



School Prospectus 2018-2019

Mountain Lane Primary School Ysgol Gynradd Heol y Mynydd

Investors in People Award
2000 – 2003 – 2007 –
2011 - 2014

Healthy Schools Award
2005 – 2006 – 2008 –
2010 - 2012 - 2017

**Governors Wales Bronze
Award 2013**

**Investors in People
Leading and Managing Staff
2009**

Basic Skills Quality Mark
2001 – 2004 – 2007 - 2010

**Eco-Schools Platinum
Award 2013 - 2017**

**Active Marc Cymru Award
2011**

**Early Years Intervention
Trust Award 2014
Group Leaders and Parents**



Mrs I. M. Walker

GMus RNCM Hons NPQH

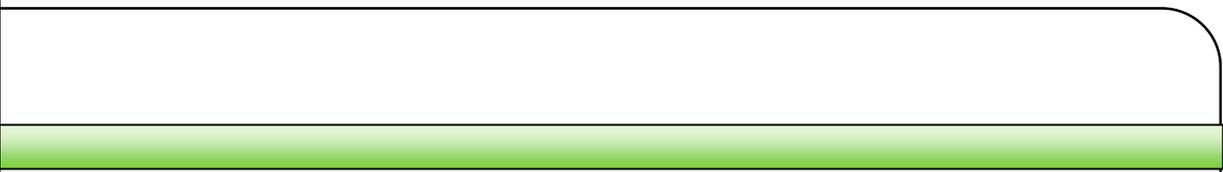
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Contents / Cynnwys	Page
Welcome / Croeso	4
Governing Body	5
Aims of the School	6
School Partnership	7
School Rules	8-9
Organisation	10-13
School Day	
School Year	
Annual Holiday	
Class organisation / Staffing	
Facilities	
Curriculum	14-24
Religious Studies	
Students with Additional Learning Needs	
More Able and Talented Students	
Sex and Relationships Education	
Extra Curricular	
Homework	
Assessment and Record Keeping	
Care and Support	24
Equal Opportunities	
Child Protection	
Learning Inclusion Service	
Health and Safety	25-28
Safety at School	
Accidents/illness	
Emergency Forms	
School Health Service	
School Uniform	29-30
Attendance and Punctuality	31
Additional Information	32-34
Charging and Remissions	
Public Access to Documents	
New Entrants – starting school	
Secondary School	
Procedures when moving into a new area	
School Meals	
Recent Results and Targets	35-37
School Comparative Data	38-39

**A large print version of this document is available on request.
01244 550688**



Welcome to Mountain Lane Primary School Croeso i Ysgol Gynradd Heol Y Mynydd

Croeso

Dear Parents,

I wish to take this opportunity to welcome your child to Mountain Lane School. As co-operation between home and school is highly valued and considered vitally important to the development of the children in the school, I look forward to establishing a happy relationship with you as a family.

The school is situated in the heart of the Buckley Community and is a co-educational day primary school catering for over 450 pupils in the 3 - 11 age range. It was opened in 1963 and replaced the old St. Matthew's Church School.

The school, by tradition, serves a very large catchment area and has a planned admission limit of 58 pupils. The school's Admission Policy outlines clearly the selection criteria for the school and the Governing Body will endeavour to ensure that the policy statement is followed precisely.

Nursery admission is determined by L.A. officers following receipt of on-line applications. Parents are usually informed if their application has been successful by the beginning of the Summer Term - (April/May). Parents have no right of appeal under the School Standards and Framework Act 1998. The Admissions Criteria is clearly laid out in the Flintshire Schools Admission Arrangements document. The school can, however, accept pupils from anywhere within the town from Nursery Age - upwards (to Y6) if the number of pupils in a respective year group is below the Standard Number for the school (i.e. 58).

This prospectus is designed to provide you with all the relevant information about Mountain Lane School and it should also act as a guide for all parents who might consider sending their children here. Some information will change annually however, and parents are always updated on relevant matters.

Parents are most welcome to visit the school at any time - although it might be necessary to make an appointment if serious issues are to be discussed. Parents are encouraged to participate fully in the life of the school and opportunities are offered to all parents to work in school to support the teaching staff and auxiliary workers. Meetings are held regularly to inform parents of new educational initiatives and to share information that will help the children develop and grow through our school and maximize their potential during their time with us.

The school was last inspected in March 2011. A copy of the report can be obtained from the school on request or is available for download from the Estyn and school websites.

I hope you will find the following information helpful.

Yours sincerely

Iona Mai Walker GMus RNCM Hons NPQH



The Governing Body is totally committed to the success of the school and is always involved in the decision making process with regards to new appointments, school budget, health and safety and all curricular issues.

The Governing Body has been sub-divided into 4 groups – Finance, Building/School Fabric, Personnel and Curriculum Sub-committees. The committees meet regularly and minutes are presented at a full Governors' Meeting, which are held at least once a term. At a full Governors' Meeting the Headteacher presents her termly report and informs the Governors of the work undertaken by the school and of any new initiatives that the school has been involved in.

Each Governor is also allocated a place on one of 4 Appointment Panels.

Minutes of the Governors' Meetings are available for our parents on request.

Members of the Governing Body

Mrs I M Walker	Headteacher
Cllr M Peers (Chair)	LA
Mr D Platten (Vice Chair)	LA
Mrs M McMahon	LA
Cllr R Roberts	LA
Cllr J Jones	Town Council
Fthr N Kelly	Community
Mr K Bellis	Community
Cllr J Hutchinson	Community
Mr S Griffiths	Community
Mrs M Woodyatt	Parent Governor
Mrs J Lee	Parent Governor
Mr M Owens	Parent Governor
Mr C Davies	Parent Governor
Mrs Mandy Smith	Parent Governor
Mrs R Shaw	Teacher Governor
Mrs Y Tomkinson	Teacher Governor
Mrs D Greener	Staff Governor
Mrs D Williams	Clerk



The main aims of our School are to:

- (a) provide a happy, secure environment in which children enjoy learning and where they are allowed to develop as individuals, and
- (b) to promote an effective school ethos/society where each individual (both staff and pupils) contribute to the well-being of the whole.

The school is totally committed to the principle of equal opportunity for all, irrespective of gender, religion, colour or ethnic origin and the Governing Body of Mountain Lane School supports Flintshire Education Authority statement on Equal Opportunities. It endorses the belief that "equality lies at the heart of quality education and that all individuals should have an equal right to development and achieve their full potential through our education system". (*Flintshire guide to Education Services 2016*).

To support these main areas:-

1. The school will endeavour to assist each child to acquire an enjoyment of the learning process and an awareness of the needs of others through self-esteem and self-discipline.
2. The school will be a prepared, stimulating environment where children can have a whole variety of experiences and challenges in an atmosphere of warm relationships between children and adults.
3. The school will provide a broad, balanced curriculum where there is continuity of learning and variety of purpose and development.
4. The school will ensure that the National Curriculum/Foundation Phase skills framework will be implemented and that pupils will be provided with opportunities to attain the necessary standards of skills within varied contexts.
5. The school will provide opportunities for pupils to develop specialised sporting and cultural skills by means of extra curricular activities.
6. The school will foster and encourage close liaison between local Primary schools and the local High School, namely Elfed High.
7. The school will continue to ensure that strong links exist between home and school - as the close relationship we have with our parents is instrumental in ensuring that the pupils have a positive, healthy attitude towards education and towards their school.



Over the years we have established an excellent partnership with our parents here at Mountain Lane School. We realise, as professionals, that we need your support to ensure that the pupils are given wide ranging opportunities to develop their potential to the full.

We would like to emphasise the fact that Mountain Lane is a happy, caring school. We as a staff can provide all the relevant educational support that your children need and deserve. We aim, with your full support and co-operation, to prepare them adequately for their future life so that they can begin to understand and appreciate the world in which they live.

Furthermore, we aim to help them realise the diversity of cultures within our world. By knowing about and appreciating these differences their lives are enriched, and they, as individuals, become more tolerant of others.

We also aim to help the children understand the role they have in looking after their world and how they have a duty to protect the environment so that it is not spoilt for future generations.

Our school vision emphasises clearly the philosophy of the Governors towards education and learning:

Committed to Excellence

Our school Mission:

Building lifelong learning experiences in an inclusive and happy environment.

Our Core Values:

Respect
Pride
Caring
Opportunity
Inspire

We trust your child's stay at Mountain Lane will be a very happy and rewarding one.



Care for all the children is the responsibility of all the staff, but each child is placed in the specific care of a class teacher. The school encourages self-discipline and self-esteem and we look to the parents for support in this.

It is the intention of the school to create the conditions for an orderly community in which effective learning takes place. There should be mutual respect between all members based upon self-discipline and an acceptance of responsibility for their own actions. All members of the school community should show due and proper care for their environment.

Specific School Rules

School rules are usually kept to the minimum and pupils are informed that rules are necessary to create a safe, friendly, healthy environment for them all. The rules have been discussed with, and agreed by, all stakeholders. It is the responsibility of all school staff to ensure that school rules are followed.

There will be a maximum of 5 rules which encourage positive attitudes towards behaviour. The following rules, which incorporate the school's Core Values, are displayed around the school and are:

1. Show respect for all adults, other children and people's belongings
2. Make the most of every opportunity
3. Show a caring attitude towards others and our World
4. Take pride in your work, yourself and your school
5. Let others inspire you to achieve all you can

All pupils are reminded of the rules during the year and, in particular, when pupils are demonstrating inappropriate behaviour.

Pupils are also informed of the consequences if they fail – regularly – to adhere to the school rules – again those consequences/sanctions will depend on the age of the children.

General Principles

Pupils are also regularly reminded of the following points:

- Honesty is the best policy!
- Children should refer to any member of staff by name and all requests should be accompanied by please and thank you.
- Children should enter a room only after first knocking and being invited in.
- They should always treat all equipment with care – all property should be respected.



School Visits

We endeavour to undertake school visits to enrich and enhance learning opportunities for the pupils. These vary year by year dependent on the topics being covered.

Pupils who are frequently disruptive in school and who cannot conform to the school discipline policy, (i.e. cannot behave appropriately in school) will be told that they are not allowed to participate in visits away from school. (If such visits are an essential part of the curriculum, the pupils are allowed to join the party provided that he/she is escorted by a parent, guardian or an adult nominated by the parent - to take responsibility for the child during the whole day).

Representing School – Representing school at inter-school events or other functions away from school should be seen as a privilege for the pupils involved. Appropriate behaviour in school and conforming to the school's code of discipline is a pre-requisite for any child if they wish to be considered for involvement in such activities. Failure to conform to discipline structure could bar/disqualify them from participating.

Our Extra Curricular Policy clarifies clearly the role our staff, our Parents and our pupils have in ensuring that the children maximize their opportunities during these sessions. Copies are available from school and parents of KSII pupils are annually reminded of our expectations and Codes of Conduct.

Anti-Bullying Policy Statement

Our school, together with the Buckley and Mynydd Isa Consortium of schools, have developed and produced a Generic Anti-Bullying Policy which we hope will minimise this type of anti social, disruptive attitude within all the schools of the Consortium. (Copy, if required, available from the school office).

Parents should also be aware that

1. The chewing of gum is not allowed in Mountain Lane School, at any time.
2. Upper junior pupils (Y5/Y6) only are allowed to bring bikes to school. We advise that all pupils if they are riding their bikes to and from school should wear the appropriate protective headgear at all times. The bikes – unless during Cycling Proficiency Lessons are NOT to be ridden on school premises.
3. The wearing of jewellery is not allowed in school. Any special circumstances must be put in writing and addressed to the Governing Body.
4. Mountain Lane is a non-smoking site and the use of e-cigarettes and vapour devices is also prohibited as per FCC guidelines.



The School Day

Opening and Closing Times

The morning session begins at 8.55am and ends at 12.00 noon. Doors will be open for pupils at 8.45am. Very early arrival at school is discouraged as the teaching staff are not officially on duty until 8.45am. On wet mornings we will endeavour to allow the children into their classrooms as soon as someone is available to open the door, but they will not be under the supervision of their class teachers until 8.45am

If it is necessary for your child to arrive on the yard regularly before 8.45am, a note to this effect should be sent to the Headteacher stating that you appreciate that he/she will not be supervised until 8.45am and that no members of staff, nor the school can be held responsible for any accidents which may occur before that time.

Pupils arriving after the doors have closed at 8.55am are expected to enter the school through the main entrance and be signed in.

The afternoon session begins at 1.00pm ending at 3.00pm for the Foundation Phase Department and at 3.10pm for the Junior Department. If waiting for siblings, please ensure children remain with you and are not playing on the yard/surrounding areas.

Lunch Time

Children who go home for lunch should not return to school before 12.50 pm. Those who stay for lunch are under constant supervision, but the number of Supervisory Assistants appointed is directly related to the number of children who stay at school throughout the lunch time break. In effect, this means that there is no provision for the supervision of pupils who go home for lunch and return to school early. At the present time there are 14 Supervisory Assistants and the children are expected to respect them as they do all members of staff.

The timing of the School Day is as follows:

Foundation Phase	8.55 - 10.25 am 10.40 - 12 noon 1.00 - 3.00 pm	KS2	8.55 - 10.45 am 11.00 - 12 noon 1.00 - 3.10 pm
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Assembly Times

Monday	-	Whole School	9.05 am - 9.30 am
Tuesday	-		Classroom based
Wednesday	-		Classroom based
Thursday	-	Upper Found. Phase	9.05 am - 9.30 am
	-	KSII	10.15 am - 10.40 am
Friday	-	Whole School	2.30 pm - 2.55 pm



School / After School Club

The facility for looking after children both before and after school is provided by a stand alone business, Ollies Club, please be aware places are limited and the school has no influence for admissions. Details can be obtained from Mrs. Lesley Davies, Supervisor of Ollie's Club.

The School Year

The school is open for 40 weeks per year - less 5 days for Pupils because of Staff Training Days. The Christmas Term is usually a 15 week term - Spring and Summer Terms vary annually in length. You will always be given advance notice of holiday dates. Please see below for details of school terms and half terms for 2018/2019:

	School Open	School Closes
Autumn Term 1	3 rd September 2018	26 th October 2018
Autumn Term 2	5 th November 2018	21 st December 2018
Spring Term 1	7 th January 2019	22 nd February 2019
Spring Term 2	4 th March 2019	12 th April 2019
Summer Term 1	29 th April 2019	24 th May 2019
Summer Term 2	3 rd June 2019	22 nd July 2019

	Training Days
1	3 rd September 2018
2	4 th September 2018
3	7 th January 2019
4	9 th July 2019 (Jubilee Day)
5	22 nd July 2019
	<i>* Training days are subject to confirmation</i>

Annual Holiday

If your annual holiday does not coincide with these dates, you may keep your child from school for up to 10 days in any school year, but it will be necessary to complete a Holiday Form. This form is available from the School Secretary and must be completed and returned to the Class Teacher before the holiday takes place. I must emphasise though, that holidays taken during term time are bound to affect your child's progress to some degree.

Pupils who are away for longer than 2 weeks (except in extra special circumstances where permission needs to be sought from the Headteacher and Governing Body) are deemed to be "unauthorised absences".



Before booking a holiday, it would be helpful if parents checked that it did not clash with End of Key Stage Assessments (Y2 and Y6 pupils) and National Numeracy and National Literacy Tests, that are statutory for all children from year 2 upwards to year 6, we recommend that holidays are not taken during May when the tests are administered.

Class Organisation / Staffing

At present there are 15 full time and 4 part time teaching staff including the Headteacher, with one Nursery Nurse & 9 Learning Support Workers supporting the Foundation Phase and 4 Learning Support Workers supporting Key Stage 2. The school is sub divided into four departments, namely

Lower Foundation Phase	Nursery/ Reception
Upper Foundation Phase	Y1/ Y2
KSII Lower Junior	Y3/ Y4
KSII Upper Juniors	Y5/ Y6

The Departmental Leaders are

Mrs S Robinson (Head of Foundation Phase)

Miss S Hughes (Deputy Head of Foundation Phase)

Mrs Y Tomkinson (Head of Key Stage 2)

Nursery Red / Blue Mrs H Middlehurst	Nursery	}	Lower Foundation Phase
Class 1 Mrs S Robinson (FPH TL)	Reception		
Class 2 Mrs E Smith	Reception		
Class 3 Mrs A Jones/Mrs P Wyn-Jones	N.C. Y1	}	Upper Foundation Phase
Class 4 Mrs R Lloyd	N.C. Y1		
Class 5 Mrs S Wilkie	N.C. Y2		
Class 6 Miss S Hughes (FPH Deputy TL)	N.C. Y2		
Class 7 Miss S Turley	N.C. Y3	}	K.S.II Lower Juniors
Class 8 Mrs C Davies	N.C. Y3		
Class 9 Miss S Griffith	N.C. Y4		
Class 10 Mr K Downes (Deputy Head)	N.C. Y4		
Class 11 Mrs A Bignell/Miss E Braid	N.C. Y5	}	K.S.II Upper Juniors
Class 12 Mrs Ff Zachary/Miss E Braid	N.C. Y5		
Class 13 Miss E McElmeel	N.C. Y6		
Class 14 Mrs Y Tomkinson (Assistant Head)	N.C. Y6		
HLTA	Mrs D Greener		
Nursery Nurse	Mrs M Catherall (Reception)		
Additional Learning Needs	Mrs C Mayers		



Learning Support Workers

Mrs L Jones (Nursery)

Mrs J Fray (Rec)

Mrs H Woodley (Rec)

Mrs L Waite (Y1)

Mrs E Hughes (Y2)

Mrs M Walsh (KS2)

Mrs J Davies (KS2)

Mrs R Shaw (ICT Tech)

Mrs K Hodgson (Nursery)

Mrs T Marsden (Rec)

Mrs T Connah (Y1)

Mrs L Davies (Y2)

Mrs J Greenwood (KS2)

Mrs E Whitley (KS2)

Facilities

The School Facilities include:

15 Classrooms

1 Nursery Unit (with outdoor play area)

2 Lower Foundation Phase (Early Years – Reception)

4 Upper Foundation Phase (KS 1–Y1 & Y2) and

8 Key Stage 2 (KS2 – Y3, Y4, Y5 and Y6)

Activity Areas (outdoor and indoor) – Foundation Phase

Library within Outside Meeting Room

Additional Learning Needs Room

Reprographic Room

Science / Technology/Mathematics/ICT/ Art Stockrooms/areas

PPA Room/Learning Resource

TA Room/Learning Resource

Secretaries Office

Headteacher's Office

Large Multi-purpose Hall that serves as an Assembly Hall, Gymnasium and Dining Hall

Large Playing Field

Outdoor Classroom / Environmental areas

2 Playgrounds

A Pre-School/After school club (Ollie's)

P.E. Storage Container – KSII Yard

Caretaker's Storage Container – KSII Yard

Outside Meeting Room

Curriculum – Academic Organisation

At Mountain Lane School we operate mainly a cross-curricular integrated approach to the curriculum where all the pupils are given opportunities to develop, explore and practise skills and language associated with a whole variety of disciplines - these in turn contribute to all the areas of learning.

Curriculum Balance

A balanced curriculum can only be achieved if the expertise amongst the staff is wide and varied and if the teaching staff is aware of the need to give pupils a variety of experiences due to the diverse nature of child development. At Mountain Lane we are fortunate in that a large teaching staff with a broad level of experience can offer the pupils a wealth of experiences meeting all the variety required.

Each member of staff has a designated curricular/learning area of responsibility. The staff has a shared ownership of the school curriculum and opportunities are offered for discussions during staff meetings to ensure that the pupils are provided with the correct balanced curriculum from 4 - 11 years of age. This ultimately results in progression and continuity.

Our Foundation Phase curriculum is set out as areas of learning and experience and as desirable outcomes within them. These areas of learning are:

- Language, Literacy and Communication Skills
- Personal and Social Development, Well-being & Cultural Diversity
- Mathematical Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development
- Welsh Language Development

The areas of learning are not discrete subject areas but rather integrated and overlapping areas of experience.

Our aim at Mountain Lane is to introduce children to different fields of learning and to provide them with the tools (skills/attitude) which will enable them to pursue the curriculum offered at Secondary level. The school's Curriculum Policy allows for continuous review in order to implement new initiatives and instigate change in the light of ever changing educational requirements.

The National Curriculum sets out an entitlement of children to a set of skills and knowledge encompassed within three 'core' subjects - Maths, English & Science - and R.E. The foundation subjects consist of Welsh as a second language, Design Technology, Information & Communication Technology (ICT), History, Geography, Music, Art & Craft and Physical Education. Our P.S.E. policy ensures that the school is providing continuity and progression in respect of the pupils' understanding of Personal, Social and Health related issues.



Religious Studies

Religious Studies are part of the curriculum for all pupils. Provision is broadly non-denominational, in line with Flintshire's Standing Advisory Council on Religious Education. Pupils are involved in daily collective worship, based on a moral or religious theme, including a prayer.

Parents and carers are entitled to withdraw their child from Religious Studies as a whole, or any part of it. A request should be made in writing to the Headteacher.

Welsh Language

Welsh is given a high profile at school and the use of bilingualism by staff and pupils is encouraged. A policy statement on the use of bilingualism at Mountain Lane has been produced.

The pupils are encouraged to realise the importance of our Welsh heritage and culture. A special service to celebrate the Patron Saint of Wales, St David is always held on a school day nearest to 1st March. Services of celebration are also held during October (Harvest) and December (Christmas).

Our themed weeks continue to prove to be very popular with both pupils and teachers. These include events such as Our World Week, Health & Safety Week, Eco-Week, Sports Day, World Book Day, Poetry Day, Special Curriculum days and a Christmas Craft Day.



Pupils with Additional Learning Needs

The Additional Learning Needs team supports pupils in accordance with the Welsh Assembly Government Code of Conduct. We monitor progress, support learning and provide regular feedback to parents and carers. Teaching Assistants support pupils who benefit from individual attention whilst others are taught in small groups with the support of specialist teachers.

All of our classes are mixed-ability and in their planning our class teachers seek to meet the range of pupil's abilities by preparing a variety of activities that will encourage the pupils' development at whichever stage is appropriate.

At some stage in their school career many children are in need of additional support, sometimes for only a short period of time. Where there is concern regarding a child's progress, the parents will be involved and consulted. If there is need for extra help, i.e. an 'additional need' to supplement the class teacher, this should be identified in our screening process.

Our ALN staff may carry out diagnostic tests with individual pupils to ascertain the type of specific support they may need to help them progress through school.

When children are to be discussed with officers from the Learning Inclusion Service then parents will be informed and invited to contribute. Parents will also be informed as to the outcome of any such discussions.

Where an assessment by someone from the Learning Inclusion Service or the educational psychology service is required then parents will be given the opportunity to discuss their concerns at first hand. Copies of any assessment reports will be automatically given to the parent of any pupil who is assessed by such an out of school agency.

Should you have any cause for concern regarding the progress of your child in school, then please do not hesitate to consult with the class teacher or the Headteacher.

Our process of continually assessing the needs of our pupils also highlights the needs of those pupils who may be exceptionally able and such needs will be considered by the class teacher concerned in collaboration with the Headteacher and our curriculum specialists.

Our Additional Learning Needs Co-ordinator is Mrs C Mayers and she ensures that all of our ALN pupils have appropriate individual educational programmes (I.E.Ps and I.B.Ps) of work to help them develop in school and realise the role they have in their own development.



More Able and Talented pupils

The curriculum provides the more able and talented pupils with many opportunities for enrichment and extension activities. Extra curricular activities also provide opportunities to excel, for example in sport, music, mathematics and ICT.

Sex and Relationships Education Policy

A Definition of Sex and Relationships Education

Sex and Relationships Education (SRE) is about understanding the importance of stable and loving personal relationships, respect, love, care and the building of successful relationships with friendship groups and the wider community. SRE is also about gaining knowledge and awareness of sex, sexuality and sexual health.

SRE in Mountain Lane Primary School is concerned with preparing pupils for the opportunities, responsibilities and experiences of adult life, including the nature and significance of marriage and its importance for family life and the bringing up of children. There is also recognition that there are strong and mutually supportive stable relationships outside of marriage that contribute to our diverse society and that our pupils will come from a variety of family backgrounds.

Consultation

In producing the policy the school has consulted with the health agencies; school nurse, county PSHE officer and the policy is based on the advice given and guidance materials produced by the Welsh Assembly – ‘Sex and Relationships Education in Schools’ Circular No: 11/02. The consultation process also included staff, governors and parents.

Parents Right to Withdraw Children

Parents have the right to withdraw their children from the whole or part of SRE programmes provided in school, with the exception of those elements which are part of the National Curriculum.

In these situations, parents will be asked to contact the school to discuss their concerns with the head teacher and to determine if there is a way to resolve matters without withdrawing the child. We are aware that children will talk to each other and the potential exists for a child who is withdrawn to learn about these matters ‘second hand’ from other members of the class, which may lead to misconceptions and misunderstanding.



The Aims of SRE in Mountain Lane School

Sex and Relationships Education at Mountain Lane school aims to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

The school will:

- Help children understand the importance of stable and loving relationships, respect, love and care
- Help children to understand the information and situations they come across and to put them in a values framework
- Help children to communicate about matters to do with their bodies and relationships without embarrassment
- Provide information on:
 - Loving relationships
 - Names of parts of the body
 - Appropriate and inappropriate touching
 - Different kinds of families
 - The process of reproduction
 - The physical and emotional changes associated with puberty
 - The development of the foetus in the uterus and the birth
 - The needs of babies and the responsibility of parenthood
- Keep children safe by helping them to recognise and respond appropriately to unacceptable behaviour by adults and other children
- Teach children to respect themselves and other people
- Help children to understand their own feelings and the feelings of others

In Year 2 pupils will learn the names of body parts in order to differentiate between male and female. They will also learn about appropriate and inappropriate touch.

In Year 3 and 4 pupils will revise the activities taught in Year 2 and will learn about some aspects of the human body through projects such as ourselves and healthy living.

Sexual aspects within the curriculum will be taught mainly in Years 5 and 6 through an organised programme of Sex and Relationships Educational lessons.

Resources and activities include: 'Growing Up – Tyfu i Fyny' Resource; Sense CD 'Growing Up and Keeping Safe'; A variety of books; Social and Emotional Aspects of Learning (SEAL); Circle Time activities; Informally as opportunities arise in the classroom.

It must be stressed that all parents are fully informed regarding the programme and a parents leaflet is sent out at the beginning of Year 2 (copies available from the school office upon request).



Extra-Curricular Activities

The school has a variety of extra curricular activities, both sporting and non-sporting.

The Extra-Curricular activities play a big part in the life of the school and all pupils are encouraged to participate in some extra curricular activities.

These activities take place before school, during the lunch hour and after school. Children and parents are informed about the different activities in the extra curricular bulletins which have all the relevant information such as the club leader, day of the club and the finishing time of the club.

Extra curricular can vary year on year and include: School choir, Entrepreneur, School Council, Running, eCadets, Eco Schools, Science, Knitting, Art, Coding, ICT, Athletics, French, Book Club, Sports, Street Dance, Chess.

An inter-house Cross Country Event is organised for the Junior pupils in the Spring Term each year and K.S.I and K.S.II Sports Days are always a highlight of the Summer Term.

The activities vary from term to term, all of the Upper Junior pupils are given opportunities to participate in the activities of the F.P.S.G.A along with some of the Lower Junior children. Football, Rugby, Hockey, Netball, Athletics, Rounders, Cross- Country, Gymnastics, Cricket

The School Governors acknowledge and appreciate the support given by so many teachers, support staff and parents to enhance and enrich the Extra Curricular provision here at Mountain Lane School.

Homework / Home Support

The type of work sent home will depend on the age and ability of the child and the following information is intended as a guide rather than a rigid statement. We also regard homework as an extension of the strong partnership we have developed between home and school.

Foundation Phase

The children in both Upper and Lower Foundation Phase Departments will be bringing home books to share with you. In the Nursery, during the Summer term, pupils will begin a weekly Guided Reading session and will bring home a picture book. When they enter Reception, they will continue reading on a weekly basis and will begin to encounter books with words. Please listen to them carefully and talk to them about what they have read. We would love to hear your comments on how they have read and enjoyed the stories, please use the Reading Record book which will be sent home with the reading books.

In addition to the reading scheme book the children will also bring home a library book to share/enjoy with parents at home. This is a book that they will have chosen



themselves as part of our commitment to encourage children to develop a positive reading attitude and to promote the enjoyment of reading.

In the Reception classes, in particular, the children will bring home keyword activities/games in order to develop their sight vocabulary. They will also be provided with groups of letter sounds to learn to recognise and actions to perform.

Occasionally the children in Year 1 will be asked to learn something or more usually to look for information based upon topic work. In Year 2 the children will be given homework on a more regular basis which will be consistent with tasks completed in school during that week.

Spelling

In Year 2 the children bring home a list of words to learn at the beginning of the week and have a test on these at the end of the week. A letter explaining the school's approach to spelling will be sent out prior to the beginning of the tests early in the Autumn Term.

K.S.II

Lower Juniors

It is important that children develop a secure reading habit early in their school career. Most children consider hearing, sharing and reading stories to be a pleasurable experience. Parents have a vital role to play in the partnership with school and this should not diminish as children enter the junior department.

Homework will regularly involve reading both scheme books and school library books with an emphasis on the contextual understanding of the text. The aim will be to ensure children experience a wide range of reading materials and that their reading is for a range of reasons; to follow a line of enquiry about a topic as well as for pleasure and general interest.

Upper Juniors – Reading Books

As children become more confident and proficient the need for them to remain on a Reading Scheme diminishes during the last two years at school. Where it is felt necessary children will continue to bring books home on a regular basis to be heard by parents. All upper juniors should be encouraged to do some reading at home, fact, fiction, journals are all equally acceptable but a wide range of material is the most desirable. Older children should be encouraged to explore and develop preferences for a range of significant authors and genres.

Homework - Set Work

All children in the school are involved in regular homework activities ranging from reading to independent enquiry and research towards the end of Key Stage 2.



From Year 3 onwards children will be involved in Literacy, Numeracy or topic based activities, usually sent home at the weekend, which further develop, support or reinforce work undertaken in school. Parents are asked to support their children with all homework activities by ensuring that a suitable time and place is provided for homework to be completed. It is important that homework is regarded by the children as important in order that they achieve the standards expected of them and acquire good work habits out of school.

Spelling

Spelling will be addressed on a regular basis throughout each week and will form an integral part of Literacy/English lessons in KS2.

A wide range of multi-sensory spelling activities will be undertaken both within the classroom and, where appropriate, for homework. These will include:

- Investigations
- Puzzles
- Written exercises
- Games
- Dictionary and thesaurus activities
- Precision teaching (writing a small number of words, 2 – 5, repeatedly within a given time, e.g. one minute)
- Look – Say – Cover – Write – Check, i.e.
 - LOOK – carefully at the word
 - SAY – the letters of the word aloud several times (cat – c(see) – a(ay) – t(tee))
 - COVER – the word
 - WRITE – the word, saying the letters aloud as you do so
 - CHECK – to see if you have spelt it correctly
- Creative activities (such as mnemonic writing, e.g. Seven Ants In Danger = SAID)
- Spelling assessments

Words learnt will include those using appropriate spelling patterns and rules and those which may be useful for other curriculum area topics. Occasionally, work done or homework provided may appear too simple, but often such words are used as the basis for work on more difficult words.

Tables

Parents are expected to play a full role in helping their children to know and constantly revise thoroughly all times tables from 2 X to 10 X at the junior stage. Opportunities to learn them will have been offered in school from the start of key stage II, and by the time they reach the upper juniors many will know all; others may



need more practice at home. There is no mystique or difficulty; tables are the same as when parents were at school except that it is usual to go from

e.g. 0×7 to 10×7 only, not up to 12×7

We believe that an in-depth knowledge and understanding of multiplication tables, number bonds, facts of measure and time are essential if mathematical concepts are going to be mastered and understood.

We encourage the pupils to learn their tables at home and we would like to count on your support to ensure that the pupils spend some time learning them.

Investigation Work

Our older pupils will also be given opportunities during the Year to carry out investigations/research work at home to compliment that being done in school. They will be advised on how best to carry out this work and how best to present it using a variety of resource material including digitally.

Assessment and Record Keeping

The assessment practices within our school play an integral part in the curriculum planning and are central to the delivery of our aims and objectives. Monitoring a child's performance and assessing his/her own individual ability is and should be an on-going daily process. Planning the curriculum to meet the pupil's needs can only be achieved by continuous assessment on a daily/weekly basis.

The school has a comprehensive record keeping system that is updated / amended annually to meet the needs of the National Curriculum. The school policy - enables and facilitates the delivery of the National Curriculum, ensures that statutory requirements are met as laid down by LA and Welsh Assembly statements. All our Nursery & Reception pupils are assessed on entry into school – CDAP and INCERTS assessment procedures are implemented during the child's early years at Mountain Lane.

Statutory End of Key Stage Assessment Procedures are carried out at the end of Y2 (Upper Foundation Phase) and Y6 (KSII) and parents are informed of the levels attained by the children. School results are shared with our parents and comparative data is provided for benchmarking the school and for comparing our results with other similar schools locally and nationally.

School Reports will be sent home at the end of each academic year. Parents will get two opportunities every year to discuss their child's progress with the class teachers - the first at the start of the school year, the second during the Spring Term. Only you, your child and the school will know of your child's progress.



In May each year the pupils from year 2-6 undertake the Welsh National Tests (WNT) in Reading, Numeracy Reasoning and Procedural Numeracy. These tests are statutory from the Welsh Government.

Other tests are used during K.S.II to help the teaching staff identify individuals who require different or additional support within the school.

Youngs Spelling testing takes place during the Spring term for all year groups Y1 – Y6 for spelling.

Termly Science and Maths assessments are also carried out in all year groups in KSII using ACCAC and Flintshire LA optional assessment materials. The use of these materials enables teachers to track pupils' progress in all areas of the Science and Maths curricula as they progress through the Key Stage.

Parents can, on request, view all the relevant Curriculum Policies that the school has available. Parents should contact the School Office to make such arrangements.

A complete list of the Assessment Procedures carried out by the school are as follows:

Schedule	Test	Year Group
September	Foundation Phase child development assessment profile.	Nursery Reception
April / May	Youngs Spelling Tests	Y1 – Y6
	NRT (National Reading Tests)	Y2 – Y6
	NNRT (National Numeracy Reasoning Test)	Y2 – Y6
	NNPT (National Numeracy Procedural Test)	Y2 – Y6
	Non Verbal Reasoning Tests	Y4
	End KS Teacher Assessments	Y2, Y6

Learning Inclusion Service

The school is well supported by the County and the Learning Inclusion Service.

When children are to be discussed with officers from the Learning Inclusion Service then parents will be informed and invited to contribute. Parents will also be informed as to the outcome of any such discussions.

Where an assessment by someone from the Learning Inclusion Service or the educational psychology service is required then parents will be given the opportunity to discuss their concerns at first hand. Copies of any assessment reports will be automatically given to the parent of any pupil who is assessed by such an out of school agency.

Equal Opportunities

We believe that all people are of equal value. With this in mind the school promotes equality of opportunity for pupils and staff, encouraging them to fulfil their potential in all areas of school life. Issues such as sex, race, disability, marital status, or sexual orientation do not prevent equality of opportunity. The school has been adapted to ensure access to all parts of the school for people with mobility difficulties.

Members of the school are expected to treat others with mutual respect, tolerance and understanding, both within the school and the wider community. We deal with any instances of discriminatory or racist behaviour in school firmly, following the guidelines within our anti-bullying policy.

Child Protection

Welsh Assembly Government guidelines make it clear that schools play an important role in protection of young people against abuse. All members of staff have a duty to report concerns about the well-being of pupils to the Child Protection Officer.



Safety at School

"A safe school is a happy school".

We firmly believe at Mountain Lane that a school becomes a safe school when there is order and discipline within that school. All the school rules are enforced to provide a safe, secure and happy environment for the children.

Various aspects of safety are regularly instilled in the children by the Headteacher at school assemblies, by the Class Teacher in the classroom and by visitors to the school, such as Police Officers. There are many ways in which you as parents can help and your co-operation is vital to the safety of your child.

Pupils and staff co-operate to ensure the health and safety of all users of the school site. Pupils are expected to follow the basic rules that ensure a healthy environment for learning and teaching in school. Parents and carers are asked to support the school by encouraging their child to co-operate in this respect. A copy of the Health and Safety Policy is available on request.

Pupils and parents coming onto the school yard should always use the small pedestrian gates and not the large vehicle entrance.

Crossing Patrol

A Crossing Patrol operates at the junction of Knowle Lane and Church Road. Please encourage your child to use this facility at all times if coming that way to school or going home. If you accompany your child to school, please show a good example by making use of it yourself. The Church Road end of Knowle Lane has a footpath on one side only in parts, always use it yourself and ensure that your child does too.

Car Parking

If you bring your child to school by car or park outside the school at any time, you should never park or even stop in the prohibited area which is clearly marked on the road outside the school gates. Parents are not allowed to park on the school premises.

The school is totally committed to creating a safe, healthy environment for pupils, parents and neighbours of the school alike. Parents are asked to be considerate towards the rights of neighbours and other road users during their time/involvement with the school.

Parents are welcome to park at St. Matthew's Church, which is a few minutes walk from Mountain Lane School.

Bicycles

Upper junior children in Years 5 and 6 only are allowed to cycle to school, but they do so entirely at their own risk and it will be assumed, with the parent's permission.



No responsibility whatsoever can be accepted by the School for accidents to cyclists or damage to bicycles, however, every effort is made to ensure that they are not tampered with. It is the responsibility of parents to ensure that their child is capable of riding safely and that the bicycle is roadworthy. The children must be reminded that they never ride their bikes across the school yard. Pupils should wear helmets when cycling to/from school.

Leaving School

No child will be allowed out of school during school hours without a written request addressed to the Class teacher and signed by the parent. Foundation Phase will not be allowed to leave the school premises under any circumstances unless they are collected by a parent or other responsible adult known to be acting on behalf of the parent.

For any child leaving school during school hours, parents need to come to the main reception to collect their child and must sign their child out in the book provided.

Please ensure children are aware of their after school arrangements in advance.

Emergencies

At the end of the day children who are normally met at the gate should return to school and inform their class teacher, or any other member of staff, if there is no one there to meet them. They will be kept at school for a reasonable time, after which an attempt will be made to contact the parents. Please impress this procedure on your child. If you usually meet your child from school and are delayed, please inform the school by telephone.

As a staff we do not recommend that pupils below Year 5 walk either to school or home on their own.

Accidents / Illness

Despite our utmost care, accidents do sometimes occur. Several members of staff have had training in First Aid, there are adequate first aid facilities in school and there is a fully qualified nurse available for advice. The majority of accidents are minor ones and are dealt with quite satisfactorily on the spot. In the event of a serious accident, every attempt will be made to contact you. If you cannot be contacted the Headteacher, Deputy Head or Assistant Head reserve the right, acting on expert medical advice, to take whatever action is necessary.

If your child is taken ill at school, depending on the nature of the illness, medical advice will be sought. Every attempt will be made to contact you before any action is taken.



With some illnesses the County Health Authority recommend that children are kept away from school for a minimum number of days:

Chicken Pox	5 days from onset of rash
German Measles	6 days from appearance of rash
Measles	4 days from appearance of rash
Mumps	5 days from onset of swelling
Gastroenteritis	48 hrs after symptoms subside

If your child has a Verruca or Athlete's Foot, he/she is not allowed to go to the swimming baths until they have completely cleared, unless protective footwear is worn.

Emergency Forms

An emergency file is kept at school for use in the event of accident or sickness. You will be asked to complete a form giving the name of your Doctor and telephone numbers and addresses where you may be contacted in an emergency. It is very important that this file be kept up to date and you should inform the Office immediately if there are any changes to address or telephone numbers.

Parents should inform us also of any relevant medical information regarding individual children, e.g. long term illness, allergies etc and this is also kept on file.

School Health Service in Primary Schools

Flintshire has a comprehensive School Health Service provided by the North East Wales Trust. The aim of this service is to promote the health of your child in the widest sense and to identify any health problems that may develop.

The primary contact with the School Health Service is through the School Sister and/or the School Doctor, both of whom have specialised training in educational medicine, community paediatrics and child health. The School Sister for Mountain Lane School is Mrs Jacqui Lawrence, the School Doctor is Dr Datta. These specialists are able to liaise directly with all other areas of Flintshire's Health Services and other agencies should the need arise.

If your child is a school entrant, you will be given a leaflet outlining the full scope and involvement of the School Health Service. These leaflets are available for older children from the School Sister, on request.

Your child will not be examined by the School Doctor without your permission, except in a medical emergency.

All health interviews are strictly confidential and your consent will be sought before discussing any issue with the school teaching staff. Obviously, it would be in your



child's best interest for the teaching staff to be aware of any medical condition that may affect his/her progress in the classroom.

Parent's attendance at school health interviews is highly valued, especially at primary age. You will receive, in advance, a written invitation and a consent form for you to sign.

When your child is in reception the School Sister will check his/her vision, hearing and growth. In Year 2, your child's vision, height and weight will again be checked.

Thereafter, the School Sister visits regularly to check the children's general health, to promote healthy lifestyles and to liaise with school staff regarding any health problems.

If you have any concerns with any of your older children, do please feel free to approach the School Sister to discuss them.

Mrs Jacqui Lawrence is based at Buckley Health Centre – Tel 01978 318324



We encourage any parent wishing to place children in Mountain Lane School to follow all the policies as laid down by the School Governors. All policies ensure equality of opportunity and this statement will reaffirm the Governors' commitment to that policy.

The policy statement on uniform is as follows:

- (a) Pupils in years 1-6 wear the same uniform as stipulated below. Nursery/Reception pupils have the opportunity to wear the Early Years Sweatshirt which is available from Forrester Sports in Mold.
- (b) The uniform for Upper Foundation Phase and KS 2 (Years 1-6) should be:
Bottle Green Sweater - V neck or Crew neck
Bottle Green Cardigan - V neck or Crew neck
Grey School Trousers / Green Pinafore Dress / Skirt, White shirt / blouse
Tie - Green/white striped – Elasticated or clip on for the infants (and Lower juniors where necessary).
Socks / tights in one of the school colours, i.e. green / grey / white.
- (c) Comfortable, safe shoes should be worn – i.e. flat, black school shoes. Not canvas/plastic style open sandals or trainers.
- (d) As an alternative during the summer, when the weather should be warmer, pupils have the option of wearing green checked dresses or grey short trousers.
- (e) Uniform is available from Forrester Sports in Mold. School Uniform will be on display at induction evenings during the Summer Term.

N.B. All items of clothing should have your child's name clearly labelled.

P.E. Kit

Physical Education is an important part of the School Curriculum here at Mountain Lane School and recently the Government have indicated that they regard it as being a priority area by making it a compulsory subject up to Y11 at Secondary School.

I am sure that you would agree that it is very important for children to realise the importance of changing before and after any P.E. Activity and we are very aware of the need to emphasise hygiene and healthy living lifestyles to all our children as part of the P.E. programme - this has been encouraged at this school for many years.

Children are asked to wear a standard kit for all P.E. activities in school and the policy outlined/recommended, is as follows:



All Foundation Phase pupils will also need pumps for any outside work during warmer days in the Summer Term and possibly early Autumn Term. These, together with the other P.E. Kit, can be left in school in their P.E. bags which are kept on the pupils' pegs or in their boxes.

Rec	School T-shirt : Black Athletics Shorts : Black Pumps
Y1/Y2	School T-shirt : Black Athletics Shorts : Trainers that the pupils can fasten by themselves.
K.S.II	School T-shirt : Black Athletics Shorts : Trainers

Pupils who participate in extra curricular sessions will also require football boots for field games. (In winter, dark coloured tracksuits/jogging suits can be worn for outdoor work).

All pupils will be advised that athletics shorts should be worn for P.E. lessons and not Bermuda shorts or skirts.

The Annual Sports Days are held during the Summer Term, for which pupils are organised into their Castles. The inter-house cross country event is held on Buckley Common during April/May annually.

KSII children have swimming lessons on a year group per term rotational basis every Tuesday at Buckley Swimming Pool. Year 2 pupils may have the opportunity for swimming lessons in the Summer term if the pool is available.

If you do not wish your child to take part in any of these activities because of illness, please send the teacher a letter asking for him/her to be excused. P.E. is an integral part of the School Curriculum and every child is expected to participate fully.

The Governors acknowledge the support given by the parents to our School Uniform and P.E. Kit Policies. Visitors to school often comment on how smart the pupils appear.



Attendance and Punctuality

Regular attendance is most important. If your child is absent please let us know the reason as soon as possible by a written note, telephone call, or via the SchoolComms website or App. Normally, the only reason for absence should be illness unless there are exceptional circumstances when special permission may be granted in response to a written request.

If you have not contacted school, it is necessary to inform us, in writing, why the child has been absent upon their return.

Unauthorised absences are periods when a child is away from school without a clear, acceptable explanation for the absence.

Please let us know beforehand of appointments at the hospital, dentist, doctor, etc., again these are recorded as authorised absences. If an appointment involves your child leaving school during the day, please send in a note and arrange to meet him/her from school, as we discourage children from going home on their own during the day for reasons of personal safety.

The attendance figures for 2016/17 for the school were as follows:

Average Attendance 94.1%

	Total No of Pupils	Authorised Absences			Unauthorised Absences		
		No of Pupils	% of Pupils	% of Sessions	No of Pupils	% of Pupils	% of Sessions
Year R	59	59	100.0	6.5	24	40.7	0.4
Year 1	57	52	91.2	5.3	11	19.3	0.4
Year 2	59	54	91.5	4.1	11	18.6	0.3
Year 3	58	54	93.1	4.6	8	13.8	0.3
Year 4	60	57	95.0	3.7	9	15.0	0.1
Year 5	59	54	91.5	5.2	14	23.7	0.5
Year 6	58	56	96.6	5.2	16	27.6	0.6
Totals	410	386	94.1	4.9	93	22.7	0.4

Figures for 2017/18 will not be available until after the school year ends. Pupils who achieve 100% attendance during each term will receive a certificate.



Charging and Remissions

It is school policy to take all pupils on each educational trip organised by staff. In accordance with the Education Reform Act 1988, it is the right of the L.A. and Governors of schools to invite voluntary contributions in support of any activity by the school.

Parents should be aware that without the voluntary contributions to cover the expenses involved, out of school visits cannot take place. Parents in receipt of Income Support or Universal Credit may be entitled to remission in respect of board and lodgings expenses. When organising activities where parents are asked to make a voluntary contribution, the school must cover the cost of organising the whole event. It is not the school's intention to make a profit out of such activities, but if a profit is made it is spent on improving the quality of the provision for all the pupils.

Please contact the School Business Manager if you have any queries regarding the above.

Complaint Handling

As we have a very positive policy towards involving parents in supporting any school initiative - complaints are usually kept to a minimum. Issues should first be brought to the Class Teachers and Team Leaders. The Headteacher is only involved if the seriousness of the concerns warrants her intervention. Parents who have any serious concerns about school matters after following this line of contact, i.e. curricular, discipline, can contact the school office to make an appointment to see the Headteacher to discuss the issue fully. Parents who are dissatisfied with the outcome of such meetings can write to the Chair of School Governors to register their concerns.

Public Access to Documents

The School website should be the first port of call for school documentation, however, the following documents are available for parents to view at the School should they so wish and provided notice is given in reasonable time:

- Statutory instruments, circular letters and memoranda about the National Curriculum published and distributed by the Welsh Assembly Government.
- Schemes of work and specifications used in School.
- The Governing Body's most recent Annual Report to Parents.
- Policy documents e.g. Complaints Policy, Health and Safety Policy, Accessibility Plan.

New Entrants – Starting School

The School Year begins in September and children of Nursery age are admitted into one of the Nursery Classes at the start of the school year if they are 4 years of age before the following September (i.e. Blue Group/Red Group).

The majority of pupils will enter the Reception Classes from the Nursery, but other children from within the defined catchment area will also be entitled to apply for a



place in the reception classes as per the County Admissions Policy. The planned limit for reception year is 58 (Maximum).

Pupils attending the Nursery will already be familiar with the school and during the Summer Term they will be given an opportunity to spend some time with their new teachers.

Pupils not attending the Nursery will be invited to join them for these sessions so that they too can become familiar with their future classmates and surroundings.

All parents of new Nursery pupils are invited to a meeting at school where an explanation of the organisation and of the curriculum of the school is given. They are also given an opportunity to meet the Nursery Staff and to view the school.

Those parents wishing to admit their children to school during a school year now need to follow the County admissions policy by contacting the L.A. Admissions Department in County Hall. Applications for Nursery and Reception places are also subject to clearance from the Schools Admissions Officer and are now made on-line at www.flintshire.gov.uk/schooladmissions .

Other meetings for parents are held during the pupil's time at school to inform parents of Curriculum initiatives and of organisational matters within departments.

Secondary School

Under the Education Act, you are allowed to state which Secondary School you would prefer your child to attend. The local High School, to which most children go when they leave this school and with which we have close links, is the Elfed High School. Visits to the appropriate High School are arranged for the Y6 children in the Summer Term before they leave this school, together with parents' meetings and you will be informed of these arrangements.

Procedures when moving out of the area

As soon as you know that you are leaving this area, please inform the School Office, giving details of the date on which your child will be leaving this school and if possible, your new address and the name and address of their new school. This is necessary so that your child's name may be removed from the Class Register at the correct time and essential school records may be forwarded to the new school.

School Meals

School meals are freshly cooked on the premises.

The cost of meals is currently £2.15 per day - £10.75 per week. This is usually revised by Flintshire at the start of the new school year so may increase.



The money should be paid in advance online via the School Gateway or on mobile via the School Gateway App. You can register on the site by entering the email address and mobile phone number that you have registered with the school. <http://bit.ly/SchGate> . The minimum payment is set to a week's dinners as we incur costs per transaction; however credit remains on your account and refunds are made of any credit balances when children leave the school.

If you are unable to use the Gateway please speak to Mrs Pryce in the office for assistance or to organise monies being sent to school in a clearly labelled envelope. The correct amount would be appreciated. We regret that we can only collect dinner money on the first day of the week, usually Monday. Cheques should be made payable to "Flintshire County Council".

Should a child be absent during the week, the credit on their account will carry over to the next week.

Money pockets are available from the school office at a cost of £2 for 50 envelopes and these are a secure way to send money into school.

Free meals are provided for children from Reception upwards who are eligible. The School Meals Department in County Hall can inform you fully of your entitlement to these. Telephone 01352 752121 or online at <http://bit.ly/FlintsFSM> . Forms to apply for free meals are available from the School Secretary or can be completed online <http://bit.ly/FlintsFSMAp> . We often find many who are eligible do not apply for one reason or another; we encourage parents to apply if they believe they may be eligible, the worst they can do is say no.

Break-time Snacks

Foundation Phase

A daily snack is provided for the Foundation Phase children at a cost of £1.00 per week.

Pupils are given the option of having a drink of Milk each morning if they so wish (*under the National Assembly's scheme for the Provision of Free School Milk (1/3 pint) to all Foundation Phase (5-7 year old) pupils in Wales and Food Welfare Regulations 1988 for Nursery pupils*).

KSII

During the morning break, pupils are allowed to eat their own, healthy snacks – the school's policy is to encourage healthy lifestyles and healthy eating. Freshly prepared fruit bags are available at a cost of 20p per day or £1.00 in advance for the week.



End of Key Stage Results 2017-2018

At the end of each Key Stage (Foundation Phase and Key Stage II) Teacher assessments take place to obtain levels for pupils moving on to the next stage of their education. This is the now the standard in Wales. At the end of the Foundation Phase pupils should be attaining Outcome 5 and at the end of Key Stage II pupils should be attaining Level 4.

Results at Foundation Phase and KSII were to the expected level for the Cohort of pupils.

Summary of 2018 National/School Results at end of Foundation Phase
Percentage of 7 year olds attaining Outcome 5 or above.

	National	School
Language, Literacy and Communication Development	87.9%	82.4%
Mathematical Development	90.1%	82.4%
Personal and Social Development	94.5%	94.8%

Foundation Phase Indicator is the percentage of pupils attaining at least Outcome 5 in Language, Literacy and Communication Development, Mathematical Development and Personal and Social Development in combination at the end of Foundation Phase.
(Teacher Assessment Only)

TA: School: 82.5% Wales: 87.3 %

Summary of 2018 School Results at end of Key Stage II

	National	School
English	91.1%	91.4%
Mathematics	91.6%	91.4%
Science	92.2%	93.1%

Key Stage II Core Subject Indicator. The percentage of pupils attaining level 4 or above in English, Mathematics and Science in combination. (Teacher Assessment only)

TA: School: 89.7% Wales: 89.5%

Figures above have been rounded to one decimal place.

Target Setting

The Governors are fully committed to the school's self-evaluation policy and with the support of the teaching and non-teaching staff always strive to improve the quality of teaching and learning within our establishment. We are determined to provide only the best opportunities for our pupils to develop as individuals with a shared understanding of the role that they have in our school society. Annually, targets are determined that will improve the quality of provision here at Mountain Lane School and all involved with the school has a shared responsibility in ensuring that those targets are met.

Our pupils are also encouraged, as they grow through the school to identify their own specific learning and developmental needs and are encouraged to set themselves attainable and realistic targets for self improvement. This strategy supports the school's philosophy of continuous self-evaluation and of identifying strategies for getting better.

Targets for 2017-18

The following targets had been set for the current academic year:

1. To further develop the drafting and editing process used when producing extended pieces of writing across the curriculum.
2. To develop and agree upon a new system for providing pupils with immediate, purposeful and constructive feedback based upon their written work.
3. To further implement Foundation Phase pedagogy with specific focus upon learning and adopting a new teaching approach following recent training.
4. To collate evidence in support of Investors in People accreditation for well-being and happiness.
5. To further increase the use of incidental Welsh across the school and to increase the number of pupils achieving level 4 and above by 8%.
6. Performance Management targets for staff to include two challenging and one 'panic' target taking them outside their comfort zone.

All targets were met.

Targets for Improvement 2018 – 19

The following targets for improvement have been confirmed with the school's Governing Body for the forthcoming academic year 2018-19:



further develop the drafting and editing process used when producing extended pieces of writing across the curriculum.

Academic Targets

The school annually reviews its global targets for KS II pupils with regards to projections for end of KS 2 results. Targets for pupils to achieve level 4 and above are set at Y5 (Oct) and are uploaded to GwE to feed into County and National Targets.

The targets set for these cohorts are as follows: (Individual Subject and Core Subject Indicator targets are set)

	E	M	S	CSI
Y5 (2019 Cohort)	91.5%	91.5%	93.2%	91.5%

The Core Subject Indicator is the percentage of pupils achieving level 4 or above in the 3 Core Subjects at the end of KS 2.

The Targets set for each cohort annually will depend on the levels achieved at the end of Foundation Phase by the cohort and on the composition of the year group itself.

Individual Targets for Improvements

The pupils are encouraged from an early age to assess and evaluate their own performance with respect to their academic and social development in school. At the end of each academic year teachers identify targets for improvement for each child within their class which are recorded on their end of year reports. These targets are also forwarded to the child's new teacher to ensure that the pupil is given appropriate support to meet the targets identified.

Pupils are also encouraged to identify personal targets for improvement with respect to social development and these are reviewed and amended periodically during the year.



School Comparative Data

Flintshire Mountain Lane Primary School 2018 – Foundation Phase

		N	D	W	1	2	3	4	5	6	A
<i>Personal and social development, well-being and cultural diversity</i>	School	0.0	3.5	0.0	0.0	0.0	1.8	0.0	40.4	54.4	0.0
	Wales	0.1	0.4	0.3	0.2	0.4	0.9	3.1	33.3	61.2	0.1
<i>Language, literacy and communication skills (in English)</i>	School	0.0	3.5	0.0	0.0	0.0	1.8	12.3	36.8	45.6	0.0
	Wales	0.1	0.4	0.4	0.2	0.5	1.6	8.6	50.0	37.9	0.2
<i>Mathematical development</i>	School	0.0	3.5	0.0	0.0	0.0	1.8	10.5	31.6	52.6	0.0
	Wales	0.1	0.4	0.3	0.2	0.3	1.3	7.2	51.5	38.6	0.1

FPI **

School	82.5
Wales	87.3

Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

W: Currently working towards Foundation Phase Outcome 1.

A: Performance Above Foundation Phase Outcome 6.

- : Not exactly zero, but less than 0.05

* : Cohort is less than five or cannot be given for reasons of confidentiality

** : Achieved the expected outcome in each of "Language, literacy and communication skills (in Welsh)", "Language, literacy and communication skills (in English)", "Mathematical development" and "Personal and social development, well-being and cultural diversity" in combination.

National comparative data refers to 2017



**Flintshire
Mountain Lane Primary School 2018 – Key Stage 2**

		<i>N</i>	<i>D</i>	<i>NCO1</i>	<i>NCO2</i>	<i>NCO3</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6+</i>	<i>4+</i>
English	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8.6	50.0	41.4	0.0	91.4
	<i>Wales</i>	<i>0.1</i>	<i>0.4</i>	<i>0.1</i>	<i>0.1</i>	<i>0.2</i>	<i>0.4</i>	<i>1.4</i>	<i>6.3</i>	<i>46.4</i>	<i>43.0</i>	<i>1.7</i>	<i>91.1</i>
Oracy	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12.1	55.2	32.8	0.0	87.9
	<i>Wales</i>	<i>0.1</i>	<i>0.4</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.4</i>	<i>1.2</i>	<i>6.2</i>	<i>45.4</i>	<i>44.0</i>	<i>2.0</i>	<i>91.4</i>
Reading	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.3	44.8	44.8	0.0	89.7
	<i>Wales</i>	<i>0.1</i>	<i>0.4</i>	<i>0.1</i>	<i>0.1</i>	<i>0.2</i>	<i>0.4</i>	<i>1.4</i>	<i>6.8</i>	<i>45.0</i>	<i>43.6</i>	<i>1.9</i>	<i>90.5</i>
Writing	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12.1	50.0	37.9	0.0	87.9
	<i>Wales</i>	<i>0.1</i>	<i>0.4</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.5</i>	<i>1.8</i>	<i>10.3</i>	<i>50.0</i>	<i>35.2</i>	<i>1.4</i>	<i>86.6</i>

Mathematics	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8.6	39.7	51.7	0.0	91.4
	<i>Wales</i>	<i>0.1</i>	<i>0.4</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.4</i>	<i>1.2</i>	<i>6.0</i>	<i>44.6</i>	<i>45.3</i>	<i>1.8</i>	<i>91.6</i>

Science	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.9	46.6	46.6	0.0	93.1
	<i>Wales</i>	<i>0.1</i>	<i>0.4</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.3</i>	<i>1.1</i>	<i>5.5</i>	<i>45.8</i>	<i>46.2</i>	<i>0.2</i>	<i>92.2</i>

Welsh Second Language	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	13.8	63.8	22.4	0.0	86.2
	<i>Wales</i>	<i>0.3</i>	<i>0.7</i>	<i>0.2</i>	<i>0.2</i>	<i>0.2</i>	<i>1.0</i>	<i>2.5</i>	<i>14.2</i>	<i>54.6</i>	<i>26.0</i>	<i>0.3</i>	<i>80.9</i>

Core Subject Indicator **

School	89.7
<i>Wales</i>	<i>89.5</i>

Notes

N: Not awarded a level for reasons other than disapplication.
 D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.
 NCO1 : National Curriculum Outcome 1
 NCO2 : National Curriculum Outcome 2
 NCO3 : National Curriculum Outcome 3
 (NB NCO1, NCO2 & NCO3 have replaced Level W in previous years)

- : Not exactly zero, but less than 0.05
 * : Cohort is less than five or cannot be given for reasons of confidentiality
 ** : Achieved the expected level in each of Welsh First Language or English, Mathematics and Science in combination.

National comparative data refers to 2017