



School Prospectus: 2025 - 2026

Executive Headteacher: Ms N Hammond

Head of School: MS

Chair of Governors: Mrs N Crocker

Pentyrch Primary School

**Pentyrch
Cardiff CF15 9QL**

029 20890292

Email: PentyrchA5@Hwbcymru.net

Website: www.pentyrchprimary.com

Instagram: pentyrchprimaryschool

School Governors

Mrs Nicola Crocker	Chair
Mrs Christine James	Clerk to the Governing Body

		Term of Office End Date
Mrs Nicola Crocker	Chair (Community Representatives)	20.04.29
Mrs Nicola Hammond	Executive Headteacher	
Mrs Clare Sanders	Head of School	
Mrs Lesley Rees	Local Authority Representatives	22.10.28
Mrs Lucy Rowles	Community Governor	30.01.29
Mrs Ashleigh Hobbs	Teaching Staff Representative	30.01.30
Mr Peter Murphy	Non-teaching Staff Representative	15.01.27
Mrs Sally Childs	Parent Representative	09.03.28
Mrs Nicola Harding	Local Authority Representative	25.01.28
Mrs Jo-Dee Tame	Parent Representative	09.04.28
Mrs Rebecca Price	Parent Representative	06.05.29
Mrs Yvonne Krip	Community Governor	24.02.28
Mrs Tamsyn Webster	Parent Representative	06.07.29

Members of the Governing Body can be contacted c/o Pentyrch Primary School

Pentyrch Primary

We are an innovative forward-looking school where the engaging atmosphere and ethos are a major determining factor in our ability to positively impact on the health and wellbeing of all our pupils and staff.

We think differently and act more broadly, using our shared evidence-based practice to shape a creative, nurturing learning environment.

Our curriculum continues to evolve and develop through partnership with our pupils and the wider community, and delivers on our determination to foster the acquisition of wide-ranging skills and nurture a caring empathetic outlook.

In being a reflective school, which seeks to challenge both its staff and pupils to reach their potential, our pupils thrive and will, in time, take up their place in society as confident, well-rounded, resilient, culturally aware and environmentally responsible citizens.

Ms N Hammond
Executive Headteacher

Pentyrch Primary is an English medium 'village' primary school located on the outskirts of North Cardiff in the beautiful village of Pentyrch.



The school is located to the north of the city and stands in extensive grounds, overlooking the rolling countryside towards Creigiau on one side and the historical landmark of the Garth Mountain on the other. It was built in 1907 for the local village community. Its unique rural village setting is what stands it out from other schools within the city boundary.

Collaboration: Llanishen Fach/Rhydypenau and Pentyrch Primary School

Llanishen Fach Primary School has supported Pentyrch Primary School for several years in various capacities but primarily the collaboration has been to provide leadership support and capacity for Pentyrch Primary and to provide high quality learning experiences for the children of the Pentyrch community. In addition, the collaboration was deemed necessary by the Local Authority and Central South Consortium to support the expansion of Pentyrch Primary that has resulted from 'Section 106' funding from private developers due to local developments in the surrounding area of the school. The expansion has included a nursery facility, a new Foundation Phase building, a 10 place Special Resource Base and has increased the overall capacity of the school.

The schools' engaging atmosphere and inclusive ethos are major determining factors in the schools' ability to positively impact on the health and wellbeing of all pupils and staff. The collaboration's forward-thinking and innovative curriculum, ensures pupils acquire a wide-range of skills and a caring, empathetic outlook.

The collaboration took place for a period of five years with both schools retaining their own identities, Governing Bodies and budgets.

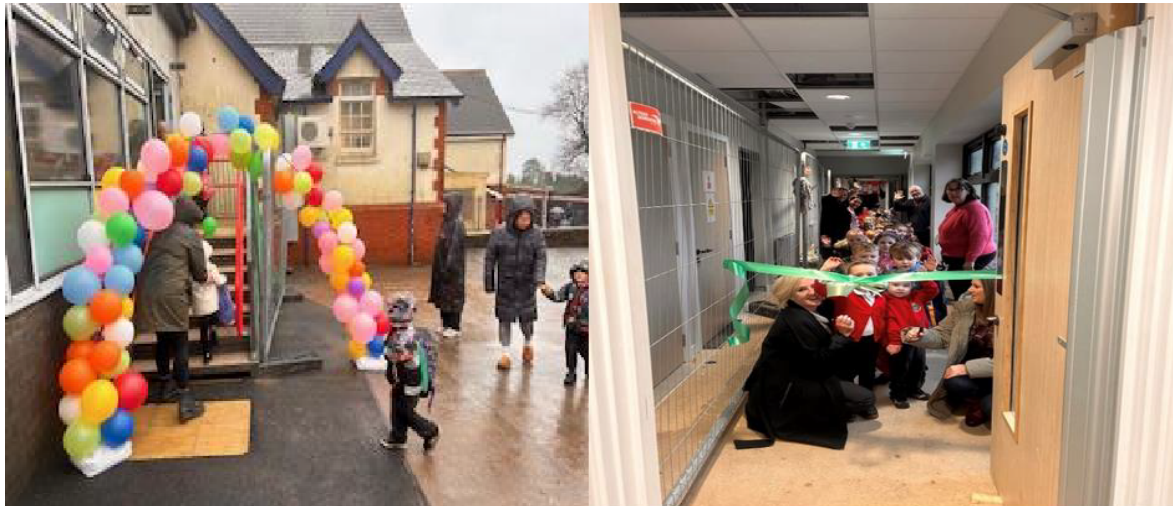
In November 2025, the Llanishen Fach and Pentyrch Primary school collaboration ended and Pentyrch entered into a collaboration with Rhydypenau Primary School.

An interim staffing structure is in place to facilitate the collaboration which formalises roles and responsibilities and the line management of staff. This includes an Executive Headteacher, Head of School, Business Manager and Estates Manager across the collaboration, the aims and objectives of the collaboration remain firmly the same.

Admission Arrangements

Pentyrch Primary School operates on a mixed form entry basis. Our classes are both mixed and straight aged classes.

In September 2023 we opened our brand-new Nursery class with pupils moving into their new classroom in February 2024.



Government legislation allows parents to express a preference when selecting a school for their child/children. A map of the catchment area boundary can be viewed via the Council's website.

Where more than 30 preferences are expressed for Reception admissions, places are allocated in accordance with the criteria defined in the Council's "Admission to Schools" publication. There are normally places available each year for all pupils who live within the catchment area. It should be noted that admission of a child to our Nursery does not in any way guarantee subsequent admission to our Reception classes.

Age 3-4	Nursery (a.m / p.m)	Foundation Phase
Age 4-5	Reception	Foundation Phase
Age 5-6	Year 1	Foundation Phase
Age 6-7	Year 2	Foundation Phase
Age 7-8	Year 3	Key Stage 2
Age 8-9	Year 4	Key Stage 2
Age 9-10	Year 5	Key Stage 2
Age 10-11	Year 6	Key Stage 2

Nursery Class

The City of Cardiff Council is the Admissions Authority for Penttyrch Primary School. It is common practice for parents to approach the school office of their preferred nursery school, who will forward details to the Education & Lifelong Learning Service to ensure that you receive a preference form at the appropriate time. Alternatively, you can ensure that the Council receives your child's details by contacting the School Admissions Team on 029 2087 2909, or by registering your child's details online at www.cardiff.gov.uk. When such an application is made, it would be appreciated if notice could be given to the school in order that our information can be kept up to date.



Eligibility dates for children to obtain a part-time place in our Nursery are determined by the date of their third birthday, as follows:

Between 1st April and 31st August, they may be accepted during the **Autumn Term**.

Between 1st September and 31st December, they may be accepted during the **Spring Term**.

Between 1st January and 31st March, they may be accepted during the **Summer Term**.

Children are entitled to a part-time nursery place from the start of the term following their third birthday. The School currently operates a system where if our nursery isn't full nursery pupils can attend up to five half-days per week. If the nursery is oversubscribed, nursery pupils must attend for the full five sessions a week.

In the event of applications exceeding the places available, priority will be determined in accordance with the oversubscription criteria defined in the Council's "Admission to Schools" publication.

School operates a morning only state nursery and followed by a full wraparound provision operated by our external provider Little Haven Penttyrch. Wraparound operates from 11:30am to 5:30pm Monday to Friday. For further information about our wraparound provision please contact lhnpenttyrch@gmail.com.

The most recent Nursery handbook is available to view on the school website: www.penttyrchprimary.com

Reception Classes

All applications for Reception class places must be made via the Council's School Admissions Team (contact as above). There is a 'standard admission number' established for every school, which limits the annual pupil intake, thereby preventing the classes from becoming so large as to hinder the effective delivery of the curriculum. Penttyrch's standard admission number is 30.

The most recent reception handbook is available to view on the school website: www.penttyrchprimary.com



Induction arrangements for Nursery and Reception

Parents are invited to attend an 'Open Morning' where they will receive information about the school's expectations, organisation and, more importantly, to have the opportunity to talk to the staff about issues that they perceive as being important. This meeting takes place in June. At this parents' meeting, a variety of resources used by the pupils will be on display. Information about the curriculum will be discussed at a special meeting in the Autumn term, as the June meeting is more concerned with preparing our newest pupils, and their families

into their new school.

Pupils in our Nursery visit the main school frequently for movement lessons and they also attend assemblies and special events. Those allocated places in our Reception classes will in addition spend two half-day sessions in June with their prospective Reception teacher, in their future classroom. Pupils allocated Reception places who are not in our Nursery are also invited to these induction sessions. They have the opportunity to mix with other children who will be starting school in September.

Post-Reception

Should you be considering transferring a child from another school to Pentyrch, we will be happy to provide a prospectus and to arrange an appointment for you to visit our school and show you our wonderful facilities. However, we cannot offer or promise a place in our school, as your application must be submitted to the Council's Schools Admissions Team, who will then inform you of their decision.



Children in receipt of a statement of Special Educational Needs (SEN) or Local Authority maintained Individual Development Plan (IDP)

Where a community school is named in a statement of Special Educational Needs (SEN), or Local Authority maintained Individual Development Plan (IDP), the child must be admitted to that school.

Out of Chronological Age Applications

Cardiff Council operates a separate policy on Out of Chronological Age applications. If a parent requests to place their child in a year group that is outside of their chronological age and the request is at the point of admissions, the Local Authority will review each request based on their individual circumstances.

Pre-enrolment

You may well have talked to friends and neighbors about our school and quite likely checked out our social media presence and already come to the conclusion that Pentyrch Primary is right for both your child and you. For parents and carers who are still not sure about which school best suits their child they are more than welcome to visit Pentyrch Primary and judge for themselves. To ensure that you can make the very most out of a visit and that we are able to give you sufficient time and attention, please contact the school office to discuss your child's circumstances and arrange for a convenient time to attend and discover just how much our school has to offer your child.

Curriculum

The fundamental outcomes of Professor Donaldson's independent review of education in Wales, published in 'Successful Futures' in 2015, identified the vital importance of schools to the future success and wellbeing of every child and young person growing up in Wales.



The new curriculum has, 'more emphasis on equipping young people for life' and supports young people to understand and adapt to a changing world. Teachers have more freedom over their teaching and assessment for learning. This will ensure that our pupils are prepared to embrace opportunities, make good decisions, identify and know risks, develop new skills, learn how to thrive in a digital world, play a part in their community, be informed, and develop entrepreneurial

skills through a broad and balanced curriculum.

To build change, the new curriculum is underpinned by a clear vision for Wales, placing 'four key purposes' at its heart. All our children and young people will be:

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

Since the publication of 'Successful Futures', here at Pentyrch Primary School we have been developing the innovation needed to make Professor Donaldson's vision a reality.



In keeping with Professor Donaldson, and now the publication of the new curriculum for Wales, our school community has a clear set of aspirations for our pupils. We have refined our effective learning and teaching approach which has resulted in the breadth of opportunities we have developed, becoming acknowledged for taking a lead role in pushing the boundaries of educational provision.

In line with Welsh Government's Curriculum and Assessment (Wales) Act 2021, here at Pentyrch Primary we have designed and implemented a curriculum that:

- enables each learner to develop in the ways described in the Four Purposes
- secures learning and teaching that offers appropriate progression for each learner, which is informed by the principles of progression under each Area of Learning
- is suitable for each learner's age, ability and aptitude
- takes account of each learner's additional learning needs (if any)
- secures broad and balanced learning and teaching for each learner



For each of our learners, the curriculum ensures learning and teaching that:

- encompasses the six 'Areas of Learning' and all the mandatory elements
- for Relationships and Sexuality Education (RSE), is suitable for the learner's stage of development
- for Religion, Values and Ethics Guidance (RVE), except in relation to learners in Nursery and Reception, accords with curriculum design requirements. 3 to 5 year olds are provided with pluralistic RVE.
- develops the mandatory cross-curricular

skills The six 'Areas of Learning':

- Health and Wellbeing
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Expressive Arts
- Humanities
- Science and Technology



In addition, our curriculum also covers:

- human rights.
- diversity and respecting differences.
- experiences and skills for careers and the workplace.
- learning about local, national and international contexts.
- developmentally appropriate relationships and sexuality education.

To meet our high aspirations for all our pupils, we use a combination of class teachers and specialist teachers who work together to provide first-hand experiences, in particular the outdoors, to promote improved levels of wider skills, critical thinking, creativity and problem solving.

We believe that our determination to invest time and resources, while keeping literacy and numeracy at the heart of our teaching, ensures skills are widely practised and applied across the whole curriculum.

Additional Learning Needs (ALN)

In following the Welsh Government statutory framework, with relation to additional learning needs, we ensure all learners with ALN are supported to overcome barriers to learning and can achieve their full potential.

All pupils identified as having ALN, regardless of the severity or complexity of their learning difficulty or disability, will be entitled to a statutory support plan called an 'Individual Development Plan' (IDP). Children and young people with ALN will receive support called additional learning provision (ALP) which will be set out in their IDP.

Special Educational Needs

Pentyrch's Additional Learning Needs Policy gives information to parents, teachers and governors about the way individual pupils can be helped.

The school has regard to the Special Educational Needs Code of Practice and adheres to current statutory guidance. The Additional Learning Needs (ALN) Transformation programme is in process across Wales with the Additional Learning Needs and Educational Tribunal (Wales) Act providing a new ALN statutory support system for children and young people aged 0 to 25 in Wales

While the school continues to adhere to the statutory guidance of the current system, processes are frequently being reviewed and updated in line with new guidelines. The legislative framework of the new system is created by the Additional Learning Needs and Education Tribunal (Wales) Act 2018 ('the Act'), the ALN Code for Wales and regulations made under the Act. An ALN Implementation Guide has been published by the Welsh Government outlining the roll-out programme for IDPs (Individual Development Plans) in each cohort.

The whole school policy on Additional Learning Needs is reviewed annually and implemented following Governing Body approval. The most recent version may be viewed on the school website.

Our ethos and values

Our aim for Pentyrch Primary School is that in any one day, you will see teachers and pupils learning through the use of a wide range of strategies; children participating in an outstanding range of extra-curricular activities, some of which are led by pupils themselves; parents participating in many aspects of school life; pupils using their initiative and playing an active part in school improvement; a school that is a focal part of the community; and children who are confident and not afraid to make mistakes.



But above all you will sense the buzz and excitement of learning, which we sincerely hope our pupils will maintain throughout their lives.

Promoting the educational achievement of looked after children

The designated member of staff with responsibility for promoting the educational achievement of looked after children (CLA) is Mrs Amanda Reynolds

Mrs Reynolds, working closely with colleagues across the school, supports and promotes children who are looked after with all aspects of their education, monitoring their achievements, and assisting them in overcoming any barriers to success, ensuring they achieve their full potential. Additionally, we liaise closely with a wide range of relevant agencies to support the child and accommodate them on their road to success.

On starting at Pentyrch, a looked after child can expect to have an effective, high quality personal education plan (PEP) initiated as part of their Care Plan. The PEP sets clear targets related to academic achievement, out-of-school activities, and personal/behavioural targets. The PEP adopts a holistic view, placing the child at the centre of the process and taking on board their views and opinions. Parents and/or family members and carers are also fully involved.

Complaints Procedure

Complaints relating to the school life of our pupils are taken extremely seriously. When first raising a concern, it is generally most appropriate that a pupil's class teacher be the first point of contact, but if you are not satisfied, the Executive Headteacher/Executive Deputy Headteacher/Senior Leaders will always meet concerned parents in order to resolve difficulties. A parent who is still not satisfied should contact the Chair of Governors or other member of the Governing Body; a list of Governors is included in this prospectus.

The School's Complaints Policy and Procedure can be accessed via our website, or a copy requested via the School Office.

Relationships and Sexuality Education (RSE) previously SRE

The purpose of our 'relationships and sexuality education', located within a broader carefully planned programme of personal, social and health education (PSHE), is to prepare our pupils sensitively and appropriately for adult life and positive relationships. It supports them through their physical, emotional and moral development, and helps them to understand themselves, respect others and sustain healthy relationships of all kinds.

At Pentyrch Primary we see RSE as laying the foundation for factual knowledge. It prepares children for the changes at puberty, physically, emotionally and socially. It helps develop the child's skills in being able to apply information and creates opportunities for reflecting on attitudes and values that may affect their decisions and choices in later years. In primary years RSE is largely about relationships and the need to focus on friendship, growing and changing, and the building of self-esteem.

"Effective school SRE programmes help learners to develop the skills and knowledge

appropriate to their age, understanding and development. Learners are enabled to make responsible decisions about relationships, sexual health and well-being.”

(Welsh Government Circular 019/2010).

Inspire a Generation: The World of Work

Pupils regularly receive visits from a variety of representatives from the ‘world of work’ as part of our Inspire a Generation initiative to inform contexts for learning (scientists, park rangers, business services, librarians, vets, doctors, caretakers, police officers, magistrates, banking services and Sustrans to name a few). Pupils also have the opportunity to take part in educational trips linked to the world of work, having previously attended the Senedd’s world of work conference.

The school curriculum is enhanced through extensive links with business and parents who work in the community, and it has increased the range of opportunities for our pupils to gain an insight into real-life experiences, preparing them effectively for the world of work.

As well as supporting our own pupils we also work in partnership with Cardiff Metropolitan University mentoring teachers of the future.



Sport

PE and sport have a justifiably high profile in our school. Our physical education teaching runs alongside our outdoor learning provision, ensuring that all our pupils have the highest level of engagement and opportunity.

We regularly have visitors in to provide sport taster sessions. In recent years these have included: rugby, cricket, football, tennis, bowls, running, athletics, cycling, baseball etc. There is something out there for everyone to enjoy!



Religious Affiliations

The school is not affiliated to any religious denomination, but we do have an act of worship every day. Either we meet as a whole school, as Nursery, Foundation Phase (FPh) or Key Stage 2 (KS2) groups separately, or in individual classrooms. The acts of worship usually follow a Christian theme, pupils are encouraged to display the qualities of honesty, tolerance and helpfulness, always doing your best, respect for others, and caring for our world through focusing on the four purposes of the new curriculum for Wales or considering articles from the UN Convention of the Rights of the Child (UNCRC).

Religious Education

We follow a religious education scheme of work provided by City of Cardiff Council. This syllabus reflects the fact that religious traditions in the United Kingdom are in the main Christian, whilst taking account of the teaching and practices of Islam, Judaism, Hinduism and Sikhism.

As well as learning about religious practice and teachings, pupils also learn about how people's religious beliefs and practices affect their understanding of moral issues and their behaviour in society.

Attendance at Religious Worship

Parents have the right to withdraw their children from the act of worship on religious grounds. This process is undertaken in consultation with the executive headteacher. Alternative provision will be provided by the school, focusing on the moral and cultural aspects of the school's curriculum.

Charging Policy

At Pentyrch Primary we feel that taking the pupils on a relevant visit to make the subject 'come alive' can enhance classroom studies, which we do through a wide-ranging programme of day and residential trips. Such visits are non-compulsory and, therefore, parents are asked to make a voluntary contribution to assist in funding the school visit. If sufficient funds cannot be generated by voluntary contributions from parents, it may be necessary to cancel a visit, but this has not occurred up to present!



The school has been fortunate that parents have responded positively to the requests for voluntary contributions in respect of educational visits. It is also school policy to include pupils whose parents have not contributed to the cost of the trip. The additional expense is borne by the school fund, where appropriate, in some cases using the Pupil Development Grant.

We also organise a number of additional extracurricular activities to give children the opportunity to extend their knowledge and capabilities. These include music lessons 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 Administrators.

School Year

The school day: Foundation Phase (FPh) / Key Stage 2

Start of school day: 8:55am

Session 1: 9:00am - 10:25am (Fp) or 10:45am (KS2)

Morning break

- Fp 10:25am -10:40am
- KS2 10:45am- 11am

Session 2:

- 10:40am - 12:00pm FP
- 11:00am-12:00pm KS2

Lunch time

Sessions 3 and 4 : 1:00pm All pupils

Afternoon Pause for Play

- Fp 2:50pm-3:00pm
- KS2 2:30pm- 2:40pm

End of school day: 3:30pm

Nursery

Morning Session: 9.00 – 11.30am

Afternoon Session: 1.00pm - 3.30pm

Nursery Wraparound provision 11:30am-5:30pm. Provided by our external provider Little Haven Pentyrch.

Autumn term 2025

Starts: 02.09.2025

Half term: 27.10.25 - 31.10.25

Ends: 19.12.25

Spring term 2026

Starts: 05.01.26

Half term: 16.02.26 - 20.02.26

Ends: 27.03.26



Summer term 2026

Starts: 13.04.26

Half term: 25.05.26 - 29.05.26

Ends: 20.07.26

INSETs 2025-2026

02.09.25

02.10.25

03.10.25

05.01.26

20.07.26

Accessibility

At Pentyrch Primary, pupils who have disabilities are included in every aspect of school with inclusion being at the heart of our school community. The school adopts an inclusive policy that operates for our pupils.

The school is accessible to wheelchair users and has disabled and modified toilet facilities. Handrails have also been installed to assist pupils who have mobility problems along with potential areas of difficulty e.g. steps painted to assist children with visual impairments.

Equal Opportunities

The staff of Pentyrch Primary School aim to meet the needs of every pupil irrespective of belief, race, gender, sexual orientation, religion, social class or ability. This is important in helping to give every child access to all areas of the curriculum and to feel a valued member of their community.

The staff are actively committed towards the following aims:

- To provide equal opportunities in learning and experience for all pupils.
- To create and maintain a happy working and learning environment that reflects and takes into account the different beliefs, cultures and languages to be found within the school.
- To monitor, review and improve the provision of resources within the school to meet the educational needs of all children.
- To work toward the elimination of inequality of opportunity, or prejudice, as and when this occurs.
- To ensure that boys and girls have equal access to all benefits, facilities or services offered by the school, including extra-curricular activities.

Keeping Our School Safe

The safety and wellbeing of our pupils is paramount however we recognise that we want to make our parents, visitors and guests feel welcome in our thriving school.

The main pedestrian gate is situated on Bronllwyn and is open for access 8.00am to 9am and 3.30pm to 5:30pm only for access to Little Haven Pentyrch, our wraparound provision and for drop off and collection at the start and end of the day. In addition, for Nursery access the pedestrian gate will be open at 11.30am. Access to the school site at all other times is via the main pedestrian gate using the external intercom system on Bronllwyn to request access from the school office.

The main school Reception is situated in our Entrance Corridor with admittance being via our external intercom security system. All visitors, without exception, must report to the main office, sign in and receive a visitor badge before accessing any other part of the school site.

Further site security measures include extensive external CCTV around the school site together with coverage of key strategic areas within the school building. All main pedestrian doors leading into the school require key code or electronic entry fobs to ensure we keep everyone safe and so that we know who enters and leaves our school site.



Home-School Agreement

HOME SCHOOL AGREEMENT

The staff and governors of Pentyrch Primary believe that a strong partnership between school and parents is essential to your child's well-being and success at school. We need you to support us in educating your child and therefore ask you to support this agreement by signing one copy for each of your children.

The school will endeavour to:

- Be open and welcoming.
- Provide a safe and happy environment.
- Enable all pupils to realise their full potential.
- Provide a balanced curriculum which meets statutory needs.
- Encourage a high standard of work and achievement.
- Encourage all children to become independent and resilient learners.
- Ensure that pupils are not subject to bullying and harassment.
- Provide opportunities for parents to attend meetings and functions to discuss the progress made by their children.
- Respond to parents' concerns regarding their children.
- Instil in all pupils: A sense of responsibility, tolerance, respect for others, respect for the environment and a feeling of belonging to a school community.

The family will endeavour to:

- Make sure pupils attend regularly, on time and appropriately dressed for school.
- Ensure children go to bed at a reasonable time.
- Avoid taking pupils out of school during term time.
- Inform the school on the first day of the pupil's absence if it is expected to be a long absence, otherwise send a note giving the reason for absence on the first day the child returns to school.
- Inform the school on the first day of the pupil's absence via telephone leaving a message on the absence line or email from the school website advising the reason and the amount of time they will be absent, if the absence continues we will need to be notified again.
- Support the school's policy on behaviour.
- Support the school's activities and the education of their child.
- Let the school know if they feel that their child/children are being bullied.
- Assist, where possible, pupils as they carry out homework, revision or home-based research.
- Notify the school of any changes to telephone numbers/address.
- Attend parents' evening and curriculum

meetings. Pupils should try to:

- Attend school regularly and on time.

- Inform school if they are being bullied or harassed.
- Be polite and helpful to others.
- Respect other people's and the school's property.
- Do their best to complete their homework.
- Keep to the school's guidelines regarding appropriate school wear. No jewellery should be worn to school (for reasons of safety) with the exception of watches.

Note: if children have pierced ears they should remove earrings before participating in P.E. (KS2 children). Foundation Phase children should either remove their earrings or have parents cover the earrings with microtape before they come to school on P.E. days

Together we will:

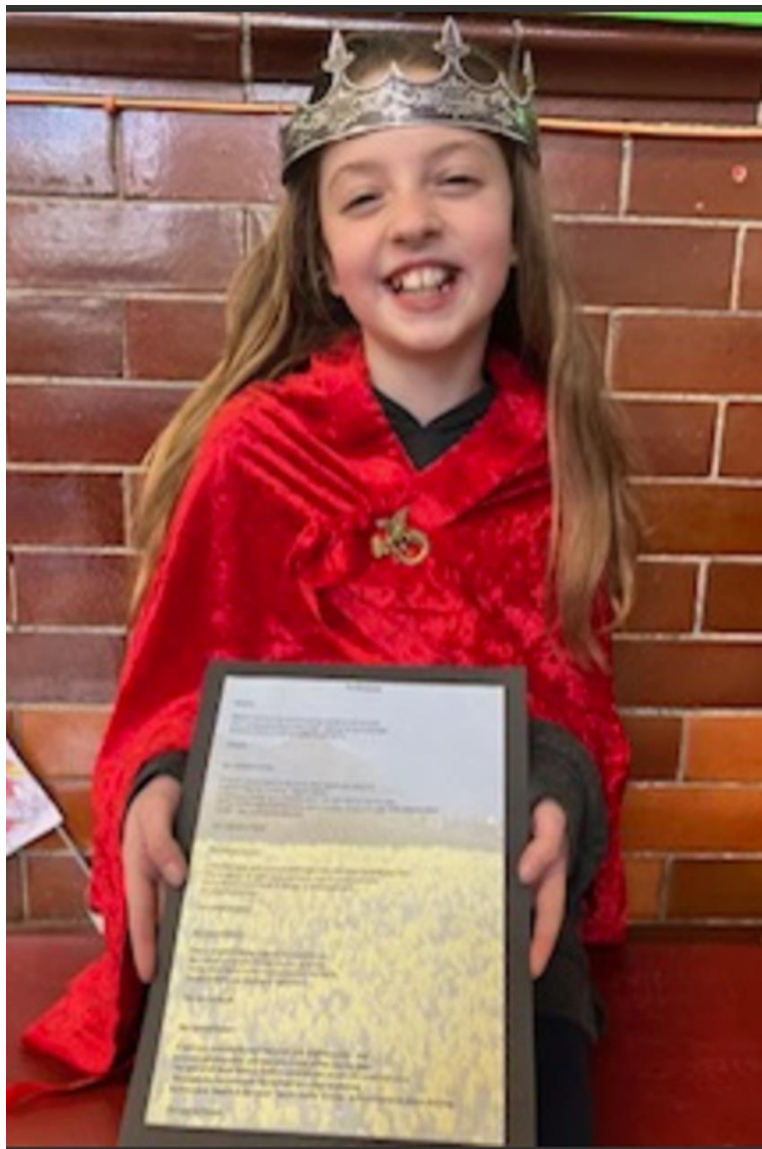
- Encourage the children to keep the school's rules.
- Support the child's learning to help them to reach their potential.

There have been no recent changes to this agreement.

The Welsh Language

We pride ourselves on our strong tradition of promoting the Welsh language and Welsh culture within our school and have, over the years, fostered a range of links with individuals and organisations that exemplify what it means to be a citizen of Wales.

We are committed to encouraging pupils and teachers to use the Welsh language in and around the school and Welsh is learnt as a second language at both Foundation Phase and Key Stage 2. We have established 'Brawddeg yr Wythnos' (phrase/sentence of the week) across all classes and encourage our pupils to apply the current and past vocabulary in their day to day activities.



Welsh songs and prayers feature in assemblies and displays highlight relevant Welsh phrases and words as well as celebrating our Welsh culture. Staff within the school use the Welsh

language daily as a means of delivering instructions to pupils, as well as using it incidentally throughout the school day, so that pupils become used to hearing and using the Welsh language themselves. It is our hope that pride in the language and culture of Wales will be a continuing part of the lives of our pupils as they develop and thrive as citizens of Wales.

We are very fortunate that here in Wales we have a rich history and culture which we believe should be celebrated. Wherever possible, topics will incorporate aspects of Welsh life which celebrate Wales and Welsh culture. Our annual Eisteddfod is an example of one of the ways in which we promote Curricwlwm Cymreig, where pupils take part in a number of competitions through the medium of both Welsh and English.

School Absences Data

Our attendance percentages for academic year 2024-2025 is as follows:

Primary Attendance	2024-2025
Percentage attendance	92%
Authorised absences	4.7%
Unauthorised absences	3.3%

The school has a Cluster Attendance Officer who visits the school regularly to identify any attendance issues and to support the school, parents and children. Parents are encouraged to take family holidays during the school holidays. An explanation of all absences is required by the school.

Glossary

Additional Learning Needs (ALN)	A learner has ALN if they have a learning difficulty or disability which calls for additional learning provision. A child of compulsory school age or person over that age has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age, or (b) have a disability for the purposes of the Equality Act 2010 which prevents or hinders them from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector. A child under compulsory school age has a learning difficulty or disability if they are likely to (or would be likely to if no ALP were made) have significantly greater difficulty in learning than the majority of their peers when they reach compulsory school age.
Areas of learning and experience (AoLE)	The Curriculum for Wales' organising structure will comprise six AoLE, which a redesigned to encourage strong and meaningful links across different disciplines. The AoLE listed in the Act are: • Expressive Arts • Health and Well-being • Humanities • Languages, Literacy and Communication • Mathematics and Numeracy • Science and Technology
Continuum of learning	The progression within each statement of What Matters is arranged in five progression steps. These provide reference points for the pace of a child or young person's progression. The continuum is the same for each learner, though the pace of progress may differ.

Cross-curricular skills	Literacy, numeracy and digital competence. These are lifelong skills essential for learning and for being able to function successfully in the modern world. They enable learners to access the breadth of a school's curriculum and the wealth of opportunities it offers to realise the four purposes.
Curriculum	Establishes all the teaching and learning experiences planned in pursuit of agreed purposes of education.
Education in Wales: Our National Mission	The plan of action setting out how the school system in Wales, including sixth forms, would move forward during the period 2017-2021 to secure the effective implementation of the new curriculum. It highlights actions initiated by the Welsh Government publication, as well as those from partners.
Education other than at school (EOTAS)	Education funded by the local authority which is designed to meet the specific needs of pupils who, for whatever reason, cannot attend a mainstream or special school.
Estyn	Is the office of Her Majesty's Chief Inspector of Education and Training in Wales or Prif Arolygydd Ei Mawrhyddros Addysg a Hyfforddiant yng Nghymru. It is the education and training inspectorate for Wales. Inspects quality and standards in nurseries, schools, PRUs, further education, colleges, local government education services, teacher education and training, Welsh for adults, work-based learning and learning in the justice sector. 'Estyn' – Welsh word meaning 'to reach out'/'to stretch'.
Foundation Phase	Statutory curriculum for all 3-7 year olds in Wales, originally introduced in September 2010. Designed to encourage children to be creative and imaginative, making learning more enjoyable and effective.

Four Purposes	These are the starting point and aspiration for every child and young person in Wales. The curriculum and assessment arrangements will support children and young people to develop as: • Ambitious, capable learners ready to learn throughout their lives • Enterprising, creative contributors ready to play a full part in life and work • Healthy, confident individuals ready to lead fulfilling lives as valued members of society and • Ethical, informed citizens ready to be citizens of Wales and the world
Funded non maintained nursery setting	Private provision, including playgroups and childminding, for children under the age of 5.
Gender-equity	The process towards achieving gender equality for men and women.
Governing bodies	Are established pursuant to section 19 of the Education Act 2002 and are responsible for the governance and conduct of the schools.
Heteronormative	Term that is used to raise awareness of and challenge the assumption that everyone is, or should be, heterosexual.
Immersion	Exposure to surroundings or conditions that are native and pertinent to the object of study. Enabling early years immersion is seen as crucial in helping to achieve the 'Cymraeg 2050' ambition of having one million Welsh-speakers in Wales.
Maintained schools	Schools that a local authority has a duty to maintain. They include: • Voluntary schools • Community schools and community special schools • Foundation schools and foundation special schools • Any maintained special school not set up in a hospital.
Maintained special schools	Schools providing a special education needs funded by a local authority.
Organisation for Economic Cooperation and Development (OECD)	An association of 36 member states worldwide with the aim of promoting policies that will improve the economic and social well-being of people around the world.

PISA	Programme for International Student Assessment, part of OECD. Measures 15-year-olds in their ability to use their
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	reading, mathematics and science knowledge and skills to meet real-life challenges.
Pluralistic/pluralism	A system in which two or more worldviews, groups, principles, sources of authority, etc., coexist.
Primary education	Early, formative years of a child's education, typically ranging from ages 3-11.
Professional Learning	Opportunities to develop and enhance education providers' professional knowledge and practice, in order to progress the quality of learning and teaching and school improvement.
Programmes of study	Detailed literature of what learners should be taught in schools and education settings.
Progression code	The code will include research-based statements of progression used to develop progression in the Curriculum for Wales. They include overarching statements and statements for each area of learning and experience.
Pupil Referral Unit (PRU)	A type of school established and maintained by a local authority pursuant to section 19 of the Education Act 19962 that caters for children who aren't able to attend a mainstream school. Pupils are often referred if they need greater care and support than their regular school can provide.
Rights of Children and Young Persons (Wales) Measure 2011	Places a duty on Welsh Ministers to have due regard to children's rights when making decisions about new or existing legislation and policies, and also to publish a report on how they and the First Minister have complied with the duty.
Secularism	Is the principle of keeping religion separate from civic and state matters.

Standing Advisory Councils on Religion, Values and Ethics (SACs)	Formerly called a Standing Advisory Council on Religious Education (SACRE) these are re-named Standing Advisory Councils on Religion, Values and Ethics and their constitution amended. All Local Authorities are required to constitute a SAC within their local area. SACs are an independent body which consider provisions for religious education within their local authority.
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United Nations Convention on the Rights of the Child (UNCRC)	A legally binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities.
United Nations Convention on the Rights of People with Disabilities (UNCRPD)	<i>An international agreement to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities and to promote respect for their inherent dignity. Persons with disabilities include those who have long m physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with other</i>
UNESCO	United Nations Educational, Scientific and Cultural Organisation
What Matters code	The code is made up of 'What Matters' statements within the Curriculum for Wales Framework. These statements will ensure a level of consistency in curriculum design across settings and schools, as learners must develop an understanding of all statements.



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