



Ysgol Yr Esgob VA Church in Wales Primary School



Respect, respond, be brave, rejoice!
Parchwch, ymatebwch, byddwch ddewr,
llawenhewch!

Message from our Headteacher

Welcome to Ysgol Yr Esgob,

We are a rural, Church Aided School in the heart of the active and friendly community of Caerwys, situated between the Clwydian Mountains and the coast of North Wales. We are a Federated School with Ysgol Licswm, some 5 miles down the road and together we form The Bryniau Clwyd Federation.

Our values are at the heart of everything we do. We believe that children should feel what it is like to succeed; that they should grow as well rounded individuals. We aim to achieve happy, relaxed learners, who get a great deal of enjoyment out of what they do. They learn the importance of self improvement and take responsibility for their own learning.

Our pupils are nurtured and in turn they learn to respect each other and those who nurture them.

Our older children leave with knowledge of how to be supportive, kind and caring, and how important it is to give to their community. Excellent relationships exist between staff and children and our nurturing environment creates a vibrant, happy and inclusive atmosphere that many visitors comment upon.

When visiting our school, many people ask about what it is like teaching mixed age classes. The art to this is making sure that different levels of work are set so that there is the correct amount of challenge and support. In doing so we consider the stage children are at rather than their age; older children often support younger ones in their learning and younger children learn a great deal from watching their peers. We are also lucky to have classroom assistants in every class who work alongside our highly skilled teachers, helping to deliver lessons to children at different levels.

Whilst academic achievements are an important part of life at our school, all children also have the opportunity to enjoy a wide variety of sporting and musical opportunities, as well as regular trips. Our pastoral care is exceptional, ensuring all children are kept safe and are supported both inside and outside school.

We are very proud of our exceptionally experienced and dedicated staff, who ensure that all our children are well supported to achieve their true potential and work hard with families to overcome any barriers to learning.

Another very important part of our school is you, the parent!

We champion the link between school and parent and work very hard to involve you in every step of your child's time here...and increase your child's enjoyment of learning.

Thank you for taking time to look at our prospectus, whether you are just starting out as a parent at our school or already have children here, may I extend a warm welcome to you.

This prospectus is designed to give you an introduction to school and to keep existing parents up to date.

I would like you to come and visit our school, to look around and feel the warm and friendly atmosphere that exists here, to meet the staff and to see the children as they work and play together.

Please telephone or e-mail to arrange an appointment to visit.

I look forward to meeting you.

Warmest regards

Contact Information

Ysgol Yr Esgob VA Primary School

Lon yr Ysgol

Caerwys

Flintshire

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Governors

COMPOSITION OF GOVERNING BODY

- a) 2 parent governors – Each school to elect one representative
- b) 1 teacher governor
- c) 1 staff governor
- d) 1 Local Authority governor
- e) 1 Additional Community governor to be appointed by the governing body from nominations presented by either of the Community Councils.
- f) The Headteacher (except at any time when he/she has given written notice to the clerk to the governing body of the school that he/she chooses not to be a governor).
- g) Eight foundation governors to be appointed by the Diocesan Board of Education, on the recommendation of the respective Mission Area Conferences. Two of whom must be ex-officio, two must be parents – one to represent each school. Foundation Governors should be able to demonstrate an understanding and empathy with the community in which the school is situated.

Our Governing body looks like this:

Type	Name
Chair of Governors	Jan Pierce-Jenkins
Parent Governors	Kate Davies Abby Pugh
LA Governor	Jan Pierce-Jenkins
Teacher Governor	Stacey Jones
Staff Governor	Amy Burke Williams
Additional Community Governor	Jeni Taylor
Headteacher Governor	Sue Clisham
Foundation Governors	Rev Anne Hooper Ann Rowlands Kate Lloyd-Jones Katie Pierce Gwen Jones Rev Rebecca Sparey Taylor
Clerk	Sue de Prez

Term Dates

Sept 2025 - July 2026

Autumn Term		
Training Day Staff only – no pupils	Monday	1st September
School Opens	Tuesday	2 nd September
School Closes	Friday	24 th October
(Half Term Holiday)		
School Opens	Monday	3 rd November
School Closes	Friday	19 th December
(Christmas Holiday)		
Spring Term		
Training Day Staff only – no pupils	Monday	5th January
Training Day Staff only – no pupils	Tuesday	6th January
School Opens	Wednesday	7 th January
School Closes	Friday	13 th February
(Half Term Holiday)		
School Opens	Monday	23 rd February
School Closes	Friday	27 th March
(Easter Holiday)		
Summer Term		
Training Day Staff only – no pupils	Monday	13th April
School Opens	Tuesday	14 th April
May Day Bank Holiday	Monday	4th May
School Closes	Friday	22 nd May
(Half Term Holiday)		
Training Day Staff only – no pupils	Monday	1st June
School Opens	Tuesday	2 nd June
School Closes	Friday	17 th July
Training Day Staff only – no pupils	Monday	20th July

Class Organisation

Acting Headteacher	
Assistant Headteacher/ALNCo	Mrs Fay Booth
KS2 Teachers	Mrs Sarah Dunn Mrs Amy Burke Williams Mrs Janine Smith (PT)
Year 2 & 3 HLTA/ELSA Support	Mrs Emma Jones
1:1 support	Ms Philippa Kitchen
Foundation Learners Teacher	Mrs Fay Booth
Foundation Learning Support	Mrs Caroline Edwards
Year 2 and 3 Classroom Assistant	Mrs Tami Brooks
School Secretary	Mrs Janette Tandy
School Caretaker	Mrs Emma Del Rosso
Lunchtime Supervisors	Mrs Tami Brooks
Breakfast Club	Mrs Emma Jones Ms Tina Jones
After School Club	Run by Clwb Bythyn Bach
School Cleaner	Mrs Hayley Harwood
Kitchen	Mrs Hayley Harwood
Chair of Governors	Mrs Jan Pierce-Jenkins

The School Day

7.00am	Caretaker opens school
8.00am-8.45am	Breakfast Club
8.40am-8.55am	Gates open to parents and children
8.55am-9.00am	Registration
9.05am-9.30am	Collective Worship
9.30am-10.30am	Session 1
10.30 am– 10.45am	playtime
11.55am-1.00pm	Lunchtime (FL)
12.00pm-1.00pm	Lunchtime (KS2)
1.00pm-1.10pm	Afternoon Register
1.10pm-3.15pm	Session 3 (3pm for FL)
3.15pm	Hometime

The National Curriculum

The Curriculum for Wales at Ysgol Yr Esgob – What do we mean by Curriculum ?.

A Curriculum should be considered at the heart of any school. Our curriculum is a joined up way of thinking to realise our vision to ensure our learners are ambitious, enterprising, ethical and healthy citizens. Our curriculum is broad and balanced and suitable for all learners of different ages, abilities and aptitudes. It provides for appropriate progression for learners and includes a range of provision to include this.

The Curriculum at Ysgol Yr Esgob has been created using :

The Four Purposes

The Four Purposes are at the heart of the curriculum at Ysgol Yr Esgob. The children and staff have re written them in language that easy for them to understand and use in their daily practises. (The full version can be found on the Welsh Governments website)

Cross Curricular Skills

There are three skills that will be planned for and developed across each of the AOLEs. They are: Literacy, Numeracy and Digital Competence.

Cross Cutting Themes

Across the curriculum we will and include and extend the themes of: Relationships and Sexuality Education, Religion, Values and Ethics Education, Diversity, Careers and Work Related Experience and Local and National Contexts.

Pedagogical Principles

We will reflect upon, share and develop our teaching practices based on our understanding of the Pedagogical Principles set out in the curriculum framework. (full list set out further in this document)

The Four Purposes

The Four Purposes are at the heart of the curriculum at Ysgol Yr Esgob

I always aim to be the best I can and try to challenge myself.

I use my numeracy skills to understand data.

I can use what I know in different ways and in different situations.

I ask questions and like solving problems.

I find out about different things and think carefully and ask questions about what I find.

I find information, think about it and use it to make up my own mind.

I use what I know to understand what it is happening in the world.

I understand my rights and those of others and know that rights come with responsibilities.

I understand that my actions and behaviour impact on others.

I know about different people and places around the world, now and in the past.



I communicate about what I know in Welsh and English.

I use numbers in different ways and for different reasons.

I am ready to learn throughout my life.

I can explain what I have learnt.

Be an ambitious and capable learner



I use technology to communicate to find information and explore information.

I respect others knowing we are all different but equal.

I play my part to care for the environment and to protect our world now and for the future.

I know my views are important and I have the right to have my say

Be an ethically informed citizen

I am ready to be citizens of Wales and the world.

I have strong values and I am developing my own thoughts and beliefs.

I respect myself and others. I build positive relationships.

I understand that mistakes help me to learn and I have the confidence to not give up.

I understand my own feelings and the feelings of others.

I know who I can talk to about staying happy, safe and healthy.

I create ideas and use what I know to make new things.

I can look at things in different ways to solve problems.

I make the most of every opportunity.

I'm not afraid to take risks.

I can be a leader and let others lead.



Be a healthy,
confident
individual



Be an enterprising,
creative
contributor

I understand that eating healthy and exercising makes me feel better.

I think about the risks before I decide to do or say something that effects my lifestyle.

I am developing my confidence to perform in front of others.

I try to be independent and challenge myself.

I am ready to lead a fulfilling life as valued members of society.

I can express my ideas and feelings in different ways.

I can use my skills to help others.

I can work in a group and take on different roles.

I am ready to play a full part in life and work.

Areas of Learning Experiences (AOLEs)

Our curriculum content is based on 6 AOLEs and their What Matters Statements. They are: Language, Literacy and Communication, Mathematics and Numeracy, Science and Technology, The Expressive Arts, Health and Wellbeing and Humanities.





Languages, Literacy and Communication

All teachers deliver an English Language lesson at least four times a week. Pupils learn how to write in different styles and for different purposes. They read a wide range of exciting literature and we encourage pupils to read for pleasure. Normally we study certain books in depth linked to their topics as well. Reading, writing and oracy are often interlinked so pupils learn to use their skills efficiently. Welsh language is very important. We encourage all pupils to use Welsh language as much as they can. We have also started to deliver basic French to all our pupils.

Mathematics and Numeracy



INSPIRE MATHS

We use the Inspire Maths Scheme to drive our mathematics curriculum. Inspire Maths is a transformational, whole-school approach, to raising pupils' achievement in Maths. It is built upon the internationally acclaimed approach to teaching mathematics in Singapore. Inspire Maths builds firm foundations and a deep understanding of mathematical concepts through a concrete-pictorial-abstract approach. Our pupils love it!

Health and Wellbeing



All teachers use a scheme of work called Jigsaw to deliver the main part of the Health and Wellbeing curriculum. Jigsaw brings together Personal and Social Education, Relationships and Sexuality Education, Emotional literacy, Mindfulness, Social skills and Spiritual development. It is a fantastic resource that prepares pupils for life and strategically provides them with the skills they need to become well rounded, confident individuals.

The other areas of learning and experience, along with the coverage of the different Religion, Values and Ethics "Lenses" are delivered by cross curricular topics. During our termly topics, pupils also apply the skills learned in our LLC and MD lessons.

Horrible Histories

Our Wonderful Planet

This is me!

Art Attack!

Shoot for the Stars!

Exploring our world

The different "lenses" or areas of learning for Religion, Values and Ethics.



We also enrich our curriculum with high quality authentic learning experiences, visits out, residential visits and a wide range of visitors who help to make learning real and exciting.

<u>What Matters Statements for The Six Areas of Learning and Experience</u>					
Language, Literacy and Communication	Mathematics and Numeracy	Science and Technology	Humanities	The Expressive Arts	Health and Wellbeing
Languages connect us	The number system is used to represent and compare relationships between numbers and quantities	Being curious and searching for answers is essential to understanding and predicting phenomena	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future	Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals	Developing physical health and well-being has lifelong benefits
Understanding languages is key to understanding the world around us	Algebra uses symbol systems to express the structure of mathematical relationships	Design thinking and engineering offer technical and creative ways to meet society's needs and wants	Events and human experiences are complex, and are perceived, interpreted and represented in different ways	Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts	How we process and respond to our experiences affects our mental health and emotional well-being
Expressing ourselves through languages is key to communication	Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying	The world around us is full of living things which depend on each other for survival	Our natural world is diverse and dynamic, influenced by processes and human actions	Creating combines skills and knowledge, drawing on the senses, inspiration and imagination	Our decision-making impacts on the quality of our own lives and

	phenomena in the physical world				the lives of others
Literature fires imagination and inspires creativity	Statistics represent data, probability models chance, and both support informed inferences and decisions	Matter and the way it behaves defines our universe and shapes our lives	Human societies are complex and diverse, and shaped by human actions and beliefs		How we engage with social influences shapes who we are, and affects our health and well-being
		Forces and energy provide a foundation for understanding our universe	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action		Healthy relationships are fundamental to our well-being
		Computation is the foundation for our digital world			

Teaching

Excellent teaching is essential if we are to realise our 4 purposes, our vision and values as a school and the requirements of the Curriculum Framework. Ensuring a high quality learning environment is vitally important to us at Ysgol Yr Esgob for both learners and practitioners.

Consistency of our ethos is every class across the school is of paramount importance for us to ensure a safe and inspiring learning environment so that our learners can take risks, make mistakes confidently and work in an atmosphere of trust, mutual respect and appreciation of everyone's efforts.

We constantly reflect upon, share and develop our teaching practises based on our understanding of the 12 pedagogical principles set out in the curriculum framework and the practises we find successful in our school, across the Federation, in our network of small schools and within our consortium to ensure the highest possible quality of learning experiences and teaching for our learners.

The 12 Pedagogical Principles



Planning

When planning at Ysgol Yr Esgob emphasis is placed on offering our learners **high quality, rich, broad and deep learning experiences** (that are relevant and appropriate to the children's own interests.) This means giving learners the time to acquire, practice and apply knowledge and skills to embed their learning and not to rush through work to 'achieve content'. This lays a solid foundation for the next stages of their learning and means that they build on their learning and progress throughout their time here.

We also plan to ensure that our provision and teaching develops the **integral skills** below which are essential for our learners to achieve the 4 purposes.

Creativity and innovation	• Inquire, explore, be curious, create and share ideas • Link experiences, knowledge and skills
Critical thinking and problem solving	• Question and evaluate information and situations • Identify problems and suggest different solutions • Make decisions objectively
Personal Effectiveness	• Develop emotional intelligence, confidence and independence • Evaluate and discuss their current learning and next steps • appreciate the value of and celebrate mistakes • discuss and consider their views and values, and their ethical, social, cultural implications
Planning and organization	• Set goals for their learning and discuss and reflect on their progress

Statutory Elements

The school has considered the following statutory elements within the Curriculum for Wales Framework when designing our curriculum;

- Careers & work related experiences
- Well-being of Future Generations (Wales) Act 2015
- United Nations Convention on the Rights of the Child (UNCRC)
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- Additional Learning Needs and Education Tribunal (Wales) Act 2018

The concepts and mandatory elements

The school will carefully consider the mandatory elements of the curriculum when planning. The school's policies for these areas detail our intentions.

- Cross-curricular development of literacy, numeracy and digital competence skills
- Religion, values and ethics Education,
- Relationships and Sexuality,
- Welsh
- English

A combination of approaches to curriculum design is used in this school according to learner age and learning context. Elements of planning for direct teaching, disciplinary and multidisciplinary approaches will be used learn and practice specific skills *E.g. maths skills, phonics*

Interdisciplinary and integrated approaches are used to practice and apply skills hem in different cross curricular context. *E.g. draw elements of Maths, Language, Digital Competence and Humanities when researching and writing a report comparing weather in Wales and Africa.*

Most of the learning experiences in this school are designed around **Children's questions** (*e.g. What are the consequences of a volcanic eruption?- during our topic on Extreme Earth*) Or a **Specific Theme** (*e.g. The author Julia Donaldson*). Our curriculum is planned over a 2 year cycle.

Pupil voice and that of their families and the community are important to us and also being flexible to follow different learning opportunities as they arise to make learning experiences relevant, interesting and timely. The elements below are extremely important to us and will be constantly implemented in our planning.

Our curriculum “non-negotiables”

- To produce a broad and balanced curriculum to cover the 6 AOEs in equal measure and promote academic achievement
- Encourage children to have high expectations for themselves
- We are committed to developing our Welsh ethos and celebrating our Welsh language, culture and heritage
- We use collaborative learning strategies for our mixed age classes
- We are committed to collaboration across the schools and our federation and our cluster of local schools.
- We provide nurture and know every child and family
- We develop the whole child in a holistic manner, fostering our core values on a day to day basis.
- Wellbeing is prioritised so that children are happy, safe and secure and are able to feel comfortable to express themselves/their ideas and lead their learning.
- We aspire to:
- Develop “Philosophy for Children” with our older children
- Develop first-hand experiences in the form of “hook” days
- Re-establish our residential visits
- Re-establish our independent learning opportunities throughout the school.
- Develop community projects/relationships with local businesses
- Develop our understanding of local history

We aim to create a curriculum that is ambitious, creative, holistic, inspiring, enterprising, varied and engaging.



Welsh

Welsh is taught throughout the school as a second language. It is taught as set lessons and through 'everyday Welsh'. We celebrate our Welsh culture with an annual St David's Day celebration, in which all children participate and parents and members of the local community celebrate with us. Our Criw Cymraeg encourage the use of everyday Welsh and lead a Welsh club run at playtimes.

Physical Education

It is the aim of Ysgol Yr Esgob to recognise the biological need for activity that exists in all children and to understand that the child uses movement as a powerful and natural means of discovery and expression. Our PE lessons focus on elements of The Health and Wellbeing Area of Learning Experience. Currently PE provision for Year 2-6 is provided by Aura Sports.

Information Technology

All children from Nursery to Year 6 have access to a number of computers, laptops and iPads. Each class also has access to Internet and electronic mail.

Religious Education and Collective Worship

Our aim is to help children develop the attitudes necessary to become worthwhile citizens. This will come through the encouragement of tolerance, understanding and respect for others. Children will be made aware of the beliefs, stories and celebrations of Christianity and other world religions. All pupils participate in a daily act of collective worship. We have close links with St. Michaels Church. If you wish to withdraw your child from religious education or collective worship, you are invited to discuss this with the Head teacher.



Sex and Relationships Education

The Welsh Assembly Government has issued a new code for Sex and Relationships. The Curriculum for Wales – Relationships and Sexuality Education Code The mandatory RSE Code supports the design of our RSE curriculum. The content is set within the context of broad and interlinked learning strands, namely:

- Relationship and identity
- Sexual health and well being
- Empowerment, safety and respect

The Welsh Government committed to covering the following themes in RSE: relationships, rights and equity, sex, gender and sexuality, bodies and body image, sexual health and well-being, and violence safety and support. Our RSE curriculum is developmentally appropriate for our learners and as they progress they build upon their previous learning, consolidating and strengthening the same dispositions, knowledge and skills and applying them in relevant contexts.

Assessment and Progression.

We use the Descriptions of Learning for each What Matters Statement to assess and plan for learners' progress. These are not used as a list of tick boxes, but as tools to consider when planning for our learners' progress. In addition, there are Principles of Progression that underpin our planning for learners' progress across the fields over time. Principles of Progression Increasing breadth and depth of knowledge. Deepening understanding of the ideas and disciplines in the Areas Refinement and growing sophistication in the use and application of skills Making connections and transferring learning into new contexts increasing effectiveness Progression supported by descriptions of learning which provide guidance on how learners should progress within each statement of what matters are:

☐ arranged in 5 progression steps to guide pace

☐ framed from learner's perspective ☐ framed broadly to sustain learning over a series of years

☐ broadly set against ages of 5,8,11,14 and 16

they are not:

X stand-alone tasks or activities

X assessment criteria

The Curriculum for Wales gives us the opportunity to ensure that learners' progress is the primary purpose of Assessment and not an accountability exercise. To this end, we at Ysgol Yr Esgob VA place a premium on developing a holistic picture of each learner's development, including their well-being, attitudes to learning as well as the development of their skills, knowledge and understanding. We emphasise the importance of ensuring a shared understanding of progress across the school and cluster and on regular discussions with parents and carers to discuss their child's progress.

The school will fulfil the Curriculum's Assessment Purposes as follows:

1. Use of entry assessments - to gain an understanding of pupils' abilities. At Foundation Phase we use Baseline Assessment for children in Reception. From Year 2 upwards we use a range of standardised tests to assess reading, spelling, maths procedural and maths numeracy. These tests are carried out twice a year in November and June. We use a pupil questionnaire to monitor wellbeing and attitudes to learning.
2. Support individual learners on a daily basis - formative assessment of consistently high quality in the day-to-day classroom provides learners and practitioners with a clear picture of attainment and next steps. (This is detailed in our feedback and marking policy)
3. Identifying, capturing and reflecting on individual learner progress over time - Practitioners are given specific and regular periods to discuss the progress and needs of learners and specific groups of learners through professional dialogue in order to plan for further progress. Such discussions will also facilitate any transfer and transition between classes and schools. At Ysgol Yr Esgob VA we call these 'Progression Meetings' and they take place at the end of each term. Practitioners discuss progress through the AOLEs and pupils' attitudes to learning.
4. Understanding group progress in order to reflect on practice - From the 'Progression Meeting' discussions- teachers will collate evidence from learner's progress to discuss areas that need further development and the effectiveness of practice. This allows the Headteacher and Governors to provide support and challenge. Reporting to parents takes place each term in the form of face to face meetings and an end of year written report. Parents were consulted on what they would like to see in the children's end of year reports and our format was created using their responses.

Respecting Rights at School

We all have rights

It is important that our rights are respected everywhere, including at school.

We all need to make sure we respect our own rights and the rights of others.

I have the right to be educated.

My education should help me achieve my best and express my talents.

I will respect this by trying my best and listening to others.

I will let other people get on with their work.

I have the right to play and relax.

I will respect this by working hard in lessons, and playing and relaxing in my break times.

I have the right to play with other children.

I will respect this right by letting others play with me and join in with games and activities.

I will be kind to others and use words to sort out any disagreements.

I will ask an adult for help if I can't solve the problem with words.

I have the right to share my views and say what I think, as long as it is legal.

I will respect this by listening to others and their views.

I have the right to a name.

I will respect this by calling others by their legal name, or the name they wish to be known by.

I have the right to be warm.

I will respect this by making sure I do not waste energy.

I have the right to be safe and healthy, with good quality healthcare, nutritious food and clean water.

I will respect this by taking care of myself and making healthy choices.

I will behave safely at school.

I have the right to believe what I choose, and to practise my religion.

I will respect this by letting others believe what they choose, even if their beliefs are different to my own.

I have the right to information.

I will respect this by looking for information that is appropriate and is not harmful to myself and others.

Our Core Values

Respect, respond, be brave, rejoice!

Parchwch, ymatebwch, byddwch ddewr, llawenhewch!

- At Ysgol yr Esgob, we aim to create the best conditions possible for every child to succeed by developing self-esteem, confidence and a true feeling of self-worth.
- We offer a safe, caring, Christian environment where children flourish both academically and creatively, through a varied and stimulating curriculum. We offer a curriculum that is ambitious, creative, holistic, inspiring, enterprising, varied and engaging.
- We aim to nurture respect involving self, each other, belongings and the environment.
- We aim to develop healthy, confident individuals who build their mental and emotional wellbeing by forming positive relationships.
- We support staff, parents and carers, governors and our community to participate actively in the children's' learning and the life of the school.
- We develop skills and knowledge and aim to inspire a love of learning for both staff and pupils so they may develop as independent and collaborative lifelong learners.
- We give staff and pupils the opportunity to take measured risks, work as a team and share their learning and expertise within school and the wider community.
- Through strong links with those in our community, we aim to help children to appreciate the importance of their contribution, developing a sense of ethics and citizenship.
- We aim to develop understanding, compassion and respect for the needs and rights of others, as members of a diverse society.
- We aim to develop pride in our Welsh language, heritage and culture.
- We aim to help children recognise their roles and responsibilities in the care and sustainability of the environment and the wider world.

Estyn Reviews

During our last Estyn Inspection in February 2018 we were judged as an excellent school. Consequently we received a special award presented by Chief Inspector of Education in Wales, Meilyr Rowlands and the Cabinet Secretary for Education, Kirsty Williams. We were also voted Primary School of the Year in the Daily Post and Excell Supply School Awards in 2018.

Our report states that:

‘The school provides a highly supportive, caring environment where all pupils are valued and supported with respect.’

‘Together the school community implements a highly effective vision for continuous school improvement” and ‘School improvement processes are exemplary.

‘As pupils pass through the school they develop an exceptionally clear understanding of the importance of supporting their community and the welfare of others.’

Out of Hours Care at Ysgol Yr Esgob

Breakfast Club

Clwb Frecwast

Breakfast Club is open daily from 8.00am. There is a £1.50 charge from 8.00am – 8.15am. From 8.15am – 8.30am it is free. We are a part of 'The Free Breakfast Initiative' Scheme. We have dedicated staff that will play, read and entertain your child until school starts for the day.

Having a nutritional breakfast and being part of breakfast club will set them up for a busy day of learning.

Wrap Around Care

Clwb Bwthyn Bach

We share our wrap around care with Ysgol our partner school in our Federation.

It is a state of the art, specifically built building, on site in Caerwys, with dedicated caring staff.

Contact: clwbbwthynbach@gmail.com



SCHOOL UNIFORM POLICY

We believe that a school uniform is important:

- It looks smart
- Wears well
- Contributes to a sense of belonging
- Gives a common purpose
- Fosters a feeling of pride

We request that all children wear the uniform and we encourage them to maintain a good standard of clean and tidy dress in school.

Our school colours are Red and White.

Our school uniform is as follows:

Red Sweatshirt or red cardigan with or without logo

White polo shirt with or without logo

Black or Grey trousers (not track suit bottoms or sports wear)

Black or Grey skirt

Sensible shoes (not trainers)

For summer wear as above, or:

Red / White striped or checked dress

Grey or Black shorts

PE Kit

For health and safety reasons it is important that children are properly dressed for any physical activity.

Our uniform for PE is as follows:

T-shirt (white) (not football shirt)

Shorts (black)

Gym shoes (pumps)

Outdoor footwear (trainers)

Warm clothes for winter games

Hair accessories such as slides, ribbons, bobbles etc. should be fairly simple and if possible in school colours.

Parents are asked to ensure that all items are labelled clearly with their child's name.

Outdoor wear :-

Fleeces, Woolly hats or Baseball caps

Playtime in Winter :-

Warm coats, hats and gloves as our yard is very exposed

Jewellery

For safety reasons we ask that the children do not wear jewellery in school. Any earrings of any kind must be studs and must be removed for P.E. or not worn that day. Children must be able to remove them themselves. During the 6-week period after ears are pierced they will be covered in micro pore tape.

Lost Property

Any items of clothing, bags etc. that are found on the school premises are kept in school for a term. Enquiries at school will hopefully restore any lost items provided that they have been clearly labelled. Parents are also asked to remind pupils not to bring expensive items of clothing, watches etc. to school unless covered on their parents' own household insurance policy under the clause "items temporarily removed from the home". Parents sending their children to school with such items in their possession, but choosing not to take out the additional cover, do so entirely at their own risk

School Dinners

School Meals are currently free for Years Reception to Year 6.

The Welsh Assembly plan to give all primary school aged children free school meals by April 2024.

NEWydd Catering currently supply our school with our meal provision.

Your child can also bring a packed lunch if you choose as all children sit together in the dining hall to eat their lunch.

Child Protection and Safeguarding

All schools have been made aware of guidelines which set out the procedures which have to be followed if staff are concerned that a child may have been abused in some way, or if a pupil confides something which causes such concern to a member of staff. The Headteacher is the designated member of staff with responsibility for Child Protection and has received up to date Level 3 training. The Assistant Headteacher is also trained at Level 3. The School Governor responsible is Mrs Katie Pierce. All other members of staff, teaching and non-teaching, have undergone Level 1 training to ensure that we can all offer support, should the need arise, in a caring environment. All staff are aware of the requirement, should it be necessary, to share the information a child discloses with the appropriate agencies.

The governing body has adopted the 'All Wales Child Protection Procedures.' In addition, a copy of Flintshire Guidelines are on display in the staff room. Ysgol Yr Esgob aims to safeguard the confidentiality and integrity of its information and to meet its obligations under the law. We use a programme called CPOMs to store sensitive information.

Anti-Radicalisation

All staff and governors have received training on the prevention of radicalisation in accordance with County guidelines.

Looked After Children

The Headteacher is the designated member of staff with responsibility for promoting the educational achievement of Looked After Children. It is our aim at Ysgol Yr Esgob to provide a safe and secure environment that values education and fosters in the abilities and potential of all children.

Attendance

We use an electronic registration system. The school day starts at 8.55 a.m. and parents are reminded of the need for punctuality. The vast majority of pupils arrive in time and ready for the school day to begin. Pupils who arrive late may lose their attendance mark for the morning. Pupils with a high rate of absence (without a valid reason) or persistent late-comers may receive a visit from the Inclusion Welfare Officer linked to the school.

The Governors and staff of the school firmly believe that prompt and regular attendance is in the child's own interest. Only through regular attendance will a child be able to participate fully in school activities. If your child has been absent for any reason it is essential that he/she brings a written explanation to school. A phone call, email or verbal message from a parent is acceptable in place of a letter.

To ensure a greater degree of security for your child, we ask parents to ring the school before 8.55 a.m. on the first day of absence. Following Government legislation, the school is obliged to differentiate between AUTHORISED and UNAUTHORISED absences. An unauthorised absence has to be recorded if no letter of explanation (or verbal/phone message – see above) following an absence is received.

We strongly recommend that holidays are taken during the school holidays as any absences from school during term time will obviously cause problems for individual pupils who have to catch up on missed work when they return to school. If you need to request a holiday during term time, you must complete a 'Holiday Request Form' from the office.

Attendance Data 01/09/2024 – 31/08/25

	Sessions	%
Attendances	19815	94.23
Authorised absences	1203	5.72
Unauthorised absences	11	0.05
Possible attendance	21029	
Including		
Approved educational activity	350	1.66
Lates before reg closed	66	0.31
Lates after reg closed	9	0.04
Unexplained absences	0	0.00

Equality

At Ysgol Yr Esgob we recognise our duty and responsibility to eliminate discrimination and promote equality for pupils, employees, other members of the school community and service users regardless of their race, gender, disability, gender identity, sexual orientation, pregnancy and maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

In school, we have developed a Strategic Equality Plan to ensure equality is at the heart of everything that we do as an education provider and as an employer.

The Strategic Equality Plan sets out our priorities for equality for 2020 - 2026 and the actions we will take to reduce identified inequalities, improve outcomes in education and employment and foster good community relations.



Parents in Partnership

We welcome parents to Ysgol yr Esgob, believing we are partners in the education of your children. There are many opportunities for parents to become involved in the life of the school and to gain a greater understanding of its work. Parents support is greatly valued. Police checks are carried out on all adults working in school, including regular volunteers.

We communicate with parents and carers through a variety of ways: newsletters, questionnaires, workshops and meetings. Parents are regularly invited to consultation days and assemblies. Every year we have our Open Day and Sports Day as well as other performances. Staff are always happy to meet with parents to talk through any concerns. The school website has a wealth of information including bulletins, class pages.

Parent Teacher Association

Our PTA exists to support the life of the school and is open to any members of our school community. The PTA identifies long and short term projects for “special” extras to enhance pupils’ school experience. As a new member of our community we hope you can get involved!

School Gateway

We are a cashless school, so payments for snack, school trips and residentials can be paid via this service.

We also use this medium to stay in touch with parents for quick messages or information that you may need to know.

Additional Learning Needs (ALN)

As a school we ensure that the needs are met of all learners through Universal Provision. This 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 at Ysgol Yr Esgob most learners will make the 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 with outside agencies/ professionals to identify any additional learning needs. Some children in school are identified as being More Able or Talented in an area of the curriculum. If this is the case, your child will be given extra extensions to classwork in the curriculum area in which they have a strength, and also be given opportunities to work with other children in our local network of schools to extend their learning through workshops

We are a fully inclusive school, and are here to support all our children. Our school is easily accessible by wheelchair.

We have dedicated ELSA trained staff that are there to give extra time to pupils that need a little extra help.

We have a specific 'Nurture' room, that a pupil can go to for some quiet reflective time if needed.

Visits and Residential Trips

We share these experiences with Ysgol Licswm and other small schools in The Local Area

Conway Centre

Year 3 pupils go on a one night residential trip every year.

They get to experience all the fun of being in the outdoors and learning new skills.

This lets them try something new and build new skills whilst having fun!



Plas Menai

Year 4 & 5 have the opportunity for a two night residential trip to the Outdoor Centre at Plas Menai.

They get to try various activities including: paddle boarding, dinghy sailing, high rope challenge, den building and evening activities.

They always come back saying what a good time they have had.

Cardiff /London

Year 6 get to experience all the sights and activities that are available in either Wales's capital or England's capital.

In the past they have been to see the Senydd, however this year we are trying something a little different and seeing what London has on offer.

The children are really excited to be the first to experience this trip!



Outdoor Learning

We are lucky to have an area for forest schools.

The children are taught outdoor skills and learn through nature.

Sometimes there might even be a toasted marshmallow reward at the end of the day!!

We are lucky to have a lot of outdoor space to utilise. The pupils have a large field to play on at lunch times as well as a schoolyard.

We use our field for our annual Sport's day when parents and carers can come into watch.



The children have the opportunity to learn how to grow vegetables in our various planting beds around the school grounds.

They thoroughly enjoyed tasting

Applications

Ysgol Yr Esgob Church in Wales Voluntary Aided School accepts pupils between the ages of 3 and 11 years of age. Ysgol Lixwm has a capacity for 88 pupils on roll including 11 Nursery.

As a Church in Wales Voluntary Aided School, the admissions committee established by the governing body of the School is responsible for the admission of pupils. A parental preference form for nursery and primary school admission will be available on line (preferred method of application) on

www.flintshire.gov.uk/schools/schooladmissions or by contacting the Admissions Team (admissions@flintshire.gov.uk; 01352 704068/704073).

Forms will be available according to the admissions timetable as set out in the Flintshire County Council Admissions Guide.

Parents are welcome to visit the school. Appointments to see teachers are best made outside school hours as an impromptu visit may disrupt a class lesson.

For security reasons all visitors during the school day are requested to report to the office. Prospective parents are invited to contact the school to arrange a visit during school hours, not only to see the head and staff, but also to sample the working atmosphere of the school.

Nursery Children aged 3+ are admitted to our Nursery in the September of the academic year that they attain the age of four. Children commence school in small groups over a few days.

We also offer an Early Entitlement for children who turn 3 during the school year. Admissions are in January and April. They attend for four part time sessions a week.

We hope that by joining in these formative years we lay good educational foundations.

We keep a waiting list of children and we encourage parents to place their child's name on this list after their second birthday as this helps with forward planning.

The LEA is the admitting authority for all children in the county of Flintshire. Each child about to commence full time education will be offered a place in a school maintained by the LEA. Children in our Nursery Class who live in catchment will automatically be offered a place in our Reception Class. All children living in our catchment area are guaranteed a place at our school. Admission for older classes can be arranged at any time and parents are asked to consult the Headteacher. Children outside our catchment will need to fill in a preferred placement form which can be collected from the secretary.