

Ysgol Gynradd Owen Jones Owen Jones Primary School

Curious, Caring and Courageous



Headteacher:

Mr G.Caughter

BSc Hons NPQH

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School Prospectus 2021-2022



Dear Parents

On behalf of the staff and Governors here at Ysgol Owen Jones it gives me great pleasure to welcome you and your child to our school; we look forward to forming a positive home/school partnership with you and your family and trust that your child will enjoy happy and successful years at Ysgol Owen Jones.

Ysgol Owen Jones has a tradition of achieving high standards, and fostering a happy and hardworking atmosphere based on sound interpersonal relationships. We will constantly strive to create a school environment, which is caring and stable.

The school values self-discipline and respect for others; these goals can best be realised when pupils, teachers and parents work together for the common good. May I emphasise that you as parents are always welcome to visit the school to discuss any aspects of school life.

We look forward to a long and happy liaison.

Yours sincerely

Mr. G. Caughter
Headteacher



School Vision

Curious, Caring and Courageous

Mission Statement

Building healthy habits to happiness as we learn together

Habits

Brave – Creative – Kind – Healthy – Trusting

Useful addresses and numbers

School Address:

Ysgol Owen Jones
Ffordd Owen
Northop
Flintshire
CH7 6AU

Chair of Governors:

Mr M Albiston
17 Maes Celyn Northop
Flintshire

Director of Education:

Mrs C. Homard
County Hall
Mold
Flintshire
Tel: Mold (01352) 752121

Tel: Northop (01352) 840255

Tel: 01352 840177

The School

Ysgol Owen Jones is a co-educational County Primary day school catering for both Infants and Juniors. Built in 1974, of semi open plan design, the school affords a gymnasium/hall, a computer suite, ample well-equipped classrooms and large play areas. The outside areas of the school are extensive and have continued to evolve over recent years through the generous support of the PSFA and grant assistance.

The school currently has 123 pupils organised across 5 teaching groups covering Nursery through to Year 6. Some year groups are split across classes to ensure the best use of available teaching resource. We have a good mixture of very experienced teaching staff who have been working at the school for a number of years and recently qualified staff members who have joined the team in the last year. One of the teachers acts as Additional Needs Coordinator (ALNCo) and the school also employs classroom assistants to support the delivery of the curriculum and to support basic skills and pupils requiring full time additional support. The Foundation Phase has increased staff ratios to support the delivery of the curriculum in this phase of the children's learning. School meals are prepared at Newydd Catering central kitchen and delivered to the school. There is currently 13% of pupils entitled to free school meals.



Organisation

The children are organised into four separate classes of mixed age and ability and taught through the medium of English.

Class 1 ages 3 - 5	Class 2 ages 5 – 7	Class 3 ages 6-8	Class 4 ages 8–10	Class 5 ages 9-11
Teacher – Miss N. Gould	Teacher - Mrs E. Jones	Teacher – Miss Hamilton	Teacher – Mrs L. Evans	Teacher – Miss L. Howarth (0.9)
Teaching Assistants – Mrs M. Chambers Mrs A. Pullen	Teaching Assistant- Mrs E. Williams	Teaching Assistants- Miss H. Wall Mrs S. Foulkes	Teaching Assistants- Mrs H. Taylor	Mr Caughter 0.2 Teaching Assistants - Miss M. Simpson Mrs S. Foulkes

Additional learning needs and Basic Skills coordinator (ALNCO) - Mrs. E Jones

PPA Teacher Ms. A Lloyd 0.4 (Classes 1, 2, 3 and 4) & Mr G. Caughter 0.1 (Class 5)

Nurture Lead / Catch Up Literacy Mrs S. Wynn 0.2

Catch Up Teacher (Numeracy and Literacy) Mrs L. Norbury 0.3

School Office

The school employs two secretaries, Mrs Pilkington and Mrs Ord. Mrs Ord is in the office on a Monday and Wednesday from 8.30am until 1.00pm and on Friday from 8.30am – 4.00pm and Mrs Pilkington is in the office on a Tuesday and Thursday from 8.00am until 1.00pm. It is imperative that a child is happy at school. You are always welcome to come and discuss any aspect of your child’s education with the Headteacher or member of staff. However, as it is a small contingent of staff and the Headteacher has a teaching commitment, you will appreciate that it is difficult to see parents during the school day. Nevertheless, we are available for most days after school to meet with parents but would ask that you make every effort to make prior arrangements to see us.



Staff

Headteacher:	Mr G. Caughter
Assistant Headteacher:	Mrs E. Jones
Curriculum Lead:	Miss Hamilton
Early Years Teacher:	Miss N. Gould
Foundation Phase Teachers:	Mrs E. Jones and Ms A Lloyd (PPA cover)
Key Stage 2 Teachers:	Miss. J Hamilton, Mrs L. Evans, Miss L. Howarth, Mr G. Caughter, and Ms A Lloyd (PPA cover)
Additional Needs Co-ordinator:	Mrs E. Jones
Numeracy Catch Up Teacher:	Mrs L. Norbury
Literacy Catch Up Teacher:	Mrs S. Wynn
Nurture Lead:	Mrs S. Wynn
Classroom Assistants:	Mrs M. Chambers, Mrs A. Pullen, Mrs E. Williams, Miss H. Wall, Mrs H. Taylor, Mrs S. Foulkes and Ms M. Simpson
School Secretaries:	Mrs. S. Pilkington and Mrs C. Ord
Caretaker:	Mr. C. Davies
Cleaner:	Mr. J. Cunningham
Cook in Charge:	Mrs D. Griffiths
Midday Supervisors:	Mrs. E. Williams, Mrs A. Pullen, Mrs. M. Chambers, Ms M. Simpson, Mrs H. Wall, Mrs S. Foulkes and Mrs H. Taylor
Breakfast Club:	Mrs H. Taylor (Senior Supervisor), Mrs M. Chambers and Mrs J. Ramsell
Inclusion Welfare Officer:	Mrs. A. Hargreaves, Mold Alun High School
School Nurse:	Flint Clinic



Governors

Every school has a Governing Body which is made up of the following:

- parents of children who attend the school
- teachers from the school
- people appointed by the Local Education Authority
- businessmen and women and others working within the local community

The Governors have a very important role to play. In conjunction with the Headteacher they are involved in:

- Interviewing and selecting staff
- Deciding how the school budget is spent
- Overseeing the curriculum and its implementation
- Overseeing behaviour policy in the school.

Governors usually serve for a period of four years and they require no specific qualifications but need an abiding interest in the school. All Governors are informed about their responsibilities and training is available. The Governing Body meets once a term and there are additional sub-committee meetings for specific areas of the school. At the end of each year, Governors prepare a report for parents and they are invited to a meeting to discuss its content.

Chair (Co-opted):	Mr M. Albiston (Co-opted Governor)
Vice Chair: (Parent)	Mrs S. Hughes (Parent Governor)
Community Council:	Mrs A. Brebner
L.E.A. Governor:	Cllr M. Bateman
Co-opted Governor:	Mrs S. Pilkington
Co-opted Governor:	Mr T. Rippeth
Parent Governor:	Mrs H. Melling
Parent Governor:	Mrs. S Garrett
Parent Governor:	Rev R. Hainsworth
Parent Governor:	Vacancy
Partnership Governor:	Mr A. Evans
Co-opted Governor:	Mrs T. M. Farrell
Teacher Governor:	Mrs E. Jones
Staff Governor:	Mrs H. Taylor
Headteacher Governor:	Mr G. Caughter
Clerk to the Governors:	Mrs. C. Ord



Hours of attendance

Morning Session

Infants	8.55 - 11.55 am
Juniors	8.55 - 12.05 pm
Nursery	8.55 - 11.30 am

Afternoon Session

Infants	12.55 - 3.15 pm
Juniors	12.55 - 3.15 pm

Teaching time

The hours spent on teaching during the normal week, including religious education, but excluding the statutory daily registration and lunch and morning breaks is as follows:

Infants	22.30	hours
Juniors	23.40	hours

Admissions

It is County policy that: 'Children who wish to be admitted to the nursery unit must live within the catchment area of the school.' If their local school has no nursery provision they may be admitted to our nursery unit if there are places available. Children are admitted to our Nursery class in September following their 3rd birthday. Parents who wish their children to be admitted to our school at any age, or are transferring from another area, and who wish to visit the school or obtain more information are welcome to do so by arrangement with the Headteacher. All necessary forms are available online via the Flintshire website.

Nursery Education

Our aim is to provide our young children with a safe, stimulating enjoyable environment, and to assist them to communicate confidently through language, both with children and adults. They will have the opportunity of socialising with others and of acquiring certain social skills, such as eating nicely, dressing oneself etc., and learn to appreciate values such as kindness, consideration for others, justice, tolerance and cooperation. They will be able to develop their gross and fine motor skills in a secure, caring environment that takes into account any physical or educational need they may have.

Transfer to Secondary School

We aim to foster excellent relationships between our school and the High Schools in order to ensure transition is as smooth as possible. We encourage and promote pupil visits, classroom teaching, teacher exchange, open days and pre-transfer visits by the Head of Transition and Curriculum post holders. In addition, there are on-going meetings between Primary Headteachers and High School staff, as well as curriculum meetings. Records of progress are passed on prior to transfer.



The Curriculum

Whilst great attention is given to the basic skills, we also try to instil a healthy attitude towards school. We feel that teaching children how to learn is important, as well as what is learned. Since September 2008, all pupils' work has been planned according to the new National Curriculum requirements. Throughout the school, the method of delivering the National Curriculum will be cross-curricular in its approach wherever possible, through a variety of themes and topics which cover the attainment targets set. A mixture of whole class, group and individual teaching is used in all classes with work differentiated as necessary to match the ability of the individual pupil.

The National Curriculum is under change at the moment as we move to a new curriculum from 2022. Both the Foundation Phase and the current National Curriculum are embedded within the new Four Purposes of Welsh Education those being:

- Ambitious, capable learners who are ready to learn throughout their lives.
- Enterprising, creative contributors who are ready to play a full part in life and work.
- Ethical, informed citizens who are ready to be citizens of Wales and the world.
- Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

Our current Foundation Phase curriculum is set out as areas of learning and experience and as desirable outcomes within them. These areas of learning are:

- Language, Literacy and Communication Skills
- Personal and Social Development, Well-being & Cultural Diversity
- Mathematical Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development
- Welsh Language Development

The areas of learning are not discrete subject areas but rather integrated and overlapping areas of experience.

The current Key Stage 2 areas of the curriculum covered are Mathematics, English and Science Welsh (Core subjects), History, Geography, Technology and Information Technology, Art, Music, Personal and Social Education, Physical Education and Religious education (Foundation subjects). In addition, Forest school is provided using our environmental area adjoining the school.

Mathematics

All areas of mathematics within the school have been clearly matched to the requirements of the National Curriculum and are flexible enough to provide for the more-able children as well as those with learning difficulties. Mathematics is taught within a meaningful context with opportunities provided for application of mathematics to problem solving, data handling and investigative work, both in maths and across the curriculum.



English

The language skills that we develop are speaking and listening, reading and writing (to include spelling and handwriting). We provide pupils with opportunities to speak, listen and write in a variety of situations. We encourage children to develop their reading skills and aim to promote an interest in books and literature. Our reading schemes encourage children to select and widen their reading experiences. All such books are graded according to difficulty, each child reading appropriate to his/her level and skill. In addition to reading at school, we encourage parental involvement in the reading process. To this end, we operate a home-reading scheme whereby the children take books home to share with parents.

Science

Science forms part of the core primary curriculum along with language and mathematics. Where possible there is a deliberate overlap between the aims of teaching science and the other core subjects. However, some activities are specifically scientific and are especially significant for that reason. These activities involve the process skills of science which provide the children with a way of finding information, testing ideas and seeking explanations.

Welsh

All children undertake learning activities to develop an understanding and facility in using the Welsh language. These activities conform to the National Curriculum and are further enriched by the celebration of traditional cultural events. Every other year, Year 5 and 6 pupils are given the opportunity to visit Cardiff to experience activities within a Welsh context through the Urdd hostel and Cwricwlwm Cymreig element of the curriculum.

Religious Education

Religious Studies are part of the curriculum for all pupils. Provision is broadly nondenominational, in line with Flintshire's Standing Advisory Council on Religious Education. Pupils are involved in daily collective worship, based on a moral or religious theme, including a prayer.

Parents and carers are entitled to withdraw their child from Religious Studies as a whole, or any part of it. A request should be made in writing to the Headteacher

Sex and Relationships Education

We have adopted an age appropriate programme for the delivery of Sex and Relationships Education based on local and national guidance. The Sex and Relationships Policy and Child Protection/Safeguarding Policy ensure effective arrangements are in place to safeguard and promote the welfare of all pupils.

Education about relationships for pupils in Years 1/2, 3 and 4 will focus on the building of self-esteem by encouraging pupils to:

- Value themselves
- Recognise and communicate their feelings
- Form friendships and relationships.



Pupils in Years 1/2, 3 and 4 will also learn to:

- Differentiate between appropriate and inappropriate touching
- Use the correct words to name parts of the body in order to differentiate between male and female. The scientific terms will be used for this activity, which include: penis and testicles for males and breasts and vagina for females.

Pupils in Years 5 and 6 will learn:

- The reasons for the physical and emotional changes that take place at puberty, including conception, pregnancy and birth
- The range of their own and others' feelings and emotions
- The importance of personal safety and what to do or to whom to go when feeling unsafe.

Parents are informed of the sessions delivered in Years 5 and 6 and invited to view the teaching resources in advance. Please refer to the schools Sex and Relationships Policy for further information.

Physical Education and Swimming

Physical Education plays an important role within our school. Pupils are given opportunities to participate in dance, outdoor and adventurous activities, gymnastics and games, including football, netball, short tennis, rugby, rounders and cricket. Pupils in Years 3,4,5 & 6 attend Holywell Leisure Centre for swimming lessons as we feel this is a very important life skill. Pupils are expected to wear school physical education clothing. This consists of a Green T-Shirt with logo, School jumper, black shorts, leggings or tracksuit bottoms and trainers. Pupils will not be allowed to do P.E. without the right clothing and footwear.

Please note: We have recently updated our School Uniform Policy and PE kit due to the pupils coming into school in their PE kits on their PE days.

All pupils in the school have the opportunity to develop their adventurous skills when attending the residential trip in Years 3 and 4.

We ask you to ensure that your child has P.E. kit on the right day and in the event of your child being medically unfit for P.E. would you please send an explanatory note. The curriculum allows for one hour of physical education in the Foundation Phase and two hours at Key Stage 2.

Teacher Assessment

The National Curriculum lays down what children should learn in the core subjects in school. The National Curriculum sets targets for all pupils in key subjects with outcomes and levels becoming increasingly more difficult as the children progress through their school life. Pupils in all years are given a series of internal assessments including reading, spelling and mathematics.

Each year the pupils from year 2-6 also undertake the Welsh National Tests (WNT) in Reading, Numeracy Reasoning and Procedural Numeracy. These tests are statutory from the Welsh Government and are used by the school along with other internal assessments to monitor the progress pupils are making and to help identify any support individuals may need.



Progress Reports

Consultations with parents take place once each term. The first consultation focuses on how the children have settled into the class / year and also provides an update on the children's progress in Maths and English, the second consultation in the Spring Term includes a review of the year's work and the progress made since the meeting in the Autumn term. At the end of the Summer term each child will receive their end of Year School Report which shares the progress each child has made throughout the year and sets future targets to aid their learning.

Should you have any concerns regarding your child's progress at any time during the year please do not hesitate to contact us.

Additional Needs

The school has a support structure for children identified as having additional educational needs. This includes exceptionally able children. Their progress is monitored through an annual review meeting when learning programmes and consideration of the need for additional support takes place. Parents are kept fully informed at all stages and are encouraged to visit school to discuss progress at every opportunity.

Ysgol Owen Jones is a fully inclusive school and we cater for children with a range of needs. A request for a place at Ysgol Owen Jones for a child with a disability or learning difficulty will be carefully considered. The school understands that this is where the child's ordinary needs can be met, but must be sure that their additional needs can also be met in full. If Ysgol Owen Jones is currently without the type of provision necessary for a child, whether for a physical disability or learning difficulty, every effort will be made by the school working together with parents, governors and the Local Authority to make available what is required. Each case will be treated individually.

Arrangements for the admission of children with disabilities begin prior to the pupil joining school. In the first instance the family visits school for a preliminary discussion. A review meeting is then arranged with the family, Headteacher, ALNCO, class teacher, pre-school staff and outside agencies to determine the child's needs and implications for the school's provision for inclusion.

The school is committed to inclusion to prevent disabled children being treated less favourably than other pupils. The school aims to be an accessible place for all people, whatever their age, ability, race, culture or gender.

The school has an accessibility plan (required under the Disability Discrimination Act 1995) covering future policies for increasing access to the school for pupils with disabilities. This is available to view on request. Facilities in place which increase access to the school are as follows:

- The school is on one level and has full wheelchair access to all areas.
- Disabled toilet
- Disabled parking provision.
- Paths outside school are ramped where necessary to make the infant and junior playgrounds more easily accessible.



Child Protection

The All Wales Child Protection Procedures make it clear that schools have an important role to play in the protection of children against abuse. This is confirmed by the Local Authority School Child Protection Procedures, in conjunction with the Local safeguarding children's board, which set the necessary action to be carried out by the staff. Ysgol Owen Jones therefore has a **duty** to refer any concerns about the well-being of pupils to the local authority safeguarding and support department for further advice.

Operation Encompass

In conjunction with North Wales Police, the school participates in a national initiative, known as 'Encompass', to support children and young people who have been involved in or witness to a domestic abuse incident.

Encompass aims for a school to be alerted of a child's exposure to domestic abuse as early as possible so to enable immediate support. This is a valuable initiative that means we can help and support our pupils and their families when they need us most.

You can find out more information on the Encompass website - <https://www.operationencompass.org/>

Medication

No medicines will be administered to pupils unless prior arrangements are made with the Headteacher or class teacher. It is school policy for parents/guardians to complete a the 'administering medicine' form before any medication is administered to pupils. This form can be found on the school web-site or are available in the office. The Headteacher or class teacher will respond allowing permission for medicines to be administered. **It is the responsibility of the parents to ensure all medication is within its expiry date.**

Discipline and Pastoral Care

This school in partnership with parents encourages self-discipline, self-esteem and an acceptance of responsibility for the pupil's own actions. Essential to our way of life at Ysgol Owen Jones is that the school community is one which cares and fosters a mutual respect for people and property. Care of the children is the responsibility of all staff, but each child is placed in the specific care of the class teacher. Great emphasis is placed on consideration, courtesy and good manners and we endeavour to instil these behaviours alongside our Habits of Brave, Creative Kind, Healthy and Trusting

Misbehaviour can result in loss of privileges or, in more serious cases, referral to the Headteacher. Where there is serious concern over a child's behaviour in school, parents will be contacted immediately, concerning any appropriate disciplinary action that may have to be taken. The school has an anti-bullying policy which states clearly that this school does not tolerate bullying. We rely on pupils, staff and parents to work together to ensure that bullying is stopped in its earliest stage.

Safety on arrival and departure from school

In the interest of children's safety, pupils must not arrive at school before 8.45 am, as adequate supervision is not available. Staff are on the premises preparing work for the day, and they will not be



available to supervise pupils before 8.45 am. We ask that all pupils are met from school. Older pupils in years 5 and 6 can walk home alone, but a letter/email must be sent into school by parents informing the class teacher. If there are any changes to normal arrangements for pick up, please inform the class teacher beforehand to avoid confusion. **No child will be released to anyone other than the parent or person appointed by the parent.** For safety reasons children are encouraged to enter and leave school in an orderly manner. Parents are requested not to escort the children into the school grounds, but to leave them in the care of the staff on duty at the school gate.

Jewellery

The wearing of jewellery, in particular dangling earrings, can be a source of danger during PE and play times. We therefore ask for parents to support us in not sending children to school wearing jewellery.

Attendance

It is very important that your child attends school punctually and regularly. Late arrival can be upsetting to the child and disturb his/her class. Missed schooling is very difficult to make up. In the event of the child being persistently late or absent with no reasonable explanation, our Inclusion Welfare officer will be informed.

It is essential that a letter/email is sent to the class teacher or school office in the event of the following:

- A child's absence from school - a written explanation is required for our records or a phone call to the school that will be logged by the receiver of the call.
- Permission to leave the school premises during the school day, e.g. to attend the hospital, dentist, doctor, clinic etc.
- Request to exclude a child from PE, games or swimming.

Term time holidays are not a given right and as such we emphasise the effect term time holidays can have on your child's education. Absences of pupils without valid reason or for which no valid explanation has been provided will be treated as unauthorised. Information about holidays and Staff Training days are attached on a separate sheet.



The attendance figures for 2020/21 for the school were as follows:

Average Attendance

Group	Total No of Pupils	Authorised Absences			Unauthorised Absences		
		No of Pupils	% of Pupils	% of Sessions	No of Pupils	% of Pupils	% of Sessions
Year R	16	16	100.0	7.2	0	0.0	0.0
Year 1	16	16	100.0	5.7	0	0.0	0.0
Year 2	19	19	100.0	4.5	1	5.3	0.0
Year 3	14	14	100.0	4.1	0	0.0	0.0
Year 4	13	13	100.0	3.5	1	7.7	0.3
Year 5	19	19	100.0	5.9	0	0.0	0.0
Year 6	19	19	100.0	4.8	0	0.0	0.0
Totals	116	116	100.0	5.2	2	1.7	0.0

Pupils who achieve 100% attendance during each term will receive a certificate.

Pupils who achieve 100% attendance for the whole year will receive a certificate and a book voucher.

Pupils who achieve an attendance of 95% each term are entered into a draw for a prize.

These awards are currently suspended due to the Covid-19 pandemic and the impact it is having on attendance.

School Meals

School meals are now cooked at a central kitchen and then prepared by the school cook on site. Meals are eaten in the school hall, which is our dining area at lunchtime. *To avoid having large amounts of cash on school premises and due to the time it takes to collect and bank money, the school no longer accepts cash for payments for school meals. The school uses and the School Comms Gateway online payment system which is a free app which parents download.*

The Local Education Authority offers free meals to children whose parents are receiving ‘Family Credit’. Application forms are available at school.

Charging and Remissions Policy

The School Governors recognise the valuable contribution that the wide range of additional activities, including out of school visits, can make towards pupils’ education.



The Governing Body aims to promote and provide such activities as part of a broad and balanced curriculum for the pupils of the school, and reserves the right to make a charge in certain circumstances for activities organised by the school.

Parents may also be invited to make a voluntary contribution towards the cost of providing such activities. Charges may be remitted in part or in full where the parents are in receipt of Income Support or Universal Credit for residential trips. This is funded from the school Pupil Deprivation Grant (PDG) allocation.

Like the school meals, all trips are paid through the *School Comms Gateway App*.

Parent Teacher Association (PTA)

We are fortunate to have a very active PTA at the school and are indebted to its very hard and dedicated work. Throughout the year many fund-raising events are organised for adults and children which we ask you to support. Without the tremendous support of the PTA we would find it very difficult to provide our children with the 'tools' we consider essential for their development.

Homework

All children are provided reading books to take home each week to read with their parents/guardians. Pupils from years 1 to 6 are given weekly spellings to practice along with Maths or Topic homework tasks which reinforce the concepts covered in school or researching a particular aspect of the topic that they are studying. Parents are asked to support and encourage their children when homework is given.

Extra-curricular Activities

The school has a variety of extra-curricular activities, both sporting and non-sporting.

The Extra-Curricular activities play a big part in the life of the school and all pupils are encouraged to participate in some extra-curricular activities.

These activities take place before school, during the lunch hour and after school. Children and parents are informed about the different activities in the extra-curricular bulletins which have all the relevant information such as the club leader, day of the club and the finishing time of the club.

Extra-curricular can vary year on year and include:

Language (French and German) Choir/Art / Drama / Games / Football / Netball / Rugby / Cricket / Athletics / Cross Country/ Chess/ ICT / Criw Cymraeg / Early Morning Running Club / E-Cadets

The School Governors acknowledge and appreciate the support given by so many teachers, support staff and parents to enhance and enrich the Extra-Curricular provision here at Ysgol Owen Jones.

Uniform

A neat and tidy school uniform, worn correctly, helps to instil a sense of pride in the school and contributes to a strong sense of community. Parents are asked to co-operate with the school in helping to maintain high standards of uniform.



The school uniform includes:

Cardigan/pullover	-	Green
Polo shirt	-	Red (Shirts must be tucked into trousers or skirts)
Skirts/trousers/shorts	-	Grey
Summer dresses	-	Green and white gingham
Socks / tights	-	Grey, white, and school colours (red and green). Socks to be worn no higher than knee height.
Footwear	-	Black footwear below ankle height. No boots to be worn.
Jewellery	-	No jewellery to be worn apart from studded earrings.
Hair accessories	-	Hair accessories to be school colours or black where possible

No make-up or nail varnish may be worn during the school day and long hair must be tied back for hygiene and health and safety reasons.

Complaints

If you are unhappy about any aspect of your child’s education, please contact the Headteacher. Most problems can, hopefully, be sorted out in school. If you are still unhappy, please contact the Chair of Governors. A full complaints policy is available from the Headteacher or available on the school website.

Security

The school has good security without adversely affecting the happy and relaxed atmosphere in the school. All doors are kept locked during school time, although all doors can be opened from the inside in case of an emergency. The security alarm system has been extended and the school has CCTV which provides added security. A bell and notice have been provided at the main entrance, so visitors can make staff aware of their presence if the gate is locked.

Fruit Tuck Shop

In order to promote a healthy lifestyle, the children run a fruit tuck shop. The cost is £1.50 per week and this ensures your child receives one piece of fruit per day. We do not allow the children to bring unhealthy into school and we would be very grateful for your support with this. We also run a Food co-op, more details are available from the school website.

End of Key Stage Results 2020-21

At the end of each Key Stage (Foundation Phase and Key Stage II) Teacher assessments take place to obtain levels for pupils moving on to the next stage of their education. Across Wales the standards of achievement are that at the of:

- Foundation Phase pupils should be attaining Outcome 5
- Key Stage II pupils should be attaining Level 4

School Results at the end of Foundation Phase Percentage of 7-year-old attaining Outcome 5 or above were not awarded due to Covid-19 Pandemic

Area of Learning	School
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Language, Literacy and Communication Development	Not awarded due to COVID-19 Pandemic
Mathematical Development	Not awarded due to COVID-19 Pandemic
Personal and Social Development	Not awarded due to COVID-19 Pandemic

Core Subject Indicator is the percentage of pupils attaining at least Outcome 5 in Language, Literacy and Communication Development, Mathematical Development and Personal and Social Development in combination at the end of Foundation Phase. (Teacher Assessment Only)

TA: Not awarded due to COVID-19 Pandemic

Summary of 2020 School Results at the end of Key Stage II

Area of Learning	School
English	Not awarded due to COVID-19 Pandemic
Mathematics	Not awarded due to COVID-19 Pandemic
Science	Not awarded due to COVID-19 Pandemic

Key Stage II Core Subject Indicator. The percentage of pupils attaining level 4 or above in English, Mathematics and Science in combination. (Teacher Assessment only)

TA: Not awarded due to COVID-19 Pandemic

The Governors are fully committed to the school's self-evaluation policy and with the support of the teaching and non-teaching staff always strive to improve the quality of teaching and learning within our establishment. We are determined to provide only the best opportunities for our pupils to develop as individuals with a shared understanding of the role that they have in our school society. Annually, targets are determined that will improve the quality of provision here at Ysgol Owen Jones School and all involved with the school has a shared responsibility in ensuring that those targets are met.

Our pupils are also encouraged, as they grow through the school to identify their own specific learning and developmental needs and are encouraged to set themselves attainable and realistic targets for self-improvement. This strategy supports the school's philosophy of continuous self-evaluation and of identifying strategies for getting better.



Targets for Improvement 2021 – 22

The following targets for improvement have been confirmed with the school's Governing Body for the forthcoming academic year 2021–22:

1. Embedding Initiative

To embed approaches that were introduced over the last two years and monitor their impact.

2. New National Curriculum for Wales

To continue to prepare and implement the New National Curriculum for Wales

3. Welsh

To develop the teaching and learning of Welsh and the use of Incidental Welsh through the school

4. ICT / Digital Competency SIP

To develop digital of pupils and staff members

Individual Targets for Improvements

The pupils are encouraged from an early age to assess and evaluate their own performance with respect to their academic and social development in school. During and at the end of each academic year teachers identify targets for improvement for each child within their class which are recorded on their end of year reports.

As stated in the opening letter, if you require any further information please do not hesitate to contact me.

Many Thanks

Mr G Caughter - Headteacher



Respect Achievement – Achieve Respect