

Fenton Community Primary School



School Prospectus 2019-20



Fenton Community Primary School

Portfield

Haverfordwest

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Head Teacher: Mrs Joanne Andrews

Chair of Governors: Rev. Ian Middlemist

Welcome from the Head Teacher

This prospectus gives you a taste of the high standards of education and the wide range of opportunities, activities and experiences that are available to everyone at Fenton Community Primary School.

The pages that follow convey the safe, caring and supportive environment that underpins our successful and improving school, and illustrate why so many visitors are impressed with our learning community. They also show that the available facilities, whether academic, sporting or the arts are inspiring and play a significant part in creating a purposeful and attractive environment for teaching and learning.

Above all, they show how we put our educational aims and beliefs into practice; how the pupils, staff and Governing Body work together with our partners to build a school of which we are all proud, a school where high standards are not just encouraged but expected of all.

Choosing the right school for your child is vitally important. As well as receiving a good education we want all learners to be happy and to feel safe and secure. At Fenton Community Primary School, we believe we can offer all these things.

We pride ourselves on high standards of teaching and learning and the hard work of both staff and pupils. We are also proud of the atmosphere in our school which is both purposeful and calm, and where the values of Care, Share, Believe and Achieve are evident every day.

If you would like to arrange a visit please contact the school. Information about admissions can be found in section F of this prospectus. Admissions are managed by Pembrokeshire County Council, but our office staff will be happy to help you access the appropriate forms.



I look forward to meeting you and if you have any queries please contact me at the school at any time.

Yours sincerely,

Joanne Andrews
Head teacher

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SECTION A: GENERAL INFORMATION**School Aims**

The School's key aims are to *provide a warm and caring school with a happy, secure, healthy and purposeful learning environment* which will *secure stimulating and challenging learning that develops lively, enquiring and aspiring minds so that children can reach their full potential in all aspects of life.*

Safeguarding Children

Safeguarding and promoting the welfare of children is of paramount importance at Fenton, and the school expects all staff and volunteers to share this commitment. We listen to children and ensure they have both a collective and an individual voice in their learning and their wellbeing. We are fully committed to creating and maintaining a safe learning environment. Regular training is provided for teachers and school governors with responsibility for child protection. The school adopts Pembrokeshire County Council's Safeguarding Policy (November 2018). This important policy document is available from the main reception desk, and on the school website.

If you have any concerns that a child is being harmed or is at risk of harm, or if you receive a disclosure you must contact the following staff immediately: Mrs Joanne Andrews (Headteacher) or in her absence Mr Martyn Llewellyn (Deputy Headteacher) on 01437 765378 or call the Duty Social Worker on 01437 776322/25

Term dates

2019-20	Begin	Half Term		End
		Begin	End	
Autumn 2019	Tue 3 Sept 2019	Mon 28 Oct 2019	Fri 1 Nov 2019	Fri 20 Dec 2020
Spring 2020	Mon 6 Jan 2020	Mon 17 Feb 2020	Fri 21 Feb 2020	Fri 3 April 2020
Summer 2020	Mon 20 April 2020	Mon 25 May 2020	Fri 29 May 2020	Fri 17 July 2020

Daily session times

	Mon -Fri	Break	Lunch
Part time nursery	9.00am to 11.45am 1.05pm to 3.05pm		
Full time Nursery	9.00am to 3.10pm	<i>In class snack/social</i>	11.45am – 1.00pm
Reception	9.00am to 3.10pm	9.55am – 10.15am	11.50am – 1.00pm
Year 1	9.00am to 3.10pm	10.40am – 11.00am	11.55pm – 1.00pm
Year 2	9.00am to 3.10pm	10.40am – 11.00am	12.00pm – 1.00pm
Year 3 to Year 6	9.00am to 3.10pm	10.40am – 10.55am	12.30pm – 1.15pm
LRC (Foundation phase)	8.45am – 2.50pm	<i>In class snack/social</i>	15.50am – 1.00pm
LRC (Juniors)	8.45am – 2.50pm	10.40am – 10.55am	12.30pm – 1.15pm

Staff at Fenton

Head Teacher	Mrs Joanne Andrews
Deputy Head Teacher	Mr Martyn Llewellyn
Additional Learning Needs Coordinator	Mrs Veronica Ellis

Setting	Class	Teacher	Support staff
Nursery	Whitesands	Mrs Emma Davies	Mrs Sharron Warren, Mrs Yvonne Folena
Reception	Amroth	Mrs Suzanne Williams	Miss Alison Davies
	Poppit	Mrs Beth Field/Mrs Hanna Middlemist	Mrs Nicole Horsley, Mrs Denise Jones, Miss Laura Goldsworthy
Year 1	Solva	Miss Marie Reynolds/Mrs Veronica Ellis	Mrs Debi Jones
	Aberbach	Miss Michelle Williams	Mrs Margo White
Year 2	Barafundle	Mr Matthew Jones	Mrs Bonnie D'Aborn
	Nolton	Miss Anita Robinson	Mrs Nicky Morgan
Learning Resource Centre	Sandy Haven & Harbour	Mrs Joanne Phillips	Mrs Vicky Easton Miss Thea Morris Miss Clare Jones Mrs Marie Hawkins Mrs Kim Bethel
	Castle	Miss Aimee Hicks	Mr Darren Sanders Mrs Sarah Tudge Mr Rob Thomas
Year 3	Wisemans Bridge	Mr Kieron Davies	Mrs Beth Riley Mrs Wendy Wray
Year 3/4	Manorbier	Mrs Cara Dyer/Mr Martyn Llewellyn	Miss Louise Thomas
Year 4	Presipe	Mrs Emma Arnold	Mrs Pam Foxall
Year 4/5	Newgale	Miss Emily Welch	Mrs Natalya Tostevin, Mrs Nicky Cadd
Year 5	Freshwater West	Mr Mike Lowde	Mrs Teresa Swift
Year 6	Marloes	Mrs Amanda Owen	Mrs Ella Sanyall
	Druidston	Mr Matthew Vaughan	Mrs Joanne Bush
Nurture	Broad Haven	Mrs Nicky Cadd	

Social Inclusion and Attendance Officer	Miss Hayley Morgan
PPA cover	Mrs Gemma Woods
Cover supervisor	Mrs David Snedden
Admin staff	Mrs Gwyneth Jenkins, Mrs Karen Durham, Miss Keri Evans
Site supervisor/caretaker	Mr Richard Williams

Governing Body

Governor Type	Governor Name	End Date
Additional Community	CLlr J Dunkley	27/11/2022
Community	Mrs L M Sexton	12/06/2022
Community	Rev I P Middlemist	05/02/2023
Headteacher	Mrs J Andrews	
Local Authority	Mr R Thomas	30/06/2023
Local Authority	Mrs A Tinley	02/04/2023
Local Authority	Mrs S Oliver	07/12/2021
Parent	Miss H L Morgan	19/03/2023
Parent	Mr D B Field	29/08/2021
Parent	Mrs J Badger	11/03/2022
Staff	Mr D A P Snedden	14/06/2020
Teacher	Mr M Jones	24/02/2023

Chair: Ian Middlemist c/o Fenton CP Primary Portfield Haverfordwest Pembrokeshire SA61 1BZ	Clerk to the Governing Body: Charlotte Blythe Director for Children and Schools County Hall Haverfordwest SA61 1TP
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Complaints Procedure

We want to help whenever a parent has concerns regarding their child at school, and we will be only too pleased to answer any of your questions or assist you in any way. Parents are asked to contact their child's class teacher or the senior leaders, as it is important that we are fully aware of individual concerns so that we can address them immediately. Should a parent wish to make a formal complaint, relating to the curriculum or any other matter, there is a complaints procedure which is set out by Pembrokeshire County Council. Parents should always contact the class teacher in the first instance as matters can usually be resolved fairly quickly. Formal complaints are handled by the head teacher who will arrange for a discussion to take place. If the matter is not resolved, the head teacher will advise on the next step of the complaints procedure. The full complaints procedure policy can be found on the school website and can also be requested from the school.

Charging and Remissions policy

The school provides a range of activities that support or enrich learning in the curriculum, for example educational visits. Parents are invited to make a donation to assist in covering the cost of such activities. If the voluntary contributions do not meet the costs, then these activities may be cancelled. Parents are expected to meet the full cost of residential visits in years 4, 5 and 6.

Fair Processing of Information

Fenton is fully committed to ensuring that we are transparent about what the School, Local Education Authority and Government does with information it holds on pupils. To meet the requirements of the Data Protection Act 1998, schools are required to issue a Fair Processing Notice to pupils and/or parents summarising the information held on record about pupils, why it is held, and the third parties to whom it may be passed on. Our Fair Processing Notice provides information about the collection and processing of pupils' personal and performance information. The Fair Processing Notice can be found on the school website and is at Section H of this prospectus.

SECTION B: TEACHING AND LEARNING AT FENTON

How Fenton School is organised

We are a large school and we work very hard to ensure that every child feels special and cared for.

Classes are arranged by as follows:

- Flying Start
- Part-time Nursery
- Full-time Nursery (January to July)
- 2 reception classes
- 2 year 1 classes
- 2 year 2 classes
- 1 year 3 class
- 1 mixed year 3/4 class
- 1 year 4 class
- 1 mixed year 4/5 class
- 1 year 5 class
- 2 year 6 classes
- 2 LRC classes (complex special needs)

Our staff work and plan learning together within year group teams so that all pupils have consistent learning experiences. All classes are supported by at least one additional Learning Support Assistant.

Learning Resource Centre

We are proud of our two Learning Resource Centre classes, Pembrokeshire County Council specialist provision for pupils with severe and complex needs. Places are determined by the Pembrokeshire County Council Inclusion Panel. The classrooms are located within the main body of the school and provide an inclusive environment for the children who are placed here by the local authority. The children access the core curriculum which is enhanced by a range of specialist and therapeutic learning experiences. Staff in the Learning Resource Centres are highly trained and committed to an inclusive policy for all pupils with special educational needs.

Teaching and Learning Principles

We aim for pupils to learn through developing the key characteristics of being a good learner. In other words, to be a person who can

- talk about what they are learning, and why, and also how they are learning
- reflect on what they have learnt or achieved
- explain what they need to do next to improve
- ask questions that helps him/her to move forward
- welcome mistakes as an opportunity
- understand when and when they do not need help
- be resilient and persevere

This means that, as teachers at Fenton, we aim to

- know our pupils very well, and care about them and their learning
- be very clear about what children are learning and why
- give timely feedback to pupils, and talk with pupils about their learning
- have high expectations for all pupils
- provide a learning environment where it is OK to make mistakes
- ensure that children have high challenge
- use questioning to constantly open pupils' understanding and motivation
- use a balance of whole class, guided group and individual teaching strategies

Curriculum

The school teaches according to the requirements of the school curriculum for Wales. This consists of the Foundation Phase Framework (pupils aged 3 to 7), the National Curriculum for children aged 7 to 11, the Literacy and Numeracy Framework, the Digital Competence Framework and the approved Pembrokeshire Religious Education syllabus.

However, we are also in the process of preparing for the new Welsh National Curriculum which is growing out of the Donaldson review and due to be used throughout Wales by 2022. The purpose of the new curriculum is to support children to be

- 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.

Therefore, the emphasis of the curriculum at Fenton is to equip young people for life, and ensure they make good progress throughout their time at school. The curriculum is designed to ensure that pupils learn the key skills they need, and to be able to apply their knowledge creatively. There is an emphasis on communication and literacy skills, on number skills, and on reasoning skills. We also aim to ensure pupils are able to thrive in an increasingly digital world.

Teachers plan together to ensure continuity and progression, and lessons are designed to ensure that every pupil makes progress through appropriate challenge and differentiated activities. All children are carefully monitored and assessed to ensure progress is being made, and that pupils understand how they are performing and what they need to do next.

Foundation Phase (Nursery to Year 2)

The Foundation Phase curriculum consists of three core Areas of Learning

1. Language, Literacy & Communication	2. Mathematical Development	3. Personal & Social Development, Wellbeing and Cultural Diversity
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and four further Areas of Learning

4. Welsh language development	5. Knowledge and understanding of the world, including Religious Education	6. Physical Development	7. Creative Development
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Key Stage Two (Years 3 to 6)

The Key Stage Two curriculum consists of three core subjects

1. English	2. Maths	3. Science
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and 10 further foundation subjects

4. Welsh (second language)	5. Religious Education
6. Design and Technology	7. Information Communication Technology (ICT)
8. History	9. Geography
10. Music	11. Art and Design
12. Physical Education (PE)	13. Personal, Social and Health Education (PSHE)

English and Literacy

Pupils learn to read, write and use oracy skills in dedicated English lessons, as well as in every subject area. The school follows the Welsh Government's Literacy framework, and pupils use and apply their literacy skills across the whole curriculum.

Pupils are given many opportunities to express their thoughts, ideas and opinions in a variety of contexts and to a range of audiences. Through a 'Talk for Writing' approach, pupils learn how to tell stories which then feeds into their story writing. Pupils also develop and use the language of non-fiction texts through discussion and presentations, through various genres and writing for purpose.

We have an extensive range of fiction and non-fiction texts and children read daily, whether for enjoyment, for information or in analysing a writer's techniques. We use a range of strategies to support the development of reading e.g. phonics based programmes (Read, Write Inc.) and guided reading. We also use intervention programmes to provide additional support for pupils. Parents are encouraged to read with their child for at least ten minutes every day. All children have access to our school library which is an inspiring place to read and learn.

Children are given an interesting range of opportunities to write for a range of purposes and audiences. The 'Talk for Writing' principles gives children the toolkits and language to write with fluency and clarity, whether as emergent writers or when producing detailed explanations and reports. Children learn grammar, spelling and punctuation through these approaches, thus ensuring they develop crucial life skills.

Mathematics and Numeracy

At Fenton, children learn and use the key mathematics skills in dedicated maths lessons, as well as across other subject areas. The three main components of Mathematics are Number, Shape, Space and Measure and Data Handling. Children are taught to solve 'real life' mathematical problems and to use these skills across all areas of the curriculum. We aim to ensure that our pupils have a sound understanding of the key mathematical principles and can apply them with confidence. Children are encouraged to learn their multiplication tables and to understand the direct relationship between the four operations (addition, subtraction, multiplication and division). Mathematics is taught in a practical context whenever possible with the use of a wide range of resources, including interactive mathematical activities.

A key principle underpinning our maths and numeracy policy is the use of a concrete, pictorial and abstract approach (CPA). Pupils are first introduced to an idea or skill with real objects (a hands-on approach), sometimes involving them in acting out the skills. Pupils are moved onto the visual stage, where pupils are encouraged to relate the concrete understanding in pictorial representations. We believe that this approach allows pupils to develop a secure understanding of key mathematical concepts.

Science

We place a strong emphasis on both the acquisition of skills in science and their application across the range of learning. The range of learning includes topics such as The Sustainable Earth, Electricity, Forces, Sound and Light. Pupils also have the opportunity for field work across the county, at local forests, waterways and beaches. Providing such a range of stimulating learning contexts within Science serves to engage and enthuse our pupils. We work closely with the Darwin Science team who help consolidate pupils' understanding through practical activities.

Welsh language and bilingualism

The school is in the English speaking area of the county and is classed as an English medium school with Welsh taught as a second language. The school has adopted the Pembrokeshire Scheme of Work for Welsh as a second language and is working towards the Siarter Iaith Bronze Award. Staff and pupils are encouraged to use Welsh as part of their everyday language in school. We aim to develop the use of the language and to provide a relevant context for the teaching of it. Children develop their skills in speaking, reading and writing through activities and games, as well as reading and weekly writing in Welsh in Key Stage Two. Children are encouraged to be proud of their Welsh heritage and to respect the cultural identity of all children in school through a cross-curricular approach, especially through Geography, History, Art and Music. We focus on our similarities and shared beliefs.

Foundation subjects

Other subjects are taught through interesting cross curricular themes and pupils develop a wide range of skills e.g. historical skills or artistic skills through carefully planned topics. Pupils also use literacy, numeracy and digital skills in these learning activities.

Digital Competence and ICT

At Fenton we are committed to preparing our pupils for the digital world. We follow the Welsh Government Digital Competence Framework which focuses on developing pupils' digital skills which they can apply to a wide range of subjects and scenarios.

e-Safety

E-safety is taught throughout the school and great emphasis is put on the safety of our pupils when online. A range of lessons are taught to improve understanding of staying safe online. All pupils and staff are aware of the acceptable-use policy which sets out guidelines for staying safe online and with digital resources. Our e-safety policy sets out how we keep children safe online in much greater detail.

Religious Education

Fenton follows the Pembrokeshire agreed syllabus. This is non-denominational and aspects of other faiths are studied alongside Christianity. Our RE curriculum is planned around themes, e.g. Celebrations, Special Times, Special People, Special Places, and pupils learn about these as understood or observed by different faiths. Parents have the right to withdraw their child from religious education lessons and are asked to discuss individual needs with the head teacher.

Relationships and Sexuality Education

This area of the curriculum is delivered sensitively and with the support of the school nurse. She regularly visits the school and has developed good relationships with pupils, staff and parents. We teach relationship and sexuality education following the SENSE principles.

During their final years in school, pupils are provided with a greater depth of information relating to the development of their bodies and the onset of adolescence. Parents will be informed as to when this will take place and they have the right to withdraw their child if they do not wish them to receive this information. Parents are welcome to ask to see the materials being used for these lessons, or for a copy of the full policy.

PE and Sport

Physical education is taught throughout the school by class teachers and Sport Pembrokeshire teachers. We have a wealth of resources to support the teaching and learning of PE. Swimming lessons throughout the school year are provided for all pupils from years 1 to 6, in termly blocks. All swimming is delivered by specialist instructors and trained teachers at the Haverfordwest Leisure Centre swimming pool. We place great emphasis on children's development of their own physical skills as well as the value of team games and learning the skills necessary to be a team player. We encourage participation in competitive sport through our involvement in local, county and national tournaments and inter-school matches, as well as our own sports days and swimming gala. Sport develops an awareness of the importance of health through exercise which links into our PSHE programme.

Educational visits

All pupils have the opportunity to go on educational off-site visits that are planned as integral elements of the curriculum topics. These take the form of regular walks within our local environment and further afield such as to local Castles, Castell Henllys and Carew Airfield during a History project and to local beaches. All pupils in years 4, 5 and 6 are invited to attend residential visits which are excellent opportunities to develop independence and resilience, as well as participate in exciting activities ranging from watersports to skiing. (N.B. please refer to the charging and remissions information in Section A).

Assessment of learning (testing)

- Base-line assessments are carried out for Nursery and Reception pupils on entry. A rolling programme of assessment in the foundation subjects is established.
- End of Foundation Phase and Key Stage Two assessments are carried out in Years 2 and 6 in the core subjects.
- Pupils in years 2 to 6 sit annual National Reading tests in Reading and Numeracy (Procedural and Reasoning).
- Children in Years 3 - 6 undertake CAT4 tests
- Small skill or knowledge based tests e.g. comprehension or maths tests are carried out at the discretion of the class teacher.
- RWI assessments are carried out half termly until children have completed the programme

All test results are collated onto an individual tracking sheet. The information from each year group is recorded on a year group tracking sheet. This tracking information is closely monitored by staff and appropriate action is taken if a child is thought to be under achieving. Parents will receive information about their child's attainment in the child's annual report, and parents of children in years 2 and 6 also receive comparative national information.

Additional Learning Needs (ALN)

Fenton is an inclusive school and we take our responsibility of meeting the additional learning needs and disabilities of children seriously. This is an integral part of a teacher's planning in ensuring the learning is relevant and pitched appropriately. Fenton is already adopting the new Welsh Government Code of Practice for ALN, and the emphasis of this is on person centred planning.

If the school feels that your child is having difficulty making expected progress with Learning skills, Communication skills, Behaviour, Emotional or Social skills, or Sensory/Physical skills, we will provide extra resources and/or time and/or specific differentiated work to aid your child's progress. Your child is then said to be at the School Action Stage of the Additional Learning Needs Code of Practice. An Individual Education Plan (IEP) will be written for your child; targets will be set and any additional programmes are noted. IEPs are shared with children and parents and reviewed termly.

If your child continues to make little or no progress, the Additional Learning Needs Coordinator will seek advice from Pembrokeshire Education Services or health professionals. Where support or advice is given over a longer period of time in order to meet individual needs, your child will then be said to be at the School Action Plus stage.

If children continue to have significant difficulties a formal assessment may be requested that may lead to a Statement of Educational Need. Pupils with a Statement have a statutory annual review. Parents will be consulted at all stages.

All pupils are given an equal opportunity to access the curriculum and experience the range of opportunities on offer to them at the school.

Mrs Ellis, the ALNCo holds a fortnightly ALN drop-in session for parents. Dates and times are on the Newsletter.

More Able and Talented

We aim to provide an environment in which all our children are encouraged and supported to achieve their maximum potential. We recognise that pupils have different abilities, talents and learning needs and we plan and organise the curriculum to meet these and to raise standards for everyone. The term 'More Able and Talented' is used to describe pupils who require enriched and extended opportunities across the curriculum in order to develop their abilities in one or more areas. At Fenton this takes the form of high challenge during lessons. Ability and talent may be shown in many different ways including academic, practical, creative, social, musical and in sports.

Homework

At its best, homework can do a number of things:

- it can consolidate or build on what children learn at school
- it can motivate children to see themselves as learners, and help them to feel good about what they are learning
- it can involve parents in talking to their child about their learning
- it can build good habits for later life in secondary school and beyond

We have identified a few principles to ensure that homework can be positive:

- The work needs to be achievable and children shouldn't spend a long time on homework.
- The work shouldn't add pressure to a child
- It is important for parents and children to be able to talk about the learning, and obviously when reading it's great to share the book.
- Daily reading makes a huge difference to all learning
- Word games and challenges develop good language skills
- Learning rhymes and poems helps children experience the rhythm of language and expression
- Maths game or challenges, or practise activities related to class learning
- Topic challenges and research projects give pupils the opportunity to really enjoy taking control of their learning.

Transfer of pupils to Secondary School

At the end of Year 6, most children transfer to Haverfordwest High VC School. The Haverfordwest cluster is a very strong partnership of schools that agrees to share a collective responsibility to provide high quality education in the area. All partners are working together to improve outcomes for learners and come together for major school improvement development activities.

There are strong links and close liaison between staff at Fenton and Haverfordwest High VC School in order to achieve a seamless transition between schools for all pupils. This is encapsulated in the flagship project 'Renewable Energy For Life', a transition project that pupils undertake in Year 6. During their final year at Fenton children visit Haverfordwest High VC School and spend two full days with their new teachers. They also take part in a number of transition projects, which are designed to further support their move to the secondary school.

Military pupils

We have some pupils from military families at Fenton. We support them with transition and at times of deployment.

SECTION C: PUPIL WELLBEING

Fenton School Values

Our motto, 'Care, Share, Believe and Achieve' were determined by governors, pupils, staff, and parents. These are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens. We aim to create a school for children to be happy and safe and to make good progress.

Equal Opportunities

At Fenton School we do not discriminate against anyone, be they staff or pupil, on the grounds of their age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. The Strategic Equality Plan outlines the ways the school works to ensure equal opportunities. Racial incidents are reported to the Local Authority. PSHE lessons include opportunities for children to learn about the law and our responsibilities to be inclusive.

Pupils with Disabilities

Every effort is made to enable all pupils to play a full and active part in their time at school. The school building has disabled access. Resources for special provision are reviewed regularly to maximise the inclusion of all children.

Personal Social and Health Education




Children learn to take responsibility for their health and wellbeing through a range of activities and experiences, including lessons in the classroom. These lessons are regular and timetabled and help pupils learn about themselves and others. They may include visitors, for example the youth group and the school nurse, as well as the year 6 visit to Crucial Crew where they take part in workshops about personal safety. Our health promoting curriculum means that pupils learn healthy eating and how to keep physically healthy. In Foundation Phase all pupils are involved in the national 'Designed to Smile' project that promotes dental hygiene and all Foundation Phase pupils in Nursery to Year 1 brush their teeth in school every day.

Acts of collective worship

Following statutory requirements all pupils attend a daily act of worship, which include opportunities to 'reflect, revere and rejoice'. All pupils attend either Foundation Phase or Key Stage Two Collective Worship, of a broadly Christian nature. Rev Ian Middlemist and Rev Terry Broadhurst visit the school regularly during Collective Worship. Senior leaders also lead weekly celebration assemblies and Welsh assemblies. These activities are an important element of developing pupils' moral and spiritual development. It is also a time for us to celebrate children's successes and achievements in and out of school. Parents have a right to withdraw their child from Collective Worship and are asked to discuss individual needs with the head teacher.

Behaviour management

Fenton is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour management policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Pupils are expected to take responsibility for their own behaviour, they will adhere to follow the three school rules,

1.  BE **RESPECTFUL** - e,g being polite, Using the school values, listening to all staff and visitors respecting our classroom and property.
2.  BE **READY** – e,g be ready for challenges, be ready for school by putting uniform on, be ready for learning every day.
3.  BE **RESPONSIBLE** - e,g be responsible and safe inside and outside, being responsible and safe online, being responsible and safe playground.

Restorative Practice (RP) is a whole school philosophy and runs through all aspects of school life. RP is closely aligned to the United Nations Rights of the Child and supports well-being and positive behaviour management. We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

Pastoral care

The Head teacher has the overall responsibility for the school and she depends upon the cooperation of all members of staff in caring for the pupils. Each child is allocated to a class for the purpose of registration and this enables the class teacher to be personally responsible for his/her pupils. Pastoral care is very high on our agenda and all staff work hard to ensure that pupils' individual social progress and well-being needs are catered for. Our staff are trained to deliver the curriculum with nurturing principles. Pupils use the daily "check in" system to express how they are feeling. Each class has a safety poster displayed, which outlines clearly who the pupils can go to if they have any worries, inside or outside of school. Teachers also identify which staff members will act as a support network for the children in their care.

Wellbeing programmes

At Fenton we offer a range of Wellbeing programmes such as PausePoints, Cariat Pet Therapy, Lego Therapy and Positive Play. Each afternoon we run our Broad Haven class Nurture Group which is based on provide an adult-directed, structured group that incorporates playful, cooperative and nurturing activities that enhance emotional well-being. The group fosters a child's self-esteem, the sense of belonging, the ability to care for him/herself and others and the opportunity to develop increased trust. ELSA (Emotional Literacy Support Assistants) help pupils build up new skills and give them strategies to manage social and emotional anxieties more effectively. Weekly timetabled 1:1 emotional support sessions are in place to help support pupils with specific emotional difficulties; each pupil's difficulty / complexity is met with support and guidance in a variety of ways. We also have excellent relationships with outside agencies who come into school to provide additional support to children (e.g. behaviour, bereavement, co-ordination, speech & language).

Anti-Bullying

Staff at Fenton believe that bullying is wrong and can damage individual pupils. We therefore do all that we can to prevent bullying by developing a school ethos in which bullying is regarded as unacceptable. We aim to produce a safe and secure environment where all can learn without anxiety. We aim to produce a consistent 'whole school' response to any bullying incidents that may occur. The Governors and Staff at Fenton aim to ensure that all reported incidents of bullying or cyber-bullying are taken seriously, dealt with sensitively and followed up with necessary action and support.

In Foundation Phase there will be a focus on developing the skills needed to build positive respectful relationships and to keep pupils safe. It will be taught within the context of Personal and Social Development, Wellbeing and Cultural Diversity. As in all aspects of learning in the Foundation phase anti bullying education is delivered through a balance between structured experiential learning, pupil initiated activities and those directed by practitioners. As pupils' understanding varies with age, younger pupils may confuse bullying with fighting and nasty experiences generally and so pupils will produce a definition of bullying using their own language. This will ensure that pupils can identify it and be able to seek support when necessary and use strategies taught to face bullying.

Pupil voice

School Council – Fenton takes great pride in its School Council, made up of pupils from Reception to Year 6. Annual secret ballot elections for School Council members are held each September, with one member from each class, from Reception Year 6, being elected. Meetings are held every half term to discuss areas of concern and to voice pupil opinion. During Class Council, School Council members record issues for debate or discussion in their Class Council folder.

Criw Cymraeg - The Criw Cymraeg supports the school in the delivery of a weekly Welsh assembly for Foundation Phase and KS2 pupils, where Welsh prayers and songs are shared. They also organise events such as 'Diwrnod Shwmae' and fun activities and competitions that encourage pupils and staff to speak more Welsh during the day

Breakfast club

We offer a positive start to every day through our Breakfast Club. This is a free facility that parents can register their children for. Breakfast club opens at 8.20 a.m. and children are given a healthy breakfast and the opportunity to engage in activities with other pupils in the school hall.

School meals

Our nutritious school meals are cooked on the premises by Pembrokeshire Catering, offering good value for money. The menu is sent home every term and includes a daily selection of hot, cold and vegetarian choices as well as a daily pasta bar, jacket potatoes with a range of fillings and themed menus. The cost is £2.45 for Foundation Phase pupils and £2.55 for KS2 pupils. All allergies and food intolerances can be catered for, and parents are asked to inform the school office so that Catering can be aware of a child's specific needs.

Families who think that they may be entitled to free meals may obtain relevant information and an application form from the main reception desk. Staff are available to help with the completion of these forms and to send them off on your behalf.

For children who bring a packed lunch to school, arrangements are made for them to eat them in the school hall alongside children having a school meal. The school encourages healthy eating and recommends balanced and nutritious packed lunches.

Snacks and drinks

We encourage pupils to bring to school a piece of fruit or a vegetable to eat at break times. As a health promoting school, pupils are only permitted to eat fresh fruit/vegetables at break time, and crisps, sweets, snack bars are not permitted. Fruit may be purchased from school at a cost of 20p a day.

Every pupil has access to drinking water throughout the day and are not permitted to drink squash or fruit juice during the day unless accompanied with their lunch. In addition, children in the Foundation Phase will be provided with a small bottle of milk every day.

Attendance

'However good the teaching, it does not benefit pupils if they are not present.' Estyn Inspection Framework 2012. Fenton CP School firmly believes that good attendance is vital to good progress. If pupils do not attend school, they cannot be educated. Good attendance and punctuality leads to the best learning outcomes. Good regular attendance means a minimum of 95% attendance – i.e. any more than one day absence every month means progress and attainment is likely to be negatively affected.

The overall attendance for Fenton School during 2018-19 was 94.73%. The school works proactively with parents and children through systems of information, support and encouragement, to move towards our target of 95%. Absence from school is only authorised on an individual basis, for: sickness, unavoidable medical/dental appointments, days of religious observance, or exceptional family circumstances, such as bereavement. Unauthorised absence is perceived as truancy, and may result in the involvement of the Educational Welfare Service.

We also expect all pupils to be in school on time, and teachers welcome all pupils to school with a handshake before 9.00 a.m. A pupil's punctuality for school is a legal requirement. Pupils who are persistently late will be referred to the Educational Welfare Officer to see if they can resolve any problems parents may be experiencing. At Fenton we employ a Social Inclusion officer who monitors attendance and supports families.

Fenton School does not believe that holidays during term time are a reason for authorised absence from school and actively discourages parents from this. Alternative arrangements are considered for military families.

Illness at school

Although we encourage children to be resilient with sniffles and tickly throats, we do not want any child to struggle in school when they are more seriously ill. If they are unfit to continue, we contact parents to let them know so they can collect their child. If children are ill with sickness and/or upset stomachs they will be remain at home for 48hrs after the last bout.

Administering of medicines

We follow certain procedures if a child requires daily medication for a chronic complaint e.g. asthma. A parent or guardian must inform the school of the child's condition and the medication being taken. The designated officers for administering medicines will administer all prescribed medicines, unless the medication can be self-administered (such as ventilators). All medication should be taken to Reception and must clearly show the child's name, the dosage and the frequency.

Items such as ventilators for asthmatic pupils are kept in the pupil's classroom. Obviously, pupils who require specific medication in an emergency (for example an epi-pen) must keep what they need close by at all times. Their class teacher will be responsible for this.

The school expects parents to keep us up to date with contact numbers so that you can be informed quickly in the event of an emergency. This is essential, as in the event of an accident in school, every effort will be made to contact a parent or guardian. However, in the event that we cannot contact a parent or guardian, we shall take whatever actions we deem necessary e.g. to access emergency specialist treatment.

Uniform

We believe that to be 'dressed for school' is to be 'dressed for learning' and we strongly encourage parents and children to follow our uniform code. This is not because we expect all children to be the same, but because being dressed for learning helps children to come to school with the right mind-set: to be ready to inquire and discover, to 'have a go' and work hard, and consequently to achieve well.

Our uniform consists of red polo shirt, red sweatshirt (preferably with the school badge) and dark trousers or skirt. Sweatshirts and polo shirts are available to buy at Tees-R-Us, Prendergast, Haverfordwest.

Once they are full time in school, all children must change and wear suitable clothes for PE, games and swimming. This consists of T-shirt and shorts and appropriate footwear for PE outside (children carry out PE in the Hall in bare feet) and appropriate swimwear, towel (and swimming cap and goggles, if desired) for swimming. For Health and Safety reasons the wearing of any earring larger than a stud is not permitted under any circumstances, and all jewellery must be removed for all PE activities.

Security

The premises are entirely self-contained, and the gates that are opened to allow pupils into school in the morning are locked during school hours except when supervised access is available for parents collecting and dropping off nursery pupils during the middle of the day. Access control systems ensure that all visitors must be admitted to the school by our office staff, and also prevent pupils from being able to leave the premises via the main entrance without being 'buzzed' through. These controls also allow the school to operate lockdown procedures in the event of an external threat.

In the very rare event of the need for emergency closure, e.g. due to snow, the head teacher will assess the risks to safety of school users. Parents will be informed via our electronic messaging service and the open/closed status is notified on the Pembrokeshire County Council website.

SECTION D: EXTRA-CURRICULAR ACTIVITIES

After-school clubs

We take great pride in all the clubs that we are able to offer. Clubs are run by the teachers and support staff. These vary throughout the year: *Example timetable (subject to half-termly changes):*

Monday	3.15pm – 4.15pm	Football	Year 3-6
	3.15pm – 4.15pm	Dance	Year 4-5
	3.14pm – 4.15	Running	Year 2-3 (Summer)
Tuesday	3.15pm – 4.15pm	Rugby	Year 4-6
Thursday	3.15pm – 4.00pm	Choir	Year 3-6
	3.15pm – 4.15pm	Girls Multi-skills	Year 4-5

Sports

Children are involved in local, county and national sporting competitions including Football, Rugby, Cross-country running, Track and field Athletics and Swimming. The school also participates in many local Urdd completions.

Pembrokeshire Sports work at the school weekly to provide skills tuition for Reception to Year 6 on a rota basis.

The Scarlets outreach provide rugby tuition at various times throughout the school year.

The Pembrokeshire College provide sports sessions on a rota basis to year 5 and 6.

Choir

The school choir meet at different times of the year in order to perform at events in the school and in the community; including at the local church, a local elderly residents' home, supermarkets and at community events. Teachers at the school lead the choir.

SECTION E: PARTNERSHIPS WITH PARENTS AND THE COMMUNITY

Open door policy

We are committed to good relationships with all parents and the basis of this is good communication. We make effort to be available to respond to queries from parents, whether on the phone or in person. We want to be a 'sharing' school where all stakeholders are able to 'share' with each other important information.

We ask that queries and concerns are raised with the child's class teacher in the first instance, as the class teacher knows your child best, and is responsible for their day to day learning. It is often possible to speak with the teacher before the school day starts, or at the end of the school day. If a longer discussion is needed, then the teacher will arrange a time to meet or call later.

Of course the senior leaders in the school are also available to respond to queries and concerns, and it is usually possible to speak with either the head teacher or the deputy head teacher. When this is not possible, we will arrange to contact parents as soon as possible.

Our frontline office staff are also available to help, and the office is open between 8.15am and 4.30pm every day. We also provide a family support service through our Social Inclusion Office (SIO). Sometimes both you and we want to be able to deal with something quickly, or spend time on a more complex set of circumstances. Our SIO is specifically trained to help with attendance at school, any difficulties or worries that may occur at school, or concerns outside of school that may affect the children and their learning.

Parent teacher appointments

During the academic year parents are invited to meet with their child's class teacher. This is the formal opportunity to discuss their child's progress and wellbeing at school, and to look at their child's work. It is quite usual for teachers to also have discussions with parents about their child's progress outside of these opportunities. We will of course respond at any time to queries about a pupil's progress, and being a 'sharing' school means we aim to inform parents as soon as possible if we have any concerns about progress, or there is some specific support from home that can make a difference.

Newsletters, Parentmail and Class Dojo

Fortnightly, usually on Friday, we publish a newsletter for parents. This includes a comment from the head teacher and comments from the pupils (e.g. the School Council and Criw Cymraeg). The newsletter also provides news and photographs of recent learning activities and events at the school. We communicate electronically with parents via Parentmail and Class Dojo, a free app that parents can download to hand held devices. Newsletters, alerts, reminders and other letters for parents are sent in this way. We provide all parents with the sign-in details and strongly encourage parents and family members to sign up.

Supporting your child at home

We know that all parents want their children to achieve as well as possible. We believe in a partnership between the three – the child, the parents and the school – in ensuring that pupils achieve well. We certainly encourage parents to be involved in their children's learning, as it is vitally important that children know their learning is valued by their parents. At various times we provide parents with activities they can do at home to help. Research shows that a home that is rich in language – talking, reading, books – leads to good achievement across the board.

Community partnerships

In addition to family learning courses, a number of organisations use the school as a site for learning activities. For example, the Lifepoint Church meet every Sunday morning. We host Play Inc fortnightly on a Saturday, which provides social, play and craft activities for children and young adults with additional learning needs.

As part of our partnership with The Scarlets Rugby club, coaches provide coaching sessions for our pupils.

We also use our local community for many educational visits, for example to Haverfordwest Library, and to businesses such as the Post Office and to Tesco. We also have close links to the local Churches and take part in their traditional Christian celebrations as well as learning about special places in the community as part of the school's curriculum.

SECTION F: ADMISSIONS

Fenton Community Primary School caters for children between the ages from ages 3 – 11. **The Admissions Policy is determined and managed by the local authority, Pembrokeshire County Council.** Our office staff will be happy to help you access and complete the admissions forms.

The following arrangements are proposed for admissions to Community and Voluntary Controlled Schools in Pembrokeshire for the 2018/19 academic year.

1. Admissions Policy

- a) The local authority is the admissions authority, except in Voluntary Aided schools where the governing body is the admission authority.
- b) Parents may express a preference for a school and the admission authority must meet that preference unless to do so would prejudice the provision of efficient education or the efficient use of resources. In essence, if there is sufficient capacity and resources available in the school, the place will be provided. All parents of prospective pupils should express a preference by utilising the Council's online admissions system.
- c) Places will be allocated up to the school's admission number without application of any conditions. However, should the number of applications submitted by the published deadline exceed the admission number, the following oversubscription criteria, listed in priority order, will be used to allocate places in community and voluntary controlled schools:
 - 1. Current and former Looked After pupils of authorities in Wales and England in accordance with Section 22 of the Children Act 1989.
 - 2. Pupils with a statement of Special Educational Needs that names the school.
 - 3. Exceptional medical, psychological or additional learning needs (see note 1).
 - 4. Pupils living in the catchment area of the school who will have a sibling of statutory school age at the school at the time of admission (see note 2).
 - 5. Pupils living in the catchment area of the school who have attended a feeder school (see note 3).
 - 6. Pupils living in the catchment area of the school.
 - 7. Pupils living outside the catchment area of the school who will have a sibling of statutory school age at the school at the time of admission (see note 2).
 - 8. Pupils living outside of the catchment area of the school who have attended a feeder school (see note 3).
 - 9. Pupils living outside of the catchment area of the school.

Where preference exceeds places available, priority will be given under each oversubscription category to multiple birth siblings (i.e. twins, triplets etc.). If the last child to be admitted up to the Admission Number is one of a multiple birth then the Authority will also admit the other sibling (s).

For the oversubscription categories that include a sibling criteria (categories 4 and 7), if preferences exceed places available priority will be given to those pupils who are closest in age to the older sibling already at the school (e.g. for a primary school admission, a pupil with a sibling in year 3 would have higher priority than a pupil with a sibling in year 6; for a secondary school admission a pupil with a sibling in year 9 would have higher priority than a pupil with a sibling in year 11).

In the case of a tie in any category, places will be offered to pupils living nearest to the school, measured by the shortest walking distance from the nearest available school gate to the point where the pupil's private dwelling meets the public highway.

Notes

1. Medical or Psychological Needs

A medical or psychological need can be for either the child or their parents. To be considered under this criterion parents **must** provide independent supporting evidence **at the time of application** which sets out why the preferred school is the most suitable school for the child and the difficulties that would be caused if the child had to attend a different school.

Supporting evidence which would be considered appropriate would include:

- a) Letter or report from one of the following registered health professionals: Specialist Consultant, Community Paediatrician, Psychologist, Educational Psychologist, Psychiatrist, Physiotherapist, Occupational Therapist. The letter or report must be based on the professional's own knowledge of the child / parent's condition and circumstances. Please note that reports from family doctors are **NOT** accepted for this purpose.
- b) Letter or report from a registered social work professional which must be based on their own knowledge of the child / parent's condition and circumstances.

No priority will be given under this criterion if the required evidence is not produced at the time of application.

Additional Learning Needs

Needs must be confirmed by the LA's Inclusion Service.

2. Sibling

A sibling is a full, half or step brother or sister, or adopted or foster children, living in the same household at the time of admission.

3. Feeder School

A feeder school is a primary school within the same 'cluster of schools' as a secondary school, or an infant school feeding a junior school.

- d) Schools' catchment maps are available on-line at www.pembrokeshire.gov.uk. Information on catchment areas can also be obtained from the Admissions Officer at County Hall, Haverfordwest.
- e) Applicants will be informed of the outcome of their application in writing. Where an application is unsuccessful the applicant will be informed of the reason for the decision and of their right of appeal to an independent appeals panel, however, there is no right of appeal in respect of nursery education.

2 Admission Number and Capacity

Admission numbers are based on the "Measuring the Capacity of Schools in Wales" regulations and relate directly to the school's capacity. Admission numbers for Community and Voluntary Controlled schools for 2018/19 are appended below (these will be added following the annual review of school capacities during the autumn term).

3. School Admission Dates

The Government has set dates by which children must attain the age of 5 to be of compulsory school age in the following school term: these dates are 31st August, 31st December and 31st March.

Fenton Community Primary School Prospectus 2019-20

All pupils who have attained the age of 4 on or before 31st August 2018 may start in the Reception class full time from September 2018. Parents may however defer entry until the term after their child reaches compulsory school age i.e.

- a child who is 5 between 1st September - 31st December 2017 may start in the spring term 2018
- a child who is 5 between 1st January - 31st March 2018 may start in the summer term 2018
- a child who is 5 between 1st April - 31st August 2018 may start in the autumn term 2018 (note that in this case the child will join at the start of Year 1 instead of in the Reception class).

Many schools have nursery classes that pupils may join on a part-time basis after they have attained the age of 3. The eligibility dates above also apply to these admissions and will determine the term in which the child can start. Those children born between 1st September and 31st March may attend nursery provision full time in the term following their 4th birthday.

4. Admissions to Primary Education - Reception Class

The deadline for receipt of applications for admissions to Reception classes in September 2018 will be 31st January 2018. This deadline will apply for applications for all pupils who will attain the age of 5 between 1st September 2018 and 31st August 2019, even if the parents wish to defer entry until their child reaches compulsory school age as described above.

All applications received for a particular school will be considered together following the deadline. The oversubscription criteria will be applied if there are more applications than places available. Priority will not be given to applications based on the date order in which they were received.

Parents will be notified of the result of their application on the common offer date of 16th April 2018.

Children attending the nursery class of a school **will not** have an automatic right to a place in the Reception class at the same school. Parents will need to apply for a place along with other applicants.

5. Admissions to Nursery Education

The deadline for receipt of applications for admissions to nursery classes during 2019 will be 30th April 2018. This deadline will apply for applications for all pupils who will attain the age of 3 between 1st September 2018 and 31st August 2019.

All applications received for a particular school will be considered together following the deadline. The oversubscription criteria will be applied if there are more applications than places available. Priority will not be given to applications based on the date order in which they were received.

Parents will be notified in writing of the result of their application by 31st July 2018. Admissions will take place termly based on both the child's age and the school's nursery class arrangements. Parents will be notified of the term in which their child can start.

6. Admissions to Junior Education

Where there are separate infant and junior schools, parents of year 2 pupils in infant schools are invited to express their preference for a junior school place in the autumn term prior to transfer. Forms are distributed and returned via the infant school.

The deadline for receipt of applications for a junior school place in September 2018 will be 22nd December 2017.

The processing of applications will take place during the spring term 2018. The oversubscription criteria will be applied if there are more applications than places available in a particular school.

Parents will be notified in writing of the result of their application on 1st March 2018.

7. Admissions to Secondary Education

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Parents of year 6 pupils are invited to express their preference for a secondary school in the autumn term prior to transfer. The method of application will be either via the new online system or the completion of application forms. In the case of the latter, forms are distributed and returned via the primary school.

The deadline for receipt of applications for a secondary school place in September 2018 will be 22nd December 2017.

The processing of applications will take place during the spring term 2018. The oversubscription criteria will be applied if there are more applications than places available in a particular school.

Parents will be notified in writing of the result of their application on the common offer date of 1st March 2018.

8. Late Applications

Late applications will be considered after all applications received by the specified closing date unless there are exceptional reasons why the application is late, which must be explained at the time of application.

Late applications will be considered on the basis of the published oversubscription criteria, having regard to current/prospective pupil numbers at the time of application.

9. Waiting Lists

Should the Authority not be able to offer a place to a child at their preferred school during the normal admission round due to oversubscription, their name will be placed on a waiting list until 30th September at the start of the relevant academic year. Priority for any places which become available will be given according to the oversubscription criteria and not according to the date on which the application for a place was originally submitted.

For applications received outside the normal admission round, waiting lists are held until the end of the Summer term of the academic year the place was requested. Names will remain on the list until the first date after the term in which the application was received (e.g. applications received in September will be held on the waiting list until 31st January, etc.).

10. Change of Preferred School

If a preference for a particular school is changed after the original application is made, this should be stated in writing to the Admissions Officer. If such a change takes place after the closing date for receipt of applications it will be treated as a late application.

11. Admissions to Portfield School and School Based Learning Resource Centres (attached units)

Admissions to Portfield Special School and designated Learning Resource Centres attached to mainstream schools are dealt with by the Authority's Inclusion Service on the basis of pupils' assessed level of learning difficulties and complex needs. The criteria shown above **do not** apply.

12. Transfers Between Schools

Parents may request a transfer at any time. Unless the transfer is due to a change of address, the Authority will normally only allow transfer from one Pembrokeshire school to another at the beginning of a term. All transfer requests are subject to normal admission procedures and places being available in the requested school.

If an immediate transfer is requested and is not due to a change of address, a protocol involving the Pupil Support Service is applied. Parents will be invited to discuss the transfer request with a Pupil Support Officer, who will determine if an immediate transfer should be granted. If an immediate transfer is not approved by the Pupil Support Officer, then the transfer may only take place at the start of the following term.

A guidance leaflet for parents seeking to transfer their child (Changing Schools – a guide for parents) is available from the school or the Admissions Officer and online at www.pembrokeshire.gov.uk.

Upon agreeing to a school transfer request and parents being informed by letter, it will be assumed that parents will be accepting the place for their child at the preferred school and that they no longer require a place at the current school. If circumstances change and a place at a different school, or the previous school is required, a new application must be made. Parents should note that the place in the school their child is leaving may already have been allocated to someone else.

13. Deferred Entry to Reception Classes

Parents applying for a reception class place for their child (during or after the normal admission round for these places) may request that entry is deferred until their child is of compulsory school age (term after 5th birthday). The admissions authority will in these circumstances hold the agreed place for the child so that the place is not available for another child.

14. Early Applications

Parents may apply for a place for their child in nursery at any time from birth, and reception classes one year prior to the Autumn admission date. Applications received in advance of the normal admission rounds (based on the child's date of birth) will be acknowledged, held on file and processed at the appropriate time. No priority is given to early applications.

15. Holding of Places

Outside of the normal admission round places will not be held for more than one term. Parents requesting a future admission (for example due to a move into the area) may only do so a term in advance of when the place is required e.g. if a place is required in the spring term the application should be submitted no earlier than the start of the preceding autumn term.

Applications received more than a term in advance of when the place is required will be acknowledged and parents advised that the application will be processed at the appropriate time.

16. Appeals

Appeals against admissions decisions will be heard by an independent appeals panel. Letters of appeal should be sent to the Director for Children and Schools within 10 working days of the date of notification that an application for a place was unsuccessful. Arrangements for the appeals panel to meet are made through the Legal Services department of Pembrokeshire County Council, and will be heard within 30 school days of the specified closing date for the receipt of appeals. During the summer holidays appeals will be heard within 30 working days of the appeal being received in writing.

17. Admission Forum

The Pembrokeshire Admission Forum meets twice a year to discuss local admission issues and to monitor the Admission Authority's compliance with the School Admissions Code of Practice. Headteachers, governors, parents and diocesan authorities are represented. Terms of reference and minutes of forum meetings are published online at www.pembrokeshire.gov.uk

18. Consultation

All community and voluntary controlled schools have a right to be consulted about the admission arrangements of all admission authorities within the County of Pembrokeshire. The right of community and voluntary controlled schools to object to these arrangements is limited to an objection to their own admission number and to the admission arrangements for voluntary aided schools. Admission authorities of aided schools may be exempt from consultation for up to two years subject to specific conditions being met.

19. Further Information

For further information, contact:

Huw Jones - Professional Officer – Planning Places and Admissions

County Hall, Haverfordwest, SA61 1TP

Tel: 01473 764551

e-mail: admissions@pembrokeshire.gov.uk

SECTION G: NATIONAL CURRICULUM ASSESSMENT RESULTS

This data is published by Welsh Government. To help understand the comparisons, we have also included data in blue showing the performance of just the mainstream pupils, i.e. with LRC not included.

Foundation Phase

51 pupils are included in the end of Foundation Phase data. When children leave Foundation Phase at the end of year two, the Government's expected level for attainment is Outcome 5. So Outcome 6 would exceed the expected level, and Outcome 4 would be lower than the expected level.

		N	D	W	Z	S	G	1	2	3	4	5	6	A
Personal and social development, well-being and cultural diversity	Fenton	0.0	0.0	2.0	0.0	2.0	0.0	0.0	0.0	2.0	2.0	70.6	21.6	0.0
	Fenton (not inc. LRC)											73.5	22.5	
	Wales	0.1	0.4	0.3				0.2	0.4	0.9	3.1	33.3	61.2	0.1
Language, literacy and communication skills (in English)	Fenton	0.0	0.0	2.0	0.0	2.0	0.0	0.0	0.0	2.0	21.6	62.7	9.8	0.0
	Fenton (not inc. LRC)											65.3	10.2	
	Wales	0.1	0.4	0.4				0.2	0.5	1.6	8.6	50.0	37.9	0.2
Mathematical development	Fenton	0.0	0.0	2.0	0.0	2.0	0.0	0.0	0.0	3.9	21.6	58.8	11.8	0.0
	Fenton (not inc. LRC)											61.2	12.2	
	Wales	0.1	0.4	0.3				0.2	0.3	1.3	7.2	51.5	38.6	0.1

FPI **

Fenton	66.7
Fenton (not inc. LRC)	69.4
Wales	87.3

Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

W: Working towards Foundation Phase Outcomes.

A: Performance Above Foundation Phase Outcome 6.

- : Not exactly zero, but less than 0.05

** : Achieved the expected outcome in each of "Language, literacy and communication skills (in Welsh)" or "Language, literacy and communication skills (in English)", "Mathematical development" and "Personal and social development, well-being and cultural diversity" in combination.

Key Stage Two

53 pupils are included in the end of Key Stage Two data. When children enter Key Stage 2 (year three), the Government's expected level for attainment is level 2. So Level 3 would exceed the expected level, and a level 1 would be lower than the expected level. By the time they leave year six, the expected level for English, maths and science is level 4. So level 5 exceeds the expected level and level 3 is beneath.

		N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	4+
English	2019	0.0	0.0	0.0	3.8	0.0	0.0	3.8	20.8	47.2	24.5	0.0	71.7
	Fenton (not inc. LRC)									49.0	25.3		74.5
	Wales	0.1	0.4	0.1	0.1	0.2	0.4	1.4	6.3	46.4	43.0	1.7	91.1
Oracy	2019	0.0	0.0	0.0	1.9	1.9	0.0	3.8	24.5	43.4	24.5	0.0	67.9
	Fenton (not inc. LRC)									45.1	35.5		70.6
	Wales	0.1	0.4	0.1	0.1	0.1	0.4	1.2	6.2	45.4	44.0	1.7	91.1
Reading	2019	0.0	0.0	0.0	3.8	0.0	0.0	3.8	17.0	47.2	28.3	0.0	75.5
	Fenton (not inc. LRC)									49.0	24.9		78.4
	Wales	0.1	0.4	0.1	0.1	0.2	0.4	1.4	6.8	45.0	43.6	1.9	90.5
Writing	2019	0.0	0.0	0.0	1.9	1.9	0.0	7.5	17.0	52.8	18.9	0.0	71.7
	Fenton (not inc. LRC)									54.9	19.6		74.5
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.8	10.3	50.0	35.2	1.4	86.6
Mathematics	2019	0.0	0.0	0.0	0.0	3.8	0.0	3.8	15.1	52.8	24.5	0.0	77.4
	Fenton (not inc. LRC)									54.9	25.5		80.4
	Wales	0.1	0.4	0.1	0.1	0.1	0.4	1.2	6.0	44.6	45.3	1.8	91.6
Science	2019	0.0	0.0	0.0	0.0	3.8	0.0	5.7	15.1	47.2	28.3	0.0	75.5
	Fenton (not inc. LRC)									49.0	29.4		78.4
	Wales	0.1	0.4	0.1	0.1	0.1	0.3	1.1	5.5	45.8	46.2	0.2	92.2
Welsh Second Language	2019	0.0	0.0	3.8	0.0	0.0	0.0	9.4	24.5	58.5	3.8	0.0	62.3
	Fenton (not inc. LRC)									60.8	3.9		64.7
	Wales	0.3	0.7	0.2	0.2	0.2	1.0	2.5	14.2	54.6	26.0	0.3	80.9

Core Subject Indicator **

2019	71.7
Fenton (not inc. LRC)	74.5
Wales	89.5

Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

NCO1 : National Curriculum Outcome 1 NCO2 : National Curriculum

Outcome 2 NCO3 : National Curriculum Outcome 3

(NB NCO1, NCO2 & NCO3 have replaced Level W in previous years)

- : Not exactly zero, but less than 0.05

* : Cohort is less than five or cannot be given for reasons of confidentiality

** : Achieved the expected level in each of Welsh First Language or English, Mathematics and Science in combination

SECTION H: FAIR PROCESSING NOTICE

Fenton Community Primary School Fair Processing Notice

What the School, Local Education Authority and Government does with Information it holds on Pupils

Subject

To meet the requirements of the Data Protection Act 2018, schools are required to issue a Fair Processing Notice to pupils and/or parents summarising the information held on record about pupils, why it is held, and the third parties to whom it may be passed on.

This Fair Processing Notice provides information about the collection and processing of pupils' personal and performance information by the Welsh Assembly Government, Pembrokeshire Local Education Authority (LEA) and Fenton Community Primary School.

The collection of personal information

The school collects information about pupils and their parents or legal guardians when they enrol at the school. The schools also collect information at other key times during the school year. Information is also received from other schools when pupils transfer.

The **School** processes the information it collects to administer the education it provides to pupils. For example:

- the provision of educational services to individuals;
- monitoring and reporting on pupils' educational progress;
- the provision of welfare, pastoral care and health services;
- the giving of support and guidance to pupils, their parents and legal guardians
- the organisation of educational events and trips;
- planning and management of the school.

Welsh Assembly Government (WAG) & Local Education Authority (LEA)

The Welsh Assembly Government receives information on pupils normally as part of what is called the Pupil Level Annual Schools Census (PLASC). The Welsh Assembly Government uses this personal information for research (carried out in such a way that ensures individual pupils cannot be identified) and for statistical purposes, to inform, influence and improve education policy and to monitor the performance of the education service as a whole. Examples of the sort of statistics produced can be viewed at www.wales.gov.uk/statistics and www.npd-wales.gov.uk

The LEA also uses the personal information collected via PLASC to do research. It uses the results of this research to make decisions on policy and the funding of schools, to calculate the performance of schools and help them to set targets. The research is carried out in such a way that ensures individual pupils cannot be identified.

In addition, WAG and LEAs receive information regarding National Curriculum assessment and Public Examination results and attendance data at pupil level.

Personal information held

The sort of personal information that will be held includes:

- personal details such as name, address, date of birth, pupil identifiers and contact details for parents and guardians;
- information on performance in internal and national assessments and examinations;
- information on the ethnic origin and national identity of pupils (this is used only to prepare summary statistical analyses);
- details about pupils' immigration status (this is used only to prepare summary statistical analyses);
- medical information needed to keep pupils safe while in the care of the school;
- information on attendance and any disciplinary action taken;
- information about the involvement of social services with individual pupils where this is needed for the care of the pupil.

Organisations who may share personal information

Information held by the School, LEA and the Welsh Assembly Government on pupils, their parents or legal guardians may also be shared with other organisations when the law allows, for example with:

- other education and training bodies, including schools, when pupils are applying for courses, training, school transfer or seeking guidance on opportunities;
- bodies doing research for the Welsh Assembly Government, LEA and schools, so long as steps are taken to keep the information secure;
- central and local government for the planning and provision of educational services;
- social services and other health and welfare organisations where there is a need to share information to protect and support individual pupils;
- various regulatory bodies, such as ombudsmen and inspection authorities, where the law requires that information be passed on so that they can do their work.

Pupils have certain rights under the Data Protection Act, including a general right to be given access to personal data held about them by any "data controller". The presumption is that by the age of 12 a child has sufficient maturity to understand their rights and to make an access request themselves if they wish. A parent would normally be expected to make a request of child's behalf if the child is younger.

If you wish to access your personal data, or that of your child, then please contact the relevant organisation in writing.

Other information

The Welsh Assembly Government, LEA and school place a high value on the importance of information security and have a number of procedures in place to minimise the possibility of a compromise in data security.

The Welsh Assembly Government, LEA and School will endeavour to ensure that information is kept accurate at all times. Personal information will not be sent outside the United Kingdom.

Your rights under the Data Protection Act 2018

The Data Protection Act 2018 gives individual's certain rights in respect of personal information held on them by any organisation. These rights include:

- the right to ask for and receive copies of the personal information held on you, although some information can sometimes be legitimately withheld;
- the right, in some circumstances, to prevent the processing of personal information if doing so will cause damage or distress;
- the right to ask for wrong information to be put right;
- the right to seek compensation if an organisation does not comply with the Data Protection Act 1998 and your person suffer damage;
- in some circumstances a pupil's parent or legal guardian may have a right to receive a copy of personal data held about a pupil in their legal care. Such cases will be considered on an individual basis where the individual is deemed to have insufficient understanding of their rights under the Act.

You also have the right to ask the Information Commissioner, who enforces and oversees the Data Protection Act 2018, to assess whether or not the processing of personal information is likely to comply with the provisions of the Act.

Seeking further information

For further information about the personal information collected and its' use, if you have concerns about the accuracy of personal information, or wish to exercise your rights under the Data Protection Act 2018, you should contact:

- your child's school on 01437 765378
- your LEA on 01437 775502;
- the Welsh Assembly Government's data protection officer at The Welsh Assembly Government, Cathays Park, Cardiff, CF10 3NQ;
- the Information Commissioner's office help line can be contacted on 01625 545 745.

Information is also available from www.ico.gov.uk