

*"Encouraging Excellence Together"*

*"Annog Rhagoriaeth Gyda'n Gilydd"*



Ysgol Gynradd Cwrt Rawlin

**Headteacher:** Mrs T Lloyd BEd Hons

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[www.cwrtrawlinprimary.co.uk](http://www.cwrtrawlinprimary.co.uk)



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# Welcome Croeso



*Dear Parent/Guardian,*

*Welcome to our school. Choosing the right school for your child is very important. Parents want a good education for their children, but they also want them to be happy and to feel safe and secure. At Cwrt Rawlin Primary School we believe we can offer all these things. We pride ourselves on the broad and balanced curriculum which we offer to all our children, the pastoral care we provide and the feeling of community which exists within our school.*

*Cwrt Rawlin Primary is situated near the town of Caerphilly, just a short distance away from the A470 and M4 motorway. The school is a 3-11 English medium community primary school and currently accommodates 370 children. The school opened in 2001 to cater for a large private housing estate of approximately 1100 families. The building is of a modern design with a large entrance area, multi-purpose hall, community room, IT suite, nursery, library and separate infant and junior classrooms. Both infant and junior children enjoy large playground areas, marked with a variety of playground games and two large activity areas.*

*Families who are considering sending their children to Cwrt Rawlin are encouraged to visit the school to see for themselves all that we have to offer. Please do not hesitate to contact me for any further information or to arrange a school visit.*

*We look forward to welcoming you to our school.*

Yours sincerely,

A handwritten signature in black ink that reads "T. Lloyd."

**Mrs T Lloyd**  
**Headteacher**

# Staff

## Headteacher

Mrs T Lloyd

## Deputy Headteacher

Mrs E Perkins

## Class Teachers

<b>Nursery</b>	Mrs N Morris
<b>Reception</b>	Mrs L Kettle
<b>Reception/Year 1</b>	Mrs C Davies
<b>Year 1</b>	Mrs K Williams
<b>Year 1/Year 2</b>	Mrs S Lennon
<b>Year 2</b>	Mrs R Davies
<b>Year 3</b>	Mrs E Hopkin
<b>Year 3/Year 4</b>	Miss R Gilbert Mrs G Edwards (Maternity Leave) Mr J Johns (Maternity Cover)
<b>Year 4</b>	Mr A Moseley
<b>Year 5</b>	Miss R Owen
<b>Year 5/Year 6</b>	Mr G Davies
<b>Year 6</b>	Mrs C Thomas

## PPA Cover

Miss R Hollister (on Maternity leave)  
Mr J Johns  
Mrs J Barnett  
Miss M Hodge

## Teaching Assistants

Mrs J Barnett, HILTA  
Mrs L Blunsdon, Nursery  
Mrs C Dauncey, Reception  
Mrs A Dickens, KS2  
Mrs H Fowler, Year 1/Year 2  
Miss A Gasson, 1-1  
Mrs J Harris  
Miss M Hodge, HILTA  
Mrs S Jones, 1-1  
Mrs T Lee, Reception  
Mrs V Marchant, Nursery  
Mrs P McCloskey, KS2  
Mrs G Meyer, 1-1  
Mrs B Murphy, Reception/Year 1  
Miss K Peters, Year 2  
Mrs C Wilding, Reception/Year 1  
Mrs AM Wiltshire, Year 1

## Midday Supervisors

Mrs J Davies  
Mrs D Davies  
Mrs P McCloskey

## School Cooks

Mrs L Collins  
Mrs M Olding

## Clerical Assistants

Mrs B Thomas  
Mrs L Smith

## Caretakers

Mr R Evans  
Mr A Morris

# The Governing Body

## Chairman of Governors

C B Cllr J Fussell

## Vice Chair

Mr I Inseal

## Local County Council Representation

Mrs C Evans  
C B Cllr J Fussell  
Mr I Inseal

## Parent Governors

Mrs C Bailey  
Mr M Dons  
Mr L Williams  
Mr G Jones

## Community Governors

Mrs K Watkins  
Mrs N Matthews  
Mr M Kennard

## Minor Authority

Mr P Evans

## Staff/Non-Teaching Staff Representative

Mrs J Barnett  
Mrs E Perkins

## Headteacher

Mrs T Lloyd



## Our Vision

### Mission Statement

#### “Encouraging Excellence Together”

*To establish a centre of excellence that excites, engages and challenges children to do their very best, in an environment where they develop a love of learning and a joy in what they do.*

### Visions and Aims for the School

We aim to:

- Create the type of ethos conducive to us all working and learning together.
- Encourage all children to be actively involved in purposeful activities and for them to acquire the knowledge and relevant skills across the curriculum.
- Encourage each child to utilise his/her talents to the full by the acquisition of the basic skills necessary, and for him/her to compute and understand mathematical processes, to communicate clearly with others both orally and in writing, to listen attentively with understanding, and to develop an appreciation of the world in which he/she lives.
- Empower each child to achieve their full potential.
- Set high standards of behaviour, appearance and encourage a good balance between work and play.
- Develop respect for religious and moral values, and sympathy with races and religion.
- Encourage a sense of responsibility in caring for the school environment, the wider community, the local parks and garden areas.
- Encourage participation in the school activities provided - art, music, sport, educational visits and experiences.
- Nurture a happy, inclusive and respectful community, where each child is valued.

## Admissions

*Children are admitted into the Nursery class in September of the school year in which they reach their fourth birthday, on a part-time basis. Nursery children either receive a morning placement or an afternoon placement. This is confirmed at the Nursery parents meeting in the Summer Term.*

Parents are asked to register their children, during the Spring Term prior to the September in which they wish to be admitted.

A letter is sent to the parents of children whose names are on our local authority admission list, during the Summer Term, offering them a place in our Nursery class. During the Summer Term prior to starting school, each child accompanied by a parent, is given the opportunity of visiting the school in order to meet the Nursery teacher and Nursery teaching assistants to have some idea of how the Nursery is run, and to help the child make the transition from home to school.

Admission to the Nursery class will take place each September and this will be staggered across two weeks. Children from our Nursery class are required to reapply through the local authority for a place in our Reception class at the beginning of the school year in which they attain their fifth birthday.

Our admissions number is 46 per year group, our admissions are organised by the local authority.





## Attendance

### Every Lesson Counts, Every School Day Counts!

The register is taken each morning and afternoon. If you child is ill and unable to attend school, we ask you to inform the office as early as possible on the first day of sickness and then again after the third day if he/she is still unable to attend school. If we receive no reason for an absence, we operate a 'first day response' and will ring you to find out the reason for absence.

We set high attendance targets and aim to inform parents of their child's attendance each term through issuing of attendance certificates. A positive reinforcement of the importance of being in school is given by the Headteacher each week in celebration assembly, where the best attending class will receive a certificate. The class achieving the best attendance over each term will receive a class reward.

The Governors review the attendance policy on an annual basis. Our overall attendance last year was 96.31%. Our target for 2015-2016 is 96.4%.

The chart below shows both authorised and unauthorised absences for the last school year (2014–2015) as a percentage of possible attendances.

Unauthorised absences at Cwrt Rawlin Primary fall into two main categories:

1. Failure of informing the school of an absence for illness.
2. Holidays in excess of current agreed guidelines.

	Sessions	Percentage
<b>Attendances</b>	<b>101362</b>	<b>96.31%</b>
<b>Authorised Attendances</b>	<b>3796</b>	<b>3.61%</b>
<b>Unauthorised Attendances</b>	<b>85</b>	<b>0.08%</b>
Including:		
Approved educational activity	553	0.53%
Lates before registration closed	209	0.20%
Lates after registration closed	9	0.53%
Unexplained absences	0	0.00%

## Daily Routine

The school bell rings at 9:00am. Children should be on the premises no sooner than 10 minutes before the commencement of school.

### Nursery Times

Morning session: 9:00am–11:30am

Afternoon session: 1:00pm–3:30pm

### Foundation Phase & Junior Times

Morning session commences: 9:00am–10:30am

Break-time: 10:30am–10:45am

Morning session ends: 12:00pm

Afternoon session commences: 1:00pm for Juniors

Afternoon session commences: 1:00pm for Foundation

Break-time: 2:10pm–2:20pm

School ends: 3:30pm

Cwrt Rawlin Primary school also offers wrap-around care with a Free Breakfast Club and a private After School provision. Both provisions are often oversubscribed and hold waiting lists, so immediate contact with the providers is advisable.

### Breakfast Club

The Free Breakfast Club is popular. It is funded by the Welsh Government and runs from 8:00am to 9:00am. Children wishing to attend need to complete a registration form which is available to download from our website and hand it to the Breakfast Club Supervisor, **Mrs J Barnett**.

Last admittance to Breakfast club is at 8.30am.

All children attending are encouraged to eat the healthy breakfast that is available.

### After School Provision

The After School Provision is run by a private company called **Clwb Cwrt Rawlin** which is held on site. It runs from 3:30pm–6:00pm and is a payable service.

For any further details please contact:

**Katherine Watkins, Tel:** 02920 864780

**Email:** enquires@playworks-childcare.co.uk

**www.playworks-childcare.co.uk**

# Learning & Teaching

*Children make progress in learning more effectively when there is continuity of teaching between year groups and key stages. In Cwrt Rawlin, common principles and approaches exist for the following:*

## Learning & Teaching Methods

Teachers take considerable care to ensure that they achieve a sensible balance between teaching children as a whole class, teaching them in small groups and teaching them individually. They choose the learning style to fit the purpose of what is being taught and to meet the learning needs of the children.

Children's demonstrations are often used to develop their evaluation skills especially in physical education. Teachers intervene at strategic stages in lessons to make essential teaching points, to keep children focused on their work and to maintain a suitably brisk pace to the learning.

In addition to using talk as a medium for learning, teachers plan appropriate use of books, a range of IT, visits, first hand experiences and tasks that require children to handle materials. These strategies and techniques help ensure that learning and teaching is varied and enriching. Through systematic monitoring of the work in their classes, teachers know when to intervene and when to allow children to work on their own.

## Classroom Organisation

Classrooms are organised to ensure that the three broad styles of whole class, group and individual teaching take place efficiently and effectively. Great care is taken to present and display children's work attractively.

At the Summer Term, teachers share with parents the information about the class that their child will be in for the following year. Due to the admission number of 46 and financial constraints, there are a number of mixed age classes within the school, which has many positive effects upon social and academic progress.

## Testing and Assessments

Most of the assessment undertaken by the school is teacher assessment of the child. This is recorded in a range of ways and is developed by the Authority and the school, and held in teacher's folders. Also held is



a sample of the child's work as she or he develops in their own assessment folder. This information ensures progression through the school.

When a child enters school in Nursery, we undertake the LA recommended Baseline Assessment, directed by Welsh Government. This enables us to provide a clear picture of each child's abilities as they enter school. The school adopts the approach of "Assessment for Learning" and encourages the child and teacher to work in partnership to improve learning and teaching opportunities.

The school has developed procedures to reinforce peer and self-assessment from Foundation Phase to Year 6. The school has two tracking systems in place which allow the school to identify progress on a termly basis and also identify areas for improvement for each child. National maths and reading tests are done annually for all years from Year 2 to Year 6. These enable the school to form profiles of each child and of the year group. Then parents are informed of their child's results.

At the end of Year 6 and Year 2 progress in English, Maths and Science in KS2 and Language Literacy and Communication, Mathematical Development and Personal Social Development, Wellbeing and Cultural Diversity is assessed and reported upon to the Local Authority.

## Reporting to Parents

In the Autumn and Spring Terms you will be invited to discuss your child's progress with individual class teachers. In the Summer Term you are invited to view your child's work at an informal open evening.

An annual written report is sent out to all parents in July, together with teacher assessment levels at the end of Year 2 and 6. Each child in Year 2 to Year 6 will undertake National reading and maths tests in May of each year. The reports from these will be sent out to parents in the late Summer Term.

If you feel your child has any problems whatsoever that are likely to affect his/her life in school, please contact us immediately rather than wait for a parents evening to discuss the problem. Serious matters of concern should be referred to the Headteacher immediately.

### Communication with Parents

Monthly newsletters are emailed or sent home to keep you informed of events in school. The latest newsletter is available to download from the home page of the school website and previous editions can be downloaded from the newsletter page.

In addition, the Teachers2Parents texting and email system ensures parents can receive information electronically.

Twitter also provides a daily update for parents on school events. [www.twitter.com/@CwrtRawlinprim](http://www.twitter.com/@CwrtRawlinprim)

Please ensure we have up-to-date contact details for you at all times.



## Curriculum

### The National Curriculum in Wales

The National Curriculum provides your child with the opportunity to:

- Learn core skills in English, Mathematics and Science.
- Study other subjects which provide a sound foundation for their future.
- Receive a balanced and rounded education.

Your child will follow the National Curriculum through particular phases of his or her school career. These are:

- Foundation Phase (FP) which covers children aged 3–7.
- Key Stage 2 which covers those aged 7–11.
- Key Stage 3 takes children up to the age of 14.
- At these key stages/phases your son or daughter's progress will be measured against the Outcomes/Levels set out in the National Curriculum.

Primary education from Nursery to Year 2 is called The Foundation Phase. The curriculum is divided into Areas of Learning, which are: Language, Literacy and Communication, Mathematical Development, Personal Social Development, Wellbeing and Cultural Diversity, Creative, Physical Development, Knowledge and Understanding of the World and Welsh Language.

Primary education from Year 3 to Year 6 is called Key Stage 2. The curriculum is divided into a range of subjects with emphasis on the development of Literacy and Numeracy skills across the curriculum. The subjects are as follows; Welsh, Information Technology, Design



To find out more about the National testing please visit the Learning Wales website:  
[www.learning.gov.wales](http://www.learning.gov.wales)

& Technology, History, Geography, Art, Music, and Physical Education. As part of the curriculum your child will also study Religious Education and Personal, Social and Health Education.

### **The Literacy and Numeracy Framework (LNF)**

The Welsh Government implemented the Literacy and Numeracy Framework in 2013, it has been interwoven into the schemes of work and children are tracked in their literacy and numeracy skills progression across the curriculum.

Alongside the introduction of the framework, National tests in Reading, Numeracy (procedural) and Numeracy (reasoning) were introduced and are administered to all children in Year 2 to Year 6.

Parents receive a written report on their child's literacy and numeracy progression across the curriculum in the annual reports and also receive a copy of their child's reading and numeracy test scores, which show year on year attainment.

### **Foundation Phase (Nursery - Year 2)**

#### **What is the Foundation Phase?**

The Foundation Phase is about enhancing the learning experiences which enable children to be creative, imaginative and to have fun whilst learning. Children will be given more opportunities to explore the world around them and to understand how things work through engaging in relevant practical activities which are fun and enjoyable and relevant to their development stages.

The Foundation Phase places greater emphasis on experiential learning, active involvement and developing each child's:

- Skills and understanding.
- Personal, social, emotional, physical and intellectual well-being, so as to develop the whole child.
- Positive attitudes to learning so that they enjoy it and will want to continue with their education for longer.
- Self esteem and self-confidence to experiment, investigate, learn new things and form new relationships.
- Creative, expressive and observational skills to encourage their development as individuals with different ways of responding to experiences.
- Activities in the outdoors where they have first-hand experience of solving real-life problems and learn about conservation and sustainability.

#### **Learning in Foundation Phase**

In the Foundation Phase great emphasis is placed on developing your child's communication skills. Through appropriate focused activities your child will receive a solid foundation for the development of reading and writing.

It is imperative that all children learn how to communicate their experiences and discover how to listen and interact with others and the best way to learn these skills is by interacting with other children, peers and adults - enabling them to progress in their communication skills.





### **Seven Areas of Learning in the Foundation Phase**

The Foundation Phase has seven Areas of Learning, where stimulating structured play activities can be woven into the learning experiences. The curriculum is built around these seven areas to support and encourage your child's personal, social, emotional, physical and intellectual well-being and development.

#### **1. Personal and Social Development, Well-Being and Cultural Diversity**

This Area of Learning focuses on children learning about themselves, their relationships with other children and adults. They are encouraged to develop their self-esteem, their personal beliefs and moral values. The Foundation Phase supports the cultural identity of all children, to celebrate different cultures and help children recognise and gain a positive awareness of their own and other cultures. Children are supported in becoming confident, competent and independent thinkers and learners.

#### **2. Language, Literacy and Communication Skills**

This Area of Learning focuses on children being immersed in language experiences and activities. Their skills develop through talking, singing/communicating and listening. They are encouraged to communicate their needs, feelings and thoughts and retell experiences. Some children will communicate by means other than speech. Children refer to their intentions by asking questions, voicing/expressing opinions, reacting to situations and making choices through a variety of media. They are encouraged to listen and respond to others. They have opportunities

to choose and use reading materials, understand conventions of print and books and are given a wide range of opportunities to enjoy mark making and writing experience.

#### **3. Mathematical Development**

This Area of Learning focuses on children developing their skills, knowledge and understanding of mathematics by solving problems. They use numbers in their daily activities and develop a range of flexible methods for working mentally with number, in order to solve problems from a variety of contexts, moving onto using more formal methods of working and recording when they are developmentally ready. They investigate the properties of shape and sort, match, sequence and compare objects and create simple patterns and relationships. They use appropriate mathematical language to explain their reasoning and present their work in a variety of ways using objects, pictures, diagrams, words, symbols and ICT.

#### **4. Welsh Language Development**

This Area of Learning gives those children in schools where the main medium of education is English the opportunity of learning to use and communicate in Welsh to the best of their ability. Skills are developed through communicating in a range of enjoyable, practical planned activities and using a range of stimuli that build on and increase children's previous knowledge and experiences. The children's oral experiences should be used to develop their reading skills. They should listen to a range of stimuli, including ICT interactive software.



Children explore a wide range of stimuli, develop their ability to communicate and express their creative ideas and reflect on their work.

### **Outdoor Learning**

Indoor and outdoor environments that are fun, exciting, stimulating and safe promote children's development and natural curiosity to explore and learn through first-hand, real life experiences. The Foundation Phase will promote discovery and independence, and place a greater emphasis on using the outdoor environment as a resource for children's learning. We have a stimulating forest school area which is used to enhance learning.

### **How Will I Know If My Child Is Progressing?**

An initial assessment (Foundation Phase Profile) will be made when your child enters Nursery to determine what he or she can do and understand. This information will help to ensure that each child's first experience of education is appropriate to their stage of development and the activities and experiences planned for them will help them to move forward in their learning.

Staff will assess each child's progress through observing them in their everyday activities and use the information to plan the next stage in their development. You will receive a report each year on your child's progress in the seven Areas of Learning. At the end of the phase in Year 2, the report will include the teacher's assessment of your child's achievements during the Foundation Phase.

## **5. Knowledge and Understanding of the World**

This Area of Learning focuses on children experiencing the familiar world through enquiry and investigation. Children are given experiences that increase their curiosity about the world around them and to begin to understand past events, people and places, living things and the work people do. They learn to demonstrate care, responsibility, concern and respect for all living things and the environment. They learn to express their own ideas, options and feelings with imagination, creativity and sensitivity.

## **6. Physical Development**

This Area of Learning focuses on children's physical development. Enthusiasm and energy for movement is continually promoted through helping them to use their bodies effectively, by encouraging spatial awareness, balance, control and coordination and developing motor and manipulative skills. Children are encouraged to enjoy physical activity and their developing sense of identity is linked closely to their own self-image, self-esteem and confidence. Children are introduced to the concepts of health, hygiene and safety and the importance of diet, rest, sleep and exercise.

## **7. Creative Development**

This Area of Learning focuses on children developing their imagination and creativity through the curriculum. Their natural curiosity and disposition to learn is stimulated by everyday sensory experiences. Children engage in creative imaginative and expressive activities in art, crafty, design, music, dance and movement.

## **Key Stage 2**

### **English/Literacy**

English/Literacy skills are developed across the curriculum. English is central to each aspect of the curriculum. Throughout the school the children are given opportunities to extend and apply their language skills through topics and literature based projects. Good quality literature is used to generate a wide range of language activities, such as writing in a variety of forms for a variety of audiences, basic grammar activities, comprehension work and reading and drama exercises all of which relate to the National Curriculum orders.

In the Foundation Phase reading is based on the Oxford Reading Tree Scheme. This is supplemented by a variety of other material and good quality children's Fiction, Non-fiction and Poetry. To encourage fluency of reading and an enjoyment of books.

Children will bring home/school reading books to share and a book in which parent/teacher comments

can be made. Children will be encouraged to ask and answer questions about the content of the book, re-tell passages, predict endings and reflect on their own thoughts when reviewing the material.

KS2 children will be encouraged to read a wide variety of literature for their own interest and pleasure and for information. They will be introduced to progressively more challenging and demanding texts, they will be given opportunities to read independently, to share texts including play scripts and poetry and to read in groups and as a whole class. The school library gives the children opportunities to develop their research skills and become familiar with the organisation of books in libraries.

Phonic work/look and say methods are used in the school. Spellings are given regularly to be learnt at home and in the Foundation Phase and KS2 classes the look-say-cover-write-check method is used. These consist of high frequency words, spelling patterns, topic vocabulary and some arising from mistakes noted in childrens' work.

Handwriting is taught in all classes with the overall aim of encouraging every child to achieve neat, legible joined handwriting.

### **Mathematics/Numeracy**

Mathematics at Cwrt Rawlin Primary is taught in line with the National Curriculum and across the curriculum (LNF). The children experience a range of mathematical concepts and have the opportunity to learn through topics and published schemes. Teachers use a variety of teaching methods which enable the children to progress at their own rate, that is, class, group and individual. Children encounter different mathematical strategies to enhance their learning through problem solving, investigations and practical situations. Wherever possible, children experience mathematics in the real world. IT is also used as a tool to provide broad mathematical/numerical experiences.

### **Science**

Science in KS2 is taught using a variety of methods, for instance, cross-curricular topics and also more discreet scientific topics. All children are encouraged to develop their intellectual and practical skills through experimental investigative and science enquiry. All classes have access to a variety of resources and reference books.

### **Physical Education**

Physical Education plays an important part in the primary school curriculum. It contributes to the overall



education of young children by promoting physical activity and a healthy lifestyle.

Games and physical education are compulsory for all children except for those permanently excused on health grounds. Such cases must be supported by a medical note from your GP. Children suffering from minor ailments will be excused when parents request it.

Please help your child to enjoy these lessons by providing the appropriate clothing. Indoor lessons are performed in bare feet.

- Girls: Black leggings/black shorts and white T-shirt.
- Boys: Black shorts and white T-shirt.

For outdoor lessons, children require trainers and warmer clothing e.g. tracksuit and leggings.

All children have the opportunity to take part in games, gymnastics, dance and outdoor activities. At certain points of KS2, children are introduced to athletic activities and swimming. Children in Year 4 enjoy the swimming facility at the local swimming pool. All children benefit from the use of our sports hall facility during the school week with KS2 children having regular access to the hall during lunchtime break.

### **Religious Education**

The teaching of Religious Education at Cwrt Rawlin Primary School is part of the school curriculum. The main world religions are taught through a broad range curriculum.



RE topics are designed to complement other work in the class. The children will explore religion by expressing their own experiences through discussion, literature, music, writing and art. The Christian faith has the greatest emphasis in childrens' work. Daily worship often address additional aspects of the Christian faith and other moral issues.

### **Collective Worship**

A daily act of collective worship takes place in the school hall or in the classroom. All children take part in this important and valuable experience. If a parent wishes that their child be excused from collective worship they should see the Headteacher so that suitable arrangements may be made.

### **History**

The skills that the children develop are an awareness of time and the ability to sequence events. An underlying knowledge of the history of Wales, the United Kingdom and the wider world through story and legend and the familiarity of handling artefacts to deduce information about the past from them. Historical enquiry visits are organised to places of historical interest in both key stages.

In KS2 we foster an enthusiastic interest in history through a wide variety of learning activities, a range of historical visits and use of artefacts and pictorial evidence.

### **Geography**

Geography in the primary school is about stimulating childrens' interest in their immediate surroundings and is about fostering their sense of wonder at the beauty of the world around them.

Geography in the National Curriculum helps children to develop appropriate knowledge, understanding and skills through the study of themes and through the study of places.

### **Welsh/Cymraeg**

Cwrt Rawlin is committed to promoting Welsh as a second language. Opportunities are given to develop childrens' speaking and listening, reading and writing skills and to help them to develop an understanding of how language works. Children are also introduced to the history, art, music and geography of Wales and we aim to create a Welsh ethos through celebrating St David's Day, visiting places of interest in Wales and talking about Welsh personalities.

### **Cwricwlwm Cymreig and Welsh language development**

In developing a Cwricwlwm Cymreig the school will aim to ensure that children have experiences that raise their awareness of the importance of a sense of place and heritage, of the language and literature in the history and life of Wales and an understanding of the creative and expressive arts in Wales.

The school aims to develop childrens' Welsh Language skills. From an early age the Welsh language is used during lesson times and throughout the day. The school encourages a Welsh ethos by displaying signs in Welsh, through Welsh assemblies, through visiting musicians and artists speaking in Welsh and through the use of Welsh by staff around the school. Parents are welcome to discuss with the school how they can support their children's Welsh language development and promote positive attitudes.

### **Information Communication**

The children use a wide range of software and computers in the classroom and in the computer suite. Apple Mac computers and iPads allow children to develop their work in animation and media. Information Technology skills are used across the curriculum.

The school has an up-to-date and useful website for parents and children. Daily events are posted on Twitter, social media website to strengthen communication between home and school.

## Design and Technology

Design and Technology is taught to develop particular skills and by designing and making tasks which often have links with other curriculum areas. The children are taught how to use safely a range of basic tools and to experience working with a variety of materials including fabric and food.

Children are encouraged to develop their ideas, explore problem solving activities and to evaluate both their own work and that of others. They are given opportunities to work on their own and in a group situation.

## Art

Children are given opportunities to undertake a balanced programme of art. They learn about artists and craft workers, they explore a range of materials and tools working in two and three dimensions. They are encouraged to record from direct experience, memory or imagination. Children are taught as individuals, in groups or as a whole class as appropriate.

## Music

Music is taught to all children according to the National Curriculum. In both the Foundation Phase and KS2 children undertake activities within the areas of composing, performing and appraising. Within these activities children will explore, experiment with and extend their understanding of the musical elements - pitch, duration, pace, timbre, texture, dynamics, structure and silence.

## ESDGC-Education for Sustainable Development and Global Citizenship

The school has gained recognition as an Eco School receiving the highest platinum award. This is a European-wide project designed to encourage whole school action for the environment, through a commitment to raising awareness of environmental issues through activities linked to curriculum areas. The school promotes education for sustainable development.

At Cwrt Rawlin we aim to support and encourage children to:

- Explore and enquire into the links between society, economy and environment, and between our own lives and those of people throughout the world.
- Discuss and debate the needs and rights of both present and future generations.
- Find out about the relationships between power, resources and human rights.
- Develop an understanding of local and global

implications of everything we do and the actions individuals and organisations can take in response to local and global issues.

- Reflect on and evaluate their own actions and take responsibility for them.
- Celebrate cultural, religious and linguistic diversity and foster positive attitudes towards others who are different from us.

## Cultural Events and Activities

We shall aim to help the children's all-round development by providing a range of experiences that will help them appreciate some of the arts as well as the value of tradition. For example, school concerts, St David's Day, participation in musical festivals, theatre visits both locally and to London, visiting speakers and educational visits.



# Homework

*During their schooling, all children will undertake some work which is in addition to that done in the classroom.*

## The Parents' Role

The parent can help their children by encouraging and supporting them, checking presentation, handwriting and spelling, supporting what has been learnt in class, listening to reading and following the guide for parents in the child's reading record book.

We encourage you to ensure your child completes their homework to a high standard to include school handwriting and we would welcome parent commentary in the homework books.

## Guidelines for Reading

We want to foster a respect for books and a love and an enjoyment in reading, a key lifelong skill that we hope all children will develop over time. The suggestions below are a brief guide as to how you can support your child.

### Foundation Phase

We read for many different purposes for which we need to develop many strategies and skills. Please consider the following when reading in different contexts with your child.

- Choose a suitable time and place to share and read together.
- Read to your children as often as is possible a wide range of reading material e.g. Nursery Rhymes, Poetry, Fiction, Non-fiction etc. Don't be afraid to repeat texts. All young children love repetitive phrases that they can join in and it aids their reading development.
- Allow them to see you as readers.
- Very important to make the experience pleasurable. Learning to read is a very complex skill, little and often is best!
- Talk! Talk! Talk! Encourage the children to discuss pictures, the story, the vocabulary etc.
- Discuss title page, authors, illustrators. Develop key prediction skills e.g. What do you think the book is about? What do you think will happen next?
- Encourage children to use word building skills i.e. sounding out individual letters and blending letters together as well as the Look and Say method where children memorise key words.

- If you need further guidance please contact your class teacher.
- Aim to develop accuracy, fluency and expression over time taking note of punctuation as they read.
- Comprehension is key. Encourage your child to ask lots of questions and discuss text to ensure what is read is understood as we are reading for meaning.
- Ask your child their opinion about aspects of the book their likes/dislikes and ask the fundamental question, Why?

### Key Stage 2

We read for many different purposes for which we need to develop many strategies and skills. Please consider the following when reading in different contexts with your child.

- Choose a suitable time and place to read together.
- Endeavour to make the experience a pleasure not a chore.
- Even if accuracy, pace and expression are mastered encourage children to read aloud for others and themselves.
- Explore the vocabulary choices.
- Discuss the text to establish a good understanding of the literal and beyond. Good comprehension skills are key.
- Skim a text quickly to gain an overall impression.
- Scan a section of text to find a particular item of information.
- Read appreciatively, recognising the writer's skill in using ideas, techniques and effects.
- Read responsively and actively when predicting the course of narrative, argument, or following a set of instructions.
- Discuss themes within the text.

### Homework tasks may include:

- Work encouraging the children to pursue his or her own lines of enquiry.
- Preparation work for the following lesson.
- Creative tasks.
- Use of ICT for research.
- Factual or imaginative writing.
- Reading.
- Learning or revising.
- Mathematics work.
- Tables.
- Spelling.
- Fact finding.
- Illustration or map work.

# Learning Needs

## Children with Additional Learning Needs (ALN)

Cwrt Rawlin Primary school values the abilities and achievements of all its children, and is committed to providing, for each child, the best possible environment for learning.

## The ALN Aims of the School

- To ensure that all children have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all children requiring ALN provision as early as possible in their school career.
- To ensure that ALN children take as full a part as possible in all school activities.
- To ensure that parents of ALN children are kept fully informed of their child's progress and attainment.
- To ensure that ALN children are involved, where practicable, in decisions affecting their future ALN provision.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and children working together. We like to think that every child has additional learning needs and that these will be met by the education she or he will receive at Cwrt Rawlin. A child has additional educational needs if he or she has learning difficulties that call for additional educational provision to be made.

Our policy is based upon The Additional Learning Needs Code of Practice. We ensure that parents are notified when ALN provision is being made for their child.

The categories below reflect the requirements of the Code of Practice for additional learning needs. The children are placed on the additional needs list in the following categories:

- Moderate/general learning difficulties.
- Specific learning difficulties.
- Behavioural and emotional difficulties.
- Medical difficulties.

The children fall into the following support areas:

**SA (School Action):** An individual learning programme is set up with the parent and teacher.

**SA+ (School Action +):** Specialist services are involved with the child's specific and individual learning programme.

**Statemented:** The Local Authority assess and agree that the child will receive 1-1 support (hours dependent on needs).

An annual review takes place once a year to review progress.

## Admission of Children with ALN

The admissions criteria should not discriminate against children with ALN and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit children already identified as having special educational needs, as well as identifying and providing for children not previously identified as having SEN. Children with special educational needs but without statements must be treated as fairly as all other applicants for admission.' (Code of Practice 1:33)

## Inclusion

This policy builds on our school inclusion policy, which recognises the entitlement of all children to a balanced, broadly based curriculum. Our ALN policy reinforces the need for teaching that is fully inclusive. The Governing Body ensures that appropriate provision will be made for all children with ALN.

## Looked After Children (LAC)

The member of staff with responsibility for Looked After Children (LAC) is the school's ALNCO, Mrs C Davies, the Governor with responsibility is Mrs C Bailey.

The aim is:

- To improve the educational outcomes for Looked After Children and young people.
- To support Looked After Children (children in care) to do well in school and maintain their foster placements.
- To liaise with all other agencies i.e. Health, Education, and Social Services to promote their well-being.

## School Accessibility Plan

The school will:

- Ensure that any new building work planned takes account of the needs of children and young people with disabilities and, where appropriate, staff and other members of the school community and other site users.
- Ensure an access audit has been completed and advice received.
- Incorporate minor building works in the school

planning and budget as identified in the completed audit.

- On a planned, strategic basis continue to progressively embed good practice within the school so developing an inclusive ethos.
- Continue to provide specialist aids/equipment to meet the needs of individuals.
- Acquire training and advice to governors, teaching staff and non-teaching staff including care-takers and another groups within the school.
- Continue to maintain up-to-date information about the number of children and young people with disabilities in the school.
- Anticipate the types of problems that could arise.
- Consider overcoming a physical problem by - removing it, altering it or avoiding it.
- Improve the physical environment of the school to increase equal access of school facilities to all users.
- Provide physical aids including equipment that assists access to education.
- Work collaboratively with other agencies to support access and inclusion.

### More Able and Talented (MA&T)

Sometimes a child shows a particular ability or talent in an area of the curriculum or in an extra-curricular activity such as sport or music.

When children are identified, the school will aim to support that child and the family in any way it can by providing specifically differentiated activities and opportunities, offering advice, supporting out of school for training or consulting specialists in the field if deemed appropriate.

A bank of resources for more able and talented children are available to staff. Teachers use teaching assistants to help support the learning development of those children who are identified as MA&T and the senior leadership team coordinate this area and provide support for groups of identified children.

The Governors give much importance to this part of the school and are given regular reports by the Headteacher on the subject. Mrs C Bailey is the governor with responsibility for additional learning needs.

A whole school policy has been drawn up and is available for parents.



## School Clubs

### Extra-Curricular Activities

The school is committed to providing a range of extra curricular activities. We recognise that education does not just occur in the classroom and hope that the programme on offer extends, enhances and enriches the school's education provision and therefore our children's experiences.

These clubs are run by staff and outside providers, on occasion, some of these clubs will be chargeable. A full list of clubs is available at the start of the Autumn and Summer Term, but include: Gymnastics/Street dance, Cookery, Welsh Dancing, Recorder, Art, Dance and Drama, Rugby, Football, Environmental Club, Computer Club, Netball, Games and Choir.

### Sporting Aims

Cwrt Rawlin is a very active school and sport plays a significant part in school life. Physical Education (PE) is a national curriculum subject and is taught to all children twice a week.

Other sporting opportunities are given to older children who can represent the school in many team sports. Boys and girls can participate in skills sessions for football, rugby and netball. The netball and football team enters the County leagues. The football and rugby teams play interschool matches. There is a tradition of great enjoyment and success in these events.

The Year 4 children attend a three-week swimming course during the year which develops their confidence and competence in swimming.

The school has good facilities including attractive grounds, a sports hall used for winter and summer sports and two playgrounds marked with playground games.

# A Healthy School

*Cwrt Rawlin is a Healthy School and has recently attained its Healthy Schools award. This year 2015-16 we are aiming for our National Level award.*

Fruit tuck runs throughout the school and children are encouraged to have fruit each day as part of their healthy snack. Welsh Government fund milk for the Foundation Phase children and any children in KS2 who wish to have milk can purchase it. All children have regular access to water throughout the school day.

## School Meals

A well prepared meal is available cooked in our own kitchen by our cook and her assistant. Our school meals comply with the Welsh Government's 'Appetite for Life' guidelines and comprises of fresh produce.

The charge for this is £1.90 per day for all children. Payment should be made in advance, weekly, half-termly or termly. It helps us greatly if the week's money is brought to school on Monday of each week. Cheques should be made payable to Caerphilly County Council, and the child's name should be written on the back.

If you are receiving income support, your child is entitled to a free midday meal at school. Mrs Smith, school administrator would be happy to help you with the details of this.

Children are also welcome to bring in a healthy packed lunch.



# Friends of Cwrt Rawlin

*Our Parent Teacher Association, the Friends of Cwrt Rawlin meet regularly to arrange fund raising events and support school activities.*

All parents are welcome to attend the meetings and offer suggestions. We are grateful for the work of all parents involved in the Friends of Cwrt Rawlin and work with them to raise much needed funds for the school and its children.

To find out more about the Friends of Cwrt Rawlin, please contact: Mrs Flowers c/o Cwrt Rawlin Primary  
Tel: 02920 807070.

# School Uniform

For all uniform queries please ask at the office for further details. Uniform consists of:

- Grey trousers, pinafore dress or skirt.
- White or yellow polo shirt.
- Green sweatshirt/cardigan with the school logo.
- Black shoes.

In the summer months, grey shorts and a checked green dress can be worn.

## PE Lessons

Children are to wear a plain white t-shirt and black shorts or leggings with trainers.





## Child Voice/ Participation

We encourage as many children as possible to become involved in school activities which give them greater knowledge and insight into the world around them.

We have an Eco committee, Schools Council, Siarad Cymraeg group and Junior Road Safety Officers (JRSOs).

All children are fully involved in aspects of the schools improvement and represent other children within the school. Each year we support a range of local, national and international charities.

## Schools Council

The Schools Council is representative of children from Year 1 to Year 6 and is elected at the start of every academic year.

They identify areas they want to develop within the school and ask their friends for ideas to bring to school council meetings to discuss. They focus not only on areas of the school they would like to develop but also decide on charities that they wish to support throughout the year.

## Home-School Agreement

### 1 The Parents:

I/we shall try to:

- See that my child goes to school regularly, on time and properly equipped.
- Notify the school when my child is absent.
- Support the school's policies and guidelines on Discipline and Behaviour.
- Support my child in homework and other opportunities for home learning.
- Let the school know about any issues that might affect my child's work or behaviour.
- Attend parents' evening and discussions about my child's progress.
- Get to know about my child's life at school.

### 2. The School will:

- Provide a broad and balanced curriculum that meets the individual needs of your child.
- Help all children to acquire the skills of literacy, numeracy, problem solving and information technology so that they become effective learners.
- Ensure that your child has the opportunity to achieve their full potential as a valued member of the school community.
- Contact parents if there is a problem with attendance, punctuality or equipment.
- Set, mark and monitor homework.
- Send home assessments as part of homework and an annual report.
- Arrange Parents' Evenings at an appropriate time during which progress will be discussed.
- Ensure that all complaints are handled sensitively and responded to appropriately, sometimes in writing in line with the school's complaints procedure.
- Keep parents informed about school activities through regular letters/emails/texts, news-sheets and notices about special events.
- Encourage a sense of responsibility in caring for the school environment, and in the wider community the local parks and garden areas.

### 3. The Child:

I shall try to:

- Attend school regularly and on time.
- Bring all the equipment I need every day.
- Be tidy in appearance.
- Do all my classwork and homework as well as I can.
- Be polite and considerate to others.
- Respect my environment.

# Policies

## Complaints Procedure

Cwrt Rawlin Primary School is committed to dealing effectively with complaints. We aim to clarify any issues about which you are not sure. If possible, we will put right any mistakes we have made and we will apologise. We aim to learn from mistakes and use that experience to improve what we do.

Our definition of a complaint is “an expression of dissatisfaction in relation to the school or a member of its staff that requires a response from the school”.

This complaints procedure supports our commitment and is a way of ensuring that anyone with an interest in the school can raise a concern, with confidence that it will be heard and, if well-founded, addressed in an appropriate and timely fashion.

When you have a concern or wish to make a complaint we will usually respond in the way we explain below. Sometimes you might be concerned about matters that are not decided by the school, in which case we will tell you who to complain to. At other times you may be concerned about matters that are handled by other procedures, in which case we will explain to you how your concern will be dealt with.

If your concern or complaint is about another body as well as the school (for example the local authority) we will work with them to decide how to handle your concern.

If you are approaching us for the first time you should give us a chance to respond. If you are not happy with our response then you may make your complaint using the procedure we describe below. Most concerns can be settled quickly just by speaking to the relevant person in school, without the need to use a formal procedure.

We believe that all complainants have a right to be heard, understood and respected. But school staff and governors have the same right. We expect you to be polite and courteous. We will not tolerate aggressive, abusive or unreasonable behaviour. We will also not tolerate unreasonable demands or unreasonable persistence or vexatious complaining. We will consider all your concerns and complaints in an open and fair way.

Please see the complaints process and policy on the school website [www.cwrtrawlinprimary.co.uk](http://www.cwrtrawlinprimary.co.uk)

## Charging Policy

Each term, we take classes on visits that are of educational and social value to the children. These range from a visit to Caerphilly Castle, a week's attendance at a residential site and a visit to Newton. Under the relevant Education Acts, the school has had to agree a policy on charging for school activities. The Governing Body has drawn up a policy statement of which the main points are:

1. For any activity-taking place mostly outside school hours, we will charge parents the cost of the activity.

2. For any activity-taking place mostly within school hours, we will ask for a voluntary contribution from parents. No child can therefore be excluded from the activity because their parent is

unable to or has decided not to pay. Parents will understand though, that unless sufficient contributions are received, it might be impossible to proceed with the activity.

3. Parents receiving benefits and who are on FSM can request in writing financial support from the Governing Body in the funding of residential trips in Year 6.

4. Withdrawal of funding from the Local Authority Schools Music Service has meant that from 2016–2017 the school is no longer able to provide free peripatetic tuition on musical instruments. The Governing Board has decided that tuition of musical instruments can be provided at the school but there will be no subsidy of funding by the school so the cost must be met by the parents of those children receiving it.

## Child Protection/Safeguarding

The school has statutory duty under the Children Act 1989 and the Education Act 2002 to safeguard and promote the welfare of children.

The Governing Body of Cwrt Rawlin is committed to practice, which protects children from harm, and as such, staff and regular volunteers are DBS checked. We accept and recognise our responsibilities to develop awareness of the issues, which cause children, harm and to protect our children from all forms of abuse.

As such, staff will report any concerns they may have about children, to the school's child protection/safeguarding co-ordinator, Mrs T Lloyd, Headteacher or the deputy child protection co-ordinator, Mrs E Perkins. The Governor responsible for Child Protection is Mrs C Bailey. The school has a detailed and comprehensive Safeguarding and Child Protection policy, which is reviewed with all staff. The Headteacher also leads training in this area.

To safeguard staff we also have a staff wellbeing policy, which is reviewed annually to ensure their continued wellbeing. The health and safety policy details security of the school building and the children whilst on school property. The policies above are available on the school's website.

## Equal Opportunities

Cwrt Rawlin Primary School recognises that people have different needs, and aims to provide equal opportunities for all, in accordance with our equal opportunities statement.

Education is concerned with the development of the potential of young people within the context of an agreed framework. At Cwrt Rawlin Primary, discrimination of any kind and on any basis is unacceptable. We consider all children to be of equal worth. We aim to provide each child with the best possible opportunities for his or her future.

It is, therefore, the policy of the school to ensure equality of opportunity for all its children, parents, employees and governors, irrespective of race, ethnicity, nationality, colour, cultural background, language, religious or political beliefs, gender, marital status, family circumstances, socio-economic status or role within the school, sexual orientation, disability, age, HIV or AIDS status and any other grounds or conditions which cannot be shown to be justifiable.

Cwrt Rawlin Primary is fully committed to equality of opportunity in education and will undertake the implementation of strategies

to achieve this. The equal opportunities policy can be found on the schools website.

### **Disability Equality**

Cwrt Rawlin Primary School is an inclusive school which encourages the full involvement of children and members of the school, parish, local and wider community with disabilities. Parents, carers, staff, governors with disabilities or anyone who has children with disabilities are encouraged to share their knowledge, understanding and concerns with us so that we can further improve our service to them. We welcome opportunities to discuss any issues by making an appointment with the Headteacher at any time.

A disability access audit has been undertaken by the LA and the Governing Body has formulated an access plan in accordance with the requirements of the Disability Discrimination Act 2002. This along with the schools Disability Equality scheme is available on request from the school administrator or Headteacher.

### **Code of Behaviour**

The Governing Body have school policies on Code of Behaviour and Anti-Bullying. A copy of each policy is available on the school website for all parents and a copy of each has been given to all members of staff (both teaching and non-teaching), and to all helpers. The aim of the policies is to promote the security, happiness and the opportunities for the children to develop naturally, and it clearly states that bullying has no place in Cwrt Rawlin Primary.

The policy seeks the support of parents in maintaining high standards of behaviour by the children on the way to and from school, as well as seeking to promote those standards while the children are in the care of the school. The emphasis at Cwrt Rawlin is on the development of self-discipline and mutual respect. The school enjoys a family atmosphere and our children are generally very caring and well behaved. The policy emphasises that in promoting the highest standards of behaviour the school will seek to reinforce what the parents are already teaching their children.

Children revise the school rules each year, which are clearly displayed around the school and are in every classroom. Namely, "Be ready, Be respectful, Be safe". In class these rules are followed along with other class positive behaviour strategies. Children are also awarded stickers and weekly certificates for good behaviour, courtesy, effort and other achievements both in and out of school. We are looking to develop well-rounded citizens who are equipped to enter the world outside of Cwrt Rawlin Primary.

### **Anti-Bullying**

Our Anti-bullying Policy provides clear guidelines for staff, children and parents who encounter bullying behaviour and it is available from school upon request. The Headteacher, staff and governors of Cwrt Rawlin Primary recognise that all children, regardless of individual differences, have an entitlement to a caring, understanding and sympathetic learning environment and to create and maintain such an environment is one of the main priorities of the school. The School Council has a role to play in maintaining good behaviour and discouraging bullying and this is made clear to all children.

Children are encouraged to report incidents of bullying or intimidation to a member of staff, a parent or a member of the School Council and most children feel confident to use this approach. If, however, you feel incidents have not been reported, we would be grateful if you would alert us to them. If a child is experiencing any form of bullying at school it affects upon the whole family, and we would prefer to know about any problems, however minor, as soon as possible to avoid further distress.

### **School Premises and Security**

We have a Health and Safety officer that meets with the Headteacher and caretaker to undertake internal and external inspections and assess any possible risks for children, staff and any visitors on site. Our caretaker also undertakes weekly inspections of the site. Security systems are in place for the main entrance. The gates to gain access to the school are opened and locked each day they ensure that no access is available to the playground or school during the school day. Staff wear identification badges and children are reminded of the school rules to ensure their own safety. We have three cleaners from the Local Authority cleaning team who work daily, cleaning all areas of the school, including the toilet areas in the main school and sports hall.

### **Personal and Social Education/Sex Relationships Education**

The school's Personal, Social and Sex Relationships Education policy has been agreed by the Governing Body, which has the duty to ensure that this is then carried out in school. The content of the curriculum will reflect a pattern of objectives and balanced facts, including relevant legalities, comprehension of a range of sexual attitudes, exploration of personal attitudes and the cultivation of informed, reasoned and responsible decision making. Teaching about the physical aspects of sexual behaviour should be in a clear moral framework and will emphasize self-restraint, dignity and respect for themselves and others.

The school uses a programme called PATHS. The Sex Relationships Education lessons are delivered by the school nurse and teachers. Sex Relationships Education forms an integral part of every child's general development and will be adjusted to meet the different age groups of children. It will therefore be considered as part of a planned and co-ordinated programme of health education and reflect the moral and ethical values involved.

Parents are given the opportunity to view the materials prior to lessons and for a discussion of these to take place. Parents have the right to withdraw their children from these lessons. Please see the Sex Relationships Education policy for further details.





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