



Prosbectws Ysgol Gynradd Rhiwbeina Rhiwbeina Primary School Prospectus 2025-2026

Croeso/Welcome

If your child is joining us for the first time, we welcome you as parents and look forward to a happy and successful association over the coming years. This booklet provides information about the school, its curriculum, and activities.

Confidence in a school comes from knowing and understanding what is happening within it. We hope you will extend your knowledge through contact and discussion with myself and members of staff and take advantage of the numerous occasions for consultation.

It is important that mutual understanding and trust should be the basis of our shared responsibility. When you read the prospectus, you will find many ways in which we can work together to make your child's time with us a happy and rewarding experience.

This booklet is designed to tell parents about Rhiwbeina Primary School.

Parents wishing to receive further information or to obtain answers to specific questions are invited to contact the school directly and the Headteacher Mrs C. Harry and staff will be pleased to assist and show you around the school.

Mrs C. Harry
Headteacher



Contact Details

Headteacher: Mrs C. Harry

Deputy Headteacher: Mr M. Clarke

Deputy Headteacher: Mrs H. Bradley

Assistant Headteacher: Mrs R. Coombs

Address: Rhiwbeina Primary School
Lon Ucha
Rhiwbeina
Cardiff
CF14 6HL

Tel: 02920 623732

Email: rhiwbeinaprm@cardiff.gov.uk

Website: www.rhiwbeinaprm.co.uk

Parental consent is sought before any child's work/photographs are included on the Website

Vision Statement



To provide a safe, happy, and inspirational learning environment empowering all learners to unlock their full potential for future learning in a fast changing world.

To become:

- Ambitious capable learners
- Enterprising creative contributors
- Ethical informed citizens
- Healthy confident individuals



We are a Team

Together Everyone Achieves More

Pupils and Staff collaborate and work together as a team sharing expertise and learning from each other.



Values

Believe

Achieve

Succeed



The values underlining our school philosophy & agreed by pupils and staff are:

Creativity, Motivation, Independence, Resilience,
Enjoyment, Reflection, Respect, Cooperation,
Responsibility, Equality, Challenge, Aspiration.

Term Dates 25/26

Please see provisional term dates for the academic year 2025/2026

Term	Begin	Half term		End
		Begin	End	
Autumn 2025	Mon 1 Sept 2025	Monday 27 Oct 2025	Friday 31 Oct 2025	Friday 19 Dec 2025
Spring 2026	Monday 5 Jan 2026	Monday 16 Feb 2026	Friday 20 Feb 2026	Friday 27 March 2026
Summer 2026	Monday 13 April 2026	Monday 25 May 2026	Friday 29 May 2026	Monday 20 July 2026

Governing Body

Chair of Governors

TBA

Vice Chair

Dr. S. Williams (LEA Governor)

L.E.A. Governors

Mrs B. Hampson

Mr A. Wilson

Mr S. Sivapalan

Mr T. Gallard

Community Governors

Mr. J. David

Mr E. Dolton

Mr A. Jones

Parent Governors

Mrs S. Baker

Mrs S. Bettles

Mrs A. Edwards

Vacancy from September

School Governors

Mrs C. Harry

Mr M. Clarke

Mrs. R. Coombs

Vacancy (Support Staff)

The Chair of Governors and Vice Chair of Governors can be contacted via the school.

Ethos of Rhiwbeina Primary School

We work towards attaining a welcoming, calm, and purposeful atmosphere in which all children feel comfortable, motivated and take pleasure in their learning.

The school environment is attractive, stimulating, and informative. This requires planning and organisation to ensure that good models are presented, and the school maintains a clean, tidy, organised and cared for appearance.

The staff aspire to present clear, consistent guidelines for behaviour in accordance with school rules. Children will be encouraged to show consideration and respect for others and their property.

A positive attitude is fostered towards differences of gender, race disability and additional learning needs in accordance with our policy on Equal opportunities.

Children are encouraged to develop self-discipline, a sense of pride in themselves and their school and recognise that their school is part of a wider community.

We aim to provide a quality education which sets high standards and recognises the individual child's needs Children should feel confident within themselves as well as autonomous in their work, so that they can take an active role in their learning.

We have high expectations of the children's achievements and encourage them to hold these same expectations of themselves in learning and in their personal and social development. We provide a wide but structured curriculum that gives progression, continuity, and flexibility.

We aim to link learning with real life, so that the children have relevant first-hand experiences, are engaged in many practical tasks are involved in investigation and problem solving activities, and are given opportunities for creativity and reflection.

At Rhiwbeina Primary School all members of the school strive to be fair, polite, and sympathetic at all times. We will demonstrate the

qualities of patience, honesty, tolerance and good humour in our dealings with others.

Staff will provide positive role models in terms of how we value good manners and behaviour and foster good social skills and consideration for others.

We acknowledge the support that parents give in regard to the ethos of the school and recognise the partnership with parents is paramount to ensure the continuing development of our children.

We aim for a consistent, caring and organised environment where self-discipline and consideration for others is valued.

About Rhiwbeina Primary School

Rhiwbeina Primary School was formed in September 1999 following the amalgamation of the Junior and Infant Schools.

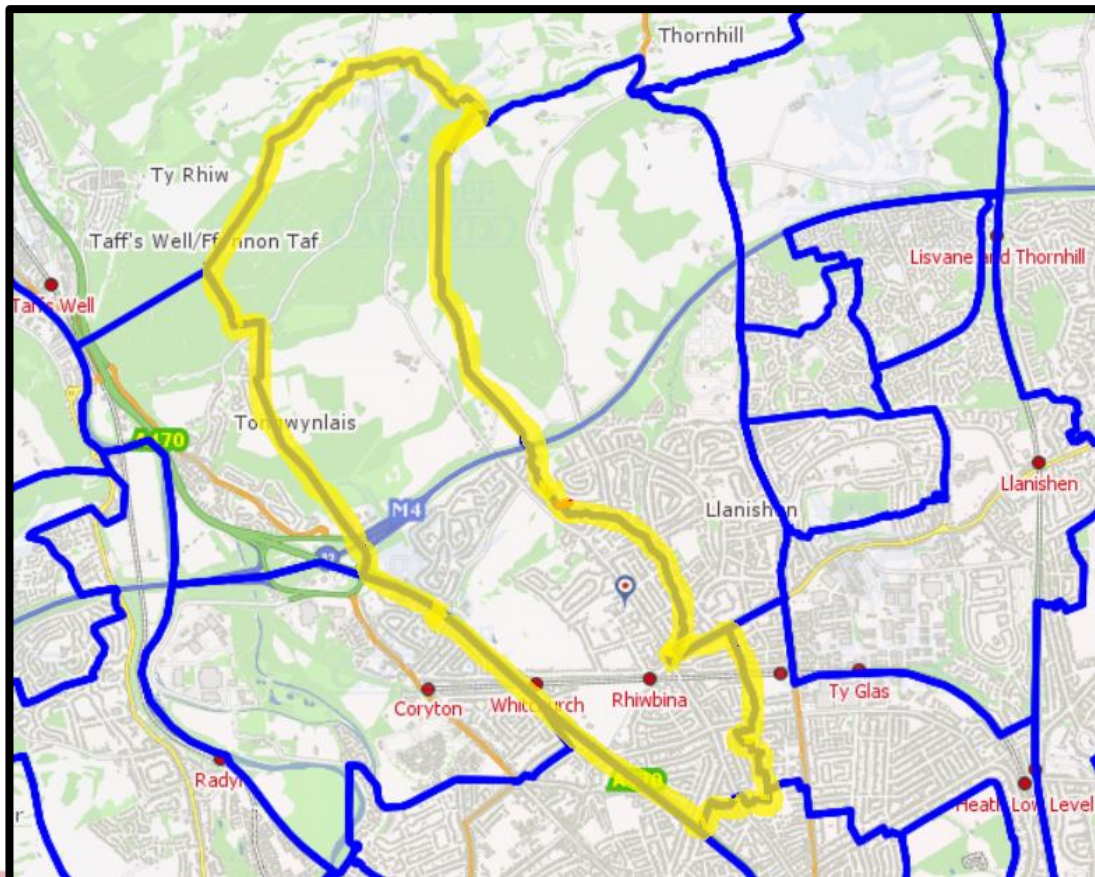
Our school is situated in the centre of the Garden Village of Rhiwbeina, three miles north of the city centre.

Rhiwbeina primary School is a large school with a 40 place Nursery and three class entry from Reception to year 6. Numbers on roll are accommodated in 21 classes: 12 Junior, 9 Foundation Phase and a Nursery (morning and afternoon classes).

The Rascals and Gap After School Club provides affordable after school play care facilities every evening from 3.30 p.m. to 6.15 p.m. Telephone 07908775390 / 029 20756114 for Rascals on 07783077685 for Gap Club.

A breakfast club operates every morning from 8.30am-8.55 a.m. offering the children a good nutritious breakfast and early morning supervision.

Rhiwbeina Primary School Catchment Area



What the Pupils Think of Our School

Rhiwbeina Primary School is a friendly school. We always have something fun to do. Our lessons are exciting and not at all boring. The teachers are very clever and intend to make us clever too. We are very lucky to have almost everything we want. Every day is filled with plenty of exciting things to do. We think our school is brilliant!

At Rhiwbeina Primary School we learn lots in the classroom and lots outside the classroom. We go on lots of exciting and interesting school visits.

Our school is very clean and tidy. It is very well organised and run. The teachers are kind and really good at helping with problems. We do a vast range of enjoyable topics and there are lots of school clubs to join.

Our school is a wonderful school. We are lucky to have so many opportunities and lots of resources. My favourite things about school are the work that I do and the friends that I have. Mrs Harry and the teachers are always trying to do their very best.

I really like this school because the teachers teach you all you need to know. We have lots of opportunities to play musical instruments, try different sports, create pictures and models and study lots of different topics.

I am proud to be in this school because of all the friends I have. We are lucky to have an attractive school to work in and excellent facilities such as an ICT suite. Throughout the year we celebrate special and exciting events. Every day is different.

Our school is a caring place where everybody makes friends. We have a School Council to help us and they have special badges to show us the Council Members.

**LEARNING
IS
FUN**

How the School is Organised

Rhiwbeina Primary School is a Community School with two part time Nursery classes and 21 classes from four to eleven years of age.

Administrative Arrangements

The School can admit up to 90 children in each year group. Children will normally be admitted into the Reception Class in September following their 4th Birthday.

If the School is oversubscribed the children are given priority according to criteria set by the L.A. In order to be consistent and as fair as possible. The criteria are as follows:

- Pupils residing in the catchment area.
- Those who have a brother or sister already attending school.
- Medical and social criteria.
- Those living outside the catchment area of the school.

Admission to School

All admissions to Rhiwbeina Primary School are made by the City and County of Cardiff's Admissions team. Please contact the team via Connect 2 Cardiff. The Local Authority's admission policy is available from County Hall, Atlantic Wharf, Cardiff.

Entry to Nursery and Reception- Induction Process

Every Effort is made to ensure a child's first experiences of school life are positive and welcoming. Prior to admission your child will be invited to come and meet the teachers and play with their new friends in their future classroom.

All parents are invited to attend an Open Evening where school procedures and expectations are explained, with ample opportunity provided to view the school's resources and equipment and discuss with the Headteacher and class teacher any issues you feel are important. More detailed information for our younger pupils is given in our Nursery and Reception prospectus.

The School Day- Session Times

Nursery

AM Nursery: 9 am - 11.30 am

PM Nursery: 12.45 pm - 3.15 pm

Reception, Year 1, Year 2

8.55 a.m.- 3.30 pm

Breaktimes: 10.30 am-10.45 am 2.30 p.m.-2.45 pm

Lunchtimes from 11.30

Year 3-Year 6

8.55 a.m.- 3.35 pm

Breaktimes: 10.30 am-10.45 am 2.30 pm-2.45 pm

Lunchtimes: From 12.00

Procedures at the Start of the School Day

Nursery:

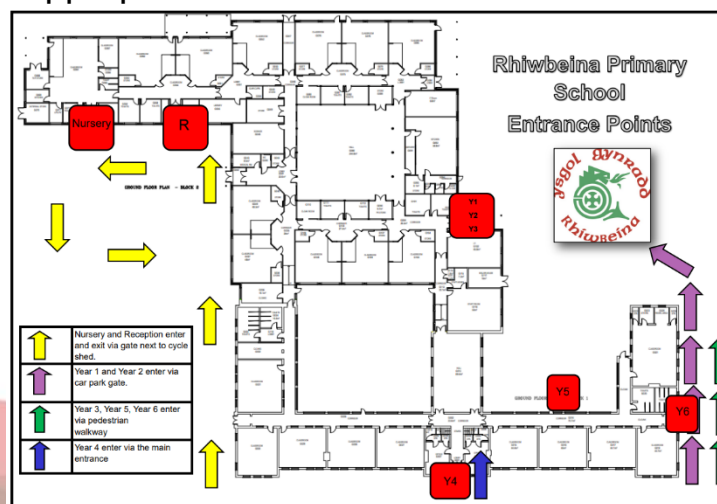
Parents take their children directly to the Nursery class when the door is opened at 8.55. Most children enter the Nursery happily but parents are welcome to stay if the child needs support to settle. At the end of the session, children are handed to waiting parents or a known adult.

Reception, Year 1, and Year 2:

All Foundation Phase children wait for the start of the school day at the designated gate. When the bell rings at 8.55 a.m. the children line up in their class groups and are escorted into the building by the teaching staff. The children walk into the building in a calm and orderly way, hanging their coats in the cloakroom, located opposite the classrooms.

Year 3 to Year 6:

When the bell rings at 8.55 a.m. the children line up in an orderly manner to await their teacher at the gate. They are dismissed at 3.35 p.m. through the appropriate exits.



How the Children are Grouped

The Nursery has a maximum of 40 children per session and each session consists of part time places only. Children attend either for 5 mornings sessions or 5 afternoon sessions.

The school has a published intake of 90 children per year group accommodated in 3 classes of 30 children. Numbers in each class may vary if the year group is under subscribed or if, via the Appeals Procedure we are instructed to take more children into the year group. The children are organised into 21 mainstream classes. The class is identified by the year group and the initial of the surname of the teacher.

Staff and Care of the Children

We have a team of teachers with classroom responsibilities and a senior team who meet with the Headteacher along with the Governors to determine school policies.

There are a significant number of Teaching Assistants to support the teaching staff, children and administer First Aid.

The administration of the school is organised by two full time and one part time Administrative Assistants.

The Deputy Headteacher acts as the school ALNCO to co-ordinate the work of pupils with Additional Educational Needs ably supported by nominated Teaching Assistants who are specifically appointed to work with children who have an Individual Development Plan.

Music Tuition

The school is able to offer a wide variety of individual instrumental tuition with the support of music specialists. Parents pay the music teachers directly once a term. Details are available from CAVMS. **Tel:** 02920 891231 or on their website.

Lunchtimes

At lunchtimes the children are supervised by a team of midday supervisors and the food is prepared by the Catering Manager and her staff. A member of the Senior Management Team is always available at lunchtimes.

Governors

The Governors of the school are responsible for the staffing, finance, premises and curriculum. The Governors work very closely with the Headteacher in making decisions about the school.

At Rhiwbeina Primary School there are 17 Governors including the Headteacher:

- 5 are elected by the parents
- 4 are Local Authority appointees
- 4 are co-opted by the Governors
- 3 are elected by the staff of the school.

The Headteacher is also a Governor. Elections for Parent Governors occur every 4 years.

Adult Supervision of Children Before and After School

Nursery:

All Nursery children must be brought to school by a parent, guardian or child minder and handed over to one of the Nursery staff at the appropriate time. At the end of the session Nursery children should be collected from the Nursery entrance by their parents or known adult. Nursery children should be carefully supervised before and after each session for their own safety until they have left the premises.

Reception, Year 1 and Year 2:

Our younger children should be brought to school by a parent, guardian or child minder who should remain with the children until the bell is rung. At 3.30 p.m. all Infant children should be collected from their designated exits.

Year 3 to Year 6:

Many of our Junior children come to school without an adult. However, they should not arrive before 8.45 a.m. to ensure that staff are available if needed. At 3.35 p.m. all children should leave the premises. Written permission is required if older pupils are to walk home without parental supervision.

Learning is Cool. Be Early for School!

Punctuality is important. Please assist your child in developing this good habit and ensure they are in the yard at 8.55 a.m. Children who arrive after the register has been called are deemed late. Therefore, they will be recorded as late and marked (L) and an unauthorised absence recorded. If lateness persists the Headteacher will contact parents. All late children must be taken to the main office to register their arrival. Please do not attempt to take your child directly to the classroom as the exit doors are security tagged.

Should unforeseen/exceptional circumstances prevent your child being met on time please contact the school and alert us to the situation. In this event your child is taken to the office area where s/he will be supervised until your arrival.



Leaving School Early

Occasionally parents request that children be released from school during the school day. We are happy to co-operate with the majority of requests. However, to avoid confusion and in the interests of safety requests should be in writing. Requests relayed orally by the children will be refused.

Safety Before and After School

It is an offence to park anywhere on the 'School Keep Clear' markings between 8.45am and 3.45pm Mondays to Fridays during term times in the interests of your children's safety. Please respect the rights of the local residents when parking near the vicinity of the school.

A road closure remains in operation from 8.30-9.15am and 3.15-4pm. Driving along Lon-y-Dial to the school during these times will incur a fixed penalty notice.

Parents/Visitors to the School

All visitors to the school are closely monitored. Access is gained by communicating with the School Office via an intercom. In the first instance all parents/visitors are asked to contact the School Administrator and enter the school through the main entrance. All visitors are required to sign in and out. During lesson times all entrances are internally secured (not locked) in the interests of pupil/staff security.

The building is monitored 24 hours a day by CCTV and is securely alarmed.

Other than guide/assistance dogs, dogs must not be brought onto school premises.

All staff are at the gate at 8.50am if you need a quick word.

However, parents are kindly requested not to seek a discussion with the teaching staff at 8.55 a.m. as lessons are delayed and children cannot be left unsupervised in classrooms. It is important that lessons commence promptly.

Appointments to meet the Headteacher or staff should be made through the School Administrator in the first instance.

Attendance and Absence

It is very important that children attend school regularly to achieve continuity in their learning and to reach their full potential. However, we realise there are occasions when your child may need to be absent.

There is a need to keep the school informed about your child's absence and a decision is made whether the absence is 'authorised' or 'unauthorised' according to the legislation and guidance set by the Welsh Government.

A pattern of unexplained absences or low attendance levels will be queried by means of a letter from the Attendance Officer. All pupils should achieve attendance of at least 95%- the target set by the Welsh Government.

Miss School-Miss Out!

100%-98%	Excellent Attendance
97.9%-96%	Expected Attendance
95.9%-90%	Risk of Under Achievement
89.9%-85%	Serious Risk of Under Achievement
Below 85%	Extreme Risk of Under Achievement

The School Administrator will telephone you at home on the first morning of absence if a message has not been received by telephone or email. The school should be notified of any infections or contagious illness and the child should not return to school for 48 hours after any sickness/diarrhoea to reduce the spread of infection.

Holidays should be taken during school closure if at all possible. All holidays are recorded as **unauthorised** unless there are exceptional circumstances. Requests for leave of absence must be made in writing to the Headteacher.

Attendance data is regularly monitored by the Headteacher and Attendance officer. If attendance is repeatedly poor, families may be issued with a Fixed penalty Notice (FPN).

Health, Safety and Welfare of Children

We aim to maintain a clean and safe environment in which our pupils can learn and play. A Health and Safety Policy has been agreed by the Headteacher, staff and Governors. The paramount concern is for the safety of the pupils, staff and parents.

Accident Procedures

Despite every effort, care and concern, it is possible that your child may become ill whilst at school or have an accident. Minor accidents and illnesses are dealt with in school, the incident recorded, and the child checked by a qualified First Aider. For more serious illness/injury, you will be contacted immediately.

Please ensure you keep your contact details up to date. Legally schools are not required to administer medication to children. However the Headteacher and staff will assist parents by administering essential medication e.g. Asthma pumps, Epi Pens.

All medication should be in its original container and have the dose and child's name clearly written on it.

A care plan will be agreed for pupil with significant medical conditions.

Under no circumstances should any medication be kept in your child's bag.

Child Protection

The safety and protection of children is of paramount importance to everyone associated with our school. To this end we have in place robust procedures to ensure that we meet our responsibilities for safeguarding children from harm. These policies, including the Safeguarding Policies and Anti Bullying Policy are available on the school website. The school's Designated Safeguarding Person is the Headteacher, Mrs C. Harry; the Deputy Designated Safeguarding Persons are the Deputy Headteachers, Mr M. Clarke and Mrs H. Bradley, and the Assistant Headteacher Mrs R. Coombs.

The school Child Protection Policy clearly explains the responsibility of the Designated Safeguarding Personnel to make referrals and share information with other agencies when appropriate to safeguard children.

The School Nurse

The School Nurse will be pleased to discuss any health issues with you. The School Nurse does not check hair and therefore parents are required to check their own child's hair regularly for head lice.

Dental checks are made in school and you will be advised of these visits and whether subsequent treatment is deemed necessary. The flu vaccine is also administered annually.

Safety and Security

All personal property, including money, phones, watches or other valuable items, are brought into school entirely at their owner's risk. All clothes and personal property must be clearly marked, and any loss reported immediately.

Pupil mobile phones cannot be used on the school premises.

The Governors and Cardiff County Council cannot accept responsibility for loss or damages of personal property. It is therefore wise for parents to ensure that all children's belongings are covered by personal insurance.

Accidents to children caused other than by negligence of staff or deficiencies in the premises or equipment, are not covered by CCC insurance policies and parents are advised to make their own arrangements for personal accident cover.

Fire Drill

Fire Drills are carried out termly in order that all children and adults using our school site are familiar with emergency evacuation procedures. These evacuations are reported to the L.A. on a termly basis.

School Rules and Behaviour Policy

Rhiwbeina Primary School prides itself on being a happy school. We have few rules. Those we do have are to enable a large community to work safely and harmoniously together. Some rules are based on our expectations and on respect and care for one another and personal property.

The rules of the school are agreed with the children and staff. There are rewards for good behaviour and effort and sanctions are applied when rules are broken, or behaviour deemed unacceptable.

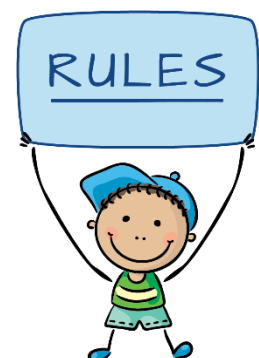
Where a child experiences difficulty in conforming to acceptable standards of behaviour. Parents are informed and invited to discuss the matter with the Headteacher.

We aim to encourage children to accept responsibility for their own actions and try to help them understand the consequences of their behaviour and the reason why certain behaviour is unacceptable.

The ethos of the school is one where positive rewards outweigh sanctions and where self-discipline is the key to effective learning. We seek your co-operation in supporting the Behaviour Policy.

Examples of unacceptable behaviour:

- Racist language and behaviour
- Sexist language and behaviour
- Bullying – verbal or physical
- Fighting
- Aggressive behaviour towards adults – verbal or physical
- Aggressive behaviour towards children – verbal or physical
- Provoking others into behaving badly
- Rudeness to any adult on the school site
- Loss of control or temper
- Leaving the classroom/school without permission
- Defacing/damaging school property
- Inappropriate use of technology



Lunch Time Arrangements

Pupils have the choice of a packed lunch or a cooked meal prepared in the school kitchen.

The school uses the 'ParentPay' system for the ordering of school lunches. When new pupils start at the school, our administrators will issue parents and carers with a username and password so that they can set up accounts which can be used to order school meals. All pupils from Reception to year 6 are offered a free meal in line with the Welsh Government legislation.

Children of families who are in receipt of income support or job seekers' allowance (income based) are entitled to free school meals.

There are also other advantages to registering your child for free school meals: all pupils in receipt of free school meals will benefit from free or partially funded places on all educational and residential visits.

Provision is also made for pupils bringing packed lunches. Mid-day supervisors are on duty to ensure the safety of pupils remaining in school at lunchtime. If your child has any specific dietary needs, please discuss them with the Headteacher prior to ordering school meals.

Packed Lunch:

Children can bring a packed lunch from home. We would request that no glass containers or cans are included for safety reasons and lunch boxes should be clearly named. We do not have refrigerated storage for packed lunches and parents need to bear this in mind when preparing the lunch. We enlist your support in ensuring the packed lunch is healthy and nutritious. **Please avoid any nut-based food stuffs as many of our children have nut allergies.**

Children who have difficulty eating their school meal or their packed lunch are helped by members of the Dinner Supervisory Team. Should there be persistent difficulties these will be discussed with you

School Uniform

Please note that it is the school's expectation that children wear school uniform. Our uniform is available to buy at YC Sports on Crwys Road and Penlline Road Whitchurch. Please ensure that children have all parts of their school uniform labelled with their name.

- Grey/Black trousers or shorts **Not leggings unless under a skirt**
- Grey/black skirt or pinafore
- Emerald green polo shirt
- Red jumper, cardigan, or fleece
- Red gingham dress
- Black shoes (not trainers)
- Grey, red, black, white socks/tights

PE Clothing Requirements

Gymnastics:

White t-shirt and plain black shorts- not leggings (house t-shirt for Y3-Y6 pupils)

No footwear is worn for PE unless a child has a foot condition

Games:

T-shirt, plain shorts and trainers (House t-shirt if preferred). Not leggings.

Tracksuits/joggers are advisable for outdoor games in cold weather.

School Teams:

Sports kit in the school colours will be provided for pupils who represent the school. Parents are asked to launder and return kit to school promptly. Loss or damages should be discussed with the Headteacher.



Lost Property

Clearly named coats/jackets and all uniform garments, makes life much easier for your child and the school staff when these go astray. All lost property is stored in the school and is kept for the current term only and then distributed to charity shops.

Pupils Personal Belongings

The school provides all normal items required by pupils for their daily use. It is helpful if bags containing pupils' personal belongings are as small as possible, due to lack of cloakroom space. Fire Safety Regulations do not permit bags piled on the floor.

The school cannot take responsibility for valuable items being lost or damaged in school. Items of jewellery should not be worn to school except for a watch, signet ring and stud earrings.

The House System

The Junior children are placed in one of four houses.

Briwnant	-	Yellow
Deri	-	Blue
Nofydd	-	Green
Wenallt	-	Red

Pupils are awarded house points for their work, behaviour and achievements. The Houses compete for an Eisteddfod cup on St. David's Day and a sports trophy on Sports Day.

How the Curriculum is Organised

At Rhiwbeina Primary School the curriculum is very carefully planned for pupils from 3 years to 11 years old under the 6 areas of learning:

- Health and Well-being
- Languages, Literacy and Communication- including Welsh
- Mathematics and Numeracy
- Science and Technology
- Humanities
- Expressive Arts

Progression Step 1 covers Nursery and Reception

Progression Step 2 covers Years 1,2, and 3

Progression Step 3 covers Years 4,5, and 6

The Nursery offers children a wide range of learning activities both indoors and out. There are opportunities in painting, cutting and sticking skills, construction, dressing up and role play, small world toys, outdoor play, climbing, balancing, games with puzzles, books, graphics, music, sand and water, woodwork and play with malleable materials. All children are encouraged to explore these areas.

The Reception Class is an introduction to full time education with a balance of child initiated and teacher led activities. There is a greater emphasis on acquiring numeracy, literacy, and I.T. skills as the children progress through the Reception Class. The children gain valuable experiences in readiness for Year 1 and Year 2.

At all stages, we emphasise the importance of learning a range of skills to support life-long learning such as learning independently and working collaboratively. Children also learn how to research and present information, how to set their own success criteria and how to review their own achievements.



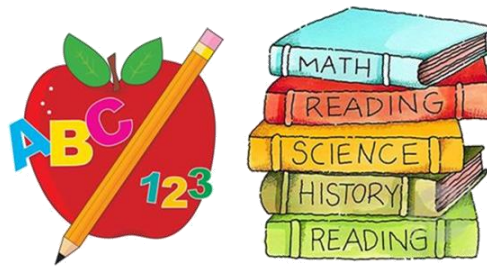
Pupils learn, in part, through “contexts for learning.” This promotes children’s application of skills and makes learning applicable to real life contexts.

All children are active learners and participate in regular Pupil Voice session where they have a say in what and how they learn.

The National Literacy, Numeracy and Digital Competency Frameworks are woven into curriculum and staff will plan regular opportunities for children to apply these skills across the curriculum. Pupils may be taught as a whole class group, in small groups or work individually.

Half termly topic plans and ideas for pupils to develop at home are available on the class Google Stream. The curriculum is planned half termly to provide children with opportunities to acquire:

- A wide range of skills and concepts
- The knowledge, attitudes, and confidence essential to all round understanding



Outdoor Learning

The curriculum places great importance on staff using the outdoors as an additional classroom where children can work on a daily basis. There are many reasons for encouraging children to use the outdoors:

- Children’s health and fitness benefits from outdoor physical activity
- Children can experience nature at first hand: e.g. how the weather changes and how plants and animals react to the seasons
- Problem solving can relate to real experiences e.g. observing evaporation; shadows moving with the sun.

Our Topics for Learning

Our learning experiences are presented in cross curricular topics.

Nursery:

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Marvellous Me!	The Enchanted Forest	Once Upon A Time	How Does Your Garden Grow?	Let's Build

Reception:

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Apple Tree Farm	Twinkle Twinkle	It's Cold Outside	Paws, Claws and Whiskers	Splash!

Year 1:

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Move it!	Sparkle Land	Jurassic Park	What a Waste!	Wriggle and Crawl

Year 2:

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Hamjambo!	Starry Night	Y Ddraig Goch	Pudding Lane	George's Marvellous Medicine

Year 3:

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Looking for Clues	Advance to Antarctica	Wenallt Warriors	A Victorian Child's Tale	Disappearing Footprints

Year 4:

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Legion and Legacy	Our Garden Village	Prisoner in the Keep	Tomb Raiders	A River's Tale

Year 5:

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Y Ty Glo	Fit For Life	For King or Country?	A Titanic Tragedy	Survival

Year 6:

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Guardians of the Planet?	Keep Calm and Carry On!	Raiders of the Storm	Rebellion	Design for Life

Languages, Literacy & Communication-Writing

We aim to encourage children to recognise the skills they have acquired at a very early stage and help them understand that writing is a purposeful and meaningful activity.

At an early age we actively encourage children to 'have a go' and then with skilful teacher input and intervention we work through the recognised stages of development to achieve standard written English.

Spelling and punctuation are developed gradually in the context of children's writing. The children are given varied opportunities across the curriculum to practice various genres of writing.

Handwriting is taught throughout the school. All children are encouraged to take a pride in the presentation of their work. Handwriting pens are available in school. Children do not use biro pens. Children are encouraged through Information Technology to develop and extend their language skills.

Languages Literacy & Communication -Welsh Second Language

Our aim in teaching Welsh as a second language is that all children will develop an interest in the language and develop their bilingual competence to use their second language to the best of their ability. We place an emphasis on active learning by involving the children in oral, reading and writing tasks, using a wide variety of resources including technology.

We provide opportunities to develop a knowledge and understanding of our cultural heritage, including a weekly Urdd Club, annual Eisteddfod, and residential visit to Llangranog.

Mathematics & Numeracy

Our aim is that all children acquire mathematical skills and concepts in a way that has relevance for them in the world outside school as well as throughout the curriculum.

We aim to help children understand the processes involved in mathematics by presenting a range of experiences to develop their numeracy skills across the curriculum.

Children need to practice mathematical skills regularly. Materials are used to provide children with investigative experiences through class, group, paired and individual activities, and to progress at different rates. Role play is recognised as a valuable tool for developing early mathematical skills.

Science & Technology

Our aim is to help children increase their knowledge of the world and to develop the skills of observation, recording, analysis and interpretation through scientific investigations. We encourage the children to devise 'the fair test' and introduce basic scientific methods with due regard for curiosity and critical evaluation.

In Design Technology the children are actively involved in problem solving and devising practical solutions. Children are encouraged to work co-operatively towards arriving at a feasible solution and to evaluate their completed task. We aim to encourage creativity in children's approaches to design. We teach the correct handling of tools and materials and components to foster responsible attitudes to their care and to raise awareness of Health and Safety factors.

Information Technology is used for a range of purposes across the curriculum. Our ICT suite is available for all classes and all of our classrooms and the halls are equipped with an Interactive Whiteboard. iPad and Chrome Book technology enhances the learning experiences of our pupils.

Humanities

Cross curricular topics are used to develop a knowledge of the world, people and places. Younger pupils are encouraged to draw on immediate family history and to explore the historical background and way of life of people in the past beyond living memory. Lives of famous men and women and different past events will be taught. Children are taught to find information from visits and by use of artefacts, and all forms of evidence, written, oral, photographic and buildings. Children are encouraged to ask questions about the past, challenge given information and discover more about their lives and surroundings.

Older pupils are challenged further using their investigative and deductive skills. A broader more structured understanding of people and civilisations are developed as pupils progress through the school.

Younger pupils learn about their local environment – within the school and community. As pupils' understanding of areas away from the immediate locality develops it leads to a study of a contrasting area within the United Kingdom and beyond. Skills such as following direction, map reading and map making are covered, as are weather observation, surveys and data collection.

Visits outside the school environment are an integral part of the schemes of work.

Older pupils are enabled to locate and understand places, environments and patterns. Higher skills are taught including observation and investigation about the quality of the environment in a locality, economic factors about the use of land, communications and studying rivers and the affect of human activity on the landscape. Particular focus is given to sustainability. We are a Green Flag Eco School.



Religion, Values, Ethics

It is acknowledged that we are members of a multi-cultural society and we seek to develop an understanding and tolerance of and respect for the major world religions.

The aim of RVE is to help children to achieve a knowledge and understanding of religious beliefs, insights and practices, so that they are able to continue in, or come to, their own beliefs and respect the right of other people to hold beliefs different to their own. RVE provided at the school follows the R.E. Agreed Syllabus adopted by the L.A. There is no withdrawal for RVE lessons.

Collective Worship

The school assemblies are held on a daily basis. Some are held separately for Infant and Junior children, but at least once a week the whole school shares experiences together in a whole school assembly. Children are encouraged to take a leading role in assemblies. Each Friday individual class assemblies are held to which parents are invited.

Expressive Arts- Art, Music & Drama

The children are given a range of opportunities to develop skills in Expressive Art activities. They build on their understanding and appreciation of art in a variety of forms and styles and from a variety of cultures.

Children are encouraged to observe natural resources to develop an awareness of shape, colour, texture and pattern as well as understand the properties of materials. Much of the artwork is displayed in classrooms and halls around the school.

We are fortunate in being able to use the Art Gallery at the National Museum in Cardiff and the community as a source of inspiration.

Music plays an important part in the creative development of the child. All children are given the opportunity to experience a variety of musical activities, which include:

- Performing
- Composing
- Appraising

Children are taken to music appreciation concerts and occasionally live performers come to the school.

Extra-curricular musical activities enhance our curriculum. From Year 2, children are able to receive music lesson through CAVMS. Currently, children receive lessons for a wide range of instruments. Details of cost and lessons are provided directly to parents from CAVMS (see website).

Through the use of spontaneous and rehearsed Drama we try to provide opportunities for both individual self-expression and the collaborative exploration of issues and attitudes of importance to the children. Drama is used as a means to explore feelings and emotions and to help children develop empathy skills and is often a stimulus for creative writing.



Health & Well-being

Relationships, Social and Health Education embraces key aspects in the preparation of children for their lives now and as adults. The ethos of the school – which emphasises caring and compassion – respect for the individual, values achievements of everyone and encourages attitudes which enable children to make a positive contribution to and live harmoniously with others in the community.

At appropriate times, opportunities are provided for responding to the needs of others by supporting charities and appeals both local and international.

In Health Education the aim is to provide opportunities for children to increase their understanding about their bodies and how they work, hygiene, diet, how to keep fit, use/misuse of drugs, of what it means to keep healthy, their personal responsibility for achieving this and factors which promote it.

We aim to provide a well-balanced programme of physical education through gymnastics involving floor work and large and small apparatus, yoga, games, dance, athletic activities, outdoor activities and team building activities.

This area of the curriculum also fosters a positive attitude towards a healthy lifestyle. Participation in all physical education activities helps children to develop self-esteem and interpersonal skills.

Extra-curricular sporting clubs are available to pupils and children participate in local & regional events.

Personal & Social, Relationship & Sex Education

Teachers work in partnership with parents to assist children to develop into caring and responsible people enjoying positive attitudes and good relationships with others.

Our school rules are a collaborative list of high expectations created by pupils and teachers in response to the 'UN Convention on the Rights of the Child'. They are designed to ensure the safety and wellbeing of the learners, to promote effective, harmonious learning, to ensure that all members of the school community are treated with courtesy and respect and to encourage care for the environment.

The class teacher has responsibility for the pastoral care of children and will work with them to enhance their personal and social education and awareness. If parents are concerned about their child's behaviour or emotional well-being they are initially encouraged to contact the Headteacher to discuss any worries.

Equally, if the school is concerned about any aspect of a child's behaviour, the Headteacher will invite parents to school to discuss any issues which have arisen.

Occasionally, with parental consent, pupils will be referred to our ELSA programme which is designed to provide pupils with extra support in developing their emotional literacy skills.

Governors and staff have an agreed Policy for Relationships & Sex Education (RSE). The lessons are a compulsory part of the Welsh Curriculum. The policy can be viewed on the website. There is no withdrawal for the lessons.

Children with Additional Learning Needs

In order to meet the differing levels of ability within each class group we aim to offer a differentiated curriculum. Children are assessed informally and formally, and every effort is made to match work to the individual needs of the child.

Children are taught in a variety of ways to meet these varying needs (as a whole class, in a small group, in a pair or as an individual). Children with identified particular needs will have an Individual Development Plan agreed by the Class teacher, ALNCO and Parents.

We work robustly to identify these children and to make appropriate provision for them as outlined in ALN Legislation (details on the website). Account is taken of individual needs through appropriate differentiation of the curriculum both in the classroom and where appropriate, in an individual or small support group.

We appreciate the importance of involving parents at every level of their children's education and of identifying a child's additional needs at an early stage. In liaison with parents, the class teacher, support staff and the ALNCO (Additional Learning Needs Co-ordinator), work to devise Individual Development Programmes, (IDPs), where appropriate.

The services of specialist members of the Pupil Support Services, e.g. Educational Psychologists and specialist teachers are utilised when appropriate. Details of the ALN procedures are available on the school website.

The admission to school of children with additional educational needs is arranged with parents, in full consultation with the Headteacher and with the support of services provided by the Local Authority. We seek to ensure that all children with additional learning needs are fully integrated into the academic and social life of the school.

More Able Pupils

We also have a specific responsibility for meeting the needs of more able pupils. We maintain a register of those children recognised as more able. Teachers structure their planned lessons to ensure that such children are appropriately challenged.

Special Educational Needs and Disability

Equality of access to the curriculum for all children is a fundamental principle. Issues related to racism, sexism, disability, and negative stereotyping are addressed through our Equal Opportunities policy. All staff ensure that attitudes relating to gender, disability, ethnicity or ability do not limit the educational experiences offered to any child.

As a school we are committed to equality of opportunity for all our children and we believe every child has the right to a high-quality education matched to their individual needs.

The school is committed to treating all pupils equally regardless of disability. Arrangements for the admission of disabled pupils are the same as for all other pupils. When a pupil has a care Plan for a physical disability there will be discussion between parents, the L.A. and Headteacher prior to admission, to ensure that appropriate facilities and resources are available. Access to the building has already been adapted and every effort is made to ensure disabled pupils are not treated less favourably than their peers.

An Access Plan is regularly reviewed with further improvements identified, subject to sufficient funding.

Monitoring Your Child's Achievements

Children's progress is monitored carefully. All teachers keep records of each child's achievements and experiences and samples of work are collated. This enables achievements throughout the school to be monitored and progression evaluated. This data is valuable in informing our planning of your child's curriculum.

Parent/Teacher Consultation:

In the Autumn and Spring term each year parents are invited to meet with class teachers to discuss progress and development. Targets are set and agreed and recorded by staff, pupils and parents. An annual report to parents is issued every summer, indicating progress and targets for improvement. During the Spring term parents are invited to attend an informal Open Afternoon to work with their children.

Baseline Testing and Standard Assessment Tasks:

Children are assessed on entry into the Nursery and Reception Class by the class teacher against set criteria. Your child's progress from this initial assessment will be monitored as s/he progresses through the school.

National Testing in Literacy and Numeracy.

Children from Year 2—Year 6 participate in the National Pupil Profile assessments for Reading and Mathematics.

If you are concerned about your child's progress during the year the Headteacher and staff will be pleased to make an appointment with you to discuss your concerns and if appropriate, plan specific targets together with you and your child.

Marking Children's Work

It is the policy at Rhiwbeina Primary School that the marking of children's work is completed promptly and that it is consistent and constructive, giving each pupil encouragement and sound, positive advice for future learning.

From an early age, pupils are taught to evaluate their own work and set personal targets.

All those involved with the appraisal of children's work will adopt a sensitive, tolerant and constructive role, in order to encourage children to achieve their highest standards and fulfil their potential in every area of the curriculum. Careful marking of pupils' work provides essential assessment of pupil attainment and future learning needs.

Homework

Children are encouraged to read regularly at home, and complete any Home/School tasks including Research Projects and Pupil Voice activities. Suggestions for activities to be completed at home are circulated to parents each half term via Google Classroom.

It is not the school's policy to give daily homework. However, there will be occasions when work is sent home. This is usually for children who have been absent through illness and for children for whom consolidation at home is considered appropriate.

Access to Documents

Documents available from the Headteacher or via the school website:

- Published Estyn reports referring to the school- latest: November 2024
- Child Protection Policy
- Health and Safety Policy
- Equal Opportunities Policy
- Complaints Procedure
- Anti Bullying
- Charging and Remission Policy
- The School Prospectus
- The Governing Body's Annual Report to Parents
- Procedures relating to Additional Learning Needs

All policies can be viewed on the school website.

Wilful Damage

Parents will be expected to pay for the cost of repairs/replacement of school property where this is as a result of deliberate misbehaviour.

Educational Visits

We are fortunate in the ease of access we have to areas rich in educational opportunities. Such activities can be instrumental in widening the horizons of all children.

Educational visits take place regularly and are carefully planned to enrich the curriculum on offer. Parental permission to take part will be sought at the start of each academic year.

A residential visit is offered to our Y6 pupils and to the Year 5 Urdd Club.

Educational visits sometimes incur travelling expenses and an admission charge. A subsidy from the School Fund is allocated towards transport costs but a voluntary contribution from parents towards the remaining costs will be requested as laid out by the Governors' Policy on 'Charging and Remissions.' A copy is available on the website.

Charging for school activities:

- Educational visits
- Extra curricular activities (Music Tuition)

The cost of a day visit will be met from the Voluntary contributions of parents. Without sufficient financial support from parents the visit may be cancelled. Parents in receipt of Income Support will be exempt from any charges.

Communication

The school operates a text messaging service (Schoop) to keep parents informed of school activities and for rapid access in case of emergencies (i.e. school closure). Registration details are updated every year.

You will be informed of all class activities via ClassDojo, an electronic communication system. Messages from your child's class teacher about events and things to remember will be sent directly to you. Families will be able to look through their child's class story and see what your child has been doing in school. An updated calendar of events will be sent electronically and will be available on the school website.

How to Help Your Child and the School

Rhiwbeina Primary School is committed to a policy of parental/school partnership. It is important that your child feels confident about coming to school. The school welcomes an effective partnership with parents by valuing your help in the following ways:

- Coming to school on time at the beginning of the day
- Getting to know your child's teacher so that you can share your child's achievements and concerns
- Attending all Parents Meetings/Curriculum Workshops/ Special Events
- Reading at home with your child
- Reading all information that your child brings home
- Keeping us informed of any changes to circumstances which may affect your child in school.
- Ensuring your child completes any Home/School tasks

Records show that an effective partnership with parents is reflected in a more successful performance by children at school. We can make mistakes and there are sometimes misunderstandings, but these can be reduced to a minimum if we keep in close contact. A Complaints procedure appears on the website and is available from the school office.

Parents are always welcome and help is always appreciated.

If you have any particular expertise and are willing to share it with us we would be delighted to hear from you.

Friends of Rhiwbeina (PTA)

The Friends of Rhiwbeina School arrange very successful fund-raising events and the proceeds are used to augment school resources. These social activities encourage parents to get to know one another and to get involved in the life of the school.

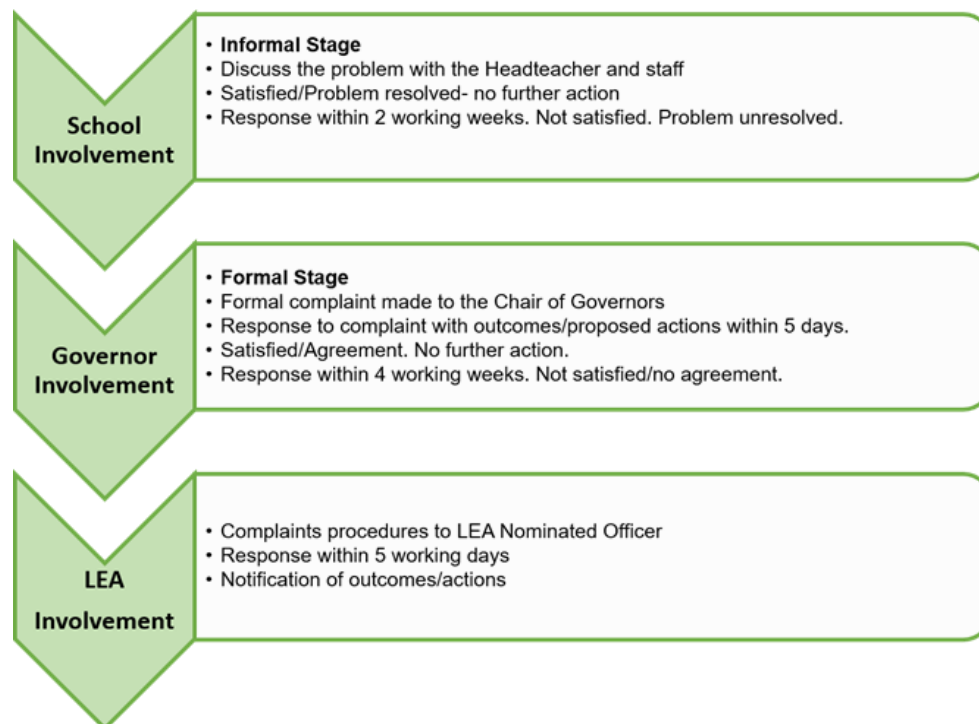


The School and the Community

Our school is an integral part of the community of Rhiwbina. Throughout the year the pupils will be engaged in a range of projects to encourage their appreciation and care of the local community. Members of the local community are regularly invited into the school (e.g. local clergy, community police officers, residents, local crafts people). Our pupils will be regularly seen around Rhiwbina participating in a range of curricular & extra-curricular activities.

How to Resolve a Problem

We make every effort to work harmoniously with parents and we are always pleased to discuss any concerns in order to find a solution. There may be a need for ongoing meetings to evaluate the situation and usually an amicable solution is found. However, if despite all the school-based efforts, you are still not satisfied then you can follow the Complaints procedure. Full details are available on the website.



The information in this booklet is correct at the time of printing. However, certain details may change in the course of the Academic Year.

It is hoped that this booklet will prove useful and informative. Parents wishing to discuss any points of detail are asked to get in touch directly with the Headteacher.

Mrs. C. Harry
Headteacher