



Pwll Primary School PROSPECTUS 2025-26

*PLEASE ASK FOR OUR SEPARATE AUTISM TEACHING FACILITY PROSPECTUS FOR INFORMATION
RELATING TO PROVISION FOR PUPILS ATTENDING OUR SPECIALIST ASD PROVISION.*

Pwll CP School
School Road
Pwll SA15 4AL

01554 773962

admin@pwll.ysgolccc.cymru



Welcome to Pwll Primary School !

At Pwll Primary School, we believe that every child is full of potential—like a small acorn, ready to grow into a mighty oak when nurtured with care, kindness and the support of experienced educators.

Ours is a small village school with a big heart. Nestled in a close-knit community, Pwll is a special place where pupils and their families feel they truly belong. We value every single child, and strive not only to provide an excellent education, but to ensure that every learner feels safe, happy, and supported to thrive in every aspect of life.

Inclusion is at the heart of who we are. We are proud to have several ASD classes as part of our school family, where pupils are celebrated for who they are and supported with compassion and expertise. Diversity is our strength, and we treasure the individual contributions that each child brings to our vibrant school community.

Our aim is to ignite a passion for learning through real, purposeful experiences. Pupils at Pwll are hooked on learning that is authentic, engaging, and connected to the world around them. Our innovative 21st century curriculum is shaped by curiosity and informed by pupils' interests, helping them build a deep balance of knowledge and skills.

We are fully committed to the vision of the Curriculum for Wales, guiding our pupils to grow as:

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

As part of the Glanymor cluster, we work closely with partner schools to ensure the very best for pupils across our community. We believe in genuine partnership with parents and carers—working hand in hand to support, inspire, and empower every child.

At Pwll Primary, we don't just teach—we nurture, we include, and we grow. Because when pupils are rooted in belonging and inspired by learning, there's no limit to how far they can go.



Mr Trotman
Headteacher



Pwll CP School Vision



At Pwll Primary school we continually improve in everything we do. All pupils enjoy coming to school to experience a colourful, child-led curriculum which inspires learning through imagination and innovation.

All of our pupils learn to take responsibility for themselves as life-long learners in a safe, nurturing and supportive environment. A strong inclusive ethos encourages all pupils to develop to their full potential - physically, emotionally, socially, academically and creatively.

All members of Pwll Primary School community work together with great optimism and belief that all people can achieve great things in life. Every day we strive to ensure that our little acorns go on to become magnificent oak trees.



Pwll School Motto

Mighty
oaks
from
acorns
grow

Pwll CP School Aims



At Pwll CP School we move ever closer to our vision by:-

- Placing enjoyment and motivation at the heart of our broad, balanced and meaningful curriculum
- Involving pupils in planning innovative and imaginative learning experiences which take account of how children learn best
- Continually developing the environment ensure our pupils continue to thrive - physically, emotionally, socially, academically and creatively
- Creating a nurturing learning environment where pupils have opportunities to discuss feelings and emotions, take risks, learn from mistakes and to grow to understand themselves and those around them
- Developing a whole-school learning community
- Continually developing ways to involve parents and the wider school community in school life
- Being positive and optimistic about the future, and what can be achieved



Our School

Pwll Primary School is a local authority maintained school, situated in an elevated position in School Road with a breath-taking view over the Burry Estuary and surrounding countryside. The present building was erected in the 1930s, the school at that time being divided into an Infant School and a Junior School. The two 'schools' were amalgamated and an adjoining corridor added later. The school is quite a large building and there are ample yard and classroom areas for the pupils. We have a typical mainstream school occupying much of the site, supporting two classes across a range of well-resourced learning spaces. In addition, an Autistic Teaching Facility was formed in 1992 and is now made up of 4 smaller class groups in the school. The integration and links between the mainstream and pupils in our ASD facility benefits both parties enormously.

The Schools’ official name is Pwll County Primary School catering for pupils of the 3 -11 age range. It is controlled by Carmarthenshire Education Authority, Carmarthen. The school manages its’ own finances under the Carmarthenshire Locally Managed Schools (Fair Funding) Scheme and is administered by the Governing Body. The school is designated a Category ‘T1’ school for Welsh Language purposes. This means that the pupils are primarily taught through English, but are transitioning over time to teach more curriculum content through the medium of Welsh, to support the Welsh Government aims for the pupils to be as fluent as possible before they leave Year 6 for the next stage of their education.

Admissions

Admission arrangements have recently changed in Carmarthenshire. (see below). Please refer to the LEA admissions web page for the latest information. All admissions to the school, either mainstream or ASD unit are made through the local authority.

School Admissions and Changing Schools - Carmarthenshire County Council

Changes to Full time education start date

Following consultation, the Primary rising 4s policy was discussed by Carmarthenshire County Councils' Cabinet on 25th March 2024. The decision was made to remove the Rising 4s policy and admit full time learners to primary schools in the school term **following** their fourth birthday. This policy change will be implemented from the **2025/26** Academic Year by all Community, Voluntary Aided & Controlled schools within the County.

This change will affect children born on or after the 1st September 2021 onwards. The following table summarises the start dates for pupils based on their date of birth, together with the deadline for submitting the admissions application and the date of notification of decision.

Child's Date of Birth Range	Admission Term	Expected admission Start Date	Closing date for applications	Notification of decision date
1 September 2021 to 31 December 2021	Spring Term 2026	January 2026	31st January 2025	16th of April 2025 or next working day
1 January 2022 to 31 March 2022	Summer Term 2026	April 2026		
1 April 2022 to 31 August 2022	Autumn Term 2026	September 2026		

Impact on 3 year old part time education in 3 to 11 schools

Under the current policy, children receive up to 2 terms of part time education in 3 to 11 schools. Under the new policy for the 2025/26 academic year, children will receive up to 3 terms of part time education in 3 to 11 schools. Children will finish part time education at the end of the term that they turn 4 years old.

Parents must submit a separate application for the full time 4 year old place in a school by the 31st January 2025.



School times

- School commences at 9.00am for infants and 8.55am for junior pupils.
- Foundation Learning pupils leave school at 3.00pm and juniors at 3.15pm.
- The morning break is currently between 10.30am and 10.45am
- The Foundation Learning pupils have their lunch break between 12.00pm and 1.00pm
- The juniors have their lunch break between 12.00 pm and 12.45pm
- The afternoon break is between 2.00pm and 2.15pm



Excluding daily periods of collective worship, lunch and break times, the foundation learning pupils are taught for a minimum of 21 hours per week and the juniors are taught for a minimum of 23.5 hours per week. This is in accordance with the recommendations laid down by the Welsh Assembly Government. In addition to this there are after-school clubs involving sport, music and art available to infant and junior pupils at different points during the year depending on demand.

Absences from school

It is essential for pupils to have good attendance so that they have their full right to education. There is a proven link between attendance and attainment at school. Pupils are not permitted to leave school during the day and if pupils are ill, all absences should be explained, by Dojo, email or telephone call. Schools have a legal duty to publish attendance figures and to promote attendance. Equally, parents have a legal duty and responsibility to ensure that their pupils attend school on a regular basis. The school will contact parents if no explanation has been received. If an unauthorised absence continues for a school week or there is a pattern of occasional absences, the school will contact the Educational Welfare Officer who will contact the home.



Breakfast Club

Welsh Government provide a free Breakfast Club service for pupils in all year groups. Our breakfast club is run out of the school hall, providing pupils with a free breakfast to ensure they have the right start to their day. Drop off is at 8.15am and last entry is at 8.40am

Breakfast club Lead:

Ms Sharon Rees



If you wish your child to attend

Breakfast Club, please contact the school admin office on 01554 773962.

After School Clubs



We offer a range of after school clubs at different times during the year. Some clubs are age specific and will be limited to maximum numbers for health and safety or staffing reasons.

Please note these activities must not be relied upon for childcare as they are run by teaching staff and may be cancelled.

Transition

We have arrangements in place to support the transition of pupils into our school throughout the year. These arrangements may include meeting with a member of the Leadership Team, ALNCo, visits to the school or in some cases home visits. Glanymor Secondary School is our Cluster Secondary provision for mainstream pupils, and the majority of our pupils transfer there at the end of Year 6. A great deal of effort is made to ensure a smooth transition between schools, beginning with visits in Y5. During their final primary year our pupils take part in a series of transition events to allow them to form relationships with other pupils from the Glanymor Cluster. The Year 6 pupils visit Glanymor School for both curriculum and social development. When needed, additional transition links are set up for pupils with specific needs.

Enhanced transition arrangements are in place for pupils transferring in and out of our ASD classes, involving a series of meetings with parents and individual transition visits for pupils to their ongoing secondary settings.

School Communication

In order to pay for school lunches, uniform and any trips you will need to have a ParentPay account. This can be set up by contacting the school office. Lots of our school information can be found on our school **website:** www.pwllprimary.com



Dojo

Class Dojo is our school communication system. We will share information that is specific to your child and their class and to the whole school. Please make sure you click on the link to sign up to a Dojo account when your child starts at the school to keep abreast of school events. All INSET days and major events can be found on the Dojo Calendar.



ClassDojo



Twitter

The school has an X account. This is used to share school information, celebrate our successes and share the work of the school in the wider community.

School Uniform

All pupils are expected to wear school uniform. School uniform helps our pupils to feel part of our community. It identifies our pupils when representing the school in the community or on visits and has a recognised effect on pupil behaviour. In accordance with Welsh Government (WG) regulations, we have ensured that the majority of the uniform is available from local stores or supermarkets. Please ensure your child’s name is clearly marked on all items of clothing so that it can be identified. Our school uniform can be obtained from either Pictons or Toppers in Llanelli.

Boys	Girls
Grey trousers	Grey trousers/ skirt/dress
White polo shirt	White polo shirt
Sky blue sweatshirt or hoodie	Sky blue sweatshirt or hoodie
Sky blue cardigan	Sky blue cardigan
	Blue and white checked dress (summer)

We also keep a good supply of pre-loved uniform in school covering a good range of types and ages, please contact the school office if you would like to see what we have in stock. These items are available for the small charge of £1 per item.





Staffing 2024_25



Role	Name
Headteacher	Mr P Trotman
Assistant Headteacher	Mrs R Davies
ALNCo	Miss N Lewis
Foundation Learning 7-11 ATF1 ATF2 ATF3 ATF4	Miss C Webster Mr T Rees Mrs R Davies Miss N Lewis Mr J Parsons Mrs V Fadul
Senior TA Support Team	Miss S Davies, Mrs C Soady-Jackson Mrs F Ring, Mrs M Harding, Mrs N Eedy Mrs E Griffiths, Mrs L Rees Miss S Morgan
TA Support Team	Mrs R Quaglia, Mrs L Real, Mrs C James, Miss J Owen, Mrs D James, Miss C Collins Miss V John, Miss K Evans, Mrs R Beer, Mrs M Griffiths, Mrs C Simpson, Mrs C Laws, Mr S Morris
Administration	Mrs A Rees Mrs L Real
Caretaking	Mr M Dumelow Miss S Rees (& Breakfast Club Leader)

Useful people to know

Leadership Team



Assistant Headteacher



Mrs R Davies

Headteacher



Mr P Trotman

ALNCo



Miss N Lewis

Mr Trotman, Mrs Davies and Miss Lewis the designated safeguarding leads for the school

Administration Staff



Mrs A Rees



Mrs L Real



Izzy
(Pupil & Staff
Wellbeing!)

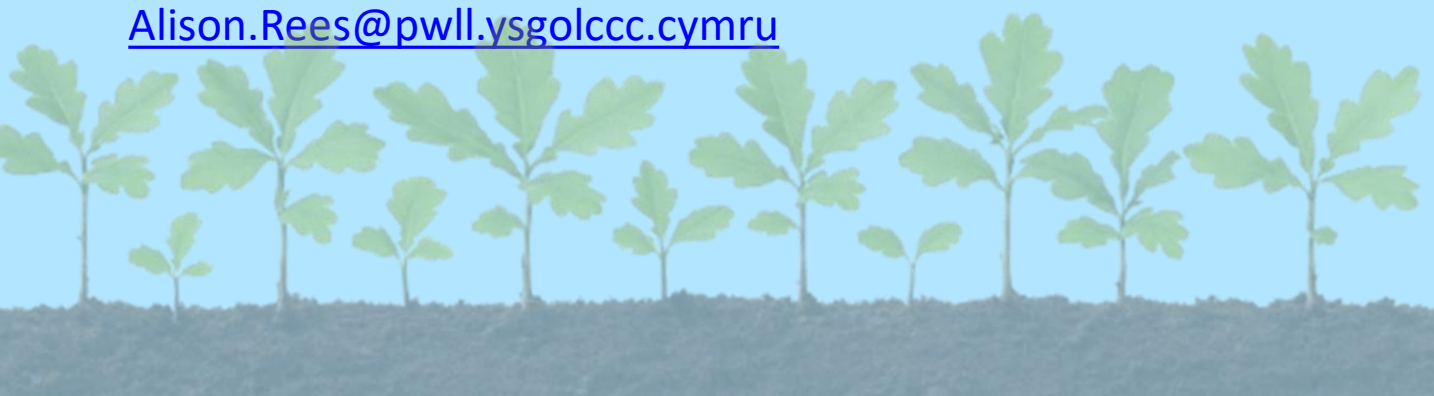
School Governors



Name	Role
Robin Staines	Chair / Local Authority
Wayne Thomas	Community
Paul Trotman	Headteacher
Dr Helen Lewis	Local Authority
Vacant	Local Authority
Lynne Murray	Parent
Stacey Armstrong	Parent
Vacant	Parent
Vacant	Parent
Cllr Sue Phillips	Additional Community
Elaine Pugh	Community
Melanie Harding	Staff
Rhian Davies	Teacher

Please direct any communication for the school Governors to
to Alison Rees (Clerk to the governing body)

Alison.Rees@pwll.ysgolccc.cymru



Breaktimes

Active Break Times

Mainstream pupils in Nursery to Year 2 have regular access to the outdoor learning environment throughout the day. Pupils from Year 3 to Year 6 start their day playing on the yard, then have access to outdoor areas during their morning and afternoon break times and lunchtime.

Outdoor learning is a big priority for us throughout the school, and learning in the outdoors is planned throughout the week for all pupils.

Food and Growing

We take the importance of food very seriously and a big part of our **health and well-being** curriculum is to ensure that the pupils learn about healthy choices and nutrition. Growing, cooking and understanding food is therefore a big part of school life.



Drinks, Snacks & Free Milk

All pupils are encouraged to bring a water bottle to school. Pupils are able to access fresh water throughout the day and encouraged to drink regularly. As a health-conscious school, we encourage the pupils to only drink water and milk. Squashes and other flavoured drinks are not permitted for hydration outside of lunchtime.

Nursery-Year 2 are expected to bring a healthy fruit-based snack for breaktime. They may also access fruit in the classroom in extended provision, or through work programmes in the ATF. The pupils will also be offered free milk. From **Year 3 to Year 6** there is a break during the morning session and pupils are encouraged to bring a piece of fruit to eat at breaktime if they get hungry in the morning. A healthy cereal bar is also permitted, but it should not contain chocolate

Lunchtime

School Dinners

All pupils now have a free school lunch provided for them daily by the Welsh Government. We place considerable emphasis on the importance of developing healthy habits with food and we recognise the opportunity lunchtimes give pupils to socialise and interact with each other, whether they have a school meal or bring a packed lunch. School staff care for the pupils during this time and will encourage all pupils to eat their meals, or eat as much as they can. Our school meals are managed by the local authority. We have excellent kitchen staff including head chef Miss Sharon who cooks all school meals on site, and also fulfils other important roles in school through the day. The local authority menu works on a 3 week cycle, and is changed every school term. All pupils are provided with a copy of the School Menu, which parents and carers can then use to make informed choices. Please advise the school if your child develops a food allergy, or has any other dietary requirements, for example, vegetarian, gluten free etc.

Packed Lunches

Some parents prefer to provide a packed lunch and drink for their child. When this is the case we would request, for safety reasons, that you do not provide drinks in either cans or glass bottles. As we are a health-conscious school we would encourage parents to provide a healthy and nutritious packed lunch.

The following pages provide a useful guide on how to prepare healthy packed lunches for pupils of primary school age.



Healthy Lunchbox Top Tips



Keep them fuller for longer

Base the main lunchbox item on foods like bread, rice, pasta and potatoes. Choose wholegrain where you can.



Freeze for variety

Keep a small selection of different types of bread in the freezer so you have a variety of options – like bagels, pittas and wraps, granary, wholemeal and multigrain.



DIY lunches

Wraps and pots of fillings can be more exciting for kids when they get to make them. Dipping foods are also fun and a nice change from a sandwich each day.



Cut back on fat

Pick lower-fat fillings – like lean meats (including chicken or turkey), fish (such as tuna or salmon), lower-fat spread, reduced-fat cream cheese and reduced-fat hard cheese. And try to avoid using mayonnaise in sandwiches.

[See more healthier swap ideas](#)



Mix your slices

If your child does not like wholegrain, try making a sandwich from 1 slice of white bread and 1 slice of brown bread.



Always add veg

Cherry tomatoes, or sticks of carrot, cucumber, celery and peppers all count towards their 5 A Day. Adding a small pot of reduced-fat hummus or other dips may help with getting kids to eat vegetables.



Ever green

Always add salad to sandwiches and wraps too – it all counts towards your child's 5 A Day!



Cheesy does it...

Cheese can be high in fat and salt, so choose stronger-tasting ones – and use less of it – or try reduced-fat varieties.



Cut down on crisps

If your child really likes their crisps try reducing the number of times you include them in their lunchbox, and swap for homemade plain popcorn or plain rice cakes instead.



Add bite-sized fruit

Try chopped apple, peeled satsuma segments, strawberries, blueberries, halved grapes or melon slices to make it easier for them to eat. Add a squeeze of lemon juice to stop it from going brown.



Tinned fruit counts too

A small pot of tinned fruit in juice – not syrup – is perfect for a lunchbox and easily stored in the cupboard.



Swap the fruit bars

Dried fruit like raisins, sultanas and dried apricots are not only cheaper than processed fruit bars and snacks but can be healthier too. Just remember to keep dried fruit to mealtimes as it can be bad for teeth.



Switch the sweets

Swap cakes, chocolate, cereal bars and biscuits for malt loaf, fruited teacakes, fruit breads or fruit (fresh, dried or tinned – in juice not syrup).



Yoghurts: go low-fat and lower-sugar

Pop in low-fat and lower-sugar yoghurts or fromage frais and add your own fruit.



Get them involved

Get your kids involved in preparing and choosing what goes in their lunchbox. They are more likely to eat it if they helped make it.



Variety is the spice of lunch!

Be adventurous and get creative to mix up what goes in their lunchbox. Keeping them guessing with healthier ideas will keep them interested and more open to trying things.

Planning the Lunchbox

1. Start with a starchy main



Carbohydrates are a great source of energy.

- Bread, pasta, potatoes and rice.



2. Add a protein

Add a protein, either on its own or as a sandwich filler.

- Chicken, eggs, lean meat, cheese, fish, beans, pulses and meat alternatives like tofu.



3. Vegetables and fruit



Add some fruit or veg to contribute towards your child's '5 a day'. Children are more likely to eat them if they're peeled or already cut into bite-sized pieces. Grapes and cherry tomatoes should be cut into quarters to reduce risk of choking.

4. Dairy and alternatives



- Add plain yoghurt, fromage frais or low-fat soft cheese.



5. Drinks



Your child will have access to water at school but you could include water, milk (semi-skimmed or skimmed for children aged over 5) or pure unsweetened fruit juice (no more than 150ml).

Additional Learning Needs

At Pwll Primary School, we provide a high standard of support within the framework of the Additional Needs Code for Wales 2021. In the school, around **60%** of pupils have ALN. This high percentage is largely as a result of the school hosting the Autism Teaching Facility. The school currently has **34** local authority held IDPs and **8** school held IDPs.

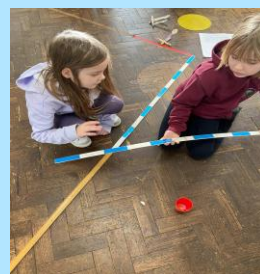
As a school we ensure the needs of all pupils through high quality teaching and learning provision. Our mainstream Universal Provision includes:

- whole class teaching
- effective differentiation
- collaborative group work
- individual and small group interventions
- appropriate and reasonable adjustments to enable access to the school environment, curriculum and facilities.



During their time in Pwll Primary School, most pupils will make expected progress in their learning from their starting points. If a child is not progressing, we will gather observations, use assessment data and seek to work in collaboration with outside agencies / professionals to identify any additional learning needs. A wide range of evidence will be gathered over time, including;

- assessment tools, frameworks and questionnaires
- standardised assessments
- observational data
- formative assessments of day-to-day learning
- monitoring progress over time
- assessments from other agencies e.g., Paediatrician.



A child not moving forward in their learning is characterised by progress which;

- is significantly slower than that of their peers starting from the same baseline,
- does not match or better previous rate of progress,
- does not close, or widens, the attainment gap between the child and their peers, despite the provision of support aimed at closing that gap.

Identification of Additional Learning Needs (ALN)

- When pupils do not make the expected progress with Universal Provision and following thorough investigation and evidence gathering, a child may be identified as having ALN.

PLEASE ASK FOR OUR SEPARATE AUTISM TEACHING FACILITY PROSPECTUS FOR INFORMATION RELATING TO PUPILS ATTENDING OUR SPECIALIST ASD PROVISION.

Safeguarding

All staff at Pwll Primary School have regular up-to-date safeguarding training that equips them to recognise and respond to any welfare concerns. These concerns are passed to one of our three Designated Senior Persons for Safeguarding who follow strict guidelines on how to deal with any concerns or issues raised. We take our duty of care very seriously and we work closely with outside agencies to meet the needs of our pupils and their families. We use a secure, LEA approved system called 'My Concern' that allows us to record and track all safeguarding concerns across the school. We follow all GDPR guidelines to keep the information safe and secure, with only necessary adults having sight of the data.

Designated Safeguarding lead in Primary School:

Mr P Trotman - headteacher

Mrs R Davies – assistant headteacher

Miss N Lewis – ALNCo

Mr W Thomas – Vice Chair of Governors /
Governor for Safeguarding



Equity and Inclusion

The Governors and staff promote equal access to all areas of the curriculum for all pupils, regardless of race, gender, ability, disability, faith and cultural background. The school has clear policies in place and are committed to providing equality and an inclusive education. We expect respect for all within our school and the wider community.

Looked After pupils (LAC)

We work in partnership with Carmarthenshire County Council and follow a duty to safeguard and promote the education of Looked After pupils. We aim to provide a safe and secure environment, where there is belief in the abilities and potential of all pupils, including those who are looked after. We support our Looked After pupils and give them equal access to every opportunity to achieve their potential and to enjoy learning. Mr Trotman is the designated person responsible for promoting the educational achievement of Looked After pupils.

Site Access

The school is coming up to 100 years old, and the building and is on two levels joined by 3 steps. There is level access externally however to both sides of the school. We are committed to inclusion and full access to the curriculum and all aspects of school life for all pupils. Occasionally Health and Safety issues demand that some exceptions be made, in these instances, each case is looked at very carefully on an individual basis with robust risk assessment procedures underpinning any decisions made.

School security

The safety of our pupils is paramount. All visitors must report to the main foyer located at the front of the school where our administration team are on hand to answer any queries you may have and to welcome visitors to the school. External doors leading into the school require electronic entry fobs to ensure the whole school site is secure. Deliveries are only able to enter through the main school door operated by our admin team. The school has a detailed site security policy which can be provided upon request.

Data Protection and Privacy

At Pwll Primary School, we take your child's privacy seriously. As the data controller, we collect and use personal data about pupils and parents/carers in line with data protection law.

We use this data to:

- Support learning and wellbeing
- Monitor progress and report to parents
- Comply with legal duties (e.g. safeguarding, statutory reporting)

Data we hold may include contact details, assessment results, attendance, medical needs, and support information. Most data is collected under legal obligations or public interest tasks, and some with consent. All data is stored securely and only shared when legally required or with appropriate safeguards.

You and your child have rights over this data, including access, correction, and, in some cases, erasure. For full details or to make a request, please contact the school office.



Health and safety

At Pwll Primary School, the safety and wellbeing of our pupils, staff, and visitors is of utmost importance. We are committed to maintaining a safe, welcoming environment where pupils can thrive.

Our school carries out regular risk assessments to ensure that all areas—indoors and outdoors—are safe for pupils and adults alike. These assessments help us identify any hazards and take swift action to address them. Staff and pupils take part in regular fire drills so everyone knows exactly what to do in an emergency. We also maintain clear procedures for incidents, ensuring that any health and safety concerns are reported and responded to promptly.

Visitors to the school, including parents, contractors, and volunteers, are asked to sign in at the main office and wear a visitor badge. This helps us manage who is on site at all times and supports our efforts to keep the school secure. We also follow strict guidelines for staff appointments, including all necessary background checks, to ensure that every adult working with pupils is safe and suitable.

We value our relationship with the local community and expect all parents and carers to support our safety measures. This includes safe and respectful parking around the school. We encourage families to walk where possible and ask drivers to avoid blocking paths or entrances during drop-off and pick-up times.

Educational visits are an important part of learning at Pwll Primary. Every trip is carefully planned and fully risk-assessed to make sure pupils are safe while enjoying valuable experiences beyond the classroom. A trained Educational Visits Coordinator oversees these arrangements, and all staff involved are briefed and prepared.

We strive to keep communication open with parents. If you ever have a safety concern, we welcome you to speak to a member of staff or contact the school office. Working together, we can ensure Pwll Primary remains a secure, happy place for every child to learn and grow.

Please note that dogs are NOT ALLOWED on the school site. The school has a strict NO SMOKING policy on the whole site, and the pupils have also requested that visitors do not smoke on the road outside the school.



Policy on Charging for School Activities

The school's educational provision and most of the activities organised by the school are financed via funds received from Carmarthenshire County Council. There are, however some valuable educational experiences that cannot be provided by the school without financial support from parents.

Where a visit occurs during school time, **a voluntary contribution to enable the visit to take place may be requested.** Activities for which voluntary contributions are sought may be cancelled if the cost to the school is not adequately covered. Contributions may also be requested for visiting workshops to support areas of learning and experience. Where possible we seek subsidised school residentials and school trips to ensure that they are affordable for all. We also endeavour to give plenty of notice to allow parents time to save and be prepared.

The Headteacher, in consultation with the Chair of Governors, will make authorisation of remission in any of these areas.



Complaints

The school follows the Local Authority complaints procedure policy as required by the Education Reform Act. The document is available on our website.

All complaints in the first instance should be addressed to the appropriate person at school. This should be the Head of school. Complaints about actions of a member of staff must always be made to the Head of school in the first instance. Any person against whom a complaint is being made should be informed at the outset.

Should the school and complaint fail to reach a resolution, LA and Welsh Government guidelines and procedures will be followed. However, it is usually possible for queries and problems regarding all aspects of school life to be dealt with effectively by good home/school communication. If you wish to make a formal complaint about the headteacher of school then you should contact our chair of governors Mr R Staines, via the clerk to the governing body. We endeavour to solve all disputes in a respectful, calm way, ensuring that everyone feels safe and protected.

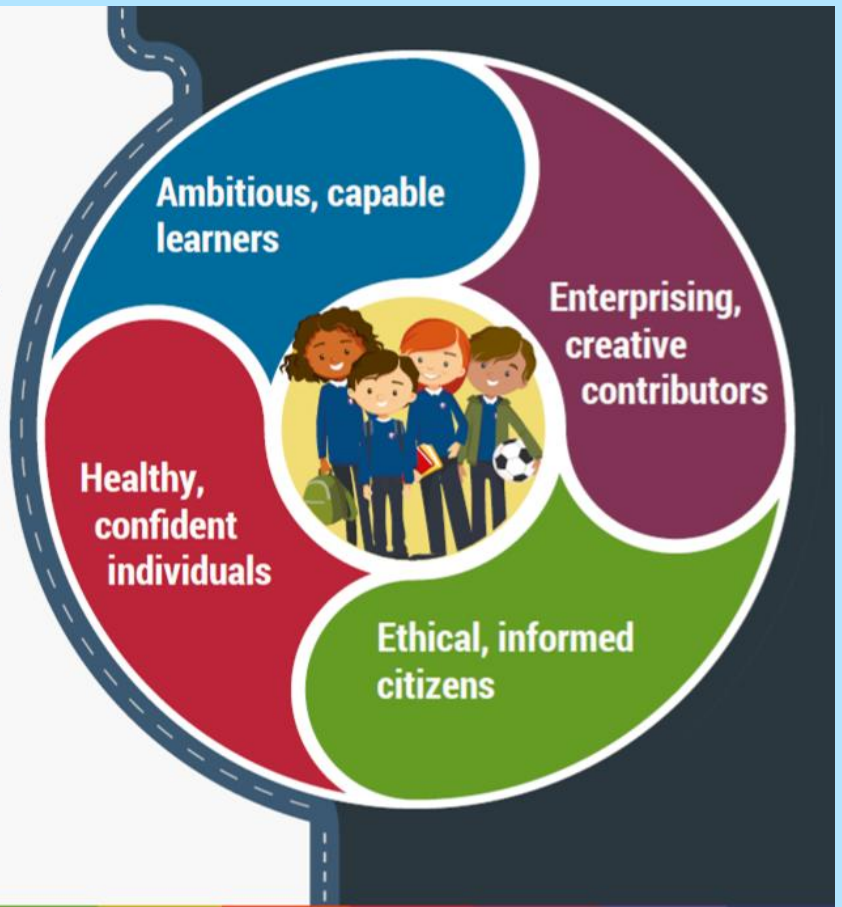
Curriculum

The four purposes

These four purposes will be the foundation of everything you learn.

All children and young people will get support to be:

- **ambitious, capable learners** who are ready to learn throughout their lives
- **enterprising, creative contributors** who are ready to play a full part in life and work
- **ethical, informed citizens** who are ready to take part in Wales and the world
- **healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.



Here in Pwll CP School, we have developed exciting approaches to the implementation of the Curriculum for Wales, based on the needs of pupils at different ages and levels of development. We have therefore approached the curriculum from four different angles, which allows the curriculum to have a slightly different feel according to which part of the school your child attends



Nursery and Reception learners

For pupils at this age, the curriculum is very much play-based. The Welsh Government has provided guidance on learning at these early stages which show the importance of three key 'enablers' in getting the pupils ready to access further learning successfully. The three enablers are:
Enabling adults, enabling experiences and enabling environments.

The curriculum here is centred around adult-child interaction encouraging problem solving, modelling language development and generally building curiosity and scaffolding learning through working side by side with the pupils at play. It is also important that the pupils are provided with rich activities and experiences, in a stimulating environment, as contexts for learning to take place naturally, through the child's motivation and engagement. Pupils will often work with topics which mirror 'real life' – seasons, celebrations, events which are taking place in the world around them and outside school.



Reception Y1/2

As pupils show readiness, often (but not always) through the Reception year, they will transition to some more formal aspects of teaching, through a topic-based curriculum, while retaining the three enablers learning model at other times during the day. Here they will begin experiencing more structured learning in phonics and mathematics for example, to support their reading and numeracy skill development. As the pupils progress through the foundation phase, they will spend more time engaged in focused topic work with the teacher and support staff, as they learn through working on wider themes and topics to broaden their understanding of the world around them. Through topic and other learning contexts, they will begin to experience the full range of the Curriculum for Wales Frameworks – in all 'Areas of Learning and Experience' – namely:



Expressive Arts; Health and Well-being; Humanities; Languages, Literacy and Communication; Mathematics and Numeracy; Science and Technology.

Y3-6

The curriculum at Y3-6 is topic based. Topics are based across the 6 areas listed above. All teachers, in all classes, plan for development in literacy, numeracy and ICT skills, often through 'rich tasks' which drive the learning of other skills in a cross-curricular way. This means that wherever possible, our topic work is literacy, numeracy or ICT based. This is particularly noticeable as the pupils move up through the school, where topic material is woven together with literacy and numeracy frameworks, to ensure that as much topic work as possible also serves to consolidate the work carried out in maths lessons, or develops pupil reading, oracy and writing skills. This means that a strong feature of the curriculum here in Pwll CP School is that it is regularly framed in authentic learning contexts, which makes the learning more meaningful for the pupils.



We are also continually moving towards a curriculum experience here in Pwll CP School, which includes an increasing amount of time spent outdoors in different learning contexts. We don't believe that even older pupils were meant to do all their learning inside at desks, and believe that the outdoors provides endless rich possibilities for the most authentic of learning experiences for learners of every age. We also believe that learning outdoors supports the development of good physical and mental health, and aims to keep increasing the percentage of time that learning takes place away from the classroom, for all our learners.



ATF

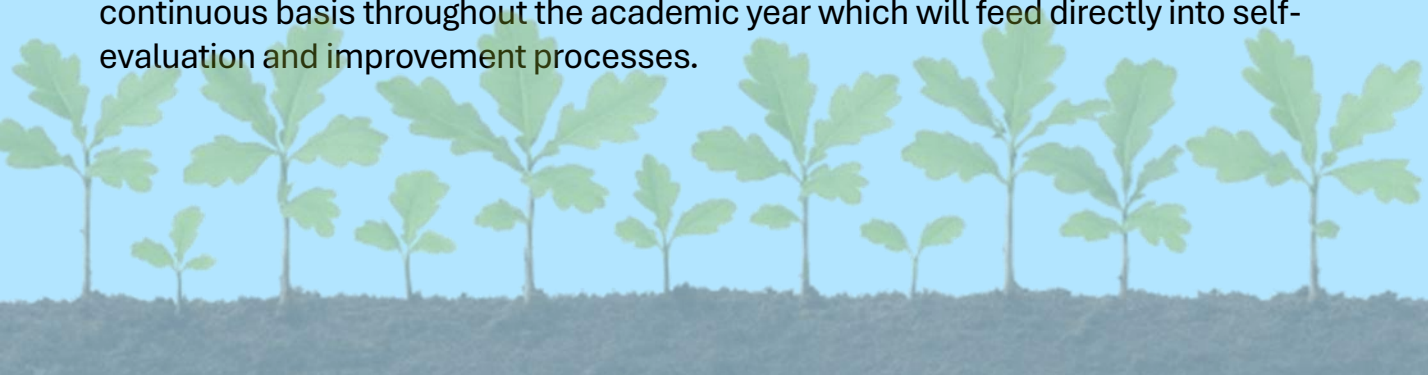
The Curriculum for Wales is a curriculum for all. To provide a more useful set of aims, we have changed the wording of some of the core aims for the curriculum for Wales, to bring them closer to the work we do with learners in school. Aside from that we have been very much as involved in developing a new curriculum in the ATF as we have in mainstream parts of the school.

As you may know, our learners with autism in the ATF classes can be at very different stages across a range of aspects of development. What we are developing in the ATF classes is a curriculum model which aims to move learners through the above mainstream curriculum stages as they move through the ATF classes. We always work with the pupil from where they are – but in general terms, ATF 1 and most of ATF 2 and 3 learners will be working through a highly tailored version of the three enablers approach outlined above under N/R. Some learners in ATF 3, and most learners at ATF 4 will move onto a more topic-based approach, much like the curriculum from Y1-4, with group work and additional targeted individual skill work.



In all ATF classes, pupils continue to be fully assessed across all aspects of learning (or pre-learning) skills. The staff then work to develop contexts in which these skills can be learnt and practiced before being generalised to other settings and with other people.

The school will monitor the impact and effectiveness of its curriculum on a continuous basis throughout the academic year which will feed directly into self-evaluation and improvement processes.



Digital learning support

We use a variety of digital programmes to support and enhance the basic skills in Maths and language. In addition, all pupils from Reception to Year 6 have a HWB account and this enables them to access online learning in a safe and secure way. They also have free access to windows 365 and google classrooms.



Home Learning

We believe that home learning is an opportunity for pupils to consolidate and refine learning that has been taught in school. We recognise that 'home time' is an important part of 'family time', and as such, the pupils will never be criticised for not completing homework tasks, but completed tasks or projects or research work carried out at home is encouraged and celebrated in school. We also believe that other activities such as attending local clubs, spending time with their family and friends is vital in becoming a healthy, confident individual. It can be difficult to get the right balance between home learning, clubs and a social life. Pupils need time to relax and do nothing sometimes too.

Reading is an essential skills that pupils need to develop at their own rate when they are ready. Supporting your child to read and enjoy books is the main focus of home learning.



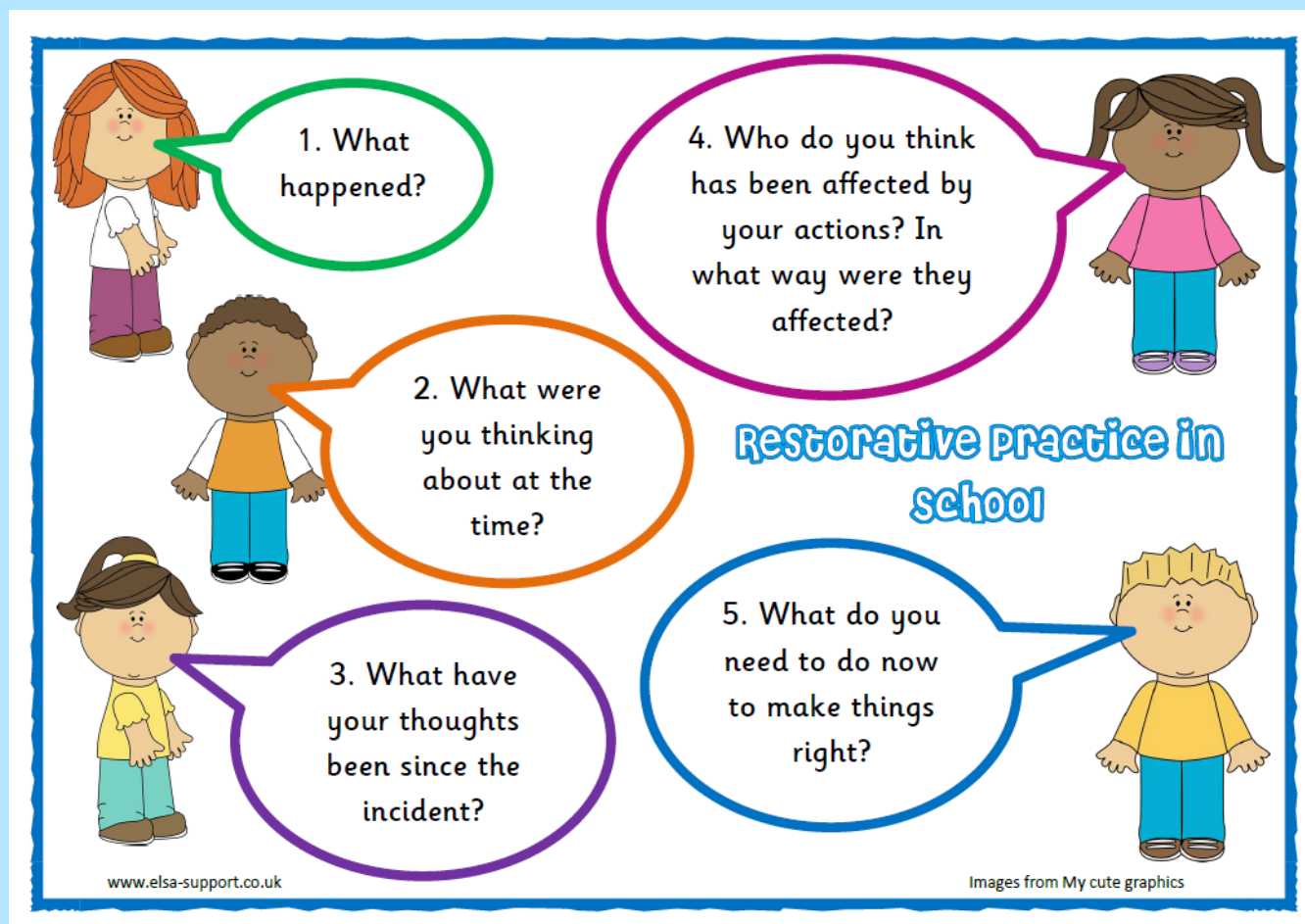
Outdoor learning

Our approach to outdoor learning is for pupils to experience practical activities and challenges that are authentic. Outdoor learning is not seen as an extension of the classroom but as a purposeful learning environment that has a different purpose and intention. Opportunities are built into the curriculum for the pupils to continue their learning beyond the remit of the classroom including fieldwork in the local area and involvement in community-based projects. We use our school minibus to regularly explore the whole of Carmarthenshire and the Gower coast we can see from our classrooms. We also spend a large amount of time growing fruit and vegetables in our own 7 bed allotment.



Restorative Practices

At Pwll Primary School we believe in using restorative practices to allow pupils to solve disagreements and to make the right choices this is facilitated by using a consistent set of questions. We are aware of and are very responsive to pupils' emotions and understand their motivations. Learners feel that their needs are 'known' by their teachers, and a positive and reflective learning environment helps learners to understand the positive impact that they might have on the learning.



Sex and relationships education

The school's programme of sex and relationships education is in line with the Curriculum for Wales. The main emphasis is on relationships and will reflect the needs of pupils as they develop over the progression phases. We offer puberty talks in Year 5 and 6 giving pupils the chance to discuss sensitive issues in an informal setting. Parents will be notified when this is to take place but will not have the right to withdraw their child on request as it is part of our curriculum.

Positive Behaviour

At Pwll Primary, we believe that pupils learn best in a calm, caring and respectful environment. We place great importance on building strong, trusting relationships between staff, pupils, and families. Every child is treated as an individual, and we work hard to understand their needs, celebrate their achievements, and help them feel valued every day.

Our school rules — **Ready, Respectful, Safe** —are at the heart of everything we do. These simple expectations are shared consistently throughout the school and help pupils understand how to behave positively in all situations. Staff model kindness and respect, and praise is used regularly to reinforce good behaviour and effort.



When things go wrong, we respond calmly and supportively, helping pupils to reflect, repair relationships, and learn from their mistakes. We use clear, consistent steps to guide behaviour, with a focus on fairness and understanding rather than punishment.

We believe that well-planned, engaging lessons play a big role in preventing behaviour issues. Teachers ensure learning is accessible and challenging for all, so that pupils stay motivated and confident. For those who need extra support, we offer personalised strategies and programmes like **Positive Play** and **Talkabout** to help build social and emotional skills.

Parents are key partners, and we maintain open, regular communication to work together in supporting pupils' behaviour and wellbeing. With this joined-up approach, we help every pupil feel safe, supported, and ready to succeed—both in school and beyond.



Anti-bullying

At Pwll CP School, we believe every child deserves a happy, safe, and supportive learning environment where they can thrive. Kindness, respect, and inclusion are at the heart of our school community, ensuring that all learners feel valued and empowered to achieve their best.

We understand that friendships and social interactions are an important part of childhood, and sometimes challenges arise. That's why we place great emphasis on fostering positive relationships, helping pupils navigate disagreements restoratively, and encouraging empathy in all aspects of school life. By nurturing a culture where everyone feels respected, we guide our pupils towards becoming confident, compassionate individuals. Our approach is proactive, focusing on education and awareness to prevent issues before they arise. Through engaging lessons, interactive discussions, and school-wide initiatives, we equip pupils with the skills to build strong friendships, handle conflicts with confidence, and speak up if they need support. We work closely with parents and carers, offering guidance and open communication, ensuring that everyone in our community plays a role in promoting a happy and inclusive school environment.

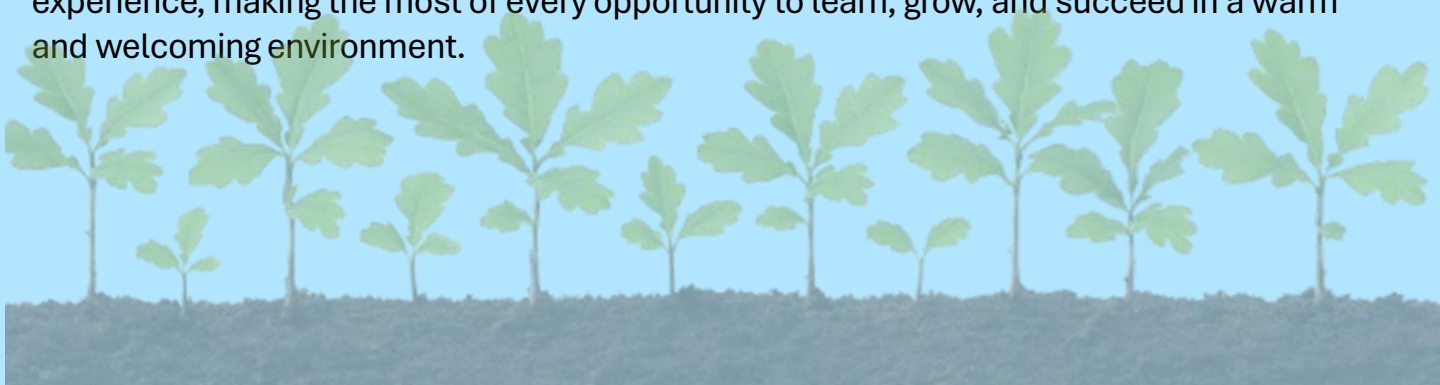


For any child who faces difficulties, we provide a strong system of support, offering a listening ear and practical solutions that help them feel secure and valued. Every pupil is encouraged to talk to a trusted adult, knowing their concerns will be taken seriously and addressed with care.

At Pwll CP School, we are committed to creating an environment where pupils feel safe, respected, and ready to learn. Through teamwork and understanding, we shape a positive, inclusive school community where every child can flourish

Attendance

At Pwll CP School, we believe that good attendance is key to a child's success. Regular school attendance ensures that pupils build strong friendships, engage fully in learning, and develop confidence in their abilities. We work closely with families to support consistent attendance, offering guidance and encouragement where needed. If challenges arise, we take a compassionate approach, finding practical solutions to help every child thrive. By working together, we ensure that every pupil enjoys a positive school experience, making the most of every opportunity to learn, grow, and succeed in a warm and welcoming environment.



Reporting to parents

Teachers meet with parents and carers in person to discuss progress, twice a year, at around the end of October and the end of March. This process happens with the child present where appropriate in years 3-6. In the summer term, teachers produce end of year reports for parents and carers, but a face-to-face consultation may also be requested.

Assessment

At Pwll Primary School, we are committed to helping every child achieve their potential. Our approach to assessment is focused on understanding each child's individual progress and using that understanding to support their learning journey.

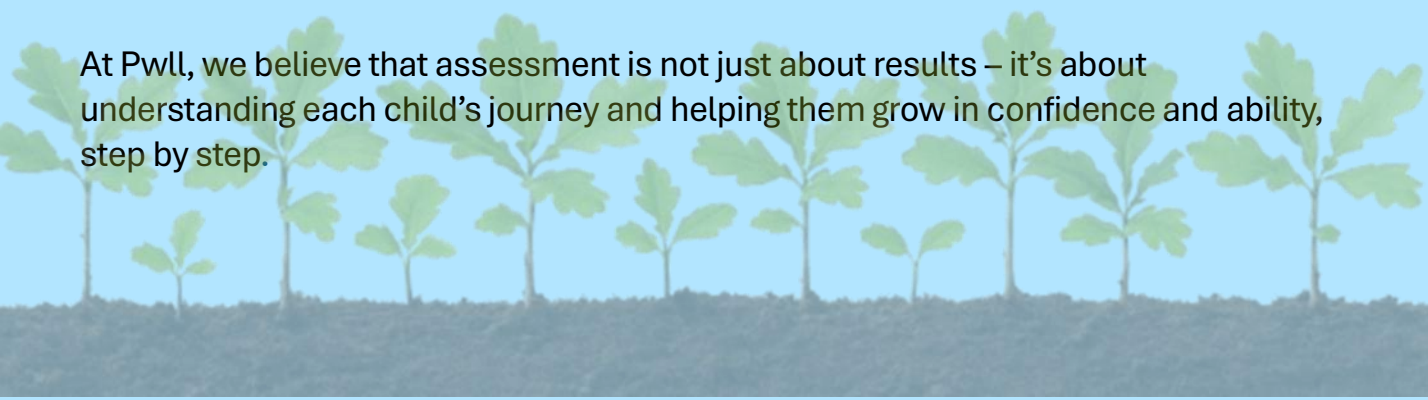
Teachers assess pupils daily through observation, discussion, and reviewing work. This helps identify what your child is doing well and where they may need more support or challenge. Each term, we discuss individual progress in areas such as reading, writing, maths, oracy, wellbeing, and digital skills. Teachers use this information to update school records and meet with senior leaders to plan any necessary adjustments.

For younger pupils or pupils in early development, such as those in Nursery, we assess their development across key areas such as physical skills, early literacy and numeracy, and emotional wellbeing. These early assessments help us provide the right support from the very start. We also carefully track and reflect on the progress of groups of learners. This helps us review the effectiveness of our teaching and curriculum, ensuring we meet the needs of all pupils.

Each child's progress is reported to parents and carer's each term, with updates on key achievements, areas to focus on, and suggestions on learning can be supported at home. Each year, we also report national test results and attendance.

Feedback is a vital part of our assessment approach. Pupils receive regular, clear feedback to help them improve. Where appropriate, they also learn to reflect on their own work and give feedback to peers, especially from Year 2 onwards in mainstream classes. Teachers share learning objectives with the class and develop success criteria together, so pupils know exactly what they're aiming for.

At Pwll, we believe that assessment is not just about results – it's about understanding each child's journey and helping them grow in confidence and ability, step by step.



Medicine

If your child needs to take medicine then you will need to complete a form which can be requested from school admin staff. Staff can only administer medicine in the original prescribed and labelled box, packet or bottle, currently within the use-by date.

If your child is asthmatic, you will need to complete a form so that we know when they need their treatment. An inhaler must be provided with the prescription label clearly visible. The inhaler will be kept in the child's classroom or centrally depending on the need. Pupils will be supervised while using inhalers but staff will not administer inhalers.

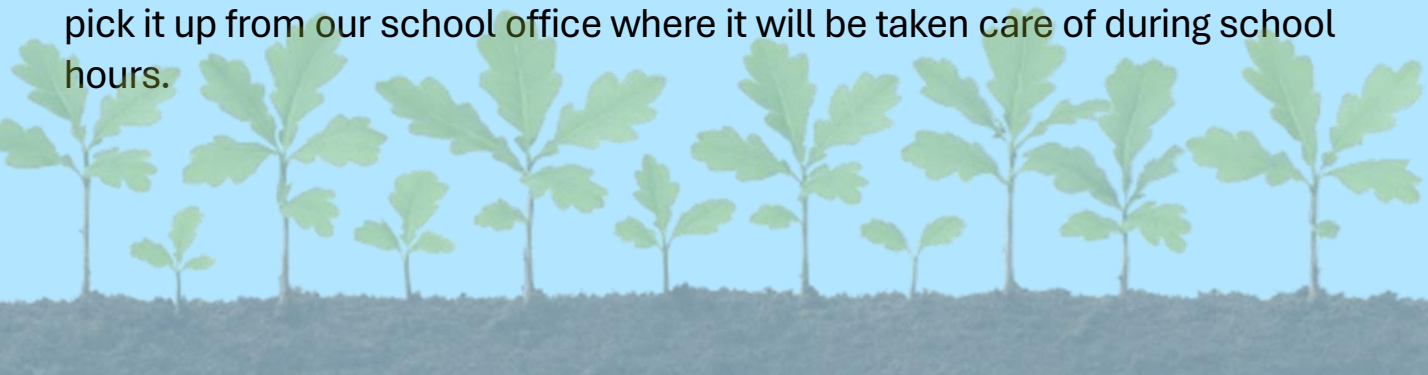
Accidents

Every effort is made to keep all our pupils and staff safe. If an accident does occur, we have members of staff who are qualified in First Aid across the school. If your child needs treatment other than which we can provide at school, we will notify you immediately. It is therefore essential that emergency contact numbers are kept up to date. If the child's accident results in further treatment then an accident form is completed and submitted to the local authority.



Personal belongings

Pupils are strongly advised not to bring valuables into school. We cannot take responsibility for any items that are lost, damaged or stolen. If your child is in year 5 or 6 and they need their mobile phone then they need to leave and pick it up from our school office where it will be taken care of during school hours.



Dates for the Diary



Term	Term begins	Half Term	Term Ends
Autumn 2024	Tuesday 3rd September	Monday 28th October – Friday 1st November	Friday 20th December
Spring 2025	Monday 6th January	Monday 24th February – Friday 28th February	Friday 11th April
Summer 2025	Monday 28th April	Monday 26th May – Friday 30th May	Monday 21st July
Autumn 2025	Tuesday 2nd September	Monday 27th October to Friday 31st October	Friday 19th December
Spring 2026	Monday 5th January	Monday 16th February to Friday 20th February	Friday 27th March
Summer 2026	Monday 13th April	Monday 25th May to Friday 29th May	Monday 20th July

