

Headteacher: Mrs Sophie Notley Deputy Headteacher: Miss Nicole Shapley Assistant Headteacher: Mrs Lisa Thomas

School Prospectus

Updated 2026



FOOD HYGIENE RATING 5
ACHIEVEMENT FOR ALL
ICT MARK ACCREDITED
360 degree safe
COMMITTED TO SAFETY ONLINE
Eco-Schools
LESSONS Low Energy Sustainable Schools
RIGHTS RESPECTING SCHOOLS unicef
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Coed Glas Primary School, Llanishen

School Prospectus

Contents

1	General information
2	‘The best thing about our school’
3	Headteacher’s Welcome
4	Curriculum and Organisation
5	Inclusion
6	School Policies
7	Pupil Wellbeing
8	School Term Dates
9	School Staff
10	Governors
11	School comparative reports

1. General Information

School Details

Address: Tŷ Glas Avenue
Llanishen
Cardiff
CF14 5DW

Telephone: (02920) 754 862

E-mail *(administrator)*: hannah.bryan@cardiff.gov.uk
Website: coedglasprimary.co.uk



Key persons

Headteacher:	Mrs S Notley
Chair of Governors:	Mr K Pritchard
Family Liaison Officer:	Mrs J Belcher

School Hours

AM Session	8:55am - 12 noon
PM Session	1:00pm – 3:30pm

Local Authority

Address: Cardiff County Council
County Hall
Atlantic Wharf
Cardiff
CF1O

Telephone: (02920) 872087

Coed Glas Primary is an English medium, co-educational, community primary school, opened in 1960, for children aged three years to eleven years. The school has a Nursery Unit which can accommodate 40 pupils in each of the morning and afternoon sessions (admitted at 3 years plus).

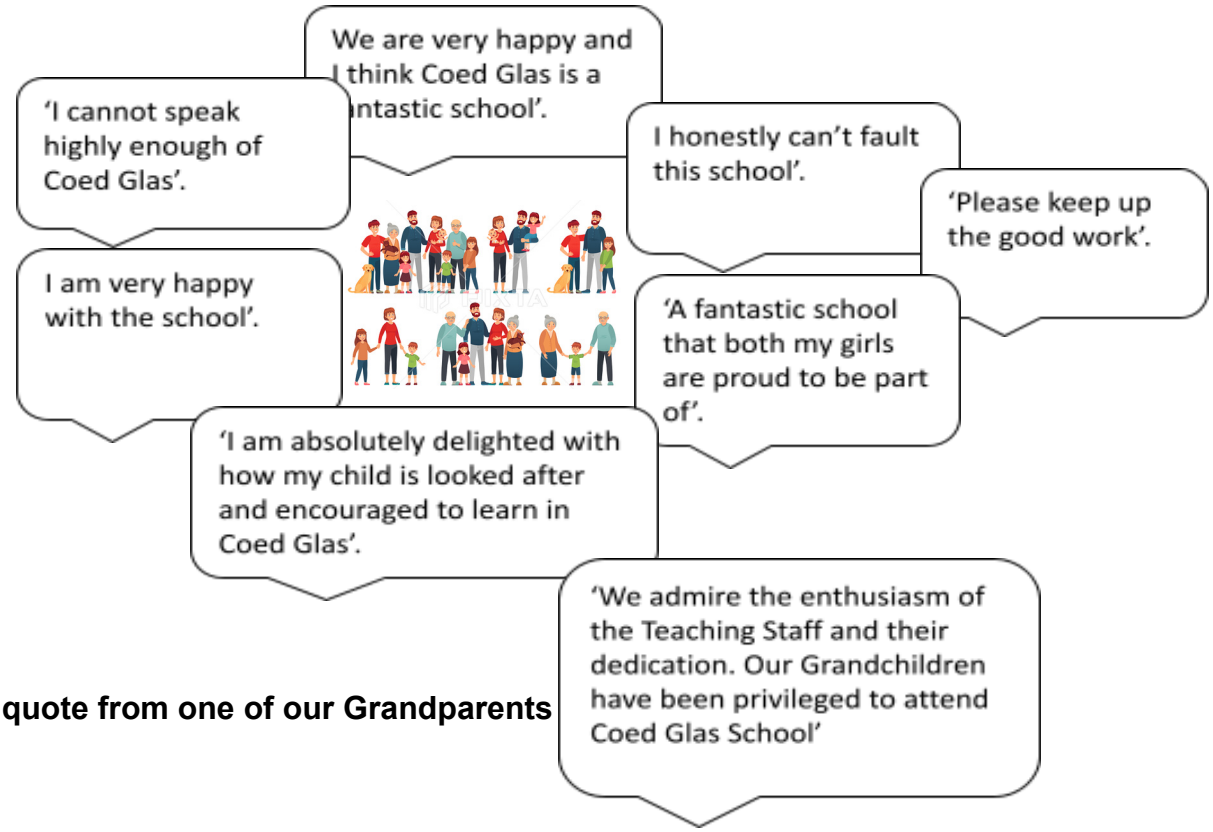
Both children who transfer from the Nursery Unit and those who are admitted as direct admissions join the Reception Class in September, at the commencement of the school year in which they attain their fifth birthday. All Foundation Phase pupils transfer to the Key Stage 2 Department, in the September that follows their seventh birthday.

2. 'The best thing about our school is…….'

The following comments are from the children currently in our school. They were asked to finish the sentence 'The best thing about our school is…..'



Some comments from our parents and carers



And a quote from one of our Grandparents

Our school vision:

Wellbeing is at the very heart of everything we do at Coed Glas. We will provide a safe and inclusive environment where everyone will be welcomed, celebrated and can thrive. We will ensure a culture of mutual respect and acceptance, where each child is nurtured and supported as they grow into grounded, compassionate individuals with open eyes and kind hearts.

We believe in the power of values and will empower our children to fulfil their potential as kind and respectful members of the community. We will lead by example and encourage each other to make a positive difference.

We will inspire and motivate our children by developing a contemporary and relevant curriculum, fostering a lifelong love of learning and self development . We will ensure our learning environments are places which inspire curiosity and creativity, where a growth mindset is encouraged and where staff are highly skilled in supporting all children.

Quite simply, everything we do is designed to serve the needs of our children, our colleagues and our community.

3. Headteacher's welcome

Croeso i Ysgol Gynradd Coed Glas, welcome to Coed Glas Primary School.



We would like to extend to you and your family, a warm welcome to the community of our school. Whilst your child is with us, we will do our utmost to ensure that they are happy and secure and will benefit from the best possible standard of education which we can offer.

The whole school community is extremely proud of the reputation Coed Glas has for offering an exceptionally good all-round education for the children. We set out to provide opportunities for all children to achieve and reach their potential. We provide a broad educational experience which recognises the need for children to grow up at a healthy pace and to have a balanced diet of academic, social, cultural, physical and spiritual experiences. Coed Glas is a friendly school, with warm and positive relationships between staff, pupils, parents and carers. We have a large, open setting and good facilities to support the busy and exciting lives our pupils lead.

We gained UNICEF's Rights Respecting Schools Gold Award. This award recognised the schools' work in promoting the United Nations Charter for the Rights of the Child. In particular, we promote the following Articles:

Article 3 *All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.*
Article 24 *You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment and information to help you stay well.*
Article 29 *Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people*

School life should be fun and fulfilling and every child should have the experience of being valued individually, understood and encouraged by their teachers, supported where necessary and challenged to fulfil their potential. Parents/Carers too should feel fully involved in their children's school lives, with a genuine partnership between home and school, and excellent communications to achieve the very best for our pupils. The Parent Teacher Association is integral to this partnership, as is the open door policy we operate.
We strive to live by and encourage the values chosen by the whole school community.

The learning environment is purposeful, creative and challenging. There is a strong emphasis on the acquisition of secure basic skills in English, Mathematics and Digital Competence and the development of good learning skills. We provide an environment which promotes and reflects the culture, heritage and language of Wales and celebrates the cultures reflected within our community. We believe that pupils learn best when they participate actively in lessons, with a real sense of challenge and authenticity.

We strive to ensure that physical recreation is an integral part of life at Coed Glas. Children have the opportunity to participate in PE lessons each week as well as being able to enjoy the physical experiences as part of the school's extra curricular provision. We actively promote healthy lifestyles by encouraging healthy eating, physical exercise and emotional well being. Every fortnight each class has a Green Classroom day. Children actively take part in outdoor learning from using The PlayShack to building planters for the school grounds.

Your child will be encouraged to use their imagination, and will develop the confidence to be creative in art and music as well as participating in performances. There will be many opportunities for your child to get involved, through regular clubs, performances and music.

Our school Pupil Groups play an important role in Coed Glas. These groups are closely involved in the school and have a strong voice in whole school decision making. They ensure that pupils' ideas and views are valued and help to engender an atmosphere where everyone works together. These groups also give pupils an opportunity to develop leadership, decision making and teamwork skills that will benefit them during their time in school and beyond.

Should you have any problems, questions or queries we will gladly discuss these with you. Please contact the school to make a mutually convenient appointment with the Headteacher. This booklet has been produced to provide you with detailed background information about the school and how you can best help your child. Parents and carers are most welcome to visit the school prior to admission. We will invite parents of reception aged children to an induction meeting in the summer term prior to the children starting in reception. Parents and carers of children transferring to the school should contact the Headteacher who will arrange a pre admission meeting and tour of the school.



Mrs Sophie Notley

HeadTeacher

4. Curriculum and Organisation

The children are taught in mixed ability classes and some mixed-aged classes. Each year group consists of either one, two or three classes, each following a parallel programme of study. A combination of class, group and individual learning is employed at different times in all classes depending upon the needs and circumstances.

Curriculum Storyboards



Curriculum
At Coed Glas we have designed a bespoke curriculum that is suitable for all children and will enable them to realise the **four purposes**. These four purposes will be the foundation of everything your children learn. All children will be supported to be:
Ambitious, capable learners who are ready to learn throughout their lives.
Enterprising, creative contributors who are ready to play a full part in life and work.
Ethical, informed citizens who are ready to be citizens of Wales and the world.
Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.
The new curriculum is broad and balanced and includes learning opportunities within and across the six ***Areas of Learning and Experience*** (AOLEs): Languages, Literacy and Communication, Mathematics and Numeracy, Science and Technology, Humanities, Expressive Arts and Health and Wellbeing. Children's learning focuses on things that matter for them now and in their future. Each area of learning and experience has '**Statements of what matters in learning**'. They help children and teachers to think about what they are learning and to see how topics or concepts link to each other, to work and to life. An emphasis is placed on making connections in children's learning. At Coed Glas children learn through authentic learning experiences. Educational visits and family events are an important part of the curriculum. Children benefit from many outdoor learning opportunities within our vast grounds making use of individual outdoor areas across progression steps 1-2 and also our forest school area, field, wooded area and edible playground.
Important life skills are developed throughout children's time at Coed Glas including:
Developing Creativity
Critical thinking and problem solving skills
Personal effectiveness
Planning and organising skills.

In **Early Years (Progression Step 1)** children are encouraged to play and be curious in an environment that is an extension of home. They have opportunities to investigate, explore and be imaginative with real and authentic materials and resources, both indoors and outdoors. Skilled, experienced adults help them to learn about the natural world around them as they 'Seize the Season' and develop a true love of learning.

In **Year 1 to Year 3 (Progression Step 2)** children learn in a variety of ways including through inquiry and authentic experiences. Play continues to be an important element of their learning as they apply their skills

and reinforce their previous learning within the areas of continuous provision in the classroom and outdoor areas. Their thinking is enhanced by skilled, experienced adults who enthuse and challenge them.

In **Year 4 to Year 6 (Progression Step 3)** children continue to learn in a variety of ways with growing independence through inquiry and authentic learning opportunities. Break-out learning spaces provide children with further opportunities to work in different ways and to continue developing their independent learning skills.

The skills of literacy, numeracy and digital competency are fundamental for learners to succeed and we ensure that these skills underpin our curriculum.

Languages, Literacy and Communication

Reading for pleasure is a focus and children of all ages enjoy developing comprehension and language skills through discussion of carefully chosen picture books as well as taking part in Guided Group Reading in small groups.
Children follow a highly effective phonics and early literacy scheme called 'Read, Write, Inc.' We encourage children to read at home daily. Creative writing, poetry, grammar, comprehension, spelling, drama, handwriting and oral work all feature. As citizens of a multilingual world children at Coed Glas learn to make connections between languages. As well as English and Welsh, British Sign Language is learned and home languages are celebrated.

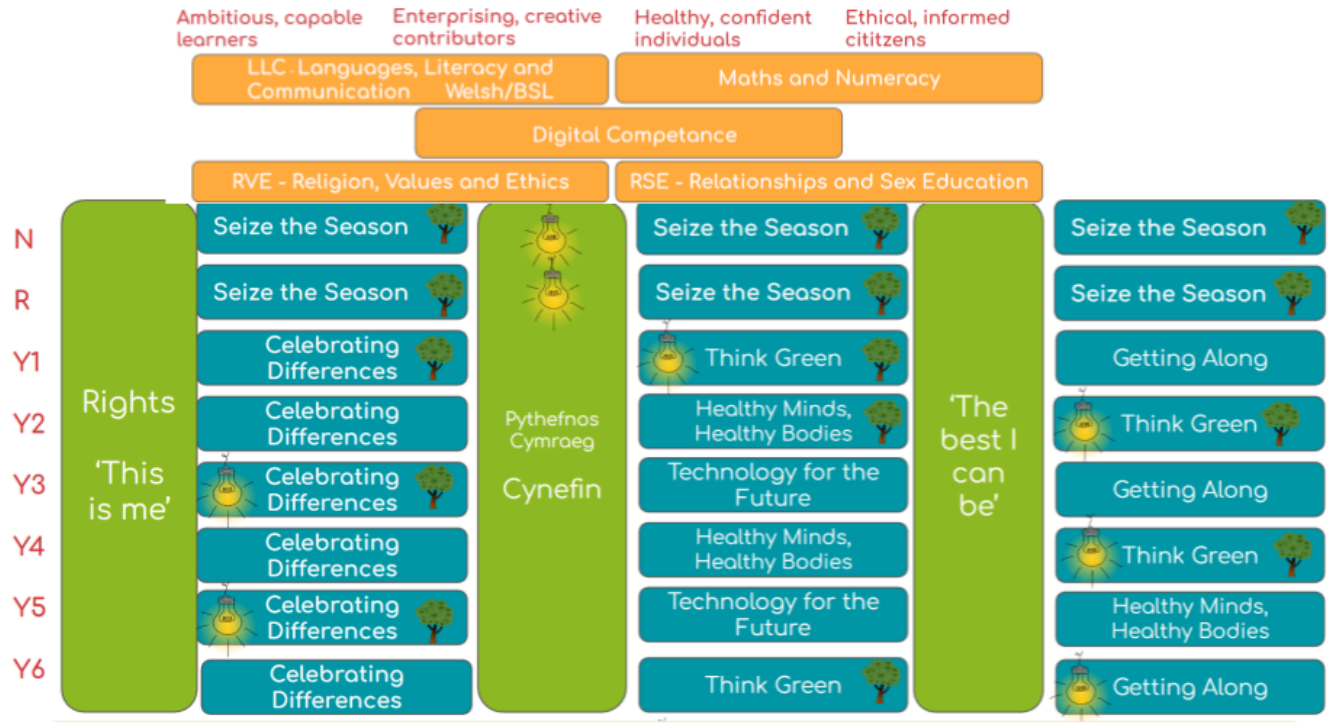
Mathematics & Numeracy teaching is based on a Mastery approach which allows all children to succeed. To deliver our approach we use Big Maths as our primary resource. Each child completes a daily whole class CLIC session in which they learn, develop and consolidate a range of number skills. Children also have a daily maths lesson in which these skills are used across the wider maths curriculum.
Each child will complete weekly Big Maths assessments which track their progress and highlight their learning needs for their teacher. Children will also be given opportunities to develop their numeracy across the curriculum by applying their skills in other areas of learning.

Learning Projects

At Coed Glas Primary School we develop Learning Projects which inspire our children to achieve the four purposes.
We follow an inquiry based learning approach where learners are supported to investigate questions and problems collaboratively, developing their understanding of key concepts together and applying their learning to real life situations by 'taking action'. We provide opportunities for learners to apply their numeracy, literacy and digital skills across their project work.
Our conceptual based curriculum identifies five main challenges that children will learn through. These are

- Celebrating differences
- Think Green
- Healthy minds, healthy bodies
- Getting along
- Technology for the future

This grid details the projects the children may participate in, during the academic year.



Relationships and Sexuality Education (RSE)

The school aims to ensure that a comprehensive and well-planned programme of RSE is given to our pupils in order to help them cope with their physical, emotional, moral and spiritual development. The RSE programme will equip children with the skills and knowledge to make responsible and informed decisions.We aim to teach RSE holistically and in an age appropriate way adhering to the RSE code RSE Code. We will cater to the needs of our children ensuring Pupil Voice is also paramount to our curriculum.

The RSE Code is issued in legislation under Section 8 of the Curriculum and Assessments (Wales) Act 2021, and clearly states the legal mandatory requirements for RSE which schools and education provisions have to deliver. Key points are:

- RSE is mandatory for all learners from ages 3 to 16 in Wales.
- Parents/carers will no longer be able to withdraw their child/young person from RSE in line with the roll out of the new curriculum.
- Using supportive guidance, schools will design their own RSE Curriculum
- The RSE Curriculum must be developmentally appropriate for learners.
- The RSE Curriculum must include learning that develops learners' awareness and understanding of different identities, views and values and a diversity of relationships, gender and sexuality, including LGBTQ+ lives.

We teach children about the above through the Jigsaw scheme which ensures age appropriate material is delivered and covered:

Jigsaw provides us with a fully planned and resourced Health and Wellbeing Foundation Phase & KS2 Programme for Welsh Primary Schools that integrates emotional, social wellbeing and health in an easy session per week. Please see the link for each year group's overview: https://f.hubspotusercontent20.net/hubfs/20064624/UK-3-11-Snapshot-Overview-Map%20(1).pdf?__hstc=&__hssc=&hsCtaTracking=3c57054b-6cff-40b3-8949-ddbdbf3675df%7Cedb4b90b-1f85-42b3-b8ed-7b3d93f42c43 . We as a school will always work in partnership with parents and carers, informing them of the content of our RSE programmes.



Educational visits are organised for the children to enrich the class topic being studied. We feel that these visits offer excellent opportunities for the children to develop their understanding of the topics they are learning. Parents are always informed of these visits and asked to give voluntary financial contributions, without which they could not be made. Families in receipt of Free School Meals are eligible for a £50 bursary towards both of the residential visits.Year 6 pupils enjoy a residential visit to Storey Arms near Brecon, where they have the opportunity to take part in a variety of outdoor and adventurous activities.

Cymraeg

As Coed Glas is an English medium Primary school the curriculum is delivered in English and the children are taught the Welsh language in a dedicated lesson each week. In addition to this, time is devoted each day to practising Welsh conversation and key phrases.

We have a strong commitment to bilingualism. This means that both staff and pupils are encouraged to use the Welsh language patterns that they have been taught at every possible opportunity throughout the school day. This includes teaching some other key vocabulary in other subject areas and pupils responding to familiar phrases and instructions given in Welsh. We encourage both staff and pupils to use Welsh as an informal means of communication whenever possible.

A positive approach to the Welsh language and culture is promoted through our annual St David's Day Eisteddfod where our pupils take part in competitions, prepare performances of songs and poetry in Welsh and enjoy traditional Welsh food and folklore. We hope to inspire a strong sense of Welsh identity within our pupils and a pride in the country in which they live.

Cardiff County Music Service provides music tuition should children want to take up this offer. **To register for lessons and information about cost please use the following link:** https://www.cardiff.gov.uk/ENG/resident/Schools-and-learning/Schools/cardiff-and-vale-music-service/registration/Pages/default.aspx

Sport

Our pupils' physical and mental well being is at the heart of our PE curriculum and each week, every class takes part in a dynamic, skills based sport lesson from the Real PE Scheme. They are challenged to be physically active, solve problems and work as part of a team, with an emphasis on skill acquisition and fun. Throughout the year, and to complement the class based inquiries, the pupils will try dance, gymnastics, games, outdoor learning, swimming (in Key Stage 2) and athletics.

In addition to the curriculum lessons, the pupils in both Foundation Phase and Key Stage 2 are given the opportunity to take part in a wide range of sporting after school clubs. These include, football, multisports, rugby, netball, cricket, baseball, dance, athletics and archery. We place a strong emphasis on inclusion for all, encouraging our pupils to enjoy the activity and gain valuable opportunities to compete against other schools in competitions. There is also an extensive range of non sporting after school clubs available for the enjoyment of our pupils.

Our Sports Day is held annually and is the culmination of the pupils skill development throughout the year. To engage and involve the pupils, and ensure enjoyment for all, the pupils often invent their own events and rules, choosing to compete as individuals, as a team or as a class. This has been highly successful and ensures that our pupils are healthy, confident individuals.

Religion, Values and Ethics

Each class in the school is taught Religious Education every week. The teaching of Religious Education encourages and develops an awareness of religious, spiritual and moral attitudes. As a school we encourage the development of the values 'Ready, Respectful, Safe'. Each term a value is highlighted for the children to use as a focus. Merit assemblies are held weekly where the school community celebrates these values. As parents you can help by encouraging your child to have a caring attitude towards others and to respect the environment.

Our assemblies encourage self-awareness, care and understanding of others and of the world in general. The school has no affiliation with a particular religious denomination and follows the guidelines issued by the Local Education Authority.

We celebrate many cultures and beliefs throughout the year with a specific focus on those that are held and reflected in our community. We invite guest speakers into our assemblies to further enrich the children's experience. Where possible we invite parents and carers into school to share their experiences of their particular faith.



Assessment

Your child's attainment and progress will be assessed on entry and on a regular basis thereafter, by the class teacher. Your child's progress will be assessed throughout the year using a range of assessments to identify which Curriculum for Wales Progression step they are working at. In years 2,3,4,5 & 6 your child will complete the Welsh Personalised Assessments for Procedural Mathematics, Mathematical Reasoning and Reading. The results of these assessments will be shared with all parents via your child's Hwb account. You will be invited to discuss your child's general development and academic progress with the class teacher during the spring term. During these meetings, teachers will be able to give parents a brief report which outlines the child's attainment, progress and targets for future development. Written reports - Pupil Progress Records - will be provided at the end of the Autumn and

Summer terms. However, if you have any queries regarding any aspect of your child's development, please discuss the matter with the Headteacher.

Creativity

Children at Coed Glas Primary School are encouraged to embrace and pursue their own creativity. Creativity is foundational to their self discovery and development. 'Creativity is mistakes', Grayson Perry. Our pupils are given opportunities to explore, refine and 'create' in a supportive way that reflects their passions and interests. In addition to this the children are involved in extra creative arts experiences including art; dance, drama and music. Staff and children are active in promoting an on-going commitment to the arts. Quality resources including artists, musicians and dancers have worked with our children to further extend their creative experiences. Wherever possible our children are involved in local creative competitions or productions.

Home learning

Learning at home is a very important part of a child's education, and can add much to a child's development. Children can benefit significantly from the complementary learning that they do at home. We also see this as an important example of cooperation between home and school. One of the aims of our school is for children to develop as independent learners, and we believe that doing learning at home is one of the main ways in which children can acquire the skill of independent learning. It plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development and homework should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the fullest only when parents encourage them to make maximum use of the opportunities available outside school.

We see home learning as encompassing a wide range of possibilities. The following list gives just a few examples:

- reading with a sibling or family member
- a family visit to a local museum, park or attraction
- undertaking individual research for a project at the local library
- being an active member of a sports club or youth organisation
- going swimming

5. Inclusion

Deaf and Hearing Impaired Resource Base (DHRB)

We are proud, at Coed Glas Primary, to host Cardiff County's Hearing Impairment Resource Base (HIRB). Our HIRB provides specialist teaching and support for children who have permanent, severe to profound hearing loss or moderate to profound hearing loss with additional language and communication needs. Our HIRB aims to provide an inclusive and language-rich environment where deaf learners can achieve their full potential.

Within the DHRB, a team of dedicated Qualified Teachers of the Deaf (QToD) and Specialist Teaching Assistants deliver a bespoke curriculum and help our learners to develop good communication and language skills. Pupils receive individualised teaching in 1:1 and small group sessions from a QToD in designated and acoustically treated learning spaces. Assistive listening devices including Touch Screen radio aids and Sound field systems are used throughout the school day to create good listening environments.

A base with an inclusive ethos, our deaf pupils actively engage and build friendships with their mainstream peers, making a valuable contribution to all areas of school life. They are encouraged to attend after school extracurricular clubs and to participate in the school's pupil voice groups. In addition to their focused work with deaf pupils, DHRB staff deliver weekly BSL sessions to the whole school.

Admission to the DHRB is strictly controlled by the Chief Education Officer and is for children in Reception to Year 6 and who have an IDP with hearing loss as their main need. Due to many of the children living outside the catchment area, taxis are provided by the Local Authority. These taxis use the disabled parking bays at the beginning and end of each day, so please ensure that you do not use these bays at any time unless you are a blue badge holder.

SRB - Autism and social communication difficulties

In September 2023 we were asked by Cardiff Council if we would consider opening an SRB (Specialist Resource Base) for children with Autism or social communication difficulties. In September 2024 we opened our Deri 1 & 2 classes. We work with the local authority and provide specialist support for pupils across North Cardiff. Our Deri pupils are also part of our mainstream school and participate in whole school events like Sports Days and the PTA Colour Run when they are ready. Some of our older Deri pupils also attend lessons with their linked mainstream classes on a daily basis. Like our DHRB our SRB has an inclusive ethos and the children and staff are actively encouraged to help build friendships and links within the school as a whole.

The children in our SRB learn through a variety of ways which are often bespoke to meet their specific needs. The children receive additional learning around building their attention through 'Bucket Time'. Our SRB staff use a range of communication strategies and techniques and the children follow a bespoke curriculum guided by each child's individual needs and interests.

Admission to our SRB is controlled by the local authority Inclusion service. All children who attend have an IDP with a primary need of Autism or social and communication difficulties. These children have been assessed and their needs recognised as requiring support from a specialist resource base in order to make progress.

Due to many of the children living outside the catchment area, taxis are provided by the Local Authority. These taxis use the disabled parking bays at the beginning and end of each day, so please ensure that you do not use these bays at any time unless you are a blue badge holder.

Additional Learning Needs (ALN)

During their time with us, some children may require additional support to enable them to make progress. In the first instance, this will involve classroom teachers targeting the needs of individual learners. If it is felt that a child would benefit from skilled intervention, a programme will be devised to cater for their specific needs. Families play a pivotal role in developing and supporting such programmes and we discuss any Additional Learning Provision (ALP) with families, keeping them informed of their child's progress. In some circumstances, and subject to parental agreement, advice from appropriate outside agencies may be sought.

If a child is identified by a class teacher as having Additional Learning Needs, this will be discussed with our Assistant Headteacher, Mrs Thomas who is also the ALNco (Additional Learning Needs Co-ordinator) and strategies to meet the identified need will be implemented. The ALP will be monitored and reviewed on a regular basis and if the child continues to experience difficulties, a Pupil Centred Meeting (PCM) will be held and an Individual Development Plan (IDP) will be devised. This will identify bespoke provision, different to and additional from the child's peers. This can take many forms, including small group support, specific intervention programmes and well-being provision.

If, on review, it is felt by both the school and parents that further help may be needed, or that insufficient progress has been made despite the efforts of all concerned, a child may be referred to the pupil support services for specialist advice and/ or a full assessment of their needs. If an independent assessment panel finds that a child's ALP requires additional funding, this will be attached to the child's IDP, subject to review upon an annual basis.

Any concerns regarding a child's ALN or ALP should be discussed with Mrs Thomas so that appropriate action can be taken.

Accessibility

It is the school's aim to ensure that we employ whatever means as necessary, to ensure that people with disabilities are able to gain admission and access to the school premises and are not treated less favourably than others within the physical limitations of the school building. To this end we have installed a lift and ramps, which provide easy access to all floors within the school.

Equalities

We recognise and celebrate the fact that British and Welsh society is made up of people from diverse backgrounds and life experiences. It is important that all pupils are prepared to live in such a society. The purpose of our Strategic Equality Plan (SEP) is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

We aim to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic.

6. School Policies

The governing body endorses all school policies and policies are reviewed annually. Copies of school policy documents are available on the school website or on request.

Admissions Policy

Cardiff County Council is the admission authority and sets the policy for admission for pupils to county schools. Children are admitted to the nursery in the term after their third birthday. Children are admitted to the Reception class in the September of the academic year in which they reach their fifth birthday. Parents considering sending their children to our school are invited to contact the Headteacher who will arrange an informal visit.

Charging Policy

Any activity which takes place wholly or mainly in school hours cannot be charged for. Therefore the governing body does not intend to charge for such activities.
However, taking into account the restrictions of the school budget, parents will be asked to contribute voluntarily towards the cost of such activities. It will be made clear at the outset that such voluntary contributions are necessary to make the trip viable and if there is insufficient support the arrangements will not go ahead. Every effort will be made to keep the cost of the activities to a minimum.

Children who are 'Looked After' by the local authority

Coed Glas Primary School believes that the educational experience of all children should be positive and aims to provide a learning environment in which every Child Looked After can be successful. We believe that this school has a major part to play in ensuring that CLA are able to be healthy, stay safe, happy, achieve, make a positive contribution to society and achieve economic well being.
The school's CLA co-ordinator is Miss Shapley. .

Complaints Policy

The majority of issues raised by parents, the community or pupils, are concerns rather than complaints. Coed Glas Primary School is committed to taking concerns seriously, at the earliest stage, in the hope of keeping the number of formal complaints to a minimum and without needing formal procedures. However, depending on the nature of the complaint, you may wish, or be asked to, follow the school's formal complaints procedure. For the school to be able to investigate a complaint, it needs to be made within one year of the incident occurring. If a complaint is older than a year it will not be investigated.

The prime aim of Coed Glas Primary School's policy is to resolve the complaint as fairly and speedily as possible. Formal complaints will be dealt with in a sensitive, impartial and confidential manner. Malicious complaints may incur appropriate action by the school.

A full copy of the school's complaints policy is available on the school website or can be provided on request.

School Uniform Policy

As a school we pride ourselves on our high standards for all our pupils and the wearing of school uniform is one of the things that we want our children to take pride in, as it contributes to a good attitude to learning, self confidence and uniformity within the school. At the same time we still want our children to be individuals and we achieve this through the curriculum and out of school activities. We hope as parents that you will support our school uniform policy and understand our reasons for reinforcing it.

All pupils
All Year Blue or white Polo Shirt Blue sweatshirt or cardigan (preferably with school badge) Grey skirt / trousers White/blue/grey tights /white or grey socks Children are expected to wear sensible, plain, dark or grey footwear only **Summer** Blue / white check dress Grey shorts/Culottes Appropriate flat sandals (no flip flops)

7. Pupils Wellbeing



The Nest

At Coed Glas we put the wellbeing of the children at the heart of all we do. To help us do this most effectively we have embedded the Thrive approach across the school. Together, all staff are committed to supporting and encouraging the development of confident, curious, creative and capable children who are open to learning and better equipped to deal with life's ups and downs.

To help support our pupils with all aspects of their learning and development we have set up 'The Nest'.

The Nest is run by Thrive-trained practitioners.

As part of our rolling programme of provision across the school, children will be invited to attend The Nest within a small group of pupils usually from the same year group for sessions. Children in Y5 and 6 can self-refer for lunch time appointments on designated days. Bespoke sessions are also set up to help support pupils during any challenging times in their lives. Staff work closely with the leadership team and in particular, Miss Shapley, to ensure the emotional needs of pupils are met. Children take part in a range of activities suitable for their age and stage of development; these include creative and seasonal projects, team building, physical tasks, outdoor sessions, circle time, speaking and listening, cooking, meditation and relaxation.

Help and Support

We are really keen to work with our parents to ensure that our school uniform policy benefits everyone. We hold a selection of good quality second hand uniform, which are available to anyone who would like to browse through our stock.

We can only reinforce that in order for our school uniform policy to be effective and fair we are keen to offer any help and support that we can. Parents experiencing significant financial difficulties are invited to speak with the Headteacher who may be able to provide support. Our family liaison officer, Mrs Belcher, can also help with advice on how to apply for a Welsh Government Uniform Grant. Her email address is flo@coedglasprimary.co.uk

School Toilets

We aim to maximise access to pupils' toilet facilities during the day to promote the health, wellbeing and learning opportunities of all pupils.

We value and respect our pupils and want them to be able to benefit from good provision and practice. We ensure that all toilet areas have properly maintained supplies at all times of warm and cold water, soap, hand drying facilities and toilet tissue in dispensers, provided at a convenient height.

Health and Welfare

Every member of staff is trained annually in Emergency First Aid. In addition, we have members of staff who are trained to First Aid at Work level, these members of staff can be consulted regarding any accidents or illness that may occur and form the school's 'First Aid and Medical Needs Team'. We also have close links with the school nurse. Children have periodic height, weight, hearing and sight tests whilst in school. We also have regular visits from the dental service as part of their screening programme. If a child is taken ill in school every effort is made to contact the nominated persons by reference to information provided on

the Confidential Admission Form. The school should be informed of any changes in emergency contact details.

Parents wishing their child to be excused from Physical Education, games or swimming should write a note to the class teacher, giving the reason for such a request. It should be noted that as part of the Curriculum, all pupils will be expected to participate in the PE programme of activities.

Attendance

The school attendance policy has its basis under Article 28 of the United Nations Convention on the Rights of the Child (UNCRC). We believe that all children have the right to an education, based on equality of opportunity, and that the school, in partnership with parents and other parties, will do all they can to encourage regular school attendance and reduce rates of absence.

Regular attendance at school is essential to enable children to reach their full potential. All children on roll are to attend every day as long as they are fit and healthy enough to do so. We believe that the most important factor in promoting good attendance is the development of positive attitudes towards school and learning.

Poor attendance can seriously affect each child's:

- *attainment in school;*
- *relationships with other children and their ability to form lasting friendships and*
- *confidence to attempt new work and work alongside others*

We are keen to ensure that all of our pupils and staff are treated equally and fairly but if someone feels that this is not the case they have an equal opportunity to redress that. We recognise and celebrate that British and Welsh society is made up from diverse backgrounds and life experiences. We promote equality for people with 'protected characteristics' (Age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and embed fairness and equality at the heart of our school community.

*Our school target is for every child to achieve an attendance of **95%+** each year*

Working Together

We aim to work together with children, parents/carers and families so that pupils make the most of all of the experiences provided for them at school. The following table shows how each partner contributes to high levels of attendance at Coed Glas:

Partners	Expectations
Pupils We expect all pupils to :	• Attend school every day. • Arrive on time properly equipped for learning.

Parents/Guardians We expect all parents/carers to :	• Encourage their child or children to attend school every day and on time. • Ensure that they contact the school as soon as possible whenever their child is unable to attend school stating the reason for absence. • Ensure that their child or children arrive in school fully prepared for the school day. • Inform the school about any problem which might affect their child's attendance or behaviour. • Parents are strongly encouraged not to take holidays in term time.
School Parents/carers can expect the school to :	• Provide a good quality education appropriate to their child's needs. • Record their child's attendance regularly and accurately. • Make every reasonable effort to contact the parent/carer on the first day of absence, when their child fails to attend school without good reason. • Deal discreetly with any problems notified to the school. • Make all efforts to encourage and reward good attendance, punctuality and behaviour.

Celebrating Success

Celebrating success is very important and plays a significant role in supporting positive behaviour. One of the ways in which we celebrate success is during weekly Merit assemblies for Foundation Phase with the Assistant Head teacher and Key Stage 2 children with the Head teacher. Merits are awarded based on our Value of the half term. The children also have class reward systems alongside Class Dojo.

The following values were chosen by children, staff and parents:

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Kindness						
Respect						
Responsibility						
Honesty						
Resilience						

Procedures

The school registers pupils twice a day, at the beginning of the morning and afternoon sessions. All children should be in the school ready to register at 8.55am each day. We have a flexible start to the school day with gates opening from 8.45am for the children to come straight in for wellbeing time until 9.10am. This is a wonderful opportunity for the children to settle into the school day, helping the transition from home to school and giving them time to play games with their friends.

Registration closes at 9.00am. Any child arriving after this time will be recorded as late and if they arrive after 9.30am this will be recorded as an absence. If a child needs to attend a medical appointment, parents and carers are asked to send a letter to the school along with the appointment card/letter. This will be recorded as a medical absence.

Unauthorised Absence
An absence is classified as unauthorised when a child is away from school without the permission of the Head teacher.

Unauthorised absences are those, which the school does not consider reasonable and for which no authorisation has been given. This includes:

- Parents/guardians keeping children off school unnecessarily.
- Absences that have not been properly explained.
- Taking a child shopping or a day out
- Looking after siblings
- Birthdays
- Going to the hairdressers

Authorised Absence
An absence is classified as authorised when a child has been away from school for a legitimate reason and the school has received notification from a parent or guardian. Only the school can make an absence authorised.
An absence would be authorised if

- The child has been ill
- The child has been to the doctors
- The child has been to the dentist
- The child has been to the hospital

PROCESS OF REPORTING ABSENCE
Parents or guardians must call the absence line or email frontdesk@coedglasprimary.co.uk with a reason for a child's absence before 9am even if a message via ClassDojo has been sent to the teacher . A specific reason must be given e.g flu-like symptoms, sickness
Simply stating a child is 'ill' is not detailed enough.

HOLIDAYS IN TERM TIME
Parents/guardians do not have the automatic right to withdraw their child from school for a holiday.
Holidays during term time will not be authorised.

Support and Intervention

Where concerns are raised by parents or staff about a pupil's school attendance, our Family Liaison Officer, Mrs Belcher, will contact the family to discuss any underlying issues which may be affecting a

child's attendance. If this is unsuccessful, an Attendance Officer will make a home visit to discuss the matter in an environment which many families find comforting. During the home visit the Attendance Officer provides information and advice and seeks to support the pupil in returning to school.

The Attendance Officer works closely within the Llanishen High cluster group of schools and to ensure that good school attendance is promoted.
Coed Glas Primary School always seeks to resolve matters of poor attendance through effective partnership working with parents/carers.

Parents should note that children may leave school to attend appointments with a doctor, dentist or clinic. They should note however, that the school should be informed in advance and that the child should be collected by an adult, with the appointment card available for review.

Positive Behaviour Management

At Coed Glas we place great emphasis on developing strong relationships; between the children and adults and between the adults themselves. We firmly believe that understanding one another leads to improved empathy and respect. Staff understand that all behaviour is a form of communication and do their best to support children to understand their emotions, how they affect themselves and how they affect others around them.

Our school is built on three rules:

Ready - to learn, to listen, to develop
Respectful - We respect and value each other and our environment. .
Safe - to ensure that all people at Coed Glas and within our school community feel safe and secure

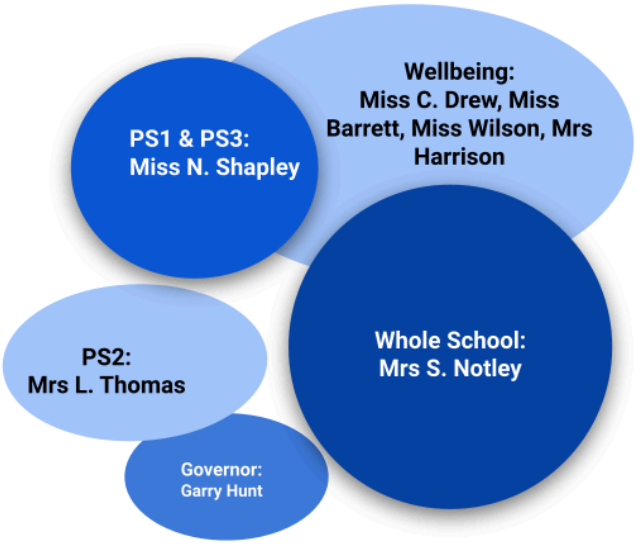
Our Relationships Policy has been developed from these three words.

As a **Thrive** school we strive to foster the understanding, skills and positive relationships needed to develop and sustain healthy social and emotional wellbeing.

We give children choices and make it clear as to the consequences of the choices they make. As a Rights Respecting Gold Award School, we believe that children have rights and responsibilities.

Children have the right to be safe, treated politely and to learn without disruption. Children have the responsibility to care for themselves, other people and their school.

Ready to support
Whilst it is acknowledged that ALL members of staff have a responsibility for developing positive relationships and good behaviour, the following members of staff are responsible for overseeing the implementation of this policy in the respective areas:



We strongly believe that the curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well planned, interesting and challenging activities promotes independence and good behaviour.
Our Wellbeing Team works closely with staff to ensure that all children have every opportunity to develop positive relationships and understanding of their behaviour.
Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.
School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well.

Child Protection

Coed Glas Primary School fully recognises the contribution it makes to child protection. Our policy applies to all staff and volunteers working in the school. Learning support assistants, midday supervisors, caretakers, secretaries as well as teachers can be the first point of disclosure for a child.

We will follow the All Wales Child Protection Procedures that have been endorsed by the Local Safeguarding Children Board. There is a designated governor for child protection. The Lead Designated Safeguarding person is Miss Shapley. If we have concerns regarding the safeguarding of any children our policy is to record the concerns, contact Social Services if necessary and follow the advice they provide.

Lunch-time Arrangements

School meals are cooked on the premises and meet very high nutritional standards. Children have a choice of hot meals each day. A copy of the menus can be found in the Primary Times or on the Parent Pay website www.parentpay.com. The Cardiff County Council Website has a list of all allergens in the menus.

All primary school children in Wales are entitled to Universal Free School Meals.

If you are in receipt of certain benefits, you may be entitled to claim for other benefits related to free school meals. Application forms are available from the school office and must be returned to school on completion. We encourage all parents, who feel they may be eligible, to apply.

Children can bring packed lunch in a clearly marked container. Drinks should be brought in unbreakable screw top containers. Cans or glass containers are not permitted for reasons of health and safety. All children are under the supervision of the Midday Supervisory Staff and school staff and pupils are expected to cooperate fully with them.

Any snacks for break time should be either fruit or vegetables.

'Start Healthy' Breakfast Club

We provide a free breakfast club which runs each morning from 8.15 – 8.45. This has proved very popular with parents and children. The club caters for up to 90 children each day. The school has a Breakfast Club Policy in place and any parents wishing their child to attend must sign a written agreement before their child starts the club. If you would like your child to attend, please speak with Miss Shapley who will let you know if there is space available.

Transfer to High School

Children whose eleventh birthday falls in the period 1st September to 31st August (the school year) transfer to High School in the following September. Pupils living in the local area usually transfer to our neighbouring school – **Llanishen High School.** Application to transfer to a different High School can be made at the appropriate time when notified by the Chief Education Officer. Close liaison exists between schools to assist pupils on their transfer to High School.

Security

The school aims to keep all staff and pupils safe and secure. A security access system is functioning and any child and/or parent who wishes to gain access to the school after 9.00am can only do so via the main entrance as all doors lock via an electronic system. We also have close circuit television and a fence around the school grounds to help maintain security. The school would like to remind parents of our concern for children's safety as they come to and from school. We recommend that all children are brought to, and picked up from, school by a responsible adult.

Coed Glas Primary School Parent Teacher Association (PTA)

The PTA exists to advance the education of the pupils of the school by providing and assisting in the provision of facilities/resources and to foster more extended relationships between the staff and the community. An Annual General Meeting takes place each October to elect officers. Fundraising events are held throughout the school year and

these include Christmas and Summer fayres. Parents join the PTA on a voluntary basis and offers of help are always welcomed.

8. School Term Dates

Academic Year 2026-27

Term Begins	1.9.26	Term Begins	4.1.27	Term Begins	5.4.27
Half Term Begins	26.10.26	Half Term Begins	8.2.27	Half Term Begins	31.5.27
Half Term Ends	30.10.26	Half Term Ends	12.2.27	Half Term Ends	4.6.27
Term Ends	18.12.26	Term Ends	19.3.27	Term Ends	20.7.27
Autumn		**Spring**		**Summer**	

BANK HOLIDAYS / INSET DATES:

Monday 1st & Tuesday 2nd September 2026
Monday 4th January 2027
Friday 30th April 2027
Monday 19th & Tuesday 20th July 2027

9. School Staff

Senior Leadership Team

Mrs S Notley	Headteacher
Miss N Shapley	Deputy Headteacher/Designated Safeguarding Person
Mrs L Thomas	Assistant Headteacher & ALNco

Family Liaison Officer & Designated Safeguarding Person

Mrs J Belcher

10. Governors (Correct at March 2026)

The school has a Governing Body as required by the Education No 2 Act (1989). Elections for the parent governors are held periodically and full information is made available at the time. Representatives are also appointed by the Local Authority and the local community.

Governors

Mr K Pritchard	Chairperson
Mr Ben Micklewright	Vice Chair
Mrs S Notley	Headteacher
Mr M Bryan	LA Representative
Mr G Hunt	LA Representative
Ms N Naveed	LA Representative
Mr E Polinik	LA Representative
Mrs R Fenton-May	Parent Governor
Mr Arthur Rutson-Griffiths	Parent Governor
Mr Tim Connolly	Parent Governor
Ms Michaela O'Rourke	Parent Governor
Mrs C Thomas	Community Governors
Miss N Shapley	Teacher Representative
Mr P Thomas	Teacher Representative
Mr J Milward	Non-teaching Staff Representative
Mrs H Simpson	Clerk

