

Tremains Primary School

Ysgol Gynradd Tremaen



Welcome to our school

Croeso i'r ysgol

Tremains Primary School
Channel View
Brackla
Bridgend
CF31 2NL
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Headteacher: Mrs D Todd
Chair of Governors: Mr D Clarke

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**Our School is a County Primary School
administered by :**

Director of Children's Services,
Bridgend County Borough Council,
Sunnyside,
Bridgend.
CF31 4AR

A Welcome from Mrs Todd

Dear Parents,

I am delighted to be the Headteacher at Tremains Primary School. This is a school with a committed and talented staff and governing body, who share the common aim of wanting to give your child the best possible start in life. Not only do we strive to achieve the highest level in literacy, numeracy and all round education, but we also ensure your children are safe, happy and contribute to our high expectations of behaviour.

Starting school is an exciting time for children and here at Tremains, we endeavour to make it as straightforward as possible. This prospectus tells you more about the life and work of the School but should you still have any unanswered questions, please don't be afraid to ask.

Tremains is a school for pupils between three and eleven years of age. The school serves the Brackla and its surrounding neighbourhood but children from other areas are warmly welcomed. We are fortunate to have a lovely school site which is organised in two separate buildings within the same campus:

The **Lower School** accommodates approximately 200 pupils ranging in age from 3 – 6. These pupils are organised into seven classes, in four shared teaching areas. We are also fortunate to be able to provide for a number of pupils who need additional support.

Our **Upper School** accommodates pupils ranging in age from 7-11. These pupils are organised into nine classes in shared teaching areas. Within these areas there are rooms available for quiet study and class discussion.

Our aim at Tremains is to nurture happy, well-rounded individuals who are equipped to achieve their potential during their time here and beyond.

We look forward to working in partnership with you so that your child has a very happy and successful time at our school.

Yours sincerely / Yr eiddoch yn gywir

Mrs D Todd

Headteacher / Pennaeth



VISION STATEMENT

Tremains Primary School aims to provide a happy, secure, caring learning environment where children and adults are valued as individuals; having equal opportunities to contribute and develop in a supportive atmosphere where everyone gives of their best.

We strive to provide an environment where learning is varied, exciting and enjoyable. As a staff, we aim to develop the whole child as they progress through our school; so that they become confident and independent members of society; acknowledging the need for respect and care for others, and the wider world.

We work together to provide a good quality education which encompasses a wide range of academic and social experiences and develops a work ethic that can be built upon, resulting in every child reaching their full potential.

We hope to achieve this through a close partnership between children, parents, staff and the wider community.

Values Education

Here at Tremains Primary School, we believe the ethos of the school should be built upon mutual respect of each other. To promote this our school endorses core values each month. These values are the foundation of our school and are embedded on a monthly basis throughout the curriculum, and in assemblies and collective worship. Our values are displayed throughout the school and provide an effective method to develop the children's social, emotional, intellectual, spiritual and morality skills. Each month a pupil from each class, who has continually emulated the value will be selected as 'Value Champion' and receive a certificate for their efforts.

Our values 2017-2018

- September: Friendship
- October: Honesty
- November: Freedom
- December: Kindness
- January: Hope
- February: Humility
- March: Appreciation
- April: Courage
- May: Trust
- June: Determination
- July: Tolerance



Tremains Primary School – School Holidays 2017—2018

The school will be closed for training on Monday 4th September for staff training. The school has yet to decide when to use the remaining days for staff training which will result in school closure. However, we will inform you as soon as possible.

TREMAINS PRIMARY & BRYNTEG CLUSTER Academic Year 2017—2018				
Term	Term Begins	Mid Term Holiday		Term Ends
Autumn Term	Monday 4 Sept 2017	Monday 30 October 2017	Friday 3 November 2017	Friday 22nd December 2017
Spring Term	Monday 8 January 2018	Monday 19 February 2018	Friday 23 February 2018	Thursday 29th March 2018
Summer Term	Monday 16 April 2018	Monday 28 May 2018	Friday 1 June 2018	Tuesday 24 July 2018

Admissions

Tremains Primary school is a school for children aged from 3-11 years old. The entry of children to schools is controlled by Bridgend County Borough Council. All parents are able to express a preference for the school of their choice when selecting a placement for their child. Once the school is oversubscribed priority will be given to :

- Pupils living in the traditional catchment area.
- Children with siblings attending the school.

The School Day **School Hours**

School starts at 8.45am.

School ends at 3pm. (Nursery day ends at 2.45pm).



Children are allowed into school from 8.35am and the doors are closed at 8.45am. Please note that the school is only legally responsible for pupils from 8.35am, therefore children should not be in school before this time.

Please help your child to establish good habits of punctuality as any child arriving after 8.45am will be noted in the register as late.

Parents are not permitted to park on the school premises, unless they have been granted a school pass.

Thank you for your co-operation in ensuring **ALL** of our children remain safe.

Teaching Time and Session Times **Our School Day**

The minimum weekly teaching times

DfEE Circular 7/90 sets out the following suggested minimum weekly teaching times as a guide for schools:

Foundation Phase: 21 hours

Key Stage Two: 23 hours and 30 minutes.

While the above guidance does not outline the standard minimum hours to be operated by schools, it stands as non-statutory guidance and has advisory status only.

At Tremains Primary School our teaching times are as follows:

Foundation Phase: 23 hours and 45 minutes / Key Stage Two: 24 hours and 10 minutes

Charging and Remissions Policy

The school's Governing Body has resolved to adopt the Local Authority's policy on charging and remissions for school activities. Each time an educational visit or sporting event is arranged, parents will be advised of the pro rata cost and invited to make a contribution to that value. If a large number of parents decide not to make the necessary contribution then the school may decide not to go ahead with the visit or event.

Healthy Schools

At Tremains Primary School, it is our aim to be as healthy as possible. We encourage all pupils to bring in healthy snacks from home and we recommend against crisps, chocolate and sweets. We only permit healthy snacks to be consumed at break times.

We also encourage our older pupils to use bikes as a way of travelling to school. All bikes can be safely secured in our enclosed bicycle storage area located on the Upper School's yard. Upper Key Stage Two pupils receive Cycle Proficiency training.

Fruit Tuck Shop

If you wish your child to have a piece of fruit these are sold at morning break time. Children are expected to bring this money on a daily basis as required.

Fruit 30p per piece

Nursery parents will be requested to make a small donation of £5 towards the cost of daily fruit provided. This will be on a half termly basis.

Drinking Water

We encourage our children to drink water throughout the school day. Research has found that this aids children's learning.

Lunch

Lunch is a time children enjoy together – whether receiving a packed lunch or school dinner. Our school hall becomes our dining room. School meals are supplied by Bridgend Catering Services. Meals are cooked on the premises Details of the weekly menus are available on the website www.myschoollunch@bridgend.gov.uk.

ALL SCHOOL MEALS MUST BE PAID FOR IN ADVANCE

Those children requiring a school dinner may pay weekly by bringing their money on a Monday morning in a clearly named and labelled envelope. However, termly payments can be made in advance and are preferred.

Packed lunches may also be brought – but no glass containers please! A named packed lunch box would be extremely helpful.

Partnership with Parents

Parents visiting the school

Parental consultations are scheduled termly where you can discuss your child's work, the targets that have been set for future learning and share ideas on how you may support your child at home. If you have any concerns regarding your child we would be pleased to discuss these with you. However, we would be grateful if you contacted the school office in the first instance so that suitable arrangements can be made.

How you can support your child

Children throughout the school have homework. This may be learning words, making something with a parent or working in their Learning Log, where a variety of activities are offered. Some activities in Learning Logs are compulsory, others are voluntary. These activities are aimed at allowing the children to use their literacy and numeracy skills across a wide range of tasks. This is in line with the new Literacy and Numeracy Framework for Wales recommendations.

Your support and encouragement is vital when your child is given homework. We encourage the children to learn spellings and times tables through a variety of methods.

We also ask that you support your child's reading either by sharing a book with them, or as they become more fluent, by encouraging them to read independently. These are a valuable way to share your child's progress with the teacher on a regular basis.

As your child progresses through the school homework tasks will become more frequent and will increase in volume. These tasks will be given to support and supplement the work undertaken in the classroom. Parental help and support is invaluable here.

This policy has been adopted in line with government guidelines. It is our aim to prepare your child as far as possible for their future learning at Key Stage 3, by developing a positive attitude towards learning and self-discipline. Your encouragement with these varied tasks will benefit your child's education.

"Remember that your child's character is like good soup- both are homemade!"



Further support that you can provide:

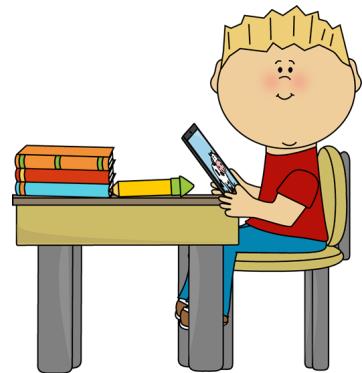
In order to help and support your child the following points may be considered:-

- If your child is ill, please keep him/her at home but let the school know on the **first day of absence**. Notification **MUST** be made by the parent/guardian.
- Support your child's learning at home. Encourage tasks to be completed on time. (Home/school tasks and homework are given according to age.)
- Support our discipline policy. **Negotiation is encouraged. Please** do not encourage your child "If s/he hits you, hit back". This causes great confusion for your child.

Revenge is not a substitution for negotiation.

- Please **do not approach another child** if there has been a problem. Inform the class teacher or headteacher who will be able to help. It is strictly forbidden for parents to approach other people's children in the school yards. Help us to keep all our children safe.
- Please make sure that your child is able to tie his/her shoelaces.
- Help your child to use a knife and fork correctly.
- Above all praise and encourage your child.

**Please make sure that your child has enough sleep.
Lack of sleep equals lack of ability to concentrate in school.**



How you can help all children

Helping Hands Support

Our "Helping Hands" supports a variety of tasks ranging from running the library sessions, backing walls with poster paper or accompanying children on school trips. In order to comply with LA guidelines parents will not be left alone with pupils. Your support in our school is welcome and always appreciated.

All help is gratefully received!

If you are interested in giving an hour – or more – of your time, Mrs McDonald (Deputy Head) or Miss Langley (Infant Department) would be pleased to welcome you

"Remember that a good example is the best sermon"

Class Assemblies / Coffee Mornings

We are pleased to invite parents, grandparents and friends to join us in collective worship, usually on Friday mornings when one class will perform an assembly. This is generally followed by a coffee morning. Even if your child is not performing you are always welcome.

Language and Play/ Number and Play/ Outdoor Language and Play.

We currently offer LAP and NAP family learning sessions in the school. Parents are invited to come into school and work with their child participating in fun and engaging activities that promote early literacy and numeracy skills. Nursery parents receive invites throughout the year and sessions take place in school during afternoons. Nursery parents keep an eye out for the invites!

Tremains Primary School Friend of Tremains (FTA)

Tremains Primary School F.T.A works in partnership for the benefit of all of our children. Parents and teachers (and grandparents!) help to raise funds to support new initiatives in our school. The F.T.A is the main fundraising body for the school and aims to provide a fun time for all those who participate in the events organised.

In order that the F.T.A. is successful **we need your help and support.**

We would like to welcome all new parents and children to Tremains Primary School and hope that this will be a fruitful experience for all concerned.

Please remember that the F.T.A. belongs to us all and your support is required if it is to continue to be successful. We look forward to meeting you.

Thank you for your support.
Diolch am eich gefnogaeth.

Home - School Agreement

Tremains Primary School will:

- Care for each child's safety and well-being.
- Expect every child to work to the best of their ability.
- Value each child's positive contribution to the school.
- In partnership with parents, endeavour to develop high standards of behaviour and self-discipline in all individuals.
- Will listen to all concerns sensitively and where possible, provide appropriate support.
- Emphasise the importance of regular and punctual attendance.
- Set, mark and monitor homework in accordance with school policy.
- Keep you informed of matters relating to the organisation and achievements of our school.
- Provide opportunities for consultations regarding your child's progress.
- Welcome you to our school and offer opportunities to share in the daily life of the school.
- Ensure your child enjoys their learning and has fun.

Pupils will:

- Obey all the school and class rules.
- Work towards my targets.
- Talk to an adult if there is a problem
- Help look after my classroom and school environment;
- Learn and have fun.

Parents/ Guardians will:

- See that my child is punctual and attends school regularly.
- Inform the school of any concerns that may affect our child's work or behaviour.
- Support the school rules and mission statement.
- Attend Parental Consultations and work with the child and teacher to achieve the targets set.
- Take an interest in our child's school.



Our School

Attendance

In order to help your child understand the importance of their education, your support in ensuring that attendance is regular and punctual is vital. Persistent lateness means your child is missing essential learning experiences.

Children should not arrive in school before 8.30 a.m.. Doors are open from 8.35 a.m. with doors closing at 8.45am to start the school day.

If children are late then letters will be sent home informing parents of the fact. Persistent lateness will result in a referral to the Local Authority.

The Education (Pupils' Attendance Records) Regulations 1991

Due to more stringent regulations regarding attendance of children at school, it is more important than ever that you abide by the following regulations:

- All school absences must be explained in writing or by telephone, preferably on the first day of absence, or that absence will be recorded as unauthorised.
- No child should be late for school, and if so, this also should be explained in writing or by telephone.
- Permission should be sought from the headteacher for a known absence, e.g. a family holiday. No more than ten days can be authorised in any one academic year. This is not an automatic right.

(Holiday permission forms are available from the school office.)

Failure to follow the above regulations strictly will result in numerous unauthorised absences which we are obliged to publish in the attendance data which will appear in our school prospectus and annual report. It is also most important that for any absence known in advance, i.e. family holidays, music or ballet examinations, etc. permission must be sought in writing from the Headteacher. If permission is not sought or granted then the absence will be reported as unauthorised.

Attendance Data:

Group	Presents	Authorised Absences	Unauthorised Absences	Possible	% Attend
Whole School	94.7	4.5	0.3	100.0	95.2
Totals	94.7	4.5	0.3	100.0	95.2

Uniform

School clothing is available from EuroSchools - Once Upon a Playtime Centre (Bridgend town centre), or Uniforms2Go on Bridgend Industrial Estate.

Please label clothing clearly with your child's name.

Winter

- Grey/Navy trousers/pinafore.
- Grey / Navy jogging bottoms (for nursery/reception)
- Navy Sweatshirt / cardigan with logo
- Turquoise Polo Shirt with logo

Summer

- Navy & White Summer Dress
- Grey Shorts
- Turquoise Polo Shirt with logo

P.E. Kit (In a named bag)

- Turquoise T shirt
- Navy Shorts
- Navy Leotards

In line with current Health & Safety recommendations, children will not be permitted to undertake any physical activities whilst wearing any of the following :-

- Earrings, watch or ring.
- Baggy shorts, loose t-shirts – these can become entangled with the equipment.

Please note that only stud earrings, watches and a plain ring are permitted. No other jewellery is permitted in school in the interest of the safety of all children.

If your child has long hair, this should be tied back in school. During the day your child may be involved in science, P.E. or technology tasks where loose hair falling forward may be hazardous. Your support in this matter would help your child understand the importance of safety in many varied situations.

Lost Property

A Lost property box is situated in the Reception area and many unclaimed items are placed there.

Occasionally, we

display lost property in the hall. You will be notified via the school newsletter.

Any unclaimed clothing is then donated to a charity shop. There is a Heart Foundation Charity Collection Point in the Upper School foyer.

Our Team

Headteacher

Mrs D Todd

Deputy Head Teacher

Mrs K. McDonald

Assistant Head

Mr I. Davies

Teaching Staff

Mrs K. Allen
Mrs R. Brown
Mrs C. Beer
Mrs K. David
Mrs N. Hill
Mrs A. L. Harwood-Payne
Mr M. Hillman
Mrs R. Kingston
Miss S. Langley
Mrs R. Matthews
Mr T. Maybery
Mrs B. Morgan
Mrs E. Morgan
Mrs E. Patrick
Mrs S.C. Pugh
Mrs C. Roblin
Mrs S. Songhurst
Mrs J. Spear
Mrs J. Williams
Mrs N. Williams

Support Staff

Mrs J. Bowdidge
Mrs N Carey
Mrs J. Emery
Miss K. Harford
Mrs G. Howe
Mrs P Kendrick
Mrs S. Pearson
Mr S. Poole
Mrs E. Roberts
Mrs D. Taylor
Mrs L. Williams

Mrs N. Butcher
Miss S. Culleton
Mrs L. Gibson
Mrs E Henderson-Wright
Mrs J Johnson
Mrs K. Mercer
Mrs V. Pierce
Miss S. Ravenhill
Mrs S. Sutton
Mrs R. Teague

Administrators

Mrs K. Caldwell
Mrs L. Llewellyn
Miss C. Monaghan

Cleaning & Maintenance

Mr P. Carpenter Site Superintendent
Mr R. Elias Caretaker
Miss S Bull
Mrs A. Kozka
Miss T Matthews
Mrs S. Nelson
Ms S Thurling
Mrs B. White

Kitchen

Mrs L Rees-Sheppard(U.School) Cook
Mrs C. Waldron (Lower School) Cook
Mrs C. Ludlow
Ms A. Stride
Mrs J. Richards Asst Cook, Infants
Mrs L. Richards
Mrs A. Wojdyla

Lunchtime Supervision

Mrs T. Alexander
Mrs A. Ciezar
Mrs K Cushion
Mrs B. Evans
Mrs E. Jenkins
Mrs K. Middleton
Mrs A Richardson
Mrs C. Short

Our Current School Structure

Listed below is the school for the academic year 2017 to 20178

Age Group	Class	Teacher	Associate Staff
Nursery	Fawns	Miss S Langley	Mrs J Bowdidge Mrs N Carey Mrs G Howe Mrs S Sutton
Reception	Robins	Mrs C Beer	Miss S Ravenhill Miss R Teague
Reception / Year 1	Hedgehogs	Mrs R Kingston & Mrs R Brown	Mrs K Harford
Year 1	Squirrels	Mr I Davies	Mrs N Butcher
Year 1	Woodpeckers	Mrs E Patrick	Mrs S Pearson
LRB 1	Woodmice	Mrs J Williams	Mrs E Henderson-Wright Mrs K Mercer
LRB 2	Fieldmice	Mr T Maybery	Mrs S Culleton
Year 2	Owls	Mrs R Matthews	Mrs P Kendrick
Year 2	Badgers	Mrs S Songhurst	Mrs L Gibson Mrs D Taylor
Year 2	Ladybirds	Mrs J Spear	
Year 3	Chestnut	Mrs N Williams	Mrs V Pierce
Year 3	Willow	Mrs S Pugh	Mrs L Williams
Year 4	Sycamore	Mrs K Allen	Mrs J Johnson
Year 3 / Year 4	Maple	Mrs K David	Mrs J Emery Mrs E Roberts
Year 5	Elm	Mr M Hillman	
Year 5	Rowan	Mrs K McDonald	
Year 6	Oak	Mrs C Roblin	
Year 6	Hazel	Mrs E Morgan & Mrs A Harwood-Payne	

Tremains Primary School Governing Body

Dear Parents / Carers

Firstly I am extremely proud to be writing to you in my new role as Chair of Governors, and therefore, on behalf of the Governing Body I would like to take this opportunity to welcome you and your child to Tremains Primary School. Thank you for choosing our school and we hope that your child will be happy during their time here with us.

I would like to take this opportunity to welcome Mrs Debra Todd as our new Headteacher. Debra comes to us from Ynysboeth Community Primary School with a great deal of experience and extremely positive accolades from her previous positions. Already Mrs Todd has set about engaging your children, you as parents, staff at all levels and ourselves as Governors in the running of the school and steps needed to help us move forward aiming to drive improvement throughout the school.

As a Governing Body we are busy carrying out a range of duties to support and challenge the Senior Leadership Team working closely with the Headteacher and the full staffing body, looking to ensure the required plans are in place to uphold the high standards expected here at our school. The school actively looks to engage and develop strong and positive partnerships with us as your Governing Body and more importantly, **with you and your child**.

The Governing Body undertakes an active role in overseeing the running of the school, using our own individual experiences and backgrounds to ensure the performance of the school is maintained, evaluated and continuously improves. We work to develop a positive strategic direction for the school, whilst ensuring our legal obligations are met. In undertaking this role we actively support a range of committees and functions across the school from finance and health and safety committees to undertaking lead roles in support of the Key Estyn Inspection recommendations.

The school attempts to ensure good communication channels are in place with you and your child - through the weekly newsletter, the school website and this school prospectus, as well as parent's evenings and other school events. If you have any thoughts or ideas in how this can be further improved, then please do not hesitate in making contact with us. Your input and support as a key partner to the school will be most welcomed.

As a school we are committed to the teaching and learning of your child but we also recognise that every child has individual needs. At Tremains we aim to ensure that all children's needs are met and that support is provided when needed. Childrens welfare and well being is a priority for school and we aim to support your child to ensure that they leave Tremains happy and confident children prepared for the next chapter in their lives.

Finally, I would like to offer my personal thanks to the whole staff body for their continued commitment to our children and the efforts that they put in delivering excellence across the school.

Collectively we must try to maintain positive involvement in the daily life of the school, challenging everything we do to ensure positive improvements in all areas, this is embraced by the whole school to ensure the very best is achieved for your child. With this in mind thank you for joining our Tremains community and we look forward to working in partnership with you throughout the school year and beyond.

Kind regards

Darrell Clarke
Chair of Governors, on behalf of the full Governing Body.

The Chair of Governors is :
Mr D Clarke
8 Llys Y Fedwen
Coity
CF35 6DZ
Tel. : 01656 647472

School Governors are like a board of directors and make decisions about how the school is run.

Governors have legal duties, powers and responsibilities. They can only act together, they cannot act individually.

<u>Governors are appointed to help:</u>	<u>School Governors are chosen from:</u>
<ul style="list-style-type: none"> · decide what is taught · set standards of behaviour · interview and select staff · agree how the school budget is spent 	<ul style="list-style-type: none"> · parents · school staff · local council representatives · community representatives · people with special skills

<u>Name</u>	<u>Category of Governor</u>	<u>Retirement Date</u>
Vacancy Vacancy Vacancy		
Mrs D. Ralph Cllr C Jackson Vacancy Vacancy	Community	17.07.20 10.05.21
Mr D Clark—Chair Mrs L Griffiths—vice Chair Mr A Morgan Mr R Lester	Parent	13.10.18 13.10.18 20.10.20 20.10.20
Mrs R Kingston	Teacher	28.08.21
Mr P. Carpenter	Staff	13.03.21
Mrs D Todd	Headteacher	

Our Curriculum and how do we teach?

We want all our children to experience success and enjoy their learning whilst at school. We aim to achieve this through high standards of learning and teaching within a happy, structured and caring environment. The skills of true thinking (reasoning, creativity, judgement and memorisation) allow individuals to grow intellectually. Our children are given the chance to perform these mental operations at an appropriate level for their development, in accordance with the Foundation Phase and National Curriculum. Through a variety of teaching methods and strategies, we aim to instil children with an enthusiasm for learning and prepare them for future school life. Teaching methods, ranging from whole class focused inputs to individual personalised programmes of study are chosen as appropriate to meet the task or skill being focused upon. During the course of the year, the children will encounter a range of teaching methods. They will mainly be taught by their own class teacher, but there will be times when teachers are exchanged enabling us to best use the individual expertise of a large, talented teaching staff. Our curriculum strives to ensure breadth and balance and makes it difficult to work within the parameters of separate subjects for all of the school day. In fact, children learn faster and more effectively when skills and concepts are linked between subjects at the same time. We plan topics carefully so continuity and progression are smooth and aid development. Topics enable us to identify skills, concepts, knowledge and ideas from individual subjects and bring them together in a cohesive way. Our children are generally taught in their mixed ability class groupings, with all children studying the same area. However, work is appropriately differentiated (either simplified or extended) to match all ability levels.

Homework

Working at home can help develop a child's self discipline and promote a motivating attitude towards study and learning. We consider it important for homework tasks to be purposeful and matched to the ability of the individual children and as a result, in accordance with Government guidelines, each year group follows a homework timetable appropriate to the age of the child.

Children will be asked to complete 'Home/School' tasks so that you can work with your child and encourage a positive attitude to learning. Older pupils will have tasks set to enhance the skills they have learnt in school. Learning Logs are shared with their teacher and their peers and is an important part of our weekly learning structure. Some Learning Log activities are compulsory, others are meant to be an extension and your child can choose to do as many or as few as s/he wishes.

Personal and Social Development, Well-Being & Cultural Diversity

This Area of Learning focuses on children learning about themselves, their relationships with other children and adults.

They are encouraged to develop their self-esteem, personal beliefs and moral values. Children are helped to recognise and gain a positive awareness of their own and other cultures through multi-cultural festivals and stories. Our children are encouraged to think about and respect the feelings and beliefs of others.

Tremains Primary school encourages children to grow in confidence and become happy, independent thinkers and learners. We encourage our children to play a positive role in contributing to school life and the wider community.

It is taught in a variety of ways: through other subjects such as literacy and history, through 'circle times', through outdoor educational activities and visits and is part of R.E. Lessons develop self-

Religious Education

During their time at Tremains Primary School children will be 'discovering' themselves as individuals—their feeling, emotions, when and why—and their reactions to certain situations, along with their awareness of how they fit into society. They should have developed, to a lesser or greater extent, an ability to have sympathy with, and imagine the feelings of, those people about which they will learn. The school's Religious Education curriculum follows the Agreed Syllabus for study. The scheme of work in Religious Education will build on the children's experience and develop their respect for the point of view of others.

Collective Worship

Whole school assemblies are held following Biblical, personal, social and Welsh themes. The children contribute to a class assembly once a year to which visitors are very welcome. The school has strong links with community religious leaders and visitors frequently take part in our Collective Worship.

Foundation Phase (3-7 Years)

The Foundation Phase has seven Areas of Learning, where stimulating structured play activities can be woven into the learning experience. The seven areas of learning are Personal and Social Development Wellbeing and Cultural Diversity, Language Literacy and Communication, Mathematical Development, Welsh Language Development, Knowledge and Understanding of the World, Creative Development and Physical Development. Children learn through first-hand experiential activities with the serious business of 'play' providing the vehicle. Through their play, children practise and consolidate their learning, play with ideas, experiment, take risks, solve problems, and make decisions individually, in small and in large groups. The development of children's self-image and feelings of self-worth and self-esteem are at the core of this phase. By the end of the phase pupils are also expected to achieve Outcome 5 or above in Language, Literacy and Communication and Mathematical Development. End of phase results will be disseminated to parents in three core areas (Personal And Social Development/ Language, Literacy and Communication and Mathematical Development) at conclusion of your child's time in Year Two. Literacy and numeracy are incorporated into tasks across the areas of learning.

Key Stage 2 (7-11)

Key Stage 2 lasts for four years (Year 3, Year 4, Year 5 & Year 6) and ends when the children transfer to secondary school at the age of eleven. In May of their final year children are assessed by their teachers in English, Mathematics and Science. Results are reported to parents with the child's end of written report. Children in Key Stage 2 study the subjects of the **National Curriculum** and Religious Education in preparation for Key Stage Three. Literacy and Numeracy are woven into activities across the curriculum and the pupils' digital competency is also an integral part of our curriculum.

National Testing

In May 2013 the Welsh Government introduced testing in Literacy (Reading only) and Procedural Mathematics and Numerical Reasoning for pupils from Year Two to Year Six. Tests are administered in accordance to Welsh Government guidance. Tests scores will be reported to parents along with pupils attainment across the whole of the year in your child's annual report. Please avoid holidays during testing week (1st & 2nd week of May).

Writing

Children will begin by experimenting with written communication through mark making, emergent writing and pictures. The development of young children's large movements plays an important part of pre-writing skills. These include series of movements and dance that helps to develop gross motor skills through music, rhythm, pattern and repetition. This is followed by the development of fine manipulative skills exploring a wide range of resources and materials including dough, painting, puzzles, pegs, threading, computers and other programmable devices. Hand-eye co-ordination is a pre-requisite for being able to hold a pencil correctly. The children then begin to write in a more conventional way using words, phrases and short sentences.

Children will have a variety of opportunities to write for different reasons and audiences. They may write letters, poems, stories, explanations and newspaper reports for example. They will be encouraged to follow the writing process through from planning and producing a first draft to editing and presenting their work and evaluating their finished piece. Skills in handwriting, spelling, grammar and punctuation will be developed throughout the school.

Geography

As the children progress through our school the geography curriculum provides them with opportunities to develop their sense of place. They learn about out local area within the context of Wales, the UK, Europe and the world, through fieldwork and a variety of resources, such as photographs and maps. The children use a range of geographical skills to study the work of rivers, the weather and how land is used and changed.

We study how people in other parts of the world live and compare their lives with ours. Our links to countries, such as Uganda provide real and exciting experiences for the children to develop their understanding of other countries.

Language, Literacy and Communication / English

This area focuses on children being immersed in language experiences and activities that include oracy, reading and writing. Many of these activities are linked to class themes and are developed across all areas of learning. We value parental support, particularly in all aspects of language, as this is crucial to the children's development.

Oracy

Children are given the opportunity to engage as individuals, pairs and in groups talking to different audiences including their peers, teachers, practitioners and other familiar adults and visitors. Experiences will include rhymes, songs, stories and poems, animated tales on CD, interactive stories, drama, debating and role play.

We strive to give the children a range of situations and activities aimed at developing their skills in speaking appropriately, accurately and with clarity as well as a sensitivity to and awareness of other points of view. We involve the children in many 'talk' activities to enable them to build a wide vocabulary to support their written work.

Reading

Children will begin with experiences of hearing lively readings from a variety of sources including picture books, traditional tales, imaginary or fantasy worlds and poetry from Wales and a range of other cultures. Children use a variety of strategies when learning to read including 'look and say', sounding out, predicting and using visual clues. With your support, children will take home a small bank of key words to learn. A range of reading schemes provides a structured approach to both the learning and teaching of reading. A reading record is used as a means of communication between parents and the school.

As the children progress they are given the opportunity to read and interpret a wide range of both fiction and non-fiction from a variety of sources including the internet, helping them to become experienced readers and giving them the 'reading habit' for life.

The children have access to the school library and can select a book to read for enjoyment. The library is computerised so children's choices of books can be easily monitored and supported. The fiction section is colour-coded and the reference section is catalogued in line with the Dewey Decimal System, which is used in most libraries. Children are encouraged to use reference books to inform their topic work. Sections of reference and poetry books are also available for children to take home to read.

Knowledge and Understanding of the World

Children should experience the familiar world through enquiry, investigating the indoor and outdoor environment in a safe and fun way. The outdoor environment is used throughout all seasons. We are well equipped to work outside in most weather conditions, using good quality outdoor clothing. Our children are given experiences that increase their curiosity about the world around them. They learn to demonstrate care, responsibility, concern and respect for all living things and the environment.

While studying these areas the children will be encouraged to observe, raise questions, plan experiments, measure, interpret their findings and communicate them clearly and generally 'act like a scientist'.



History

The history curriculum at Tremains Primary School provides the children with opportunities to act like detectives, studying a variety of historical sources to find out about the past. They are encouraged to interpret evidence and form judgements to create a picture of the people and events which have taken place throughout time.

Through their experiences, a range of historical skills and knowledge will develop. During the Key Stage, the children will study elements of each of the five study units, which include a local historical study (Roman Isca—Caerleon) and the study of an historical theme. The children will also be taught about important developments in the history of Wales and Britain in selected periods from the earliest times to the present day. This includes studies of The Romans, The Tudors, The Victorians and the Second World War. Children may also undertake a local study which may be linked to other curriculum areas.



Mathematical Development

Foundation Phase

Our mathematical activities are planned to provide 'hands on' experiences that allow for children's progressive development of concepts, skills, knowledge and understanding in:

- Solving mathematical problems
- Communicating mathematically
- Reasoning mathematically

They use numbers in their daily activities and develop a range of flexible methods for working mentally with number, in order to solve problems. Children are given the opportunity to use number through rhyme, songs, stories and counting activities from Wales and around the world.

They investigate the properties of shape and sort, match, sequence and compare objects and create simple patterns and relationships.

Children develop and use appropriate mathematical language when talking about their work.

Their work is presented pictorially, using objects, diagrams, words, symbols and IT, moving on to using more formal methods of recording when they are developmentally ready.

Key Stage 2

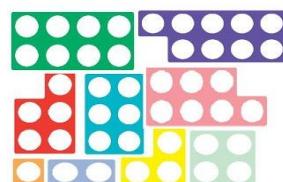
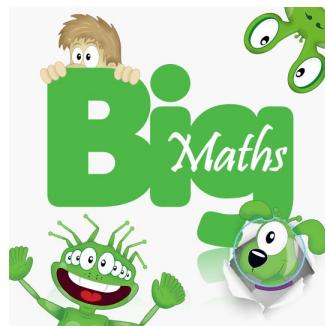
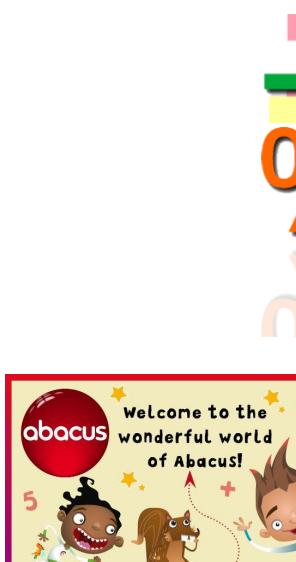
Maths is used every day whether we realise it or not! For example, we check our change when out shopping, estimate the cost of a new carpet or decide what time we need to leave the house to get to the train station.

We aim to provide our children with a wide mathematical education taught in an enjoyable, relevant and creative way. We use 'real life' experiences so children begin to understand the importance of applying maths skills in order to solve problems and engage them for future learning.

Maths is taught daily. Children move through the Key Stage building on existing skills and developing their knowledge and understanding. Pupils explore all four number operations and are encouraged to try different strategies that best suit their learning.

Pupils explore shape and space and develop their measuring skills in a range of contexts. They are given lots of opportunity to discuss their methods and encouraged to use the appropriate mathematical vocabulary.

We want our children to know and understand mathematical concepts, skills, facts, relationships and strategies and be able to apply and communicate these in a confident way.



Science

When people are asked to describe what a scientist does, they usually use words such as experiment, find out, explore, measure and discover. It is hardly surprising; therefore, that science has become such an important part of the world that we live in. If we can encourage children to act like a scientist we will be encouraging them to develop lively, enquiring minds.

At Tremains we aim to instil this scientific attitude in the children, by encouraging them to explore, investigate and discover in as real a context as possible, as we feel that this will make the work more relevant to the children. In order to do this, we endeavour to incorporate their science work in their thematic work whenever possible. We relate the work to our children and their environment as well as to other children and adults, in order to encourage them to develop a healthy, caring attitude towards their own bodies, other people and the world around them.

During their time at the school the children will have an opportunity to study all the main areas of science, including Life Processes and Living Things, Materials and their Properties, and Physical Processes.

While studying these areas the children will be encouraged to observe, raise questions, plan experiments, measure, interpret their findings and communicate them clearly and generally "act like a scientist".

Information Technology

Information Technology is concerned with being able to gather, store, retrieve and communicate information and may use any of the following tools - tape recorders, video recorders, computers, telephones, televisions, radios.

We have timetabled access to the Computer Suite. Children are taught specific skills through a variety of programs but are also taught to use IT throughout the curriculum, which reflects the use of IT in everyday life. All of our children also have access to a computer in the classroom to be able to practise the skills they have learned in their IT lessons.

Welsh Language Development

Welsh is taught as a second language on a regular basis. It is used frequently in the classroom to give instructions, and is given prominence around the school. Signs are written in Welsh and the Newsletter has bilingual headings to show that Welsh is a language that is used for communication in Wales, and in our school.

Initially the main emphasis is on conversation. 'Tocyn Iaith' are awarded for children who use Welsh in everyday situations. These vouchers build towards the house point system.

The children are provided with opportunities to read and write Welsh.



Mobile Phones
We do not allow
children to bring
mobile phones to
school during the
school day, to
evening events or
on educational



School Council

Our 'School Council' is made up of children from Year 2 to 6. These children are elected to be representatives for their Year Group and attend regular meetings to discuss relevant matters of interest concerning school organisation and development.

The School council is actively involved in decision making within the school and regularly conducts surveys to gather views and opinions from their peers.

Any child in the school may put forward a suggestion to the School Council by simply posting a note into the newly introduced 'suggestion box' located in the school hall. A response will be made by the School Council either personally or during one of our school assemblies.

The aim of the School Council is to develop an awareness of citizenship and involve all our children, to some extent, in the running of the school.

Physical Development

Foundation Phase

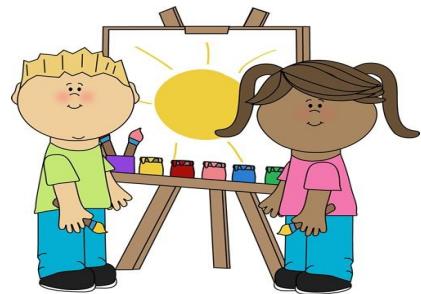
Children are encouraged to enjoy physical activity and are introduced to the importance of diet, rest, sleep and exercise. Their physical development, enthusiasm and energy for movement will be promoted through helping them use their bodies effectively. They use large and small equipment, indoors and outdoors as often as possible. Nursery and Reception have a wide variety of excellent resources and outdoor equipment to develop gross motor skills. Through these resources children are motivated to move safely and confidently, develop increased control over their bodies and develop an awareness of the space around them.

Key Stage 2

We aim to offer children a range of opportunities in Physical Education, which will satisfy their innate desire for activity and movement, to encourage them to develop an awareness and understanding of body movement, with and without apparatus and for children to learn from each other.

The opportunities provided include ball games and skills, dance, educational gymnastics and swimming. All children are also encouraged to play ball games such as athletics, rugby, netball, rounders and cricket and these are practised as extra-curricular activities.

We make the most of opportunities for the children to take part in inter-school matches, competitions run within the county and further afield in many sports.



Creative Development

Art, craft and design stimulates creative and imagination. Our children are encouraged to develop their imagination and creativity across Areas of Learning. They have the opportunity to be creative, imaginative and expressive in art, craft and design, music, dance and movement. Children will explore a wide range of stimuli, developing their ability to communicate and express their creative ideas and reflect on their work. We use the local environment to stimulate ideas and start some aspects of work.

Art at Tremains Primary, gives children a lot to look forward to! Investigating shapes, colours, lines and textures help our children with the basics and enable other work such as 3D and printing as it happens. We try to inspire our children in art by using the skills and talents of professional artists to work alongside us.

Educational Visits

We believe that children gain important first hand learning experiences through educational visits. We aim to organise visits outside school, as well as bringing in visitors to enrich our curriculum.

Contributions will be sought from parents so that activities such as educational visits during school hours can be provided. However, if insufficient contributions are received it may be necessary to cancel the arrangements. No pupil will be omitted. We also need parents to accompany children so that we comply with safety regulations. We are grateful for any support you are able to offer.

The school endeavours to subsidise a number of whole school educational experiences throughout each academic year.

Reward Systems

The school's behaviour policy encourages all pupils to reflect on the positives of their behaviour and actions. We aim to ensure pupils are rewarded for good behaviour and we aim to help them to become the best role-models they can possibly be.

Pupils are rewarded for their positive behaviour through stickers for our youngest pupils to Dojo points and Class Behaviour charts for older pupils. Pupils are encouraged to follow our school rules at all times and are rewarded when their sustained behaviour reflects our school's values. Children who reach the 'Gold Standard' received a reward at the end of each term.

Our School Rules are:

- Always try your best
- Treat others as you wish to be treated
- Respect self, others and property
- Keep your hands and feet to yourself
- Speak nicely to others and play together



Music

Music is primarily a subject to be enjoyed; this can be done either as a participant or a listener. All children begin with the possibilities of: singing and playing an instrument, making their own music & listening.

Each child from the time they enter school until leaving at the age of eleven will be encouraged to develop confidence in their own ability and to participate with interest and enthusiasm. The School Choir regularly performs in public. The children are offered the opportunity to purchase choir shirts for these performances.

Instrument Tuition

Instrument tuition is offered to all of the children in the school by Cardiff and Vale Music Service (CAVMS) after school hours (Wednesday evening). There is a wide selection of instruments to choose from including guitar (electric/acoustic), piano, keyboard, cello, saxophone, etc. Singing lessons are also available.

- **Instrument hire and tuition fees are paid directly to CAVMS.**
- **Tel no. 02920 891231**
- **Fax no. 02920 892903**

At present a peripatetic violin teacher is provided by Bridgend County Borough Council to teach some of the older children.

Equal Opportunities

We endeavour to provide a broad and balanced curriculum for all our pupils regardless of gender, race or religious belief. We aim to allow our children to appreciate the differences in others. Disabled pupils have equal access to the curriculum and the school is designed to accommodate wheelchair users. We support the development of the children's social skills through Circle Time and other class based activities.

Access and Inclusion

The school is fully accessible to people with disabilities. Pupils with disabilities will not need any provision that is additional to or different from that usually provided by schools apart from equipment such as wheelchairs, hearing aids and low vision aids. Teachers make 'reasonable adjustments' to ensure that pupils are not placed at a disadvantage or treated any differently than pupils without disabilities. Our LRB pupils fully integrate into all aspects of school life and have access to all school resources.

More Able and Talented

Our school will have, at any time, a number of able, talented or gifted pupils. We recognise academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information.

Health, Sex & Drug Education

The Education Act (No.2) 1986 gave governors responsibility for decisions relating to sex education. We have a Sex Education Policy as part of our Personal and Social Education policy. This was drawn up by the governors and staff. It is delivered by the school nurse and integrated into our curriculum. Issues such as growing, hygiene, health, exercise, friendship, families and making decisions are covered. Please note that pupils can be withdrawn from these lessons by parental request.

Health, sex and drug education is not taught as a subject but it is covered where it arises naturally in other areas of the curriculum. In Foundation Phase, accurate information is given to encourage an acceptable vocabulary dealing with the parts of the body. In this context, a sensible attitude to bodily functions and personal hygiene is emphasised. At Key Stage 2, topics such as families and children, growth and reproduction are introduced and reintroduced at different times throughout the phase.



Data Protection

Information about all pupils is held on computer files at the school. We hold essential personal information such as addresses, names of parents, special health needs, etc.

The school takes every measure to ensure that the information it holds is treated as confidential. This information is mainly used for educational purposes: it might be disclosed to the local authority and its representatives, and health professionals and organisations.

The school is registered under the Data Protection Act. Parents are welcome to examine our Registration Document if they wish.

Alterations

The information contained in this booklet relates to the period September 2017-July 2018. It is correct at the time of printing, but changes may be made before the start of, or during this year, or in subsequent years.

Additional Needs

At Tremains we are aware that all our children are individuals and learn in their own ways. We plan our teaching so that children learn at levels appropriate to their needs. Those children who are having difficulty with their learning may require additional support. We aim to consult parents prior to a child being placed on the Additional Needs Register.

Currently **Mrs Rachel Kingston** is Additional Needs Co-ordinator. She will work with class teachers to monitor the educational provision for your child. Individual Education Plans may be implemented to help support your child's achievements.

We discuss termly targets with parents in order to plan support. Support may take place individually or in small withdrawal groups; and will be targeted to help your child. We value communication with parents as we work together for your child's education.

School houses two Learning Resource Base for children with varying and complex additional needs. The children from our LRB classes are integrated fully into school activities and most children in Foundation Phase are learning to sign songs during Collective Worship. The school has strong links with the Local Authority's Inclusion Service and other specialist teaching centres across the borough.

Anti-Bullying

At Tremains Primary School, we have a concern for our children's welfare and the development of their social skills that is also supported by our mission statement, PSE (personal and social education) policy and behaviour policy. We want our children to feel safe in school and take a whole-school approach to the issue. Positive behaviour is rewarded, and encouraged through Circle Time, curriculum resources, assemblies and PSE. All children are encouraged to support their school rules, and to report any incidents of bullying. The policy is renewed regularly with the Governing Body.

Social Media

We take issues of Cyber-Bullying very seriously. Tremains Primary has been involved in the CEOPS pilot work for developing safe and responsible use of Social Media sites such as Facebook or Youtube. We would appreciate it if parents did not use social media to discuss any matters relating to children or staff. Appropriate action will be taken. Your co-operation is much appreciated. Diolch yn fawr.

NB. The legal, recommended age for a child to have a Facebook account is 13.

Looked after Children

Looked after Children are subject to care orders and those whose parents have asked the Local Authority to look after their children.

A Personal Education Plan will be drawn up by a social worker when the child becomes looked after. The school will then contribute to the Plan, which will be reviewed regularly.

The headteacher is the designated teacher for Looked after Children. The class teacher will also support the child in the first instance.

Child Protection

The welfare of all children is of paramount importance to us. At Tremains Primary School we aim to provide a safe and secure environment where children are respected and valued. The school follows the Local Safeguarding Children Board procedures to ensure that children receive appropriate and effective support and protection.

If you have any concerns regarding any child protection issues our designated teachers are:

- Mrs D Todd—Headteacher
- Mrs K MacDonald—Deputy Headteacher
- Mr I Davies—Assistant Headteacher
- Chair of Governors—Mr D Clarke

Complaints Procedure

Here at Tremains Primary School we work hard to maintain good relationships with parents and the community. These are based on mutual respect and a willingness to listen. It is essential for the smooth running of the school that all causes for concern are dealt with as quickly as possible. In the first instance all concerns should be referred to the headteacher. An informal discussion is likely to resolve most issues.

A copy of the Local Authority's complaints policy and procedures can be obtained from the school office or the school website, if required.

The Administration of Medicine.

If it is necessary for your child to receive medication during the school day then a medication consent form must be completed. No medication will be administered unless this form has been authorised by the headteacher.

Only prescribed medicines, in the original container, can be administered.

Asthma pumps **MUST** be labelled with your child's name and will be kept by the class teacher.

School Security

The school regards the security of pupils and staff as a high priority. To this end the Governing Body has a sub-committee for School Security and Health and Safety. This committee meets to review the current situation and plans to take appropriate and cost-effective measures to ensure the security of all. The school follows the guidelines issued by the Local Authority and this is kept under review. Any incidents in the school are recorded, reported to the relevant agencies and are acted upon as appropriate.

Safety in our School

To safeguard your child's safety, all members of staff have undertaken an emergency aid course run by a recognised body, and have received Child protection training. These courses are updated annually.

Parental support in ensuring all our children are kept safe is vital. Therefore, it is necessary to note the following regulations :-

No cars are permitted onto the school premises when presenting or collecting your child.

This also applies to after-school functions such as music lessons, children's disco, or concerts.

1. Please park safely **OUTSIDE** the school gates in the direction of the traffic.
2. The school drive should **NOT** be used as a pedestrian entrance. Please use the paths provided.
3. Entrance to the school is by admission of a member of office staff at reception. No one is able to enter the school through any other door while the school is in session.
4. No dogs (except guide dogs) are allowed on the school premises. This includes the adjoining fields. The health and safety of our children is very important and dogs fouling the grounds would provide an unnecessary danger.
5. No bicycles, skateboards or roller-blades should be used **inside** the school premises.

Disabled parking is available. Please discuss your requirements with the headteacher who will make the necessary arrangements for annual permits.

Staff Safety

Please remember that at Tremains we aim to work with parents for the benefit of all pupils. Staff have the right to feel safe in their working environment. No verbal or physical abuse of staff will be tolerated. In the unlikely event of any person infringing this rule, s/he will be asked to leave the premises and may be banned from entering school grounds in the future.

Eco-Council

Our dedicated and hard working Eco Council have actively promoted environmental awareness and have sought to improve our care for the environment. They make links to curriculum subjects that enables us to tackle many cross-curricular areas such as citizenship, education for sustainable development, healthy living and other global issues. In 2016, the school received its Green Flag.

Finance

The Local Authority meets most of the running costs of our school through a delegated budget which is managed by the Headteacher and Governing Body.

Sport

Tremains Primary School offers a wide range of sporting activities, and many pupils have been selected for district, county and regional teams.

Our primary aim is for all pupils irrespective of individual talent to:

- Participate in team games with enjoyment, acceptance of rules and the development of team spirit.
- Respond positively to personal challenge through outdoor and athletic activities.
- Learn to swim and gain an awareness of water safety.

We are proud of sporting tradition at Tremains and our honour wall in our Upper school foyer celebrates this.

Extra-Curricular Activities

We provide a range of extra-curricular activities to extend the skills and enjoyment of your child. These activities may include art/craft, athletics, choir, cricket, fitness, Lego Club, gardening, performing arts, netball, rounders, rugby and Criw Cymraeg.

Further information regarding these activities is issued termly. If you wish your child to attend one of the clubs available, a written consent form will be required.

It is the responsibility of parents of children taking part in extra-curricular activities to ensure that suitable arrangements are made for their children in case any activity is cancelled, unavoidably, at short notice. We regret that we are unable to take responsibility for children who are not taking part in activities, but who remain on the premises. Children who regularly attend the clubs must inform the teacher responsible if they are unable to attend for any reason.



Transition from primary to secondary school

Tremains Primary has strong links with all comprehensive in our locality. Tremains Primary and Brynteg Comprehensive School prepare our pupils well for the journey from Year 6 to Year 7. Emotionally and practically the children are supported through effective transition visits and class based activities. Key Stage Three teachers visit us and teach the children in various subject related cross phase projects to prepare the children for the next phase of their learning. They gain a great insight into what is expected at secondary school.

Assessment at the end of the Key Stage

At the end of Year 2 & Year 6 the **teacher** assessment provides a rounded picture of your child's progress. Target setting for children from the time they enter the school allows us to predict the overall expected level at the end of Year 6. These assessments are shared as part of the transition process from key stage to key stage and school to school. The expected level for pupils to reach at the end of Year 2 is Foundation Phase Outcome 5 and National Curriculum Level 4 at the end of Year 6.

Foundation Phase Outcomes 2017					
Subject		Outcome 5+ Incl LRB	Outcome 5+ Excl LRB	Outcome 6+ Incl LRB	Outcome 6+ Excl LRB
Language, Literacy and Communication	School National	85.2% 88.1%	93.5% 88.1%	39.7% 38.1%	43.5% 38.1%
Mathematical Development	School National	91.1% 90.2%	98.3% 90.2%	42.6% 38.7%	46.7% 38.7%
Personal and Social Development, Wellbeing and Cultural Diversity.	School National	94.1% 94.6%	100% 94.6%	66.1% 61.3%	72.5% 61.3%

Foundation Phase Outcome Indicator		Incl LRB	Excl LRB
	School	85.2%	93.5%
	National	87.2%	87.2%

Key Stage Two				
Subject	Level 4+		Level 5+	
English	School National	100% 91.1%	School National	45.8% 44.7%
Mathematics	School National	100% 91.6%	School National	45.8% 47%
Science	School National	100% 92.2%	School National	39.5% 46.42%
Core Subject Indicator	School National	100% 89.5%		