

# Baden Powell Primary School



## Prospectus 2025 - 2026

Aim High, Achieve More, Be Happy

This prospectus will give you a flavour of our school.



As a school we are dedicated to supporting all our pupils, our families and our community and have a wide range of resources to call upon.

Together with learning support and advice, we can also support families with practical help including IT support, financial advice and mental health support. You can contact us on the phone, by email or message us through Class Dojo. Please check our school website for latest information.

You are very welcome to ring the school to make an appointment to visit and look at our school first hand. Staff will be more than happy to show you around and answer any questions that you may have.

Best wishes, Mrs Ceri Gibbon

**Baden Powell Primary School  
Muirton Road  
Tremorfa  
Cardiff  
CF24 2SJ**

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Baden Powell Primary is an English Medium,  
Co-educational, Community Primary School

Headteacher: Mrs Ceri Gibbon  
Deputy Headteacher: Miss Rachel Letman  
Chair of Governors: Mr Stu Parsons  
Vice Chair: Mr Steve Carroll  
Clerk to Govs: Mrs Rachael Davies

## INTRODUCTION

### Croeso i Ysgol Gynradd Baden Powell

Welcome to Baden Powell Primary School. Here you will find a highly professional and committed team of teachers and non-teaching staff who are all dedicated to providing a high quality education for your child.

As parents and carers, you play a vital role in educating your child both before and after they enter school and we actively encourage your continued involvement. We have an open door policy. Please contact us whenever you feel it necessary and conversely, we may ask to see you on occasions. An open dialogue between home and school is essential if each child is to achieve their full potential.

We enjoy the practical help and support of parents and carers in many aspects of daily school life and hope that you too may be able to participate to help us foster an enthusiasm for learning in all children.

We look forward to your child joining us and taking full advantage of all the opportunities we can offer. You may also like to browse our web site for another view of school life: <https://www.badenpowell-cardiff.co.uk/>

#### OUR VISION

*Our vision is encapsulated in our school motto and accompanying statement: "To develop a high quality learning environment where all learners feel happy and safe, and achieve their full potential". Drawn up by pupils, staff and Governors, this is proudly displayed around the school.*

At Baden Powell our aim is for all learners to be active, interested and increasingly independent. We aim to provide a curriculum that is engaging and challenging, enabling learners to achieve their full potential. Our goal is for our community to feel safe, be resilient and respectful, and well prepared for the future.

#### EQUAL OPPORTUNITIES

At Baden Powell Primary School we recognise and celebrate the fact that our school, the Tremorfa and Splott community, the city of Cardiff and Welsh society is made up of people from diverse backgrounds and life experiences. It is important that all pupils are prepared to live in such a society.

The school is committed to working towards Equality regardless of race, age, gender, faith, sexual orientation, language or disability. We aim to create an inclusive culture in which every individual, regardless of ability and background, is enabled to participate

and is valued as a member of the school community. We, therefore, promote positive approaches to difference and foster respect for people of all backgrounds.

The school values and encourages involvement of people from all sections of the community and, through this involvement; aims to provide positive images that challenge stereotypical thinking.

The school is opposed to all forms of prejudice and discrimination based on race, age, gender, faith, sexual orientation, language or disability. Language or behaviour which is racist, sexist, homophobic, disablist or potentially damaging to any group will not be tolerated and will be challenged. The school takes its responsibility to monitor and report on such incidents each term seriously and uses this information to plan strategies to combat such incidents. We share this information with the LA to help shape actions to combat intolerance across the city.

### **PUPILS WITH A DISABILITY**

In line with the Equality Act 2010 we have an action plan in place to increase access to our school in the widest sense and ensure that teaching and learning is fully accessible to all pupils.

This is an ongoing process, as different children will have different needs, but the main aims are to improve access for pupils and prospective pupils with disabilities to:

- Our school building & services
- The curriculum
- The provision of information in a range of ways

All children are treated as individuals and the steps we are taking are to ensure that children with a disability are treated as favourably as others in all aspects of school life.

Prospective parents are welcome to consult with us and visit the school in order to assess the provision we can make for their child.

### **GOVERNING BODY**

The Governing Body is responsible for the conduct of the school within the broad framework of the Local Authority's policies. It is a voluntary body which meets regularly and has an important role to play in providing the forum for discussion of issues concerning the school including finance, buildings, staffing and curriculum. It plays a significant part in developing with the Headteacher and staff, the aims and objectives of the school and its community and generally supporting the school's endeavours.

Any of the Governors may be approached for discussion or advice on relevant issues.

Our Chair of Governors is Mr Stu Parsons

Stu Parsons can be contacted via the school office on 02920 461894

In particular, you may be interested to know that our Parent representatives, elected by parents of the school, are:

Miss Emily Durham

Mrs Cally Campbell

Mrs Natasha Williams

Mrs Jo Robinson

## **PARENT/CARER INVOLVEMENT**

As parents and carers, you will be invited to two open evenings each year. The first in the Autumn Term will be a general discussion on how your child has settled in their new class and an opportunity for you to raise any issues you may have. The second evening, in the Spring Term, will provide a more detailed assessment of how your child is progressing and what steps may need to be taken to enhance continued progress. The final meeting is held in the Summer Term after you have received a written report. It is an open afternoon when you may visit to look at your child's work and other displays throughout the school. If you feel the need for further discussion at this stage, you may make a separate appointment to speak to the class teacher.

Teachers may also have informal discussions with parents at the end of a school day or by inviting parents in. This is a two-way process and, if you have any concerns, you should feel free to raise them with the class teacher initially or with the Headteacher. If you need a lengthy discussion, you are advised to make an appointment at the end of the school day.

During the year, if deemed safe, you will also be invited to your child's class assembly as well as concerts other events such as sports and cultural days.

If you have a particular talent, or wish to help in school, you are very welcome to participate. Parents, grandparents and other voluntary helpers regularly assist on school trips, listen to children reading and help with many other activities. They provide invaluable support to both teachers and children.

Regular newsletters are sent out to keep you up to date with all events.

## **FRIENDS OF BADEN POWELL**

We have a Parent, Teacher and Friends Association, which is very supportive of the school. The committee organises many social and fund-raising activities for children, families and parents. The considerable funds raised provide many extra resources, which benefit each and every child.

All parents and carers are automatically members of the association and are warmly welcomed at all events. New parents and carers are particularly welcome.

The committee is elected each year at the Annual General Meeting in the Autumn Term and regular meetings are held thereafter. If you are unable to attend these meetings, help is always needed at the events and would be very welcome.

News of current events can be found on the school website and on Class Dojo.

## **THE SCHOOL SITE**

Baden Powell Primary School has been at the heart of the local community since it was built in 1936. It stands on a site of over 1 acre in the heart of a popular residential and shopping area, close to major roads and the Splott Hub.

We are a Community Primary School admitting children from the year in which they are 3 until the age of 11. Nursery is in an attached demountable building and all classes are housed in the main building.

Within the school, we have a number of mobile stations containing laptops, Chrome books and iPads. These are used by all children to develop and apply I.T. skills and to carry out research work.

## **ADMISSIONS PROCEDURES**

Cardiff's Local Authority is responsible for applying the regulations on admissions fairly and equally to all those who wish to attend our school.

We are an inclusive school that welcomes children from all backgrounds and abilities, regardless of gender, race, faith, sexual orientation, language or disability.

The only restriction we place on entry is that of number. Our standard nursery admission number is 24, with a maximum of 30 children in each class.

## **PROCEDURE FOR ADMISSION TO RECEPTION CLASSES**

Children are admitted to reception classes in the September following their fourth birthday.

- The Local Authority will send a preference form during the Autumn term and admission arrangements will be advised towards the end of the Spring term.

- A meeting for new parents/carers will be held in the Summer term and details regarding a starting date will be given after this time.

### **PROCEDURE FOR ADMISSION TO OTHER YEAR GROUPS**

- Parents should contact Pupil Admissions at the Local Authority in the first instance.
- If there is room in the appropriate year group; parents/carers will be invited to visit the school in order to make admission arrangements.
- If admissions are over-subscribed and we cannot offer a place, parents/carers may appeal to the Local Authority.

### **TRANSFER TO HIGH SCHOOL**

Children move to Secondary School in the September following their eleventh birthday. The school to which the majority of our pupils transfer is Willows High, dependent on where they live. Admission to Willows High School will be authorised by the Local Authority. Parents will be given information during the terms leading up to the transfer and may apply to other secondary schools in Cardiff. Advice about this is given at the time. It is the parents' responsibility to secure a place for their child at a high school and we would strongly advise you to complete all the necessary paperwork promptly and meet the set deadlines.

We have very well established links with Willows High School. As part of this, our Junior pupils spend time with staff at Willows to prepare them for the transition. In addition, teachers from the school visit our Year 5 and 6 children to talk to them about the move. We also have strong transition links with Cathays High, St Teilo's and St Illtyds.

### **SCHOOL UNIFORM**

Our uniform is both practical and comfortable and gives the children a sense of pride in belonging to the school community. It also helps to ensure our VIP pupils are rewarded and stand out!

The official school uniform, with the school logo, is available from the school office.

The uniform is grey, navy or black trousers, shorts, skirt or pinafore with a blue or white polo shirt and a navy sweatshirt, jumper or cardigan. Children may also wear a blue gingham dress.



In the interests of safety, could you please ensure that your child wears suitable shoes or trainers for school as they will be active throughout the day. We discourage the wearing of sliders, heels or similar.

**ALL** items of clothing and footwear must be clearly labelled with your child's name either by sewing in a name tag or writing the name on the garment's label. **Jewellery, apart from watches, should not be worn to school.** Pupils with pierced ears should wear only studs. Apart from the risk of loss, there are many practical activities in which it constitutes a hazard to both wearer and other children.

### **P.E. KIT**

The school PE kit is a short-sleeved T-shirt, with, together with shorts, leggings or joggers. Fashion clothes are neither suitable nor safe for this curriculum area. Trainers should be worn for outdoor games activities.

We ask that children wear suitable clothing to school on designated days for PE and games activities. For health and safety reasons, earrings should be removed, or taped over, before PE. Watches should be taken off and left in the safekeeping of the teacher.

### **LOST PROPERTY**

Lost property is kept on display on pegs inside the entrance corridors. It is kept there for two weeks and then bagged and sent to a local charity shop or given away by the school. Although we make every effort to return property to its rightful owner, we always have an enormous amount of clothing and other items left at the end of every term. We would urge you again to ensure that all your child's clothing and possessions are clearly labelled so that we can return them to you promptly.

### **SCHOOL TIMES**

Start: 8.50am - 9.00am

End: 2.55pm - 3.05pm

Breaks and lunches are staggered across the day.

Punctuality in the morning is very important in ensuring that children and classes are settled quickly for their first lesson. The class register is taken immediately upon arrival. Any child arriving after this time will be marked 'Late', unless we have been given prior notice for their late arrival for example attendance at medical or dental appointments.

The main school gates are locked for safety reasons by 9.05am and admittance to the school after this time is only possible through the secure door at the main office.

Children should not arrive in school before 8.45am (unless they are attending Breakfast Club) and all children must be collected promptly at the end of the day.

### **BREAKFAST CLUB**

Breakfast Club is free to all children in line with Welsh Assembly guidelines. Registration forms must be completed prior to initial admittance. The club opens at 8.15am each morning, when parents bring children in to be registered. Breakfast club doors close at 8.30am. **We ask that children are not left unsupervised on the playground before 8.15am for safety reasons.**

### **PLAYTIMES**

For pupils in Reception to Year 6 there is one playtime session per day, lasting 15 minutes and is fully supervised by at least two members of staff. If weather is deemed a health and safety issue, children remain in their classrooms under supervision. For safety reasons they are not allowed to remain in school during normal playtimes, unless there are agreed, exceptional circumstances.

### **BRINGING AND COLLECTING CHILDREN TO AND FROM SCHOOL**

All children are brought to the playgrounds for the start of the school day from 8:45am. At the end of the school day, children in the Foundation Years are to be collected from the doors closest to their classrooms. They will not be allowed to leave until an authorised person is there to collect them. Junior children are released from their classrooms to appropriate adults. Written permission from Parents/Carers may be provided for Year 6 pupils to walk home alone.

### **SCHOOL CLOSURES**

Parents are always informed by Class Dojo, letter or text of any school closures. Letters are shared via ParentPay or given to your child to bring home.

Six INSET days are held during the school year. You will be informed of these well in advance. Term dates can be found on the school website.

## CHANGE OF CIRCUMSTANCES

The school should be informed in writing of any change of address, telephone number, medical conditions etc. as soon as possible in order that records are kept up to date. Provision of a current, emergency telephone number is also essential in case we need to contact you during the school day. Where parents live separately, both addresses should be supplied so that school reports and other information can be given to each parent if they so require.

## ABSENCES

Our attendance record is generally good and, in order to maintain this, you must inform us of the reason for every instance of your child's absence from school. **We ask that you alert the school office/Mrs Alison Hamilton by phone, text, email or Class Dojo.** This should be carried out on the first day of absence, and on following days.

When you have advance knowledge of an appointment during the school day, we would be grateful if you could inform us prior to the absence.

**Persistent absences may incur a Fixed Penalty Notice of £60.**

## HOLIDAYS

Holidays taken during term time can be requested in writing. Please complete the form at the school office. Holidays are generally **strongly discouraged** and, in line with Local Authority guidelines, are recorded as absences. **You may also be issued with a Fixed Penalty Notice of £60.**

## MEDICAL CHECKS

The following routine medical checks will be carried out whilst your child is with us. You will be informed of them in advance.

Children in the Reception class will have a medical check-up with the School Nurse when they will be tested for vision, hearing, height, weight and general medical condition. All Reception children will undergo an audio test. Occasional dental checks may also be carried out by the Health Authority. You will be informed of these as appropriate. Our School Nurse provides a very helpful service. If you have any concerns over health or behavioural issues, she can arrange to discuss them with you.

## ADMINISTERING MEDICINE

Arrangements to administer medicine in school can only be made when a child is suffering from a long-term condition, if completing a course of antibiotics, or in need of other prescribed medication. In such cases requests should be made in writing on the appropriate form obtainable from the school office. The form will clearly state the name of the child, the name of the medicine, the dose and the times of administration.

Children with asthma should have ready access to their inhalers which must be labelled with the child's name and class. Class teachers should be advised of the condition.

## **SICKNESS AND ACCIDENTS**

If your child complains of feeling ill during the school day their condition will be assessed by a staff member, and a first aider if necessary. Mid-day supervisors will bring the matter to the attention of the teacher on duty. Should we feel it advisable for them to go home; we will contact you straight away. Your child will then be cared for until your arrival.

If your child has been ill with sickness and/or diarrhoea, they should remain absent from school until **48 hours** after the last bout of illness. This is in line with Public Health regulations in order to prevent the spread of infectious illness.

If your child has any other form of infectious illness, and you are unsure of whether or not they should attend school, you should consult school and your doctor for more advice.

Despite our best efforts, accidents do sometimes happen during school activities. If your child does have an accident, again their condition will be assessed by a staff member, and a first aider if necessary. In cases of minor injury, your child will be treated immediately. If we feel that your child needs treatment that we cannot provide, or if it is preferable for them to go home, you will be notified immediately. They will be cared for until your arrival.

In the rare case of emergency situations, it may be necessary for us to take a child for treatment at a local surgery or hospital. You will, of course, be informed of this. A record of all accidents that happen on the school site is maintained in line with Health and Safety policies.

## **SAFETY**

The health and safety of your child is our prime concern. To this end we have put the following measures in place:

- The school gates are locked at 9.05am and admission to the site after this time is only possible through the secure door at the office.
- Parents need to collect children involved in after school activities from the Junior playground.
- The site is covered by CCTV 24 hours each day.
- The estates manager patrols the site daily for possible hazards.
- Regular Health and Safety checks are undertaken throughout the school premises.
- Children are alerted to fire procedures and fire drills are regularly practised.

- The School operates a No Smoking/Vaping policy.
- Scooters and bikes may be ridden at walking pace inside the school gates.
- E-Scooters are not to be ridden under any circumstances, they may be manually scooted.
- Dogs are not allowed on the site except by prior agreement.

## CHILD WELFARE & PROTECTION (SAFEGUARDING)

We have a responsibility to ensure the welfare and protection of every child in our school. All staff, both teaching and nonteaching, have been trained in the procedures to follow should they have any concerns. **They have a duty to share information where necessary and refer cases of concern to the appropriate agencies.**

The designated child protection officer within the school is Mrs Ceri Gibbon (Headteacher). The deputy officer is Miss Rachel Letman (Deputy Headteacher). The teacher in charge of Looked After Children is Mrs Laura Nel.

## LOOKED AFTER CHILDREN

We aim to support looked after children with all aspects of their education, monitor their achievements and assist them in overcoming barriers to success, ensuring they achieve their full potential. We liaise closely with a range of agencies to support the child and ensure that a high quality, individual education plan (IEP) or individual development plan (IDP) is put in place.

## SCHOOL MEALS

You have a choice at lunchtime of a FREE school meal or providing a packed lunch. A choice of school meals is available daily and must be ordered in advance on ParentPay.

For children having packed lunches, glass containers, fizzy drinks, energy drinks and sweets are **NOT** allowed. **Due to an increasing number of pupils with allergies, we ask you to help keep our school community safe and NOT to send your child into school with NUTS including Nutella and similar spreads.** A team of staff and mid-day supervisors look after the children during the lunch break. The Headteacher and/or a Senior Leader is also on duty at this time.

## SCHOOL ESSENTIALS GRANT

This is a grant available to help families on a low income. Parents who wish to make enquiries about eligibility for additional school support for uniform and resources, may apply online.

## SNACK

Children may bring their own fruit snack. **NUTS, crisps, cereal bars and biscuits are not allowed to be brought in from home for snack.** Water is available for drinking

water when necessary. Free milk is also available daily for all children in Foundation Year classes.

## **BIRTHDAY CAKES**

We understand that our children may want to celebrate their birthday with friends and bring a cake into school. Please ensure any (nut free) cakes sent in are suitable for sharing (e.g. packs of individual cakes, **we cannot cut up large cakes**). These will be sent home with pupils at the end of the day.

## **ORGANISATION OF CLASSES**

Pupils are grouped, according to age, in nursery and mainstream classes. In our wellbeing classes, children are grouped according to need. In all classes, children work at their own level and care is taken to support or extend children when necessary. Teachers and children are supported in their work by a trained team of Teaching Assistants (TAs).

All teachers are entitled to 10% of their weekly working time out of the classroom to undertake planning, preparation and assessment (PPA time). Experienced teachers, are then timetabled to take the same classes for the same lessons on a regular basis. This ensures continuity of our standards.

Children with special educational needs are helped by our Additional Learning Needs Co-ordinator, Mrs Lisa Hill, who is assisted by our specialist Teaching Assistants to provide additional support.

## **THE CURRICULUM**

The Curriculum for Wales is concerned not only with the content of the curriculum but also the development of skills, how the children learn and how teachers teach most effectively. All school policy documents are monitored and approved by the Governing Body.

The Curriculum is constantly reviewed and evaluated in order to enhance learning.

<b>Curriculum for Wales</b>
Language, Literacy & Communication
Maths & Numeracy
Science & Tech
Humanities
Expressive Arts
Health & Wellbeing

Teachers are increasingly working in teams which are responsible for different curriculum areas in line with the development of Curriculum for Wales. They regularly monitor, evaluate and review standards in their subject areas. Teachers within a year group plan and evaluate together in order to ensure consistency in approach.

Across the school, most subjects are taught in a cross-curricular thematic way so that children may develop and apply their skills in meaningful contexts.

### LANGUAGES, LITERACY & COMMUNICATION

The Languages, Literacy and Communication Area of Learning and Experience (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.

Learning and experience in this Area aims to enable learners to communicate effectively using Welsh, English and international languages. It aims to encourage learners to transfer what they have learned about how languages work in one language to the learning and using of other languages. This multilingual and plurilingual approach is intended to ignite learners' curiosity and enthusiasm and provide them with a firm foundation for a lifelong interest in the languages of Wales and the languages of the world; and thus to make them ambitious, capable learners, ready to learn throughout their lives.

Welsh is taught as a second language. Children progressively develop their skills in oracy, reading and writing. Foundation Years children are introduced to the language through simple phrases and sentences, songs, games, poems, Welsh stories and folk tales. In Junior Years, Welsh builds upon and expands the language previously experienced by introducing more complex language patterns.

Throughout the school Welsh is used wherever possible to deliver simple classroom instructions, exchange greetings and make requests.



## MATHEMATICS & NUMERACY



In the early years, play forms an important part in the development of mathematics and numeracy, enabling learners to solve problems, explore ideas, establish connections and collaborate with others. In later years, learners need to have opportunities to work both independently and collaboratively to build on the foundations established in the early years.

Progression in the Mathematics and Numeracy Area of Learning and Experience (Area) involves the development of five connected and interdependent proficiencies which have no hierarchy: Conceptual understanding, Communication using symbols, Fluency Logical reasoning, Strategic competence

## LITERACY, NUMERACY and DIGITAL COMPETENCY FRAMEWORKS

Teachers plan appropriate opportunities to develop and refine literacy, numeracy and ICT skills from the Welsh Government Framework. These opportunities are closely matched with individual progress and based upon the expected outcomes for different year groups.

## SCIENCE & 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 of Learning and Experience (Area) will be increasingly relevant in the opportunities young people encounter and the life choices that they make.

Ready access to vast amounts of data requires all learners to be able to assess inputs critically, understand the basis of information presented as fact, and make informed judgements that impact their own behaviours and values. They need to develop the ability to meaningfully ask the question, 'Just because we can, does that mean we should?'



The school has Wi-Fi and each classroom has an interactive whiteboard and at least one computer for regular 'hands on' experience. Extra ICT facilities for the independent use of children are available across the school. We have rules for responsible Internet use and can assure you that, as far as is possible, children's access

to the Internet is limited to secure sites and is supervised. We also have iPads, Chromebooks, and laptops which are in constant use throughout the school.

You will receive a permission form along with the Rules for Responsible Internet use which needs to be discussed and signed by both parents and children. It should be noted that to post comments that cause harassment, alarm or distress on social networks or any other media sites is a criminal offence and will be treated as such.

With the rapid changes in modern technology, we are constantly striving to develop our expertise and resources in order to ensure that children have access to up-to-date practice in a safe environment.

## EXPRESSIVE ARTS

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.

Learning and experience in this Area encourages the development of knowledge, skills and values that can help learners grasp the opportunities and meet the challenges that arise in their lives. Whether as creators or as audience, through engaging with the expressive arts, learners can gain an understanding and an appreciation of cultures and societies in Wales and in the world. Such engagement can equip learners with the skills to explore cultural differences through time and place.



Finally, through the enjoyment and personal satisfaction they gain from creative expression, learners can become more confident, which can contribute directly to enriching the quality of their lives. UpBeat Music Service provide us with additional support and experiences for our pupils.

## HEALTH & WELLBEING

Children develop control, co-ordination and fitness through dance, games, gymnastics and outdoor adventurous activities.

Pupils have one PE lesson per week, either inside or on the school playground (weather permitting). They need to bring in the appropriate kit for each lesson. Junior pupils also participate in '15 minutes of fitness' a daily opportunity to run, dance or participate in Yoga/Pilates sessions, for example.



Children have the opportunity to learn the skills of a wide range of ball games including football, cricket, baseball, hockey and netball in the Junior Years. They also practise athletic techniques during the summer term.

As part of the curriculum, children in Year 5 attend an intensive two week swimming course. Junior children are offered the opportunity to pursue outdoor and adventurous activities during a residential week at an activity centre.

Each year, we hold a Junior Sports Day at NIAC and weather permitting, we hold a Foundation Years Fun Day on the school site.

Pupils occasionally participate in matches and competitions in football, athletics and netball and often achieve great success.

## **RELIGIOUS EDUCATION**

Our school follows the Agreed Syllabus for Religious Education set out by the Local Authority.

Whilst we have no affiliation to any particular denomination, Religious Education in the school is broadly Christian. The programme of study that we have developed studies other world faiths in order to instil respect for religious and moral values as well as a tolerance of, and interest in, the beliefs and practices of other races and religions.

All staff promote a code of conduct whereby children are made aware of, and learn to care about, the needs of others.

There is a whole school daily act of worship. This may be whole school, in phase groups or classrooms. Assemblies are led by teachers, pupils or visiting speakers and children are encouraged to take part. Parents have the right to request that their child be withdrawn from Assemblies and R.E. lessons and should discuss this with the Headteacher.

## **Y CWRICWLWM CYMRAEG**

In order to foster a sense of national identity, opportunities are planned throughout the curriculum to develop and apply children's knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Subject areas in which such opportunities are particularly appropriate are History, Geography, Art and Music.

We celebrate St David's Day each year with a school Eisteddfod. This takes the form of a Cultural Day when children have the opportunity to take part in many different activities related to Welsh life including: music, art, craft, dance, sport and cooking.

We are also involved in the Siarter Iaith, and have a strong pupil voice with Criw Cymraeg.

### **ADDITIONAL LEARNING NEEDS**

We have a whole school policy on Additional Learning Needs the key objectives of which are:

- Additional Learning Needs will be identified as early as possible.
- All children's needs will be met.
- Children's wishes will be taken into account, in light of their age and understanding.
- All professionals working with the child will work in partnership with parents taking their views into account.
- Interventions will be reviewed regularly to assess their impact, the child's progress and the views of the child, their teachers and their parents.
- There will be close co-operation between all agencies concerned and a multi-disciplinary approach to the resolution of issues.

This ensures that all teachers are made aware of children's individual needs. The progress of all children is continually tracked and monitored in order to identify any that may need extra support for either a short or a more extended period of time. Class organisation and teaching are adjusted to meet those needs and ensure that every child has equal access to the curriculum.

A register is kept of all children for whom special provision is made in line with the current Code of Practice. Additional support may be given by the Additional Learning Needs Co-ordinator or Teaching Assistants either individually or in small groups withdrawn from the class to follow Individual Education Plans. Progress of these children is monitored by the Additional Learning Needs Co-ordinator in consultation with class teachers, parents and appropriate outside agencies.

A member of the Governing Body, Mrs Natasha Williams, is named as having a particular interest in, and responsibility for, additional learning needs. Where a child has a statement of Additional Learning Needs, any listed special arrangements are identified and put into practice.

## **PROVISION FOR MORE ABLE AND TALENTED CHILDREN**

In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all of our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy ensures that we recognise and support the needs of those children in our school who have been identified as 'more able' or 'talented'.

The term 'more able' refers to children who possess a high level of academic ability (potentially or demonstrably) in one, or more, subject areas.

Children may have an exceptional talent in a particular area. This could be within the school curriculum, but talents such as leadership, creative imagination or highly developed social or sporting skills may also be acknowledged.

## **AIMS & OBJECTIVES**

- To ensure that we recognise and support the needs of all our children.
- To enable children to develop to their full potential.
- To provide a rich and challenging curriculum.
- To offer children the opportunities to generate their own learning.
- To encourage children to think and work independently.
- To consider the well-being of the child by offering emotional, social, spiritual and intellectual support.

## **RELATIONSHIPS and SEXUALITY EDUCATION (RSE)**

At Baden Powell we believe it is important to provide a comprehensive, coherent and well planned programme of RSE to help pupils cope with their physical, emotional and moral development. The RSE programme is based on the objectives and learning outcomes which are a statutory part of the national curriculum for Science and Personal & Social Education. Where possible, Parents and Carers are informed about the units of work covered to enable them to prepare for questions at home. However, we may also cover topics and themes as they arise in individual classes.

## **HOMEWORK**

It is our policy for the children to undertake homework, in some form, from the Foundation Years onwards. Initially the homework will be in the form of home/school reading books and it will gradually build up to more formal homework as the children progress through the school. This may involve reading, spelling, times tables, research or other maths work. We hope that this will aid their progress during the primary years and be an introduction to the disciplines of independent home learning. The class teacher may also send work home relating to the current context for learning.

## **ASSESSMENT AND REPORTING**

A Baseline Assessment of a child's ability is made on entry to school. Thereafter, assessment of progress is an on-going process.

Formal class assessments are given at intervals throughout the year and standardised tests are used annually in Years 2 to 6 to track individual progress.

Welsh Government Reading and Mathematics Procedural and Reasoning tests are also taken annually in Years 2 to 6.

Whilst tests are useful indicators of a child's progress, they also give information on learning needs. The results of tests are used diagnostically to indicate future teaching needs and to identify those children who may have additional educational needs.

Parents are invited to discuss their child's progress at two Parents' Evenings in the year and will receive a comprehensive written report at the end of each academic year.

## **PEER SUPPORT**

Children are encouraged to care for and support each other from an early age. This may be working together in class or playing cooperatively on the playground. As the children mature they take on other responsibilities. Our School Leaders meet with the senior leadership team to discuss school life and plan for the future.

Through our Restorative Approaches programme, children are trained to carry out restorative conversations at playtimes. Such systems make a positive contribution to the creation of a happy learning environment.

## **ECO SCHOOL**

In order to make environmental awareness an intrinsic part of our school life and ethos, we are a registered Eco school, and have achieved the Green Flag.

We have an Eco club who meet regularly to discuss and act upon issues relevant to the school and they have been involved in carrying out an environmental audit, recycling, discussing the playground facilities and helping with the school grounds.

## **EXTRA CURRICULAR ACTIVITIES**

The staff at our school provide many opportunities for children to become involved in extra-curricular activities at lunchtimes or after school. These include sports such as football, multi-skills and netball, as well as choir, art and IT. A full list of current opportunities can be obtained from the school office.



## SCHOOL VISITS AND VISITORS

Educational field trips add another dimension to a child's learning enabling them to experience what they have read or been told about at first hand. Such visits are, therefore, planned as part of the curriculum we offer. They may include visits to historical sites, places of worship or geographical locations studied.

Parents' permission for such visits is sought in advance and we may, when necessary, ask for a voluntary contribution to cover costs. Please see our Charging policy available on our website or by inspection at school.

Risk assessments are carried out by our experienced staff in advance of any visit. We also take many opportunities to invite visitors to school. They may be individuals to talk to the children or theatre and music productions to give performances.

## BEHAVIOUR

As a school, our emphasis is on positive behaviour management rewarding by praise, and other incentives, children who act and behave in the expected manner.

Clear boundaries of acceptable behaviour are continually reinforced.

The reward system in our school includes the following:

- Weekly whole school VIP Assemblies.
- Class stars awarded weekly.
- Dojos.
- Reward stickers and stars.
- Positive comments on children's work.
- Positive oral encouragement and praise.

We keep a daily record of playground behaviour to monitor both acceptable and unacceptable behaviour.

Small breaches of discipline are dealt with by the class teacher or Mid-day supervisors during dinner breaks. More serious cases of poor behaviour are reported to Senior Leaders. If such behaviour persists, parents will be informed and invited in to discuss

the problem. Exclusions will be issued for persistent and/or dangerous behaviours in line with the Wellbeing Policy and LA advice.

Bullying is unacceptable and will not be tolerated. This includes online bullying. As a school we have a statutory duty to report any incidents of a racist or homophobic nature.

Sanctions for unacceptable behaviour are understood and accepted by the children. These may include:

- Discussion of the reasons for the behaviour.
- Writing about the problem.
- Missing play or lunch breaks.
- Accompanying a duty teacher during break time.

We have a policy on Anti-Bullying which is available for inspection on our website.

### **CHARGING & REMISSIONS**

We also organise a number of additional extracurricular activities to give children the opportunity to extend their knowledge and capabilities. These include trips and after school clubs. Some of these activities may incur a charge. The school's Charging Policy can be accessed via our website, or a copy requested via the school office.

### **THE LOCAL COMMUNITY**

Our school is very much part of the local community. Visits to the local neighbourhood play an important role in our learning programme, as do the contributions made by local people who come into the school. Our Summer Garden Party and Christmas Fair are well supported by local businesses through advertising and donations of raffle prizes and children have been welcomed to visit many local enterprises. An awareness of the dedication and caring of people who help in the community is brought to the children's attention through the regular visits and talks from our community police and through visits from other community services.

### **COMPLAINTS PROCEDURE**

Baden Powell's complaint procedures follow the Local Authority guidelines. All complaints from parents will be dealt with as quickly and efficiently as possible and are usually resolved at an early stage. The full complaints policy is available on the website or on request from the school office. In summary the 3 stages are:

- Stage 1 - informal stage - raise concern with appropriate member of staff.
- Stage 2 - Headteacher investigation - contact a member of senior leadership team who will investigate.
- Stage 3 - Governors' review - write to chair of Governors to investigate.

## PUBLICATION SCHEME

We try to make the information in our school prospectus as comprehensive as possible. Under the Freedom of Information Act 2001, however, you may also, if you wish, request information in the following areas:

- Governor's Documents - information published in the Governors Annual Report and other governing body documents.
- Pupil and Curriculum - information about policies that relate to pupils and the school curriculum.
- School Policies - information about policies that relate to the school in general.

You can request a copy of the information you want from the school or visit our website. You can contact the school by telephone, email or letter.

Email: [badenpowellprm@cardiff.gov.uk](mailto:badenpowellprm@cardiff.gov.uk)

Tel: 02920 461894 / Address: Muirton Road, Tremorfa, Cardiff CF24 2SJ

To help us process your request quickly please clearly mark correspondence '**PUBLICATIONS SCHEME REQUEST**' (in bold capitals). Single copies of information covered by this publication are provided free unless stated otherwise. If your request means that we have to do a lot of photocopying or printing or pay a large postal charge we will let you know the cost before fulfilling your request. Information published on our website is free although you may incur costs from your internet service provider.



Aim High, Achieve More,

Be Happy

Baden Powell Primary School

