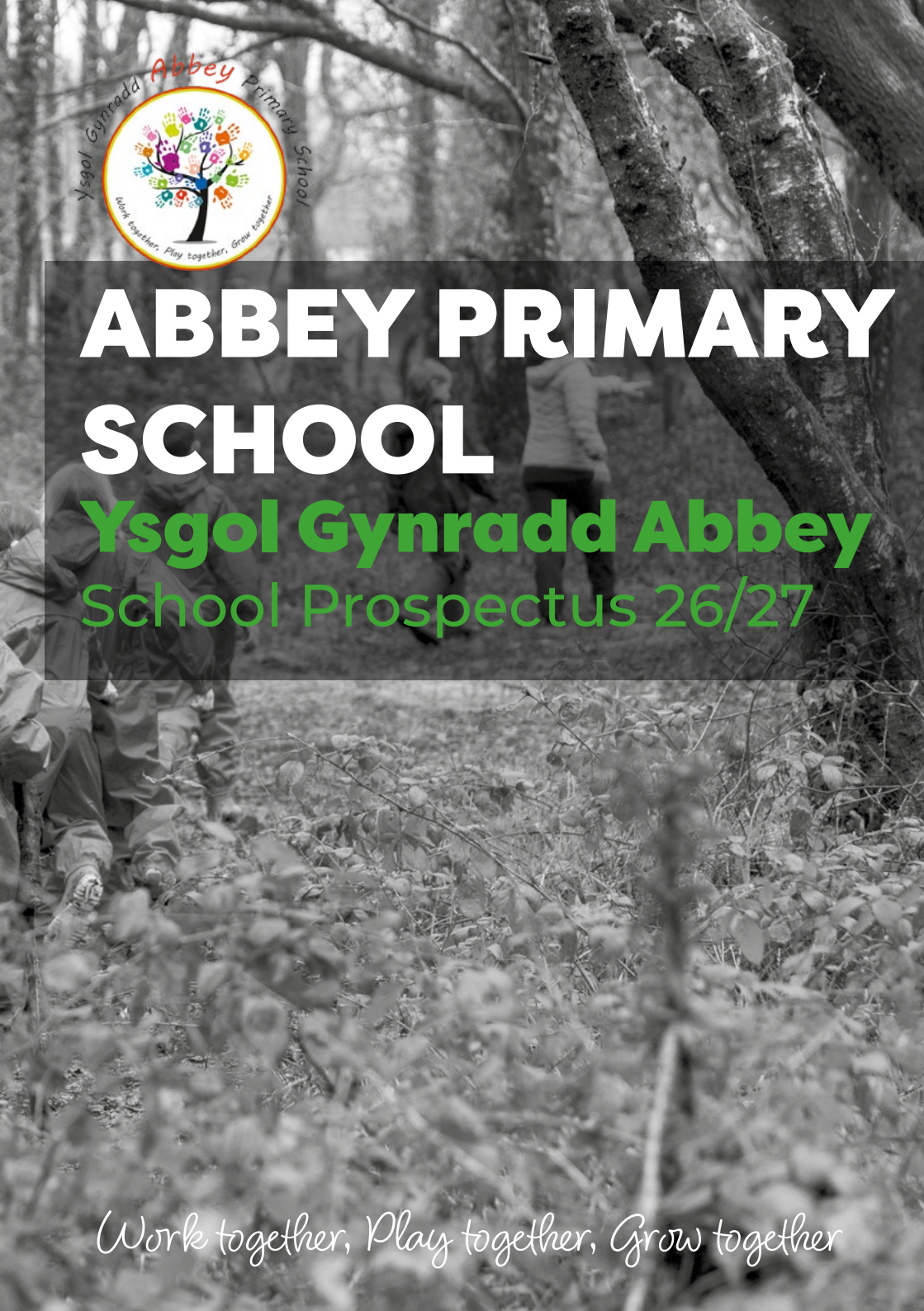


ABBEY PRIMARY SCHOOL

Ysgol Gynradd Abbey

School Prospectus 26/27

Work together, Play together, Grow together

CONTENTS



Welcome	4
Our Vision and Ethos	6
Our Aims	8
Our Governors	10
Our Staff	14
Our Community	20
Our Priorities	24
Your Child's Learning	26
The Curriculum	28
Six AOLEs	32
Three Cross Curricular	34
Outdoor Learning	36
Rights Respecting	40
Use of Welsh language	42
Early Years Assessment	44
Forest School	46
Equality Plan	48
Behaviour & Wellbeing	50
Extra Curricular	54
Parental Involvement	58
Admissions	60
Important Information	62
School Uniform	64
School Times	66
School Term	68
Contact	70

WELCOME
to Abbey Primary

On behalf of myself, the Governing Body, staff and pupils of Abbey Primary School, I am delighted to welcome you to our school and to our prospectus.

At Abbey Primary, the happiness, wellbeing and success of every child is at the heart of everything we do. We are incredibly proud of our vibrant, inclusive and forward-thinking school, where children are encouraged to feel safe, happy and secure, to enjoy their learning and to achieve their full potential.

Our motto, "**Work together, Play together, Grow together**," reflects the ethos of our school. We celebrate the diversity of our school community and are committed to ensuring that every child's individual needs are recognised and met. Our Restorative Practice principles and Values Education help us to create a culture built on positive relationships, mutual respect and care for one another.

We have high expectations for all our pupils and believe that education is about developing the whole child. Alongside providing a fun, authentic and exciting curriculum, we want our children to develop the confidence, resilience, independence and life skills they need for the future.

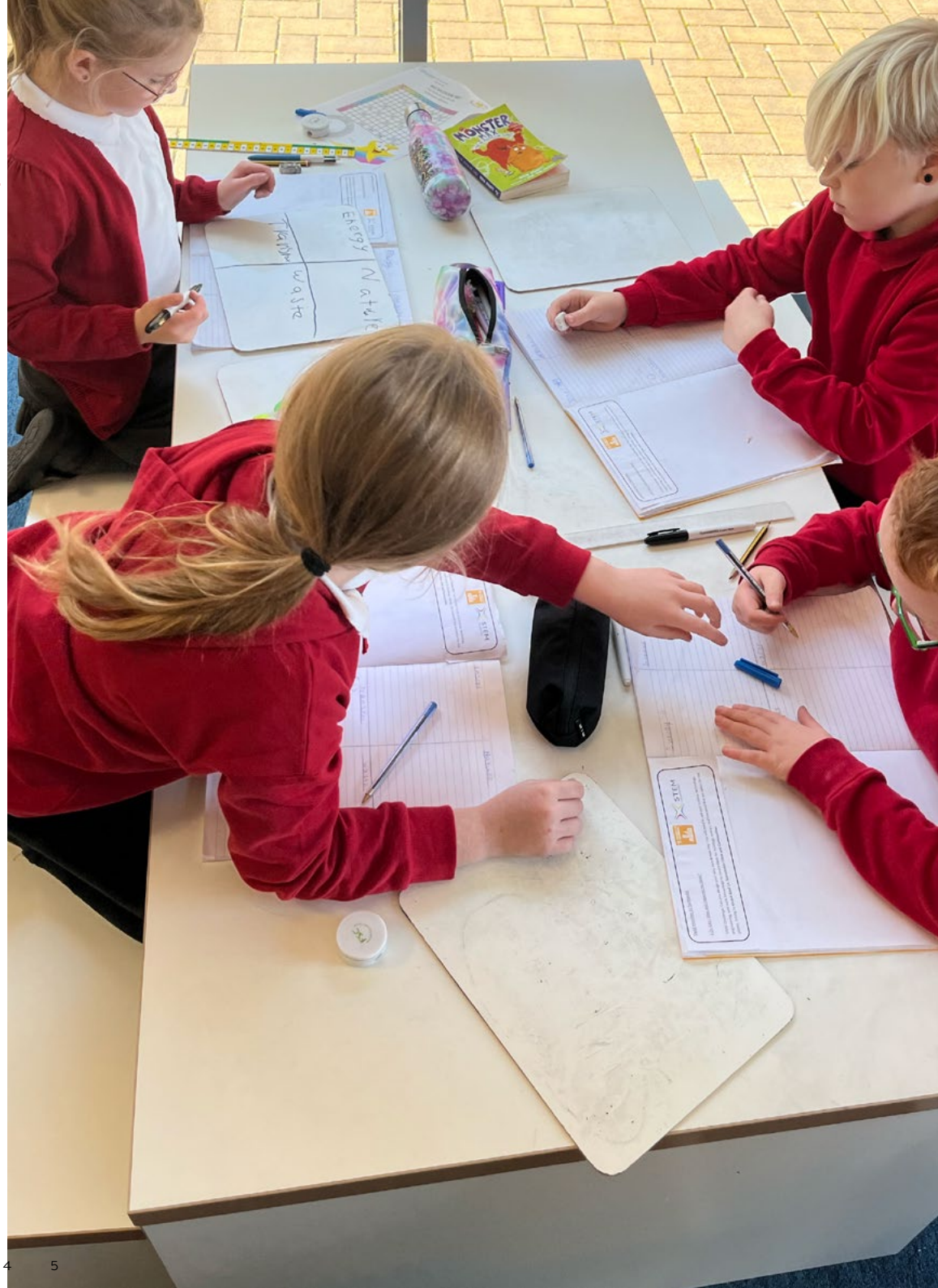
A strong partnership between home and school is central to this. By working together with our families, we can ensure that children receive the support, encouragement and opportunities they need to flourish.

I am extremely proud to be Headteacher of Abbey Primary School and privileged to work alongside such a talented, dedicated and caring team. Our state-of-the-art school building, officially opened in May 2023, provides a wonderful environment in which our children can learn, grow and create lasting memories.

This prospectus will give you a flavour of life at Abbey, but the best way to experience our school is to see it for yourself. If you have any questions or would like to arrange a visit, please do not hesitate to contact us. We would be delighted to welcome you.

Mr. K. M. Hodder

Headteacher



Our Vision & Ethos

At Abbey Primary, the child is at heart of everything we do. We strive to create a safe, happy and inclusive environment where every child feels valued, supported and inspired to reach their full potential.

We believe in nurturing the whole child. Alongside academic achievement, we place great importance on wellbeing, helping children to develop confidence, resilience, kindness and empathy. Through a broad and varied curriculum, we encourage curiousity, creativity and a lifelong love of learning, celebrating every child's individual talents, achievements and progress.

Our Abbey family extends beyond the school gates. We value strong partnerships between children, families, staff, governors and our wider community, recognising that we all have a shared responsibility for creating a caring and successful school. Together, we encourage our children to become increasingly independent, responsible and confident in their learning and in themselves.

As an English-medium primary school, we are proud of our Welsh heritage and values. We nurture a strong sense of Cynefin, helping children to understand who they are, where they belong and their connection to the people, places and communities around them. We celebrate diversity and encourage respect, tolerance and understanding.

We also believe in preparing children for the world beyond Abbey. We encourage them to care for our planet, contribute positively to their community and embrace their responsibilities as citizens of Wales and the wider world.

Our vision is simple: to help every child flourish, discover their strengths and become the very best version of themselves.



At the heart of all we do, each child's potential grows

Building strong minds and bodies, as their confidence shows

Bridging dreams with learning, fostering curiousity,

Empowering every student, embracing creativity,

Yearning for a future, where values hold them strong,

Promoting Welsh heritage, they proudly belong,

Rich experiences guide them, with talents they pursue,

Inclusive, kind, and caring, in all that they do,

Measured risks and resilience, helping them reach high,

Abbey's family united, with hopes that soar and fly,

Responsible, compassionate, they lead with gentle hand,

Young stewards of the planet, cherishing our land.

Our Aims

At Abbey Primary, our aim is to provide a happy, welcoming, caring environment within which all members of the school are valued and respected, where all can achieve their full potential and make a positive contribution to the school and the wider community. We aim:

A Safe & Caring School

Where everyone feels happy, valued and respected.

- Create a warm, caring, happy, safe and secure environment where our children can achieve their full potential.
- Ensure all children have access to the curriculum, including the National Literacy and Numeracy Framework, integrated into the school's planning, the school embraces pupil voice.
- Provide appropriate teaching and learning activities which cater for the individual needs and abilities of our children.

Learning and Achievement

High-quality teaching, a broad curriculum and opportunities for all.

- Help our children learn that courtesy, good manners and consideration for others are very important qualities.
- Help our children develop enquiring minds and positive attitudes to learning.
- Encourage parents to play a supportive role in their child's learning.
- Make school a welcoming place where children want to be, where they learn, are engaged and have fun.

Personal Development

Building confidence, creativity and key life skills.

- Equip our children with the necessary skills to prepare them for life in this increasingly complex and technoligcal world.
- Develop in children a broad range of integral skills (including problem solving, critical thinking, creativity and social skills).
- Foster in each child a respect for religious, ethical and moral values, with tolerance of other races, creeds, religions and way of life.
- Encourage awareness and concern for the environment in which we live and to develop a worthwhile partnership between home, school and the commmunity.
- Value and develop the skills and abilities of all members of staff.

Community and Values

Respect, tolerance and working together.

- To continue to build Abbey Primary School's reputation as a school committed to continuous improvement.

Preparing for the Future

Life skills, sustainability and global awareness.

- Equip our children with the skills and understanding they need to make a positive difference in their world.



Our Governors of Abbey Primary

It is the duty of the Governing Body to make decisions about how the school is run. Governors have legal duties, powers and responsibilities as a body but cannot act individually.

The Governing Body believe the aims of the school as set out in this Prospectus should continue to be pursued. Underpinning these aims is Abbey's philosophy, that all our children are entitled to the very best education possible, which the school endeavours to provide, in close partnership with parents.

Each term the following sub-committees meet and report to the main Governing Body meeting:

- **Finance and Staffing**
- **Standards/Curriculum**
- **Premises/Health and Safety**
- **ALN**
- **Safeguarding**

Other issues relating to the budget, pupil activities, school performance and the Early Years Assessment Centre are discussed. They can only act together, not individually. The parents of the school elect parent governors. They serve, as do other governors, for a period of four years. Parent governors bring the views of parents to the Governing Body. However, they are not delegates for parents, as they speak and act as individuals.

Full Governing Body

Meet the people who support the leadership and governance of our school.

Local Authority and Community

Cllr. Mike Harvey	Local Authority & Chair of Governors
Cllr. James Henton	Local Authority
Cllr. Keith Davies	Community and Minor Authority
Pastor David Hails	Community
Dr. Lisa John	Community and Vice Chair of Governors
Mrs. Sue Davies	Community
Mrs. Sarah Reid	Community

Parent Representatives

Mrs. Jenna Hickman	Parent
Mrs. Hannah May	Parent
Miss. Laura Davies	Parent
Mrs. Cerys Davies	Parent

School Leadership

Mr. Kevin Hodder	Headteacher
Mrs. Nicola Griffiths	Deputy Headteacher
Mrs. Rachel Richards	Bursar
Mrs. Anthea Jackson	Clerk





Our Staff
of Abbey Primary

The school is organised into mixed ability classes according to the age of the pupil. In general, pupils receive the greater part of their tuition from their own class teacher and a PPA teacher. Single age classes are arranged, when possible, but mixed age classes are organised when the needs are such. The school also has morning and afternoon Nursery classes. Attendance is on a part-time basis for either the morning or afternoon.

Admission to the nursery is achieved after the child's 3rd birthday providing that a Nursery space is available. Children are admitted to full-time education the September after their 4th birthday. The school has an Assessment Centre for children with Special Educational Needs between the ages of 3-5 years.

Headteacher

Mr. Kevin Hodder

Deputy Headteacher

Mrs. Nicola Griffiths — Year 1

Senior Leadership Team

Mrs. Sue Jones — Reception
Mr. John Richards — Year 5
Mr. Jordan Farley — Year 6
Miss. Lisa Dew — ALNCo
Miss. Lucy V. Richards — EYAC/ALNCo

Teaching Staff

Mrs. Jeni Williams — Nursery
Mrs. Victoria Ryan — Reception
Mr. Gavin Fitchett — Year 1-2
Mrs. Sheridan Williams — Year 2
Mrs. Lois Evans — Year 3
Miss. Chloe Thomas — Year 3 & EYAC
Mrs. Sara Powell — Year 4
Miss. Katie Bowing — Year 4
Mrs. Lucy Richards — Year 5
Mrs. Danielle Thomas — Year 6



Teaching Assistants

Nursery

Mrs. Nicola Hamer
Miss. Megan Masters
Mrs. Emma Hopkins

Reception

Mrs. Hilary Moule
Mrs. Danielle Williams
Mrs. Tanya Heskins
Miss. Marla Phillips

Year 1

Mrs. Sarah Davies
Mrs. Vicky Green

Year 1 / 2

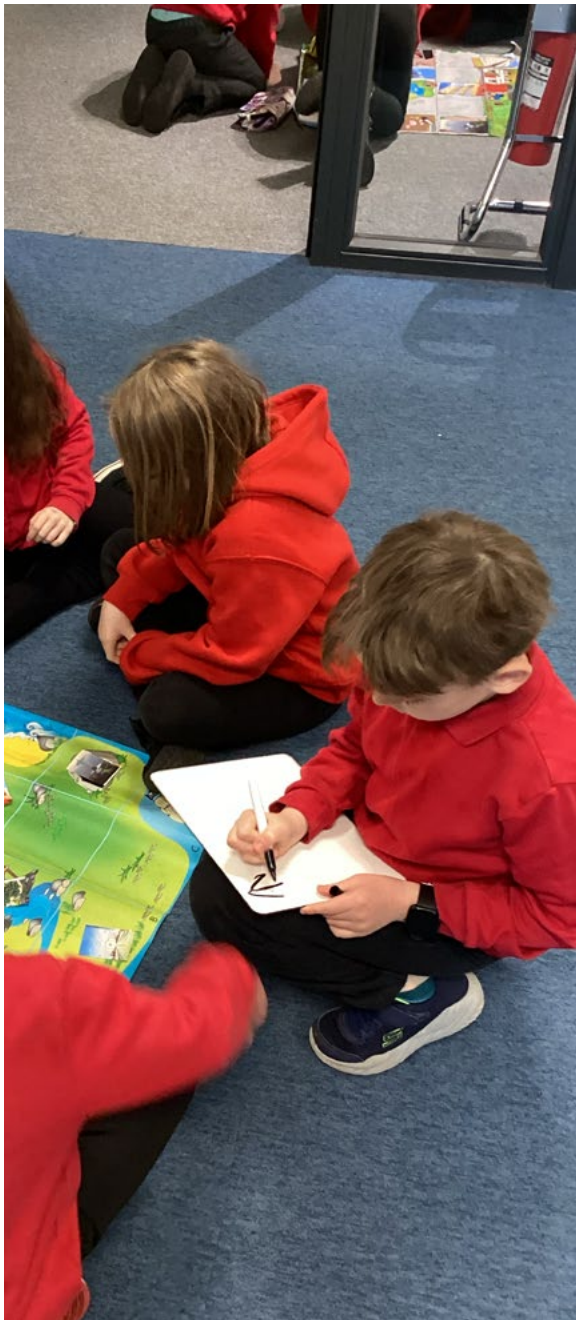
Mrs. Emma Deavall
Miss. Kelly John
Miss. Grace Miles

Year 2

Mrs. Gill Nedin
Mrs. Sam Richards
Miss. Kayleigh Penney

Year 3

Miss. Milla Howell
Miss. Jade Fernquest
Mrs. Gemma Noakes



Year 4

Mrs. Sharon Davidson
Mrs. Karen Bosher

Year 5

Miss. Marla Phillips
Mrs. Gail Evans

Year 6

Miss. Sarah Lewis
Miss. Gemma Thomas
Mrs. Jordan McNeil-Jones



Assessment Centre Staff

Miss. Meg Isaac
Miss. Riley Holsgrove
Miss. Mollie Lambert
Mrs. Victoria Spink
Mrs. Laura Jones
Mrs. Samantha Richards
Miss. Chloe Boxer

HLTA

Miss. Emma Jones	ELSA/Trauma Informed
Mrs. Phillipa Anderson	Forest/Beach School
Miss. Sasha Jarvis	ELSA/Family Engagement Officer
Miss. Meg Jackson	Cover Supervisor

Site Managers

Mr. Kevin Church
Mr. Paul Wright

Kitchen Staff

Mrs. Marchelle Cooke
Mrs. Susan Dewar
Mrs. Louise Eley
Mrs. Danielle Jarvis
Mrs. Tracey Rayner
Mrs. Carolyn Rees
Mrs. Susan Williams
Mrs. Kelly Williams
Mrs. Kim Price

Our Community





Everyone has their part to play in our school and this brings with it certain responsibilities. All parents and potential parents/carers can visit the school with prior arrangement.

Children

- Come to school with their parents and friends.
- Always try their best, in everything they do.
- Follow the school routines.
- Understand and follow the school rules.
- Be independent in managing their own possessions.

Parents

- Bring their children to school and collect them on time every day.
- Ensure that their children attend school.
- Support their children by hearing them read and encouraging them to complete any tasks their teacher asks them to do.
- Keep the school informed of any concerns they may have about their child's welfare.

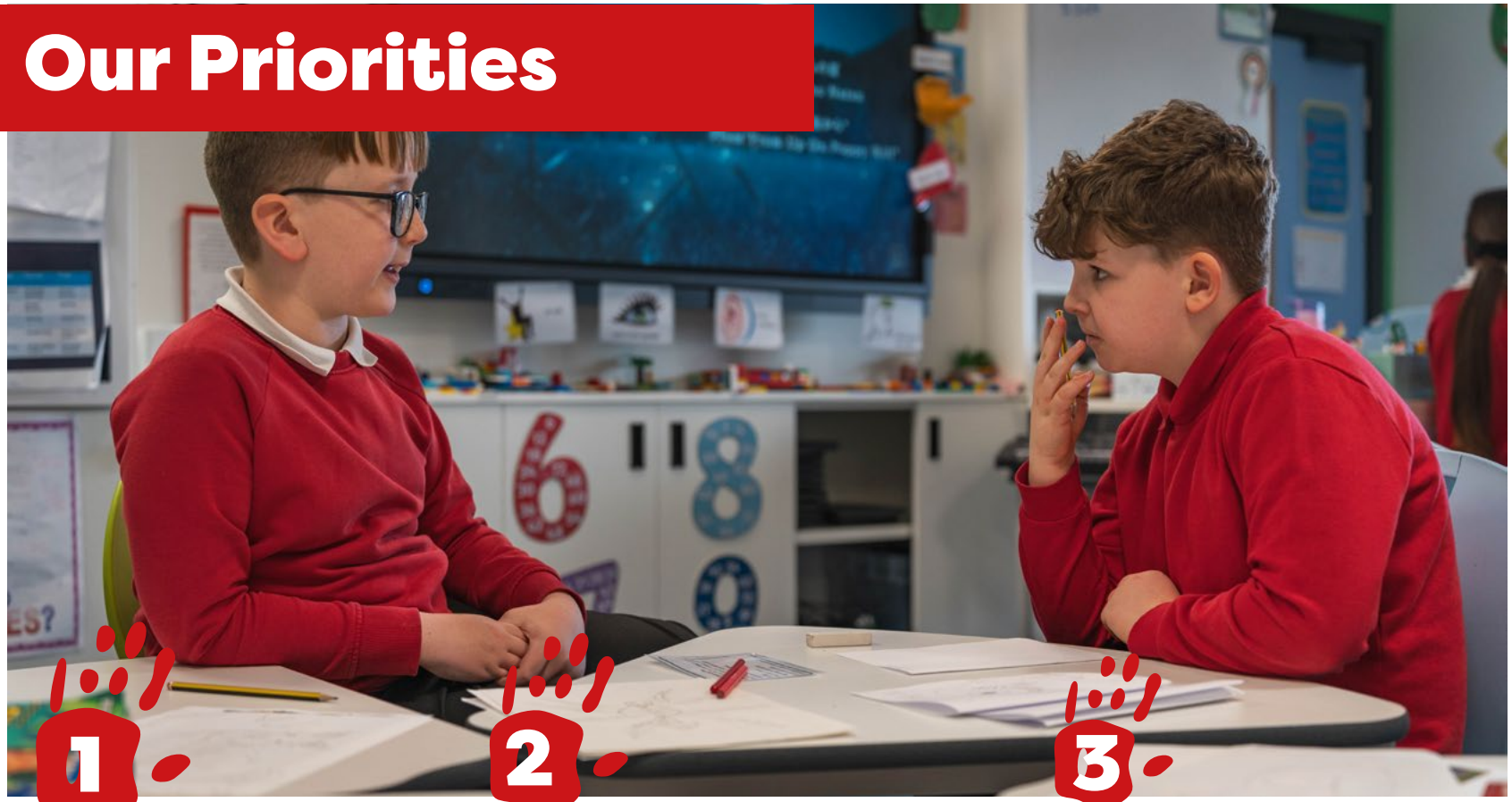
Teachers

- Take responsibility for the children between **8.40am** and **3.10pm/3.20pm**.
- Communicate effectively and work closely with parents.
- Always provide the highest quality of education and care.

Governors

- Support and assist the Headteacher in the strategic direction of the school.

Our Priorities







1 Welfare

The health, welfare and care of your child is our main priority. We will always contact you if we have any concerns.

2 Medical Care

Once your child reaches five, the school nurses checks his/her weight, height, hearing and sight and their general health will be discussed with you.

Any child who becomes ill in school will be treated, cared for and comforted by a qualified first aider until you can be contacted.

We will need your phone numbers and numbers of other emergency contacts in school. You will need to ensure that these are kept up to date.

3 Food and Drink

Our school kitchen, which is run, by the Local Authority and the children can have a freshly cooked meal each day. Alternatively, they can bring a healthy packed lunch.

In the Foundation Learning and Junior Phase, fruit can be purchased in school for snack time.

A small bottle of milk is provided for all Foundation Learning and Junior Phase children.

The school provides a plastic drink bottle for every child. It has been proven that children who have regular access to water during the day are more able to concentrate.

The water bottles are kept in the classroom and are available throughout the day.

The broad and balanced curriculum will stimulate your child to acquire knowledge and develop individual skills.

Children's achievements are celebrated, and everyone enjoys success and praise regularly during their time in school. We encourage children to become independent and confident in their academic and social development.

The children are taught by their own class teacher in mixed ability classes with children of approximately the same age.

Every classroom is fully furnished and equipped with the highest quality learning resources, which includes an interactive whiteboard: touch screen and shared access to a number of computers, iPads and chrome books.

The class teacher will get to know your child very well and will be pleased to involve you in their life at school. Children make progress at their own rates and their own ways. It is important to value them as individuals and to provide learning opportunities that will build on their strengths and overcome their weaknesses.

The curriculum provides for the academic, moral, physical, creative, personal and social development of every child. In our school today, we recognise that learning consists of:

- **Acquiring knowledge**
- **Understanding ideas**
- **Practising skills**
- **Developing good attitudes**



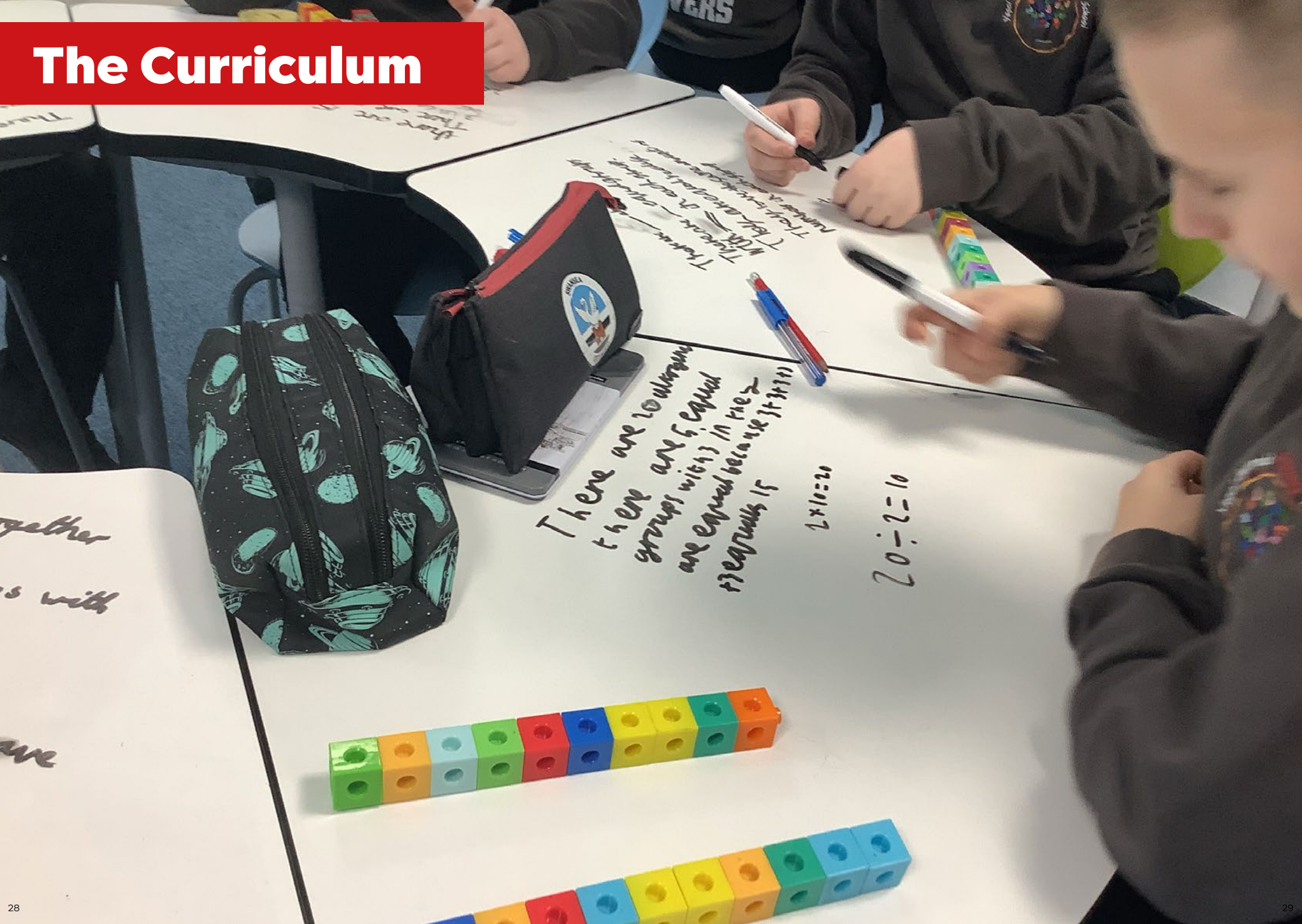
Play together, Work together – **High expectations, High achievements**

In order for this to take place, the children must:

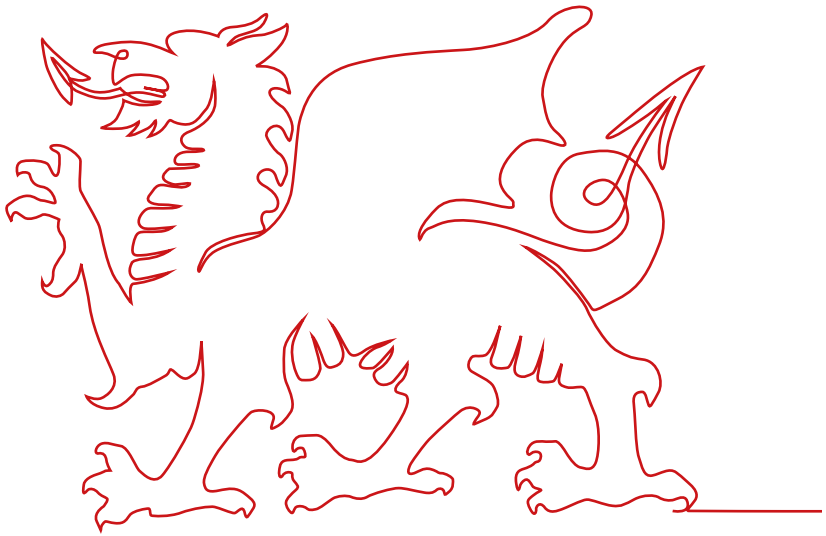
- **B**ecome involved with things that interest them
- **B**e active in their learning
- **B**e encouraged to work with each other
- **M**ake progress and be challenged in each area of learning
- **B**e encouraged to think and act for themselves and become independent
- **B**ehave appropriately

Your Child's Learning

The Curriculum



Curriculum for Wales



Our curriculum gives every child the knowledge, skills and experiences to thrive, grow in confidence and succeed in life.

Our shared vision

At Abbey Primary, our curriculum is shaped by the collaboration of staff, pupils, Governors, parents, carers and our wider community. Together, we have created a curriculum that reflects our shared vision and prepares every child for success in life.

Learning for life

We provide a broad and balanced curriculum that encourages creativity, critical thinking and problem-solving. Through connected learning experiences, we aim to develop ambitious, independent learners who are confident in applying their knowledge and skills.

A sense of belonging

We help pupils understand their place within our school, local community, Wales and the wider world. By exploring cultural, historical and social contexts, children develop a strong sense of identity and become ethical, informed citizens.

What we want for every learner

The outcomes we aspire to develop in every learner.

Healthy & Confident Individuals

We nurture confident, healthy and resilient children who make positive life choices, care for others and contirbute to their community.

Enterprising, Creative Contributors

We encourage curiosity, creativity and problem-solving, enabling children to explore ideas, innovative and contribute confidently to society.

Ambitious, Capable Learners

We inspire children to embrace challenges, develop resilience and become independent, lifelong learners.

Ethical, Informed Citizens

We empower children to become responsible, active citizens who understand their place in the world and care for their communities and environment.

Progress and achievement

We use ongoing assessment, feedback and reflection to recognise each child's strengths and support their progress. Through carefully planned learning experiences, we build confidence, independence and skills that can be applied to new challenges.

Growing Together

Our curriculum continues to evolve through the feedback of pupils, staff and our wider community, ensuring it remains relevant and responsive to every learner's needs.

Six AOLEs

Areas of Learning and Experiences

1. Expressive Arts

The dynamic nature of the expressive arts can engage, motivate and encourage learners to develop their creative, artistic and performance skills to the full. The Expressive Arts Area of Learning and Experience (Area) spans five disciplines: art, dance, drama, film and digital media and music. Although each discipline has its own discrete body of knowledge and body of skills, it is recognised that together they share the creative process.

2. Health and Well Being

The Health and Well-being provides a holistic structure for understanding health and well-being. It is concerned with developing the capacity of learners to navigate life's opportunities and challenges. The fundamental components of this Area are physical health and development, mental health, and emotional and social well-being. It will support learners to understand and appreciate how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning. Engagement with this Area will help to foster a whole-school approach that enables health and well-being to permeate all aspects of school life.

3. Humanities

The Humanities Area seeks to awaken a sense of wonder, fire the imagination and inspire learners to grow in knowledge, understanding and wisdom. This Area encourages learners to engage with the most important issues facing humanity, including sustainability and social change, and help to develop the skills necessary to interpret and articulate the past and the present.
The Area encompasses geography; history; religion, values and ethics; business studies and social studies. These disciplines share many common themes, concepts and transferable skills, while having their own discrete body of knowledge and skills.

4. Languages, Literacy and Communication

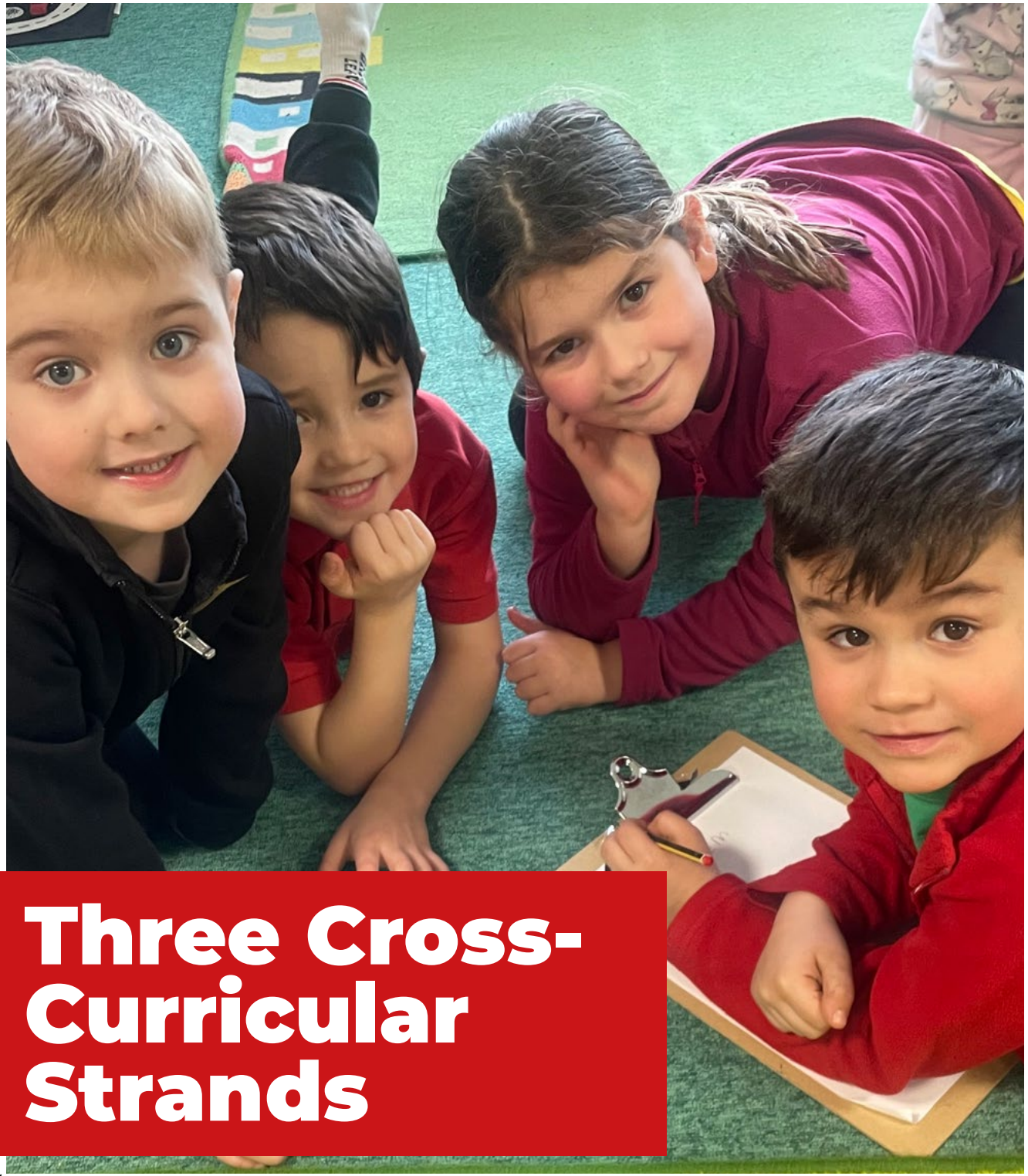
The Languages, Literacy and Communication Area addresses fundamental aspects of human communication. It aims to support learning across the whole curriculum and to enable learners to gain knowledge and skills in Welsh, English and international languages as well as in literature.
The four statements that express what matters in this Area should be addressed holistically. This means that different languages should be explored in relation to one another, so too the skills of listening, speaking, reading and writing. It also means that learning about and through literature should be seen as contributing to all aspects of learning about languages.

5. Numeracy

The development of mathematics has always gone hand in hand with the development of civilisation itself. A truly international discipline, it surrounds us and underpins so many aspects of our daily lives, such as architecture, art, music, money and engineering. And while it is creative and beautiful, both in its own right and in its applications, it is also essential for progress in other areas of learning and experience.
What is more, numeracy – the application of mathematics to solve problems in real-world contexts – plays a critical part in our everyday lives, and in the economic health of the nation.

6. Science and Technology

The importance of science and technology in our modern world cannot be overstated. Developments in these areas have always been drivers of change in society, underpinning innovation and impacting on everyone's lives economically, culturally and environmentally. As such, the Science and Technology Area will be increasingly relevant in the opportunities young people encounter and the life choices that they make.



Three Cross-Curricular Strands

Literacy and Numeracy Framework

Successful development of pupils' literacy and numeracy skills are essential to ensuring all pupils achieve their full potential. The curriculum for Reception to Year 6 pupils will incorporate the Literacy and Numeracy Framework. The framework will ensure that all pupils are being taught a curriculum, which ensures a pupil's literacy and numeracy skills are developed and embedded through all subjects. During the summer term, parents will receive a narrative report, which details the progress pupils have made against the framework and the next steps of development.

Digital Competence Framework (DCF)

The DCF encapsulates the skills that will help learners thrive in an increasingly digital world. Digital competence is one of three cross-curricular responsibilities, alongside literacy and numeracy. It focuses on developing digital skills, which can be applied to a wide range of subjects and scenarios.

Effective Learning

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn

Outdoor Learning



Why is outdoor learning important?

At Abbey, we place great importance on staff using the outdoors as another classroom where children can work on a daily basis. We have a wonderful Forest School area which our Forest School Lead, other staff and pupils use regularly to develop their knowledge, skills and experiences.

There are many reasons for encouraging children to use the outdoors such as:

- Children's Health and fitness benefit from running, jumping and skipping outside and using toys and equipment that cannot be used inside.
- Children can experience nature at first hand - how the weather changes and how plants and animals react to the different seasons.
- Problem solving can relate to real experiences such as, how to move logs from one area to another.
- Children can experience aspects such as conservation and sustainability at first hand.
- They can develop a love of nature and undertaking activities out of doors.



Rights Respecting



We take a whole school approach to child rights and human rights education. Children's rights education can be defined as learning about rights, through rights and for rights with the content of education as a right. We aim to build the capacity of children as rights-holders. We have a range of opportunities for all our children to become involved in the decision making of our school. Pupil voice is a significant strength of our school – Estyn Inspectorate.

Homework Policy

Homework in the Foundation and Junior Learning Phase is set at the discretion of the class teacher - we emphasise the importance of talking to your child. In Juniors, homework will be set according to the topic being taught and will be part of their learning - these can vary in number and type. In Year 6, the emphasis is on preparing them for comprehensive school and making the child responsible for their learning.

Religion, Values and Ethics (RVE)

Religion, Values and Ethics (RVE) is provided for all pupils as a mandatory part of the Curriculum for Wales within the Humanities Area of Learning and Experience. In accordance with the local authority's agreed syllabus, pupils explore a range of religious and non-religious beliefs, values and philosophical perspectives. Learning is objective, critical and pluralistic, encouraging pupils to develop understanding, respect and informed viewpoints.

Assembly remains an important part of school life, providing opportunities for pupils and staff to come together as a community. Our assemblies promote shared values, reflection, celebration and wellbeing. Assemblies are inclusive and non-denominational while recognising the diverse beliefs and backgrounds represented within our school community.

Parents/carers do not have the right to withdraw their child from RVE. However, parents/carers retain the legal right to request that their child be withdrawn from collective worship. Any such request should be made in writing to the Headteacher so that appropriate arrangements can be considered.

Relationships and Sexuality Education (RSE)

The Governing Body has adopted the Local Authority's Relationships and Sexuality Education (RSE) Policy in line with the requirements of the Curriculum for Wales.

RSE is a mandatory element of the Curriculum for Wales and is delivered through a developmentally appropriate, whole-school approach. Learning supports pupils to develop the knowledge, skills and values needed to form positive, healthy and respectful relationships, understand their rights and responsibilities, and make informed decisions about their wellbeing.

RSE is delivered across the curriculum through a range of learning experiences, including Health and Well-being, Science and Technology and Humanities. Human growth and reproduction are taught in an age-appropriate manner as part of the curriculum. Additional support may be provided by health professionals, including the School Nursing Service, where appropriate.

Parents/carers do not have the right to withdraw their child from Relationships and Sexuality Education (RSE).

Use of Welsh Language

The Curriculum Cymraig is addressed through cross-curricular themes and is strengthened by use of incidental Welsh throughout the school day.

At Abbey Primary, the main language for teaching is English. However, Welsh is taught as a second language as required by the Welsh Government. Pupils respond to Welsh commands, answer the register through Welsh and sing Welsh hymns and prayers. We really feel that is is important that our children learn about the Welsh culture and their Welsh heritage. St. David's Day is celebrated with a week of Welsh activities, e.g. Eisteddfod, cooking Welsh recipes, listening to Welsh folk tales, music and art competitions, concerts and enjoying Welsh visitors to the school.

A Welsh peripatetic teacher visits the school where guidance and training is given to the staff and the subject monitored. The school has achieved the Bronze Award - Siarter Iaith.



Curriculum Arrangements for additional learning needs

The school believes that every pupil has an entitlement to the full range of curricular opportunities. A whole school approach has been adopted in providing for all the children who experience special educational needs at any time during the Primary Years. Any child identified by the class teacher, as needing extra help will have class work differentiated at a level appropriate to the need.

Where a child should continue to experience difficulty, the advice of the ALNco and shadow ALNco will be sought in the first instance and if necessary outside agencies will be brought in. Individual programmes of work are then devised, implemented and monitored on a termly basis. Parents will be consulted and kept informed at each stage. The ALNco and shadow ALNco plus other members of staff have received training in a range of special needs.

Every attempt will be made to support all children with problems in order to help them make progress. The school's ALN Policy has recently been reviewed and amended accordingly and is available to view at the school. Policy and procedures have been recognised by Estyn Inspectorate as a significant strength of the school.

Early Years

Assessment Centre (EYAC)

Since 2015, the school has accommodated an Early Years Assessment Centre for children with speech, language and communication difficulties, global learning difficulties, severe medical difficulties, behaviour difficulties, sensory and hearing difficulties, Autistic Spectrum Disorder and general development delay. The majority of children live outside the catchment area and are brought to school by minibus / taxi. We have 12 planned places – 1 teacher and 7 teaching assistants. Children with ALN are integrated as fully as possible into the mainstream activities of the school from the EYAC. As a result of having an Assessment Centre at Abbey Primary (which accommodates children with other disabilities as well), all our Early Years staff are used to dealing with children with a wide variety of challenges and have developed practices and strategies to ensure that all our pupils are treated fairly and equitably. This has been recognised by Estyn Inspectorate as a significant strength of the school.



Social Skills

Social Skills group caters for small groups of children who attend “Team Terrifc”; the children develop their social and conversational skills and how to express themselves and how to value the opinions of others. In busy bees everyone belongs, our motto is

“A friend is one of the nicest things you can have and one of the best things you can be”.



Forest School

Our Forest School provision provides children with valuable opportunities to extend their experiences, develop resilience, take managed risks and become confident, reflective learners. We believe that learning outdoors enables children to build a deeper understanding of the world around them through exploration, investigation, challenge and discovery.

Outdoor learning promotes curiosity, creativity and a sense of adventure, while nurturing children's wellbeing and fostering a lifelong love of learning. It also supports the development of important skills such as independence, problem-solving, communication, teamwork and perseverance, helping children apply their learning to real-life situations.

We are committed to ensuring that all children have regular opportunities to engage with the natural environment and experience the unique benefits of learning outdoors. These areas of provision have been recognised by Estyn as a significant strength of the school.

Children's progress and development within Forest School and outdoor learning activities are monitored carefully and shared with parents and carers through our reporting arrangements and Parents' Evenings. We also welcome opportunities for parents and carers to visit the school and gain a greater understanding of our learning environment and educational approach.

Strategic Equality Plan and Disability Access

At Abbey Primary School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored, and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

At Abbey Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. The school has a dedicated Looked after Children (LAC) person, Mr. Kevin Hodder, who oversees the education, care and well-being of children in care.

The school has in place a Strategic Equality Plan and Access Plans. This is reviewed annually. If any parents / carers would like to discuss any disability issues, then please contact the school for an appointment.





Behaviour and Wellbeing

At Abbey Primary School, we believe that positive behaviour, mutual respect and strong relationships are fundamental to successful learning. We are committed to creating a safe, inclusive and nurturing environment where every child feels valued, respected and supported to achieve their best.

Our approach is based on restorative practice, encouraging children to take responsibility for their actions, repair relationships when difficulties arise and learn from their experiences. We focus on recognising positive behaviour, effort and achievement, while supporting children to develop self-regulation, resilience and respect for others.

We work closely with parents, carers and external agencies to ensure that all pupils receive the support they need to flourish both academically and socially.



> **“Good behaviour is a necessary condition for effective learning to take place.”** Education Observed DFES 1987

Our Behaviour Principles:

Positive Behaviour

- We celebrate effort, achievement and kindness.
- We nurture self-esteem and create an environment where all children can thrive.

Safe and Respected

- Everyone is treated with dignity and respect.
- We promote a culture where all members of the school community feel safe and valued.

Ready to Learn

- We foster positive attitudes to learning and high expectations for all.
- We support pupils to become ambitious, capable learners.

Working Together

- We encourage cooperation, responsibility and teamwork.
- We value the contributions of every member of our school community.

Family Partnership

- We believe that strong home-school relationships are essential to pupil success.
- We work in partnership with parents and carers to support children’s wellbeing and learning.

Support for All

- We recognise that children may require different levels of support to succeed.
- We provide appropriate intervention and guidance to meet individual needs.

Our Five Simple School Rules are:

1. I will walk and talk quietly in our school.

2. I will be helpful and polite to everyone.

3. I will look at and listen to people who are talking to me.

4. I will look after everything in our school.

5. I will always try my best in everything I do.

Members of staff will provide attention to those who are behaving correctly. When pupils have to be reminded of the rules, this will be done quietly and calmly with the aim of getting the pupil back on task as soon as possible. The inappropriate behaviour will be criticised not the child. The school follows a 'graduated response' programme for behaviour.

All adults in school will keep in mind that *Each Day is a Fresh Start*.

Working Together to Improve Behaviour

We will always try to work with parents/carers. Good behaviour is the result of a partnership between home and school and standards set at home and school should complement each other. If any pupil lets his or her standards of behaviour fall, we follow gradual response procedures should it deteriorate further we will then inform parents and discuss it with them. It may be that sanctions outside school can help to reinforce sanctions being used in school.





Extra Curricular Activities

The school is involved with many outside agencies in organising its post-school activities. At present, the school operates the following after school clubs at various times of the year:

- Rugby
- Arts & Crafts
- Football
- LEGO Construction
- Dodgeball
- Chess
- Cricket
- Coding
- Netball
- LEGO WeDo
- Sports
- Cookery
- Fit & Fun
- Film
- Gymnastics
- Bootcamp

Year 4, Year 5 and Year 6 children have an opportunity to participate in the School sleepover (1 night), a Residential visit to Urdd City Sleepover (2 nights) / Llangrannog (2 nights) / Tregoyd House (2 nights). This provides the children with the opportunity to study a variety of activities in a very different environment and promotes team building.

Sporting Aims

The school is a member of all the major sporting groups, Welsh Rugby Union, Ospreys, Football Association of Wales, Welsh Gymnastics Association, as well as all the local associations linked to a variety of sports and schools.

The school participates in a wide range of sporting activities that include football, rugby, netball, cricket, dance, yoga, gymnastics, etc. We encourage all children to lead an active and healthy lifestyle and introduce our pupils to a wide range of activities that they can hopefully pursue in the free time. We believe in a sport-for-all mentality and will encourage to children to participate in activities that they enjoy.

The school actively participates in local and national competitions and inter-school events as part of our philosophy of giving children opportunities to reflect on their own performance through competition.

Food and Fun

Healthy food. Active days. Fun experiences.

Food and Fun is a school-based summer programme providing children and young people across Wales with healthy meals, physical activity and enriching experiences in a safe, familiar school setting.

The programme is coordinated by the Welsh Local Government Association (WLGA) and funded by the Welsh Government, bringing schools, councils and community partners together to support families during the summer holidays.

What can children expect?

Children can enjoy a variety of activities, including:

- Sport & physical activity
- Creative activities
- Cookery
- Games and play
- Informal learning
- Healthy meals

Families may also be invited to join sessions and share a healthy breakfast or lunch, helping strengthen connections between schools, children and their communities.



Food, Fun & Wellbeing

Food and fun helps children to:

Stay active

Opportunities to move, play and try new activities.

Eat well

Healthy meals are provided alongside activities.

Build confidence

Children can develop skills, friendships and independence.

Stay connected

The programme helps children remain connected with their school, friends and local community during the summer.





Parental Involvement

The school is eager to foster good relationships with the home. Parents and carers are welcome at the school to discuss any matter concerning their children's education and well-being. Please ring to make an appointment with your child's class teacher or Mr. Hodder.

Parental consultational evenings are organised twice a year along with parental workshops and information sessions. An annual report to parents is provided once a year.

The school has an active Parent Teacher Association – parents, grandparents and friends are becoming increasingly involved in helping teachers with classroom activities. However, should you wish to help in class you will need to be DBS checked, provide details of two references, complete an occupational health questionnaire and sign a confidentiality form.

The PTA also arrange a number of school and fundraising events that provide funds that is utilised to purchase extra equipment and resources for the children on all school sites.

The school is always looking for help with a variety of ongoing projects in and outside the school.

“My son started reception this year and his confidence has grown immensely since September. He is always doing something new and exciting each week in school and his phonological awareness is growing each week.”

PARENT COMMENT

Admissions

Admission to Nursery Classes

Children can access a part-time nursery place from the start of the term following their third birthday. Admission Application Forms are available from, and should be returned to, The Admissions Officer, School and Family Support, Port Talbot Civic Centre, Port Talbot SA13 1PJ. Admission to a nursery prior to the start of the term following the child's third birthday can only be agreed in consultation with the admissions officer.

Admission to Schools including Infant, Junior, Primary and Secondary Schools

All admissions to mainstream schools are approved by the Admissions Officer, School and Family Support. Children are admitted to reception classes in the September following their fourth birthday. Children transfer to the comprehensive school in the September following their eleventh birthday. Admissions Application Forms are available from, and should be returned to, The Admissions Officer, School and Family Support, Port Talbot Civic Centre, Port Talbot SA13 1PJ. All parents of pupils due to transfer from one sector to another at the end of the academic year will be sent an Admissions Application Form by the authority during the Autumn Term.

Admission arrangements will be advised in writing towards the end of the Spring Term.

Attendance at a Nursery Class does not automatically entitle a child to a reception class place in the same school, neither does attendance at a primary school automatically entitle a child to a place at the partner comprehensive school.

Parents have the right to express a preference which will be considered individually and complied with wherever possible. Some schools have more requests for places than there are places available. Where a school is oversubscribed preferences will still be considered, but the priorities set by the authority will be applied.

School admissions - Neath Port Talbot Council (npt.gov.uk)

A full copy of the Authority Admission Policy is available on request.

Charging and Remissions Policy

Under Section 10 of the 1988 Education Act, the Governing Body has determined that parents be invited to make voluntary contributions towards the benefit of the school or to support particular activities, e.g. educational visits in order to offset transport costs and entrance fees. The school is firmly committed to the belief that children learn best from form first-hand experiences and these visits are planned to enhance and enrich children's education.



Important Information

How to Make a Complaint

If you have a complaint about any aspect of your child's schooling, in the first instance it is better to attempt to solve it in school. Please discuss your concern with the Headteacher and staff. If you are still not satisfied, ask about the complaint procedure, which the Headteacher (or Governing Body Representative) will explain to you. The Complaints Policy is available on the website.

Inspection of Documents

Documents required to be available by Regulation may be inspected, and, where appropriate copied at the school during school hours by arrangement with the Headteacher.

Freedom of Information Act

The Freedom of Information Act requires publicly funded bodies, including schools, to be clear about the information they publish. We have produced a publication scheme setting out all the information we publish on a regular basis and where to find it. The school Administrative Officer will let you see the publication scheme or provide you with a copy free of charge.

Medicines Policy

The school operates a strict administration of medicines policy. This policy is based on Welsh/LA guidelines and is available to view at the school.

Listening to Our Learners

There are a number of pupil committee's set up at the school. We work closely with the children to provide the education that they feel part of developing. This comes under Pupil Voice – Ministry of Abbey.



Security and Health and Safety

The Governing Body has a Premises, Health & Safety sub-committee who meet once a year and tour the school to identify any potential health and safety issues. Any identified areas are dealt with promptly.

All staff have a duty of care to be diligent and comply with the school's Health and Safety Policy. Risk assessments are undertaken by staff for all activities. The Neath Port Talbot Health and Safety Policy is available to view at the school along with the school Health and Safety Procedures.

The security of the premises is the responsibility of the Headteacher who along with the Site Manager's and school staff ensure the site is a safe haven for all members of the school community at all times.

The Site Managers, Security Firms, Headteacher, and Deputy Headteacher are the designated key holders.

It is the responsibility of the class teacher to make sure that their classroom is secure, windows are closed, and equipment switched off before leaving the premises and that it is a safe environment for all concerned.

School Uniform

Uniform is worn at Abbey Primary School to develop a sense of pride in being a member of the Abbey Primary School community. School Uniform Policy is available on request.

Girls School Uniform

Grey skirt, pinafore dress or trousers

Red/White school polo shirt

Red school sweatshirt, cardigan or fleece

Black shoes

Grey/Black tights

Grey/White socks

Boys School Uniform

Grey/Black trousers

Red school sweatshirt or fleece

Red/White school polo shirt

Black shoes

Grey/Black socks

PE Uniform

White T-shirt (or Sports Day coloured t-shirt), navy blue PE shorts and trainers with non-marking soles.

Nursery children can wear red jogging bottoms, school red/white polo shirt and a red school cardigan or sweatshirt.

In addition, all children will need a PE bag.

The school has purchased wet weather clothing for the children – for lessons that are conducted outdoors.

Valuables are brought to school at the child's own risk but are discouraged. Mobile phones are not allowed unless prior permission has been sought from the Headteacher and then will be stored in a secure place in the class or school office.

No jewellery to be worn in school. If your child has pierced ears, ONLY small studs are permitted, however these MUST be removed by the child for PE.

Order a Uniform below:

Abbey Primary Schoolwear



School Dinners

All primary school pupils in Reception – Year 6 are eligible for free school meals. These meals are prepared, cooked and served on the premises. A three-week balanced fixed menu rota is in place serving a variety of healthy options.

Primary school meals - Neath Port Talbot Council (npt.gov.uk)

School Times 2026/2027

Early Years (Nursery)

Part Time Pupils

Morning Session

Start	8:45am
End	11:00am

Afternoon Session

Start	1:00pm
End	3:15pm

Foundation Learning

Morning Session

Start	8:40am
Morning Break	10:30am - 10:50am
End	12:00pm

Afternoon Session

Start	1:00pm
Afternoon Break	2:00pm - 2:10pm
End	3:10pm

Junior Learning

Morning Session

Start	8:40am
Morning Break	10:30am - 10:45am
End	12:00pm

Afternoon Session

Start	1:00pm
Afternoon Break	2:15pm - 2:30pm
End	3:20pm

School Term Dates

2026 - 2027 Academic Year

Period	Date
Autumn Term 1	1st September - 23rd October
Half Term	26th October - 30th October
Autumn Term 2	2nd November - 18th December
Christmas Holiday	21st December - 1st January 2027
Spring Term 1	4th January 2027 - 5th February
Half Term	8th February - 12th February
Spring Term 2	15th February - 19th March
Easter Holiday	22nd March - 2nd April
Summer Term 1	5th April - 28th May
Half Term	31st May - 4th June
Summer Term 2	7th June - 20th July
Summer Holiday	21st July

ABBEY PRIMARY CONFIRMED INSET DAYS ARE AS FOLLOWS:

- 1st September 2026
- 2nd September 2026
- 23rd October 2026
- 4th January 2027

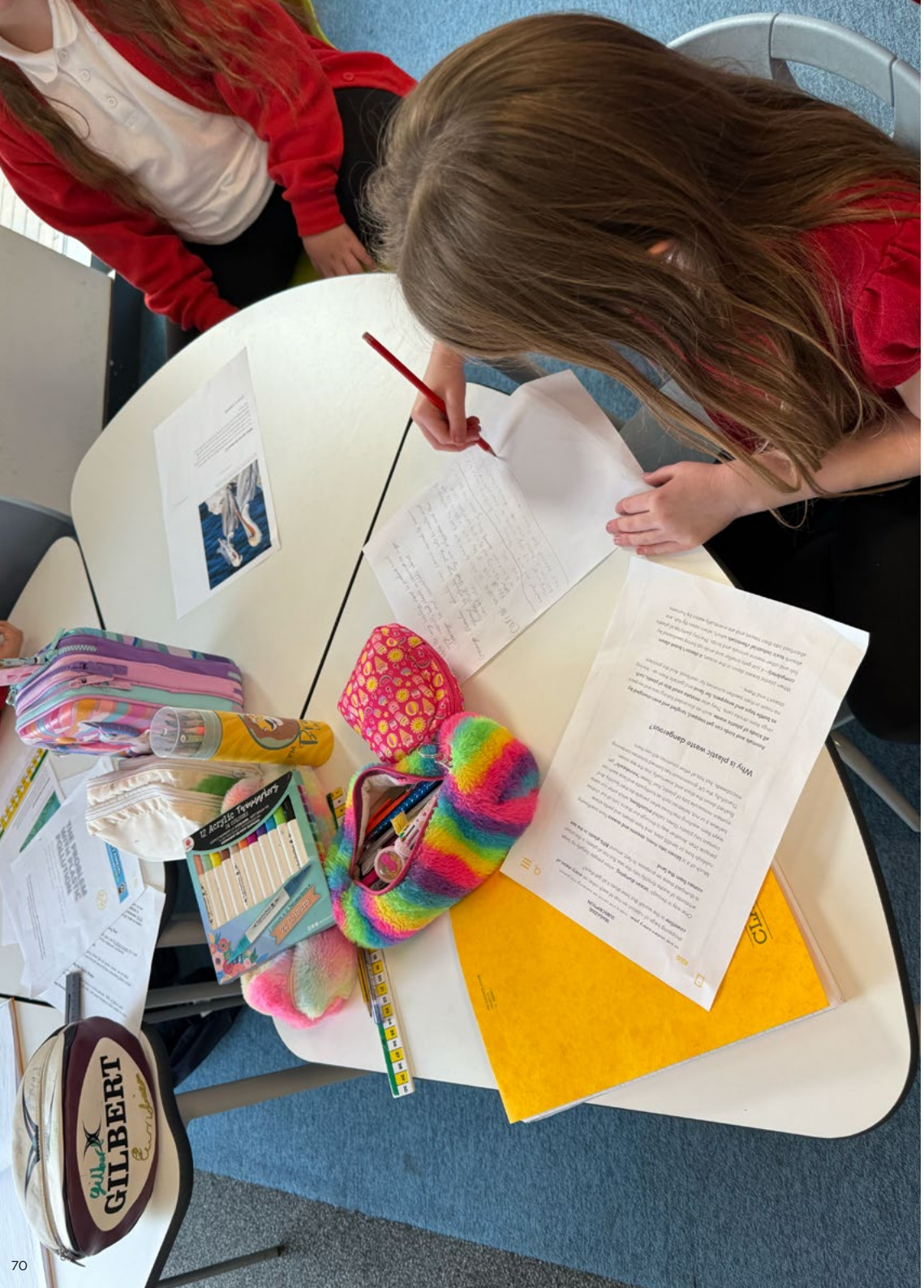
Next Year

2027 - 2028 Academic Year

Period	Date
Autumn Term 1	1st September - 22nd October
Half Term	25th October - 29th October
Autumn Term 2	1st November - 17th December
Christmas Holiday	20th December - 3rd January 2028
Spring Term 1	4th January 2028 - 19th February
Half Term	21st February - 25th February
Spring Term 2	28th February - 7th April
Easter Holiday	10th April - 21st April
Summer Term 1	24th April - 26th May
Half Term	29th May - 2nd June
Summer Term 2	5th June - 20th July
Summer Holiday	21st July

ABBEY PRIMARY CONFIRMED INSET DAYS ARE AS FOLLOWS:

- TBA
- TBA
- TBA
- TBA



CONTACT INFORMATION

Got any more questions about our school?

Want to see what the school is like in person to experience what your children will see?

GET IN TOUCH WITH US

01792 812202

office@abbeyprimary.npt.school

abbeyprimaryschool.com



Ysgol Gynradd
Abbey
Primary School

01792 812202

office@abbeyprimary.npt.school

abbeyprimaryschool.com