are:

- Embedding children's rights - at Cilâ this means that all policies are underpinned by the UNCRC, and all our community know and understand about children's rights.
- Equality and Non-discrimination - at Cilâ we make sure that every child aspires to be the best they can be. This is encapsulated in our school Vision and Mission statements.
- Empowering children - at Cilâ pupils are actively involved in planning their curriculum.
- Participation - at Cilâ adults and pupils share the decision making and together drive policy and change.
- Accountability - Cilâ Primary School is held to account for how pupils experience their rights by the governing body and pupil voice groups.

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships. Our belief in "restorative approaches" ensures that every child is listened to.



## Assessment

Our Assessment is underpinned by children's rights principles. It is in line with the principle of using formative assessment effectively to plan next steps for learners. It is fully inclusive, and considers the progress of all learners in a broad assessment context. We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better.

This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children. 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 allow teachers to plan work that accurately reflects the needs of each child;
- To provide regular information for parents that enable them to support their child's learning;
- To provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school.

## **The Learning Environment**

*At Cilâ Primary School we endeavour to:*

- Provide a well ordered and attractive environment in which all are fully aware of the behaviour expected;
- Facilitate regular and sequential opportunities for pupils to develop their ideas through independent enquiry;
- Enable pupils to take increasing responsibility for the organisation and care of the learning resources;
- Ensure that learners take increasing responsibility for classroom display and care of the classroom;
- Enable pupils to implement ground rules to support effective group work;
- To enable pupils to use ICT as a useful tool and an aid to learning Pupils learning

## **The Teaching of Welsh**

The medium of instruction is English. The majority of children attending the school are first language English speakers. Currently, there are no children speaking Welsh as their first language. Welsh is therefore taught as a second language. Pupils are given opportunities to develop and apply their knowledge and understanding of the cultural, economic and environmental characteristics of Wales, and to appreciate and value their Welsh heritage.

Emphasis is placed on creating a Welsh ethos within the school. Opportunities are made to present the language visually and audibly. The names of objects, notices, requests and instructions are displayed in Welsh throughout the school. Teachers and children are encouraged to use Welsh in incidental situations throughout the day, in greetings, thanks, commands, praise, encouragement etc. The children are encouraged to respond in Welsh and be aware that the language can be used to communicate in and out of school. To support Welsh as a second language, the school employs a first language Welsh specialist for two mornings each week.

The LLC AoLE Lead is available to support and advise colleagues. Welsh training is provided by the LEA for non-Welsh speaking teachers as part of their continued professional development.

## **Health Screening**

Height, weight, vision and hearing screenings are performed by the appropriate health services, and any child with a perceived sight, hearing, speech or other health problem is referred (with the parents permission) to the relevant personnel. When any problems are encountered parents will be notified and advised to seek further help from either the School Health Service or their family doctor. The Educational Welfare Service and the Schools Psychology Service are available when needed.

## **Medication**

The administration of prescribed medicines will not be undertaken by any teacher – this responsibility rests with the parent/guardian. Any pupil suffering from a long term condition which can be effectively controlled by regular medication, parents are asked to make arrangements with the head teacher for the safekeeping and administration of the medicine. For medical appointments etc, a note from parent/guardian must be produced.

## **Sport**

The schools sporting aims are to:

- Encourage all children to take part in physical activity
- Provide good facilities and appropriate equipment for a range of sporting activities
- Promote enjoyment of sport and physical activity
- Develop the necessary skills in order to experience success and this foster self-esteem
- Develop perseverance and the capacity to maintain interest
- Develop an appreciation of the concepts of fair play, honest competition and good sportsmanship
- Develop an understanding of the importance of exercise in maintaining a healthy lifestyle

At Cilâ pupils are provided with a broad spectrum of physical activities. Each class engages in two sessions a week of PE during school time: children follow programmes in dance, gymnastics, games and swimming.

The school utilises a variety of sports specialists to coach a variety of sporting activities e.g. tennis, football, table tennis.

## **Text Messaging Service**

The school offers a text messaging service for parents to keep them informed of school activities. This service runs in conjunction with the schools regular newsletters.

## **School Grounds**

We have an active anti-litter policy. Dogs are not allowed in the school grounds and should not be brought into school premises or tied to the school gates when collecting your child. No smoking is allowed in the school buildings or grounds.

Please be aware that children playing in the school grounds either before or after official school hours will not be supervised by staff and are the responsibility of their parent/guardian and do so at their own risk.



## **Transfer to Secondary School**

We believe that a clear understanding of the curricular and social needs of pupils can only be achieved if a partnership is established between the headteacher and teachers of Cilâ School and their colleagues at secondary level. Almost without exception, Cilâ pupils transfer to Olchfa Comprehensive and links have been developed between our two schools. Together with the other 'feeder' primaries, we hold regular liaison meetings and teachers also meet for subject consultation and discussion of pastoral issues.

Currently, the children in Year 6 spend four days at Olchfa during the second half of the summer term and also attend performances of school productions.

## **Making a complaint**

If you have a complaint under Section 23 of the Education Reform Act 1988 (relating to the curriculum, Religious Education or Religious Worship) the LEA has prepared a formal Complaints Procedure, a copy of which is available from the school, the Educational Department or the Public Library. In the event of any complaint, you should first try to resolve the matter by making an appointment to discuss the matter with the headteacher. Further advice maybe obtained from the Education Department, Pupil and Parent Support Unit; Telephone 636551.

## **Inspection of Documents**

Documents required to be made available by Welsh Assembly Government regulations maybe inspected and, where appropriate, copied at the school during hours by arrangement with the headteacher.

## **And Finally...**

Every child is different. They look different, behave differently, develop at different times and at different rates, learn at different times and in different ways. For their sake don't compare them with other children.

We shall be delighted to have your family with us and we hope you will all be very happy in our school.

**Achieving, Building, Celebrating**



**Llwyddiant, Adeiladu, Dathlu**



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