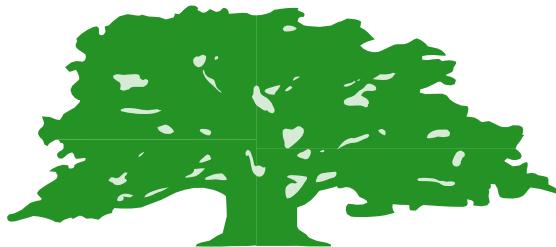


Croeso i Ysgol Sefydledig Derwen

Welcome to Derwen Foundation
Primary School



Happy Together, Learning Forever,
Succeeding Wherever we may be.

SCHOOL PROSPECTUS

2025 / 2026

Main Road

Higher Kinnerton

Flintshire

CH4 9AJ

Tel/Ffôn: 01244 660291

Headteacher/Pennaeth: Mr Richard Jones

Chair of Governors: Mr Chris Turner

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Section I - Introduction

1 - Head Teacher's Welcome



"Happy Together, Learning Forever, Succeeding Wherever we may be"

Dear Parent,

Croeso I Ysgol Derwen
Welcome To Derwen Foundation School

Choosing the right school for your child is one of the most important things you will do. Most parents want a good education for their children but also want them to be happy and feel safe and secure.

At Ysgol Derwen we strongly believe that we can offer all these things and help your child be well prepared for life in secondary education and beyond.

We are very proud of the broad and balanced curriculum we are able to offer both within the Foundation Phase and in Key Stage 2 and the high levels of teaching and learning are a real credit to the hard work of both staff and pupils.

We are also extremely proud of our stimulating working environment and the happy atmosphere of friendliness and cooperation which exists within the school.

Visitors to our school comment on the warm welcome they receive and the behaviour and politeness of our pupils is recognized within the village and when they go further afield on educational visits.

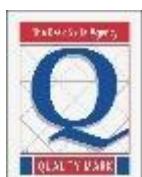
We fully value the views of our pupils and they have a say in school matters through regular meetings and their active councils (e.g. School Council / Eco Council / Healthy Schools / Digital Learners / Criw Cymraeg.)

We also fully appreciate the help and support given by our parents throughout the year. We are very fortunate to have an extremely active parent's association (Friends Of Derwen School) who raise a lot of funds each year to enhance the curriculum and environment of the school.

If you do choose to send your child to Ysgol Derwen I am fully confident that your child will have an education which is both rewarding and fulfilling. Parents considering sending their children to the School are welcome to visit by arrangement with the Headteacher.

Yours sincerely,

Richard Jones
Headteacher



Section I - Introduction

2 - The School



The school was founded in 1893 as a Church in Wales School sited in a building which still remains in the centre of the village. This building was vacated in 1971 as the number of pupils had outgrown it and a new building was built on the current school site. This 'new' building remained until 1996 when a combination of factors including insufficient permanent accommodation, serious building defects, and the gaining of grant-maintained status, meant that a new building was necessary. The School completed a capital building programme in January 1996 to rebuild and extend the original premises which had replaced the original 19th Century School.

Situated near the edge of the village of Higher Kinnerton the School is at the heart of a vibrant and growing community on the Flintshire/Cheshire border. It is set in spacious grounds which include a sports field, 2 playgrounds, 2 Foundation Phase play areas with safety surfaces, and landscaped borders.

The building contains six classrooms, a nursery unit, a large glazed practical area (which includes a kitchen area for the delivery of Design Technology) surrounding a spacious hall, an infant cloakroom/toilet block, a junior cloakroom/toilet block, kitchen, a study room, an administration suite and reception area. There are also two mobile classrooms located outside the main school building.

In the Summer of 2020 the school had some work undertaken to improve access and ventilation and also had the Year 5 and 6 classrooms remodelled. The school previously had an ICT suite located between both Year 5&6

Section I - Introduction

2 - The School

classrooms. This room has now been knocked through creating two larger classrooms for the Year 5 and 6 children. We have also had new external windows and doors installed in the Year 1 to Year 6 classrooms. Following building work throughout 2021/22, the school welcomed the addition of a purpose-built unit to house our full wrap around care at Ysgol Derwen.

Little Acorns (Our wrap around provision) currently operates breakfast club, after school club, Nursery Plus provision, Early Entitlement, Holiday Provision and a Pre School.

There has been significant private housing development in the village during the last 20 years and it is possible that further developments will occur over the next few years which are likely to place additional strain on the school accommodation.

The school is situated in the County of Flintshire with school funding delegated from Flintshire LEA.

There are currently 1675 people living in Higher Kinnerton which is classed as an urban/rural area with land predominately used for farming with very low deprivation statistics. Unemployment is below the averages for Flintshire and Wales. The village of Higher Kinnerton is a relatively safe place to live with low levels of crime. 20.4% of the village population is within the ages of 0-15 years.

The school accepts pupils from a wide area. Approximately 70% are from the immediate village with approximately 30% from outside the village. The majority of pupils are from owner occupied homes with low levels of deprivation.

The attainment of pupils entering Ysgol Derwen is generally very good and building on our mission statement of "Happy Together, Learning Forever, Succeeding Wherever we may be" ensures that the children consistently achieve a high standard of education at the school whilst also being prepared for their future lives in high school and beyond..

Section I - Introduction

2 - The School

Ysgol Derwen is a caring village school with a dedicated, professional staff offering a broad and balanced curriculum. In all aspects of school life we aim to express the traditional values of respect and care for others irrespective of gender and race and we are committed to the practice of equal opportunities.

A high standard of behaviour is expected and we encourage our children to develop self-discipline, initiative and a responsible attitude to their work, to other children and adults, to property and to the community at large.

English is the language of the day to day business of the school, but Welsh is also used as a language of communication with the pupils with the aim of improving their capacity to use every day Welsh. English is the main teaching medium at Ysgol Derwen with Welsh being taught as a second language throughout the school. Some aspects of some subjects may also be taught in Welsh. The school communicates with parents either in English or in both languages. The addition of a modern foreign language will be integrated into the curriculum during the 2022/23 academic year.

The normal expectation is that pupils will transfer to English medium secondary provision and continue to learn predominantly through the medium of English, learning Welsh as a second language.

At any one time approximately 10% of the learner population has recognised additional learning needs.

Part I - Introduction

3 - Governors, Staff and Aims

Safeguarding

The names of the staff and governor responsible for safeguarding;

- Headteacher Richard Jones - Group C
- Deputy Headteacher - Suzanne King - Level 3
- Governor - Mrs Marianne Evans - Level 3

YSGOL DERWEN

SCHOOL GOVERNORS 2025 / 2026

Name	Appointed by	Appointed/Elected
Mr C. Turner (Chair)	Parent Governor	Elected
Mr R. Jones	Headteacher	Appointed
Mr M Alport	Partnership Governor	Appointed
Mrs C. Leonard	Partnership Governor	Appointed
Mr M King	Partnership Governor	Appointed
Mrs Louise Esser	Parent Governor	Elected
Mrs Ruth Dockwray	Parent Governor	Elected
Marianne Evans (Vice Chair)	Parent Governor	Elected
Mrs Rhian Jones	Parent Governor	Elected
Mrs Aderyn Edwards	Partnership Governor	Appointed
Mr Nigel Meyrick	Partnership Governor	Appointed
Mrs C Atkins	Staff Governor	Elected
Mrs S. King	Teacher Governor	Elected
Mrs Amy Baker Howell	Clerk To The Governors	Appointed

YSGOL DERWEN

SCHOOL STAFF 2025 / 2026

Teaching & Supervisory Staff

Headteacher	Mr R.K. Jones
Deputy Head	Mrs S. King (Year 3)
Teacher	Miss H Ellingham (Nursery)
Teacher	Mrs S Taylor (Reception)
Teacher	Mrs C Last (Year 1 -0.5)
Teacher	Mrs J Cartwright (Year 1 - 0.4)
Teacher	Mr L Coppack (Year 2)
Teacher	Miss B Lee (Year 4/5)
Teacher	Mrs. R Payne (Year 5/6)

Part I - Introduction

3 - Governors, Staff and Aims

Teaching Assistants

Teaching Assistant	Miss J Morgan (Nursery - 0.5) HTLA
Teaching Assistant	Mrs K Hughes (Nursery / Reception - 0.8) HLTA
Teaching Assistant	Mrs J Cleave (Reception)
Teaching Assistant	Mrs C Meyrick (Reception)
Teaching Assistant	Miss K John (Year 1 & 2)
Teaching Assistant	Mrs T. Rowe (KS2)
Teaching Assistant	Miss E Morgan (Cover and PPA)
Midday Supervisory Assistants	Mrs J Cleave/ Mrs K Hughes /Mrs T Rowe/ Mrs C Atkins / Mrs C Meyrick

Administrative Staff

Secretary/Finance Officer	Mrs C Atkins
Caretaker	Mr T Bell
Cleaner	Mrs J Challinor

Kitchen Staff

Cook	Mrs N Chilton
Kitchen Assistant	Mrs S Haddock
Kitchen Assistant	Mrs N Robinson

IT Technician	Mr S Jones
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Peripatetic Music Staff

Violin	Mrs J Sammons
Woodwind	Mrs J Rudden
Piano	Miss B Griffiths
Guitar	Mr T Joy

Part I - Introduction

3 - Governors, Staff and Aims

YSGOL DERWEN

Little Acorns

Ysgol Derwen was successful with a grant application to the Welsh Government to improve provision of wrap around care at the school. Work towards the erection of a new purpose-built unit located to the rear of the school started in September 2021. The build was completed by May 2022 and Kinnerton Little Acorns relocated into their new base in June 2022.

Little Acorns currently provides:

- Breakfast Club (7.45 am to 8.55am)
- After School Club (End of the school day until 6pm)
- Nursery Plus (11.30am to 3pm)
- Early Entitlement (10 hours a week - previously provided by the school)
- Pre School Provision
- Holiday Clubs

Little Acorns Staff

2025/ 2026

Manager	Mrs K Ho
Supervisor	Mrs K Rogan
Play Worker	Mrs E Smith
Play Worker	Miss B Waite
Play Worker	Mrs J Morgan
Play Worker	Mrs D Flanagan
Play Worker	Mrs S Harris
Play Worker	Mrs L Squires
Play Worker	Miss J Whormsley

Part I - Introduction
3 - Governors, Staff and Aims

Aims of the School

MISSION STATEMENT

"Happy Together, Learning Forever, Succeeding Wherever we
may be"

- To enable each child to develop as a happy, cheerful and well-balanced individual, and to enjoy all aspects of school life;
- To develop moral and spiritual awareness;
- To encourage each child to be co-operative and tolerant, respecting and appreciating the feelings, the views and the property of others;
- To promote high standards of behaviour;
- To develop in children positive attitudes towards work;
- To equip each child with the necessary skills of literacy and numeracy;
- To develop self-expression and creative abilities;
- To develop physical awareness and skills;
- To ensure that all children work to their full potential;
- **To prepare children for life and work in the secondary school, and in later adult life.**

Section I - Introduction

4 - A Vision for Learning



Ysgol Derwen/Derwen Foundation School

"Happy Together, Learning Forever, Succeeding Wherever we may be"

Ysgol Derwen's Aspirations for Learners

Our aspirations are that all learners will:

- Work happily in a child friendly classroom that nurtures learning
- Learn in a holistic manner
- Be given opportunities to take part in meaningful learning experiences
- Learn from experiences both in and outside of the classroom
- Participate in experiences that suit individual needs (academic, emotional, social and cultural)
- Develop the skills to learn new things for themselves
- Value the contribution from others in the class, school, local, national and global communities
- Have their achievements valued and celebrated
- Have their achievements assessed in a way that is of value to the child's progress

Section 1 - Introduction

5 - Home/School Agreement



YSGOL DERWEN/DERWEN FOUNDATION SCHOOL

SEPTEMBER 2025/26

THE SCHOOL'S COMMITMENT IS TO :

- Welcome parents to the school as partners in their child's education
- Provide a safe and secure environment for pupils
- Provide equal access to all pupils to a broad and balanced National Curriculum
- Encourage pupils to do their best at all times
- Encourage pupils to have care and respect for other children and adults who work and help in the school
- Encourage pupils to have care and respect for their surroundings and the property of others
- Keep parents informed of their child's progress at school
- Inform parents of matters for praise or concern affecting their child's work or behaviour
- Advise parents of the topics for teaching at the beginning of each term
- Keep parents informed about school life and events through regular communications.

THE PARENTS' COMMITMENT IS TO :

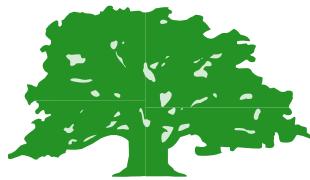
- Promote the importance of arriving at school on time
- Ensure that their child attends regularly and provides a note or message of explanation in the event of absence
- Support the school's expectations of care and consideration for others, their property, and their school environment
- Let the school know about any concerns or problems that might affect their child's work or behaviour
- Support the school's policy on dress code for daily wear and for PE and Games
- Endeavour to attend parents' evenings to discuss progress
- Support their child when engaged in home learning.
- In all communications, whether oral, written or by electronic means, be mindful of and show respect for the confidentiality of any aspect of the School, including its pupils, its staff, the Parents and the Governors.

THE PUPIL IS EXPECTED TO :

- Abide by the school's code of conduct as exemplified by :-
- Always being polite, courteous and considerate to other pupils and adults
- Maintaining the good name of the school and the family by his/her actions and behaviour
- Being on time and attending every day
- Wearing the correct school uniform
- Ensuring that home learning activities are completed on time and returned to school
- Be safe and responsible whilst using technology at school
- Always trying their best.

Section I - Introduction

6 - School Organisation



YSGOL DERWEN

Derwen Primary School is open to girls and boys aged 3+ to 11 years. Children are arranged in classes according to age, from Nursery to Year 6.

Lower Foundation Phase: (Nursery and Reception) - Children aged 3-5 years

Upper Foundation Phase: (Year 1 & 2) - Children aged 5-7 years

KS2: (Years' 3-6) - Children aged 7-11 years

Each teacher is responsible for teaching all subjects to one class but also takes responsibility for the development of one or more curriculum areas, giving guidance to colleagues and organising resources throughout the school.

Occasionally teachers may exchange classes in order to give specialist tuition. Children are taught as a class, in groups in mixed ability classes, and are also encouraged individually to progress to the limit of their capabilities. Thus one can find pupils working at different levels of attainment.

All our classes are currently single form entry.

Special Educational Needs are the responsibility of each class teacher in liaison with the school's Additional Needs coordinator. Children with special educational needs are sometimes given extra specialist help from a member of staff in School.

Pastoral care is the responsibility of all teachers under the overall supervision of the Headteacher.

THE SCHOOL DAY

Nursery	9.00am to 11.30am (5 Mornings per week)
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Foundation Pupils	8.55am to 11.55am 12.55pm to 3.05pm
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Junior Pupils	8.55am to 11.55 noon 12.55pm to 3.20pm
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Section I - Introduction

7 - Estyn School Inspection 2023

INFORMATION FOLLOWING ESTYN INSPECTION

October 2023

Ysgol Derwen is a friendly and inclusive school, which promotes a caring ethos successfully. There are purposeful working relationships between pupils and staff that support a positive environment and instil a strong sense of learning and well-being among pupils.

Pupils enjoy learning both indoors and around the school grounds, and they are enthusiastic during lessons and tasks. During their time at school, pupils develop effective social, literacy, numeracy and digital skills. However, the provision for Welsh does not improve pupils' oracy skills well enough. Pupils' outcomes are particularly successful where the teaching is challenging and consistent. They respond enthusiastically when they receive feedback from teachers that challenges them to perform at their best.

The planning of the school's curriculum and the school environment promotes beneficial learning opportunities. For example, staff use the woodland and orchard creatively to engage pupils in outdoor learning. Staff demonstrate positive attitudes towards pupils, and they support and care for them diligently. This contributes to pupils' eagerness to learn and their resilience to persevere with tasks. Staff effectively encourage pupils to take responsibility for their own well-being and behaviour and the emotional support for pupils is a strong feature of the school.

The headteacher leads the school with the pupils' care and well-being at the heart of his vision. He works well with senior leaders, staff and governors to ensure that the school is an inclusive learning community that promotes positive opportunities for pupils. Generally, leaders evaluate the school's work effectively, using regular self-evaluation processes, which lead to purposeful development plans. However, they do not hold staff to account robustly enough for the effectiveness and consistency of their teaching. The school's monitoring activities lead to relevant training opportunities for staff to develop their skills through agreed and purposeful professional learning.

Full copies of the ESTYN Inspection Report can be requested from the school office or viewed on the ESTYN website

Section II - What we offer

8 - The School Curriculum

THE SCHOOL CURRICULUM

September 2022 sees the introduction of the New Curriculum For Wales. Here is our Vision For Learning At Ysgol Derwen.

Ysgol Derwen / Derwen Foundation School



Our School



Our Values



Our Community

Ysgol Derwen is a friendly and welcoming medium sized school located in the village of Higher Kinnerton in Flintshire. Higher Kinnerton is classed as an urban/rural area located between the City of Wrexham and the City of Chester on the Flintshire/Cheshire border. Land surrounding the village is predominately used for farming however, major industries and employers are also on our doorstep.

Ysgol Derwen is set in spacious grounds with ample opportunities for outdoor learning and is at the heart of a vibrant and growing community.

Ysgol Derwen is a caring village school with a dedicated, professional staff offering a broad and balanced curriculum. In all aspects of school life, we aim to express the traditional values of respect and care for others whilst providing the opportunities for learners to develop as individuals and prepare them for a successful future.

Happy together, learning forever, succeeding wherever we may be.

What is curriculum in Ysgol Derwen?

A school curriculum is everything a learner experiences in school. When designing Ysgol Derwen's curriculum we put the needs of our learners first. The curriculum has been developed holistically involving learners, staff, parents, governors and the local community. As a team we carefully think about what we teach, how we teach it and also why we teach it.

Through this consultation process the following values and skills were seen as the most important aspects to underpin our curriculum at Ysgol Derwen.

Our Values	Our Behaviour
Happy and Friendly	We ensure that the ethos of each class and learning experiences offered inspire and engage our learners. We ensure that learners enjoy, experience pleasure and develop motivation while learning. We support each other in all aspect of our lives. Friendship is at the heart of our school and something that is encouraged, nurtured and celebrated across the school.
Kind and Caring	We show care and concern for the welfare of all involved in the life of the school. We listen and take action to ensure that everyone in the school feels safe, valued and has a voice that is heard and acted upon.
Respectful and Empathetic	We are honest and open in our work and respect the views and feelings of everyone. We encourage empathy and respect of our natural world and strive to encourage learners to carefully consider how to look after our world.
Resilient and Determined	We support each other as learners and staff to have self belief, to be confident and proud of ourselves and our achievements. We embrace challenge and we persevere to achieve our goals.
Inclusive and Unique	We are an inclusive school where individuality is celebrated. There is an appreciation and understanding that we are all unique with our own strengths, abilities and talents.
Positive Mindset	We encourage learners to have a growth mindset across all aspect of their school life. Growth mindset strategies are embedded in each classroom giving the pupils the tools they need to be remain positive and flourish
Community Focused	We play a full and active part in the life of our community and the community is encouraged to play an active part in the life of the school.

Section II - What we offer

8 - The School Curriculum

Ysgol Derwen - Our Priorities

Health and Wellbeing

The emotional health and wellbeing of our pupils and staff at Ysgol Derwen take a high priority when designing our curriculum, policies, planning and teaching.

Our aim is to have happy learners who want to learn and succeed to the best of their abilities.

The school places much emphasis on the physical wellbeing of all pupils. All classes have weekly PE sessions and Health, Fitness and Wellbeing are linked to many other Areas Of Learning throughout our curriculum.

Children are encouraged to participate in a number of sports both competitive and non-competitive with the emphasis always being on enjoyment and always doing your best.

What We Must Teach

- Language
- Numeracy
- Religious Education
- Personal and Social Education
- Sex and Relationship Education



Cluster Working

Staff at Ysgol Derwen have developed excellent working relationships with Castell Alun High School and the Cluster. Primary schools which have been embedded over a number of years. These links are very important to Ysgol Derwen in helping the school and cluster to drive common goals for both standards and health and wellbeing forward along with preparing our pupils fully for their transition to high school. We also have many friendly contacts with other schools in the locality.

Pupil Voice

What Values Are Most Important To Our Learners

- Kindness
- Happiness
- Feeling Safe
- Being My Best
- A place For Learning
- A place that gets me ready to the next stage in life
- A place where everyone is respected

Pupil Leadership Team

Ysgol Derwen encourages the pupils to have a say in school matters and has a very active **School Council**. The children also have a major input into the wellbeing of the pupils by participating in Healthy Schools and **Eco School Initiatives** (our **Planet Protectors**) in addition to having a very active **Digital Learners Team** focussed on keeping children safe and up to date when working with IT, and our **Crw Cymraeg** who promote the use of Welsh within the school and at home.

Helping Others

Pupils at Ysgol Derwen help raise much needed funds or items for a number of charities each year helping promote global citizenship and an empathy and understanding of local and global issues.







WALES, THE WELSH LANGUAGE AND BILINGUALISM

Welsh is taught as a second language to all pupils in the School. The main emphasis is on oral language although as children move through the school, reading and writing of Welsh assume greater prominence.

Children are encouraged to develop an awareness that their school is in Wales. Use is made of the Welsh language in an incidental way whenever the opportunity arises in order that pupils hear the language as a natural part of school life. They are also involved in a range of activities which raise their awareness of the cultural aspects of Welsh life.

Modern Foreign Languages

In line with the requirements of the Curriculum for Wales, modern foreign languages have been added to the curriculum offered by Ysgol Derwen. Initially French and British Sign language will be taught to pupils at the school with the emphasis in French being on oral work as children and staff develop their skills in this area.

LINKS WITH Families and THE COMMUNITY

Having positive links and communication with parents, families and the local community are very important to Ysgol Derwen. The local community is an integral part of Ysgol Derwen. The school has links with many organizations within the village and further afield:

- Kinnerton Oaks Football Club
- Village Hall
- Monthly senior citizens lunch club
- Kinnerton Church
- Wrexham Football Club
- Little Acorns

We aim to further develop community and local business links in the coming years








Section II - What we offer

8 - The School Curriculum

THE SCHOOL CURRICULUM

We aim to provide a holistic curriculum which is:-

- **Coherent** - concerned with the education of the **WHOLE** child
- **Broad** - to bring pupils into contact with a wide range of learning experiences
- **Balanced** - so that each learning experience is given appropriate attention in relation to the others and to the curriculum as a whole
- **Relevant** - to ensure that what is taught is worth learning and is seen by pupils, parents and teachers to meet present and future needs
- **Differentiated** - to allow for differences in the abilities and aptitudes of children.

The Curriculum for Wales Four Purposes are at the core of Ysgol Derwen's curriculum. The Four Purposes underpin all aspects of our curriculum design, planning and teaching. Our vision and values as a school support the four purposes.

The Four Core Purposes

			
<p>Ambitious, capable learners who:</p> <ul style="list-style-type: none"> • Set themselves high standards and seek and enjoy challenge • Are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts • Are questioning and enjoying solving problems • Can communicate effectively in different forms and settings, using both Welsh and English • Can explain the ideas and concepts they are learning about • Can use number effectively in different contexts • Understand how to interpret data and apply mathematical concepts • Use digital technologies creatively to communicate, find and analyse information • Undertake research and evaluate critically what they find • And are ready to learn throughout their lives. 	<p>Enterprising, creative contributors who:</p> <ul style="list-style-type: none"> • Connect and apply their knowledge and skills to create ideas and products • Think creatively to reframe and solve problems • Identify and grasp opportunities <ul style="list-style-type: none"> • Take measured risks • Lead and play different roles in teams effectively and responsibly • Express ideas and emotions through different media • Give of their energy and skills so that other people will benefit • And are ready to play a full part in life and work. 	<p>Ethical, informed citizens who:</p> <ul style="list-style-type: none"> • Find, evaluate and use evidence in forming views • Engage with contemporary issues based upon their knowledge and values • Understand and exercise their human and democratic responsibilities and rights • Understand and consider the impact of their actions when making choices and acting • Are knowledgeable about their culture, community, society and the world, now and in the past • Respect the needs and rights of others, as a member of a diverse society • Show their commitment to the sustainability of the planet • And are ready to be citizens of the world. 	<p>Healthy, confident individuals who:</p> <ul style="list-style-type: none"> • Have secure values and are establishing their spiritual and ethical beliefs • Are building their mental and emotional well-being by developing confidence, resilience and empathy • Apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives • Know how to find the information and support to keep safe and well • Take part in physical activity • Take measured decisions about lifestyle and manage risk • Have the confidence to participate in performance • Form positive relationships based upon trust and mutual respect • Face and overcome challenge • Have the skills and knowledge to manage everyday life as independently as they can • And are ready to lead fulfilling lives as valued members of society.

Teaching

Ysgol Derwen - Our Aims

- To enable each child to develop as a happy, cheerful and well-balanced individual, and to enjoy all aspects of school life;
- To develop moral and spiritual awareness;
- To encourage each child to be co-operative and tolerant, respecting and appreciating the feelings, the views and the property of others;
- To promote high standards of behaviour;
- To develop in children positive attitudes towards work;
- To equip each child with the necessary skills of literacy and numeracy;
- To develop self-expression and creative abilities;
- To develop physical awareness and skills;
- To ensure that all children work to their full potential;
- To prepare children for life and work in the secondary school, and in later adult life.



Excellent planning, delivery and teaching is what underpins our curriculum at Ysgol Derwen, enabling the school to realise the Four Core Purposes, our vision as a school and the requirements of the Curriculum Framework. We have developed a stimulating and high-quality learning environment conducive to effective learning both indoors and outdoors which learners, staff and parents are very proud of. We constantly reflect upon, share and develop our teaching practices, based on our understanding of the **12 pedagogical principles** set out in the Curriculum Framework and the practices we find to be successful in our school.

The 12 Pedagogical Principles

1. Focus on achieving the 4 purposes	2. Challenge learners and emphasise the importance of continuous effort. Convey high, achievable expectations	3. Use a range of teaching methods	4. Develop problem solving skills, creative skills and the ability to think creatively.
5. Building on prior knowledge and experience. Engage interest.	6. Creating authentic contexts	7. Implementing formative assessment principles	8. Extend within and across the Areas of Learning
9. Reinforcing and practicing cross-curricular skills - literacy, numeracy and digital competence	10. Develop learners to take increased responsibility for their own learning and to develop as independent learners.	11. Promote social and emotional development and positive relationships	12. Promote collaboration

Section II - What we offer

8 - The School Curriculum

A New And Exciting Approach To Learning

The Curriculum for Wales enables teachers, school staff and pupils to collaboratively design a learning experience which will be exciting, creative and flexible based on the **6 Areas of Learning, What Matters Statements** and a **Cross Curricular approach to Skills development**.

The what matters statements for each Area will be the basis of our planning for progression, depth of skills and a knowledge, and for learner progress.

What Matters Statements for the 6 Areas of Learning and Experience

Expressive Arts	Health and Wellbeing	Humanities	Mathematics and Numeracy	Languages, Literacy & Communication	Science and Technology
Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals	Developing physical health and well-being has lifelong benefits	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future	The number system is used to represent and compare relationships between numbers and quantities	Languages connect us	Being curious and searching for answers is essential to understanding and predicting phenomena
Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts	How we process and respond to our experiences affects our mental health and emotional well-being	Events and human experiences are complex, and are perceived, interpreted and represented in different ways	Algebra uses symbol systems to express the structure of mathematical relationships	Understanding languages is key to understanding the world around us	Design thinking and engineering offer technical and creative ways to meet society's needs and wants
Creating combines skills and knowledge, drawing on the senses, inspiration and imagination	Our decision-making impacts on the quality of our own lives and the lives of others	Our natural world is diverse and dynamic, influenced by processes and human actions	Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world	Expressing ourselves through languages is key to communication	The world around us is full of living things which depend on each other for survival
	How we engage with social influences shapes who we are, and affects our health and well-being	Human societies are complex and diverse, and shaped by human actions and beliefs	Statistics represent data, probability models chance, and both support informed inferences and decisions	Literature fires imagination and inspires creativity	Matter and the way it behaves defines our universe and shapes our lives
	Healthy relationships are fundamental to our well-being	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action			Forces and energy provide a foundation for understanding our universe
					Computation is the foundation for our digital world

Assessment and Progression

Assessment and Progression in learning is the process of developing and improving pupil's skills, knowledge and understanding over a period of time. The new curriculum is built on learner progression with there being a change from the current phases and key stages to a continuum of learning from 3 - 16 years old.

The new continuum has progression steps, reference points that relate broadly to expectations at 5, 8, 11, 14 and 16 years of age. These progression steps are set out as a series of achievement outcomes, which are broad expectations of learning over two to three-year periods. The Curriculum for Wales enables the monitoring of pupils progress to be the main purpose of assessment rather than an accountability exercise.

Assessment is considered to be an integral part of teaching and learning in each area of learning. It measures what a pupil actually knows and understands, and this informs future teaching.

Formal/summative assessment is carried out at specific times during the school year.

Continuous and formative assessment takes place on a daily basis and includes:

- Baseline Data
- Involvement of learners in the planning
- Prior / current knowledge questioning
- Observing and questioning pupils
- Teacher assessment
- Differentiated challenges / eliminating ability grouping
- Taith 360
- Progress in Maths tests
- National Welsh Government tests
- Target Setting
- CATS
- Progression steps
- PASS

Inclusion

All children are provided with equal access to the full curriculum. We aim to provide suitable learning opportunities regardless of disability, gender, race, ethnic origin, culture, language or religion. The school will endeavour to ensure that access to materials, equipment and furniture are adapted to meet any particular needs so that the pupil can work alongside their peers. Individual pupil provision, including universal and enhanced provision, is detailed on class provision maps.



Section II - What we offer

8 - The School Curriculum

Planning

When considering planning at Ysgol Derwen, the main focus is placed on offering our learners quality **exciting, engaging, broad and balanced learning experiences**. This is achieved by allowing learners the time to acquire, practice and apply knowledge and skills to embed their learning and not to rush through work to 'achieve content'. This lays a solid foundation for the next stages of their learning and allows our pupils to build on their knowledge and learning and achieve their full potential.

Year 5 Topic/English planning					
Topic 1					
Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1
Topic	This is me	The World is a... Snags (Drama my Christmas concert)	Our World and Me	Our World	Money Matters
Educational Visits	None	None	None	None	None
English	Book: <i>Winnie the Pooh</i> Poetry: <i>Classic poetry</i> Persuasion Contemporary Literary	Poetry: Romantic poetry	Formal letters Poetry	Instructions	Book: <i>Desert Island Dinner</i> Poetry: Poetry selected by the children for display or TV
	Topics will focus the assessments to participate in drama activities in each term. Topics will write an extended story each term. Topics will read and use inference books in each topic.			Snakes and adders	

Planning Linked To The Four Core Purposes



Year 5 Topic/English planning	
Topic 2	
Topic 3	
Topic 4	
Topic 5	
Topic 6	
Topic 7	
Topic 8	
Topic 9	
Topic 10	
Topic 11	
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Section II - What we offer

8 - The School Curriculum

Pupil Voice

Ysgol Derwen encourages the pupils to have a say in school matters and have a very active School Council. The children also have a major input into the wellbeing of the pupils by participating in Healthy Schools and Eco School Initiatives in addition to having a very active Digital Learners Team (focussed on keeping children safe and up to date when working with IT), a Criw Cymraeg (who promote the use of Welsh within the school and at home) and our Planet Protectors.



Green Flag award for eco-friendly school

Section II - What we offer

9 -Testing, Recording and reporting

TESTING/RECORDING/REPORTING

Record Keeping, Reporting to Parents

To maintain accurate records and to track progress, pupils are assessed at various intervals throughout their schooling. Evidence from all formal assessments is collated and used to inform future planning on an individual, class and school level.

On entry assessments are made on all children within their first six weeks of entry to the Nursery or Reception Class in order to provide a 'baseline' assessment.

Formative Teacher assessment

This is an on-going daily process between teacher and pupil based on questioning, discussion and presentations. Pupils are encouraged to self-assess and assess the work of peers as a strategy to develop an awareness of their own achievement and identify areas to improve.

Reporting to parents

Teacher/Parent consultation evenings are held in Autumn and Spring in order to report academic progress. Parents are formally invited into school two times during a child's academic year. The purpose of these meetings is to discuss individual progress and highlight targets for future development.

A formal written report is published at the end of the academic year that focuses upon progress made and steps for future development.

However, any concerns about progress should be discussed with the class teacher as and when they arise. If you make an appointment through the school office the class teacher will make time to discuss his/her concerns with you.

Section II - What we offer

10 - Sport and Extra Curricular Activities

Sport

The school places much emphasis on the physical wellbeing of all the pupils. All classes have two PE sessions per week and Health and Fitness are linked to many other subjects through the schools involvement in the Healthy Schools Project.

All Key Stage 2 classes also receive swimming lessons each year. Children are encouraged to participate in a number of sports both competitive and non-competitive with the emphasis always being on enjoyment and always doing your best. This is very evident in our very enjoyable and successful annual sports day.

Sporting Activities

The School has regular teams for netball, rounders, football, rugby, athletics, cross country, tennis and swimming. These teams participate in league games, friendly matches, district tournaments and an annual gala. Other teams are occasionally organised for specific events eg. Basketball, Indoor Athletics, hockey, water polo .

Ysgol Derwen enjoys much success on the sporting field



Extra-Curricular Activities

Clubs are run either in the lunch break or immediately after School. The following clubs may be available at certain times during the school year:-

- Netball
- Football
- Rounders
- Rugby
- ICT
- Performing Arts
- Choir
- Cookery
- Gardening

Other clubs are also organized throughout the year.

Section II - What we offer

10 - Sport and Extra Curricular Activities

Educational Visits

Each year pupils from the School make educational visits both locally and further afield. For all such visits the school will ask parents for a voluntary contribution to cover the costs of busses etc.

Residential Visits

The school organises residential visits each year to help with the children's physical, emotional and social development. These activities also provide great enjoyment to all involved.

Residential visits have recently taken place to:

- PGL - Boreatton Park
- Glan Llyn Urdd Centre - Bala
- Cardiff



Section II - What we offer

11 - The Welsh Language

THE WELSH LANGUAGE

Welsh is taught as a second language to all pupils in the School. The main emphasis is on oral language although as children move through the school reading and writing of Welsh assume greater prominence.

BILINGUALISM

Children are encouraged to develop an awareness that their school is in Wales. Use is made of the Welsh language in an incidental way whenever the opportunity arises in order that pupils hear the language as a natural part of school life. They are also involved in a range of activities which raise their awareness of the cultural aspects of Welsh life.



Section II - What we offer

12 - Health and Sex Education

HEALTH and SEX EDUCATION

Sex education is an aspect of health education. The School's policy is to deal with questions asked by children about the differences between the sexes and human reproduction factually and honestly as they arise.

Year 5 and 6 pupils are given information regarding personal hygiene, relationships and puberty etc. in preparation for their secondary schooling. Parents may view the school policy on Sex Education and make arrangements to view and discuss any teaching materials used prior to lessons.

The School's personal and social education programme deals with a range of health-related issues which are taught in age appropriate modules. Good hygiene, including handwashing and hair grooming and tying back of long hair, are also regularly reinforced.

Section II - What we offer

13. Religious Education and Collective Worship

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

All children follow a course of religious education during their time in School. This covers Christianity and other world religions.

Ysgol Derwen has close links with the Village Church but does not have any affiliation with a particular religion or religious denomination.

In addition, all children attend daily assembly either as a class or as part of the whole school.

Parents may withdraw their children from R.E. lessons and school assemblies if they make an application in writing to the Headteacher.

Section II - What we offer

14. Additional Learning Needs

ADDITIONAL LEARNING NEEDS

The school's aim is to allow all pupils, where possible, to study the Curriculum for Wales and to be included in all activities. Pupils who are identified as having additional learning provision will have their need met through differentiated work within the classroom. Children with complex additional learning needs may require an Individual Development Plan to help them achieve their potential.

The school makes a significant contribution from its budget to support ALN. A small amount of additional resources, which are over and above the school's own provision, are met by Flintshire L.A.

Pupils with physical disabilities have full access to all buildings and their resources.

School organisation with regards to Additional Learning Needs (ALN)

Children with ALN are supported mostly by the class teacher either through differentiated work during class lessons or during additional withdrawal sessions.

Children with additional needs may also be given additional support during a withdrawal session with a teacher or Teaching Assistant who work closely under the guidance of the class teachers and the ALNCO (Additional Needs Coordinator).

For pupils with more complex needs, Individual Development Plans (IDPs) are drawn up by the class teacher, ANCO, support staff, pupil, parents and any outside agencies involved with the child. These IDP's are reviewed annually and new targets set.

Children who are identified as having insecure basic skills through the school's tracking system may also receive support through the Catch Up programme or RM Maths.

Section II - What we offer

14. Additional Learning Needs

The system for supporting children and young people with special educational needs and disability in Wales is changing. From September 2021, the Welsh Government has been introducing a new, simpler and more responsive system of meeting the needs of children with special educational needs or disabilities. The new system puts the learner at the heart of everything that happens. It will be brought in gradually over the next few years (2021 - 2024).

Key Messages:

- The term Additional Learning Needs (ALN) will replace the terms Special Educational Needs (SEN) and Learning Difficulties and Disabilities (LDD). It is when additional learning provision (ALP) is required to support their education that a child or young person will be identified as having ALN.
- Special Educational Needs Coordinators (SENCos) in schools will now be called Additional Learning Needs Coordinators (ALNCos)
- The new Code for the new system will cover children and young people aged 0-25. This means that early years, further education colleges and further independent specialist colleges will now also be included (but not higher education or apprenticeships.)
- Emphasis will be on high aspirations and better outcomes for children and young people with Additional Learning Needs (ALN).
- The current graduated system of Early Years Action, Early Years Action Plus and Statements is being replaced. All children and young people thought to have ALN will have an Individual Development Plan (IDP). The IDP will replace all other individual plans. IDPs for children under compulsory school age will be maintained by local authorities.
- The current phased system of School Action, School Action Plus and Statements will disappear, and all children and young people thought to have ALN will receive an Individual Development Plan (IDP). The IDP will replace Individual Education Plans (IEPs), Individual Behavior Plans (IBPs) or Individual Play Plans (IPPs).
- Most Individual Development Plans will be maintained by the school, but where it is considered unreasonable for the school to do so, the Local Authority may maintain them.
- There will be more opportunity for children, young people, parents and carers to contribute to the creation and maintenance of Individual Development Plans through Person Centred Planning.

Section II - What we offer

14. Additional Learning Needs

- It is hoped that working together more closely should help to avoid disagreements.
- All reasonable steps will be taken to ensure Welsh language provision if required
- All children and young people who have an Individual Development Plan will have an equal right to appeal to tribunal.

This year, agencies will be working together to share further information with yourselves and provide reassurance about the transformation programme and implementation.

If you require additional information, follow the link provided.
<https://gov.wales/additional-learning-needs-special-educational-needs>

More Able and Talented (MAT) Pupils

All our staff expect the highest performance from pupils at Ysgol Derwen. Teachers use their knowledge of the curriculum to plan for engaging, creative and challenging lessons, ensuring that learner progress and well-being is tracked through individual pupil target setting.

Pupils recognised as being more able and talented will receive a 'challenge plan', in which extension or enrichment activities are identified for children.

Children may also occasionally be invited to additional sessions organised by the LA or through the Castell Alun Consortium.

Section II - What we offer

15 - Homework Policy

HOMEWORK POLICY

Reception

Each week children practice their letter sounds and begin to take reading books home. We would ask that all children read to parents as often as possible.

Year 1

Each week children are asked to read to parents as often as possible. On occasions children may also be asked to complete class work and undertake some topic work.

Year 2

Each week children are asked to read to parents frequently and to learn spellings (from October half-term). They may occasionally be asked to complete class work, undertake some topic work or practice number bonds/patterns.

Year 3, 4 and 5

Each week pupils are asked to read to parents (2-3 times), to learn tables and learn spellings. Occasionally they will be asked to complete class work, research/or topics or undertake reinforcement activities.

Year 6

Each week pupils are asked to read to parents (at least once), learn spellings, learn tables and to complete either a Maths, English or Science task. Occasionally they are asked to complete class work and undertake reinforcement activities.

***This policy is due to be revised in line with the New Curriculum For Wales**

Section III - Security

16 - Child Protection

CHILD PROTECTION / SAFEGUARDING

All staff working at the school have Disclosure Barring Service (DBS) clearance and have been trained in child protection issues.

The schools Child Protection Officer is Mr R Jones - Headteacher (Group C Child Protection)

Mrs King, the Deputy Headteacher, is also trained to Level 3 Child Protection.

A governor also has responsibility for Child Protection.

All staff have Group B Child Protection training annually.

Ysgol Derwen uses an online recording tool for safeguarding (CPOMS)

The school's Safeguarding and Child Protection Policy is fully compliant with current expectations.

Section III - Security

17 - School Security

SCHOOL SECURITY

All pupils are housed in a building which has a high level of security.

The exterior of the building is monitored 24 hours a day by CCTV and all external doors are secured with electronic locks which can only be opened with special keys.

The presence of all visitors to the school is recorded on a 24 hour basis. Our CCTV system means that we have managed to create a very secure environment whilst not detracting from the welcoming atmosphere that we wish to foster.

School security is an important issue at Ysgol Derwen with ALL visitors to the school requested to enter the school only through the main entrance and to make any appointments or requests through the office.

All visitors to the school must also sign in and out through the main school reception and whilst in the school, fully adhere to the school's expectations regarding health and safety and child welfare.

Section III - Security

18 - Equal Opportunities

EQUAL OPPORTUNITIES

The school is an equal opportunities employer.

All pupils are educated without discrimination of any form. Much work has been undertaken to ensure ease of access for all.

The main building is adapted for wheelchair use and is on one level. The annexes are ramped. This means that all facilities and resources are available equally to all.

All outdoor areas are also accessible for wheelchairs.

The school has an Equality Policy which is reviewed regularly by the Governing Body.

Section IV - Domestic

19 - School Meals

SCHOOL MEALS

Full time children can have a healthy school meal (hot dinner) or bring a healthy lunch and a drink (**no glass containers**).

Alternatively they may go home for lunch but parents must make this request in writing and ensure that the pupil is collected by a parent or known adult and returned to school by the start of the afternoon session.

School meals are cooked and served on the premises. The school has in previous years run its own catering but from September 2013 the school has asked the Local Authority to manage the service. The school has a very experienced and talented Catering team in the kitchen who produce food of the highest quality.

The school kitchen has also received the Gold Certificate for cleanliness and the highest score for hygiene (5).

All meals should be paid for on the first school day of the week, or can be paid for a half-term in advance.

All children in Reception to Year 6 Classes across Wales are entitled to free school meals.

Please notify the school office if you think that your child in other classes may be entitled to free school meals.

Section IV - Domestic 20 - Packed Lunches

PACKED LUNCHES

All lunches should be in a suitable container e.g. plastic box. Water is available in School but if children wish to bring their own drinks please ensure that the container is leak proof.

For safety reasons glass bottles and cans are not allowed in School.

We are encouraging children to eat healthily and we would therefore be grateful if parents would not send crisps, chocolates and sweets with their children to school.

For safety reasons parents are requested to ensure that bags/rucksacks etc. are as small as are practicable.

Section IV - Domestic

21 - Healthy Eating

HEALTHY EATING

Ysgol Derwen is part of the County Healthy Schools Programme which encouraged a healthy lifestyle amongst the pupils and staff. Please help us in achieving our goals.

Snack time - Foundation Phase

If you chose not to purchase snack from the school please supply a washed piece of fresh fruit or vegetables for your child for snack time. Sugary snacks/chocolate bars etc are unsuitable and discouraged.

Play Snack - Junior Department

Please supply a washed piece of fresh fruit or vegetables for your child for snack time. Sugary snacks/chocolate bars etc are unsuitable and discouraged.

School Milk

Free milk is provided for your child throughout their time in the Foundation Phase

Water

We encourage all pupils to drink a regular supply of water throughout the school day. The school supplies water bottles with a sports cap if you wish to purchase one from the office. Please note, **no** flavoured water, juice or energy drinks are allowed in the classroom.

Section V - Health 22 - Medication

MEDICATION

Oral medicines etc. are not allowed on school premises and **cannot** be administered by staff except in exceptional circumstances when children need **vital** medication during School hours on an on-going basis. Parents should see the Headteacher so that special arrangements can be made.

You as a parent may come into school to administer medication providing you let the appropriate staff know in advance. Asthma sufferers using inhalers may do so providing you inform the class teacher that it is necessary.

If your child has a specific medical condition requiring medication, please contact the Headteacher.

You will appreciate that medicines in School can constitute a danger to other children.

Head Lice

Head Lice is a problem that arises in schools from time to time. If you notice a living louse/lice on your child's head (not the empty white 'nit' case) please treat hair with appropriate solution. (The whole family needs to be checked/treated if necessary, including grandparents).

Lice can be resistant to certain types of shampoo. It is therefore important to find out from the pharmacist the most appropriate course of treatment at that time. We request that long hair is tied up to ensure infestation is kept to a minimum. Should a member of staff notice head lice in your child's hair you will be asked to treat the condition.

Hat/Sunscreen

During the summer term, in particular, we ask that you provide your child with a hat to wear during break times/outside activities. Also, please apply sunscreen before bringing your child to school when required. 12 hour sunscreens are available from local chemists.

Section V - Health

23 - Incubation and Exclusion Periods of the Commoner Infectious Diseases

Rashes and skin infections - (For a full list please refer to the HPA website)

	Recommended period to be kept away from school, nursery or childminders	Comments
Athlete's foot	None	Athlete's foot is not a serious condition. Treatment is recommended
Chickenpox	Five days from the onset of rash	SEE: Vulnerable Children and Female Staff pregnancy
German measles (rubella)*	Six days from onset of rash	Preventable by immunisation (MMR x 2 doses) SEE: Female Staff - Pregnancy
Hand, foot and mouth	None	Contact your local HPU if a large number of children are affected. Exclusion may be considered in some circumstances
Impetigo	Until lesions are crusted and Antibiotic treatment speeds healing and healed, or 48 hours after reduces the infectious period commencing antibiotic treatment	Antibiotic treatment speeds healing and reduces the infectious period
Measles*	Four days from onset of rash	Preventable by vaccination (MMR x 2). SEE: Vulnerable Children and Female Staff - Pregnancy
Ringworm	Child can return once treatment has commenced	Treatment is required
Scabies	Child can return after first treatment	Household and close contacts require treatment
Shingles	Exclude only if rash is weeping and cannot be covered	Can cause chickenpox in those who are not immune i.e. have not had chickenpox. It is spread by very close contact and touch. If further information is required, contact your local HPU. SEE: Vulnerable Children and Female Staff - Pregnancy

Diarrhoea and vomiting illness

	Recommended period to be kept away from school, nursery or childminders	Comments
Diarrhoea and/or vomiting	48 hours from last episode of diarrhoea or vomiting	
E. coli O157 VTEC	Should be excluded for 48 hours from the last episode of diarrhoea.	Further exclusion may be required for young children under five and those who have difficulty in adhering to hygiene practices
Typhoid* [and paratyphoid*] (enteric fever)	Further exclusion may be required for some children until they are no longer excreting	This guidance may also apply to some contacts who may require microbiological clearance.
higella (dysentery)		Please consult your local HPU for further advice

Section V - Health

23 - Incubation and Exclusion Periods of the Commoner Infectious Diseases

Respiratory infections

Recommended period to be kept away from school, nursery or childminders		Comments
'Flu (influenza)	'Until recovered	SEE: Vulnerable Children
Tuberculosis*	Always consult your local HPU	Requires prolonged close contact for spread
Whooping cough* (pertussis)	Five days from commencing antibiotic treatment, or 21 days from onset of illness if no antibiotic treatment	Preventable by vaccination. After treatment, non-infectious coughing may continue for many weeks. Your local HPU will organise any contact tracing necessary

Other infections

Recommended period to be kept away from school, nursery or childminders		Comments
Conjunctivitis	None	If an outbreak/cluster occurs, consult your local HPU
Head lice	Child can return once treated	Treatment is recommended only in cases where live lice have been seen.
Hepatitis A*	Exclude until seven days after onset of jaundice (or seven days after symptom onset if no jaundice)	In an outbreak of hepatitis A, your local HPU will advise on control measures
Meningococcal meningitis*/ septicaemia*	Until recovered	Meningitis C is preventable by vaccination. There is no reason to exclude siblings or other close contacts of a case. Your local HPU will advise on any action needed
Meningitis* due to other bacteria	Until recovered	Hib and pneumococcal meningitis are preventable by vaccination. There is no reason to exclude siblings or other close contacts of a case. Your local HPU will give advice on any action needed
Meningitis viral*	None	Milder illness. There is no reason to exclude siblings and other close contacts of a case. Contact tracing is not required
Mumps*	Exclude child for five days after onset of swelling	Preventable by vaccination (MMR x 2 doses)
Threadworms	None	Treatment is recommended for the child and household contacts
Tonsillitis	None	There are many causes, but most cases are due to viruses and do not need an antibiotic

Section VI - Parents' Commitment

24 - Attendance

ATTENDANCE

As I am sure you will agree, regular attendance at school is very important. We appreciate the support received from parents in maintaining our excellent attendance record.

Attendance Information

Whole school attendance at Ysgol Derwen is traditionally very good - 95%

In line with Welsh Assembly Government policy we strongly discourage parents from applying for holiday leave at any time when the school is open. Indeed there is increasing evidence to confirm that the implications for pupil learning are real and adverse, especially for younger pupils. When children are absent from school on holidays during term time it can cause problems such as:

- Your child's education suffers
- Lessons and extra-curricular activities are missed
- Continuity of project work is lost
- The class is generally disrupted and other pupils may suffer as a result

There were few unauthorised absences for the year; however, the trend for taking pupils out of school for holidays continues to increase which impacts upon continuity of learning for all children, not just those who are absent. Under the Education (Pupil Registration) Regulations 1995 parents must apply to the Headteacher for permission to remove their children from school during term time. It is not possible for the school to provide useful, alternative curriculum experiences while children are away from school and we would therefore ask all parents to consider this issue carefully.

The Governing Body supports the Headteacher in his efforts to improve pupil attendance and have agreed that a maximum of **10** days non-medical absence may be authorised at the Headteacher's discretion unless there are, in the Headteacher's judgement, exceptional circumstances.

Section VI - Parents' Commitment

24 - Attendance

When a pupil is absent from School due to illness etc. parents are asked to provide an explanatory note (in preference a telephone call). E-mail at kimail@hwbcymru.net can also be used to inform the school of pupil absence. Absences which are not accompanied on the first day by a message are followed up with a phone call to parents and later with a letter. Unexplained absences are recorded as unauthorised.

An absence form is available from School and should be completed and submitted to the headteacher before any holiday or planned absence takes place.

Forced closure of school

In the event school has to close, for instance due to heavy snowfall, you will be informed via the school text service, an email and through the school Twitter Account. Please also use the Flintshire County Council website for all up to date information.

Punctuality

Can you please make every effort to ensure that your child is in school by the school start time of 8.55am. Late arrival in school is very disruptive with regards to taking and closing registers and morning assembly.

The School doors are open for all children from Reception to Year 6 from 8.45am every morning so that children can enter the school safely. They will be supervised by an adult and parents can then vacate the premises more promptly to avoid congestion. Nursery Class doors will be open from 9am.

Parents are not encouraged to accompany their child into school.

The school bell goes at 8.55am and the side gates will remain open until 9.00am at which point the Foundation and Junior doors will be closed for security reasons.

The only means of access into the school after this time is through the Main Entrance.

The school does keep a late book and records poor punctuality and attendance. The LA now monitors the schools attendance and punctuality records and will investigate any issues of poor attendance or punctuality which are expressed by the school.

Section VI - Parents' Commitment

24 - Attendance

Children should not be on the school premises before 8.45am.

Children are expected to be punctual in order that work may begin on time. They should not, however, be sent to school too early - **ten to fifteen minutes before the start of the School session is quite early enough.**

Children who are sent unsupervised onto the school yard earlier than this time may be sent to the Breakfast Club for their own safety as there will be no staff supervision on the yard until 8.45am each morning. Parents would be charged for this at the current session rate from the Breakfast Club.

Parents are kindly requested to vacate the school and grounds as soon as the morning bell is rung in order that work may begin promptly.

If for any reason you do arrive after 9.00am please use the FRONT entrance and sign your child in.

Morning Appointments

Please do not expect to have **unplanned appointments** with your class teacher or Headteacher before the school day starts. This is a very important time for the teacher as he/she will want to prepare the classroom and then settle the class as smoothly and as quickly as possible. The teacher will always be willing to talk to you at the end of the school day. If you have an urgent problem please contact Mr. Jones or make an appointment to talk with your class teacher through the school office as teachers are expected to and will be supervising children in the morning.

Section VI - Parents' Commitment

25 - School Dress Code

SCHOOL DRESS CODE

We all feel proud to be members of Ysgol Derwen and in representing the school this is a message we are keen to communicate with the local and wider community. Please encourage your child to respect their uniform and to keep clean and smart at all times.

The School has its own uniform which all pupils (Nursery to Year 6) are strongly encouraged to wear. Most of the items can be obtained from chain stores.

If you would like your child to have the school logo on their uniform, these are available from Forrester in Mold.

It would be most helpful if all main items of clothing are clearly labelled. This would greatly reduce the large amount of "lost property" which the school is left with each term. The school cannot take responsibility for lost belongings. Please also keep equipment bags as modest in size as possible as space within the school is limited.

Jewellery

The wearing of jewellery can be dangerous in some activities and is therefore not allowed at school. In order to comply with the LA and school's own Health and Safety Policy, jewellery is not permitted to be worn during P.E. and Games lessons. All forms of jewellery (bracelets, necklaces, earrings, rings etc.) should not be worn during school hours/visits when wearing school uniform.

Watches and earring studs only are permitted. Any child who cannot remove stud earrings for PE lessons, for whatever reason, must cover them with micropore tape. Watches must also be removed for P.E./Games activities.

Extreme Fashion Haircuts

Extreme fashion haircuts are actively discouraged e.g. tramlines, colours, Mohicans. Long hair (boys and girls) should be tied back at all times. We welcome your full support in these matters.

Section VI - Parents' Commitment

25 - School Dress Code

SCHOOL UNIFORM (Nursery to Year 6)

Autumn/Winter/Spring Terms

White shirt and school tie (on sale at School)
or pale blue polo shirt.

Navy jumper or navy sweatshirt
Grey trousers (no jeans)

White blouse or shirt and school tie (on sale at School)

Navy jumper, sweatshirt or cardigan
Grey skirt or pinafore or grey tailored trousers

Footwear - Black shoes
(no sling backs, trainers or high heels)

Summer Term

Pale blue polo shirt
Grey trousers or shorts (no football shorts)

Blue striped (or gingham) dress
Pale blue polo shirt
White blouse

Footwear - Black shoes

Section VI - Parents' Commitment

25 - School Dress Code

P.E. (PHYSICAL EDUCATION) KIT

Boys and Girls - Indoor

Plain White T Shirt

Black Shorts

Footwear - black pumps or bare feet in hall

Dance/Drama

As above

Junior Boys and Girls - Outdoor Summer

White T Shirt

Black Shorts

Footwear - Trainers or pumps

Tracksuit or similar for colder weather

Junior Boys and Girls - Outdoor Winter

White T Shirt

Black Shorts & Socks

Tracksuit or similar

Footwear - Boots and Trainers

Foundation Phase - Indoor

Plain White T Shirt

Black Shorts

Footwear - black pumps or bare feet in hall

Foundation Phase - Outdoor

As for P.E. Kit

Tracksuit or similar for colder weather

Footwear - Trainers or Pumps

Swimming (Juniors only)

Swimming Trunks/Costumes

Towel & Swimming cap for longer hair

Section VI - Parents' Commitment

26 - Parking

PARKING

Main Road, Higher Kinnerton can become extremely congested at the beginning and end of the school day. The School car park is very small and in the interests of safety **parking within the school car park is for staff only**. This is a very necessary safety measure.

We ask you also to please be considerate of the needs of local residents when parking. Please do not use the car park to drop off or collect children or park on the zig zag markings outside the school gate as this also causes safety issues.

The Royal Oak and Swan Public Houses along with the Village Hall have kindly agreed to let parent to use their car parks during the main drop off and pick up period to help alleviate traffic problems directly outside the school. These three car parks are only a few minutes walk away from the school building.

Section VI - Parents' Commitment
27 - Mobile 'Phones and other Personal Possessions

MOBILE 'PHONES AND OTHER PERSONAL POSSESSIONS

We do not allow pupils to bring mobile phones, other electronic equipment or valuables to school unless they are specifically requested to do so by a teacher.

Similarly, mobile phones are not allowed on school trips as the teacher in charge will always have emergency contact numbers with them from the information supplied by parents.

Section VI - Parents' Commitment

28 - Charging and Remissions

THE GOVERNING BODY'S POLICY ON CHARGING AND REMISSIONS

For all visits during or outside school hours, where they form part of the National Curriculum or Religious Education, the School Policy is to ask parents for contributions to cover the costs of transport, admissions and incidental charges. The viability or non-viability of each activity will be assessed on the level of contributions and the financial resources available to the School. Where the activity involves an overnight stay away from home the Governors, as they are empowered to do, will levy a charge for board and lodging whether the activity is deemed to take place in or out of school hours.

Some pupils may be eligible to have their board and lodging charges remitted. Please enquire at the office if you think your child may qualify.

A charge will be made for any activity which takes place mainly or wholly outside school hours and which does not form part of the National Curriculum (an optional activity). Participation in any "optional activity" will be by parental choice and a willingness to meet such charges as are made.

The Governors are also allowed to charge for music tuition where the tuition is not needed to meet the requirements of the National Curriculum or a prescribed examination syllabus.

It is also the policy of the Governing Body:-

- to ensure that where charges may be levied, no pupil is disadvantaged by their inability to pay;
- to leave to the Head's discretion the proportion of the costs of an activity which can be properly charged to public or non-public funds;
- to require parents to pay for damage to School property for which their children are responsible (where reimbursement is appropriate).

Section VI - Parents' Commitment

29 - Home School Links

HOME-SCHOOL LINKS

We regard parents as our partners in providing a rich and stimulating education for the children. Parents are encouraged to become involved in the life of the School both as parent helpers and through our very hardworking Friends Of Derwen School Association (FODS).

There are regular opportunities for parents to meet staff either formally at Parents' Evenings, or by arrangement, should any problems or concerns arise. Regular information is sent home with your child keeping you informed of School activities, matters of concern, and possible changes in school policy.

The school website will also help further improve communication with parents along with the school twitter account.

Regular Newsletters are sent home with news and information about the school.

Change of Address

The school is responsible for the safety and security of your child during school hours. We would therefore appreciate immediate notification of change of address. We also request at least two telephone numbers and addresses in case of emergency.

This is very important as hospitals are often unwilling to administer treatment if a parent is not present.

Section VII - Support

30 - Parent Helpers

PARENT HELPERS

We receive very valuable support in School from our team of parent-helpers who offer assistance during the School day by taking small groups of children for a number of activities such as :

- listening to readers.
- supporting in art and DT projects.
- support with cookery
- support with school website.
- support with sports coaching and transport to sporting events.
- support with extra-curricular music lessons.
- support with class educational visits.
- support of parents seeking work experience to further their own professional development.
- support with Kerbcraft Road Safety Scheme.

All parental helpers must be DBS cleared. Forms are available and can be checked off at the school office.

Section VII - Support

31 - Friends of Derwen School (FODS)

FRIENDS OF DERWEN SCHOOL (FODS)

The Friends of Derwen School Association has been active for many years. Every parent or guardian of present pupils, and all members of School staff are automatically members as are interested friends of the School. The association has an annually elected committee whose work would not be possible without the help and support of parents. As a result of their efforts FODS regularly raise in excess of £5000 each year. Many useful items are purchased for the School, and the fund also subsidizes transport costs and provides refreshments for functions.

Over the past few years FODS have helped fund:

- Additional laptops
- Outdoor classroom for Foundation Phase
- Resources for Foundation Phase
- Kitchen area for the children
- Climbing / Traverse Wall
- School Orchard
- Activity Play Area
- New Maths scheme
- New reading scheme
- Sports Teams kits
- And many more items as the need arises annually.

This year we hope to further enhance provision with FODS support in:

- ICT opportunities with the purchase of laptops to help aid with the thematic approach to learning and to increase capacity for developing basic skills.
- Further develop opportunities for outdoor provision.

The school relies on the financial support from FODS to enhance school resources and the environment.

The main FODS fundraisers are the Christmas Fayre and the Summer Fete which are whole community events.

Section VII - Support

31 - Friends of Derwen School (FODS)

We are extremely proud of the contribution made by FODS each year.

In order for FODS to continue their invaluable contribution towards the school new parents are always needed to actively aid in fundraising.



Section VIII - Additional Information

32 - Links with the Community

LINKS WITH THE COMMUNITY

We have many friendly contacts with other schools in the neighbourhood. At primary school level we meet with other schools in many sporting activities as well as co-operating with them in other aspects of the curriculum.

At Secondary level we have particularly close ties with Castell Alun High School.

The school also has links with many other organizations within the village and further afield:

- Kinnerton Oaks Football Club
- Village Hall
- Monthly senior citizens lunch club (Provided by the school)
- Digital Café Sessions (Provided by Ysgol Derwen Digital Leads)
- Kinnerton Church
- Kinnerton WI
- Wrexham Football Club
- Chester Football Club
- Local residential homes



Section VIII - Additional Information

33 - Additional Voluntary Contributions

Additional Voluntary Contributions

School Budget.

Like any other LEA school Ysgol Derwen is subject to the same financial demands and pressures. Although Ysgol Derwen continues to be a successful school with pupil numbers remaining high recent cuts to the budget place considerable additional strain on school resources. Over 91% of the annual school budget is spent on staffing with the remainder having to pay for every other aspect of school life e.g. heating, buildings, grounds maintenance, electricity, water to name just a few. When all bills have been paid there is not a very large budget remaining for pupil resources. This is where the work of FODS has been invaluable over the years in supporting the school as most of the developments and improvements over recent years have come as a result of FODS donations and not through delegated LEA school budgets e.g Foundation outdoor learning environment, climbing wall, children's kitchen, refurbishment of the computer suite, new maths scheme and the new junior play area.

Voluntary Contributions

Education in the UK is free and it is our responsibility in school to provide your children with high class education in preparing our pupils for their future lives in high school and beyond. We deliver the National Curriculum to all our pupils on the grounds of equality. The curriculum we deliver is stimulating and designed to engage the learner. In order to further enhance the learning experience for our pupils we occasionally organise off site visits , external providers (storytellers, sports coaches etc) or additional projects (DT/Art/Cookery etc). In order to offer these additional experiences we may ask for a voluntary contribution from parents towards the cost of the activity. The word voluntary therefore means that it is up to you as parents whether you are willing to support the school in providing additional opportunities. If you decide not to contribute your child will still be entitled to take part in any planned activity/visit. We do however rely on these contributions to enable events to take place.

Off Site Visits

Every trip which the school organises is costed in the same way. The price of the venue added to the cost of the bus divided by the number of children in the class. The cost of bus hire has increased significantly over the past few years. The school makes no profit from any visit. When parents decide not to contribute towards the visit the cost is then

Section VIII - Additional Information

33 - Additional Voluntary Contributions

passed onto the school. Every visit we organise has a potential of costing the school money which has to be diverted from other budget allocations. The only option for the school if we cannot cover the cost of planned visits is to cancel certain educational outings.

Residential Visits

To try to provide our pupils with additional life experiences we organise successful residential visits in Years 4, 5 and 6. Residential visits can be an expensive undertaking for a parent. The cost of the visit is again kept to a minimum. Staff give up their own time to ensure these visits are successful and it is the school who carries this additional cost in paying for supply staff to replace those going on the visits. Again these visits do not provide any profit for the school.

Section VIII - Additional Information
34 - Complaints Procedures (curriculum & related matters)

COMPLAINTS PROCEDURES ABOUT CURRICULUM
& RELATED MATTERS

Under the terms of Section 409 of the Education Act, 1996, procedures have been laid down concerning complaints made by parents or others on specific items concerning the delivery of the National Curriculum or any other related matter.

Any concerns about the National Curriculum will be considered and, so far as possible, dealt with through informal discussion in the first instance. Where the issue is not resolved the matter may then be subject to a formal complaint and, if appropriate, referred to the Governing Body. If the issue is still unresolved it will be referred to an appeal committee.

A copy of the arrangements for the consideration of complaints is available for inspection at the School.

Section VIII - Additional Information

35 - Health and Safety

HEALTH AND SAFETY

Statement of Intent

The Governing Body of Derwen School are committed to vigorous and effective management of health and safety throughout all school-based activities and activities involving pupils and staff outside the school.

Health and Safety Policy

- It is the responsibility of the Governing Body to ensure that the H & S of employees and children are of equal status.
- H & S considerations take equal precedence with the education of pupils.
- The Governing Body will constantly strive to minimise detriment to the H & S of employees, pupils and members of the public which may result from the running of the school or its off-site activities.
- The Governing Body will promote the welfare while at work of the employees and pupils.

Role of the Headteacher

- To receive delegated authority for day-to-day implementation of the policy.
- To agree annual H & S objectives with the Chairperson.
- To develop the means of controlling risk, e.g. arrangements for inspections, maintenance and testing, or evacuation procedures and drills.

Role of Teaching and Non-Teaching Staff

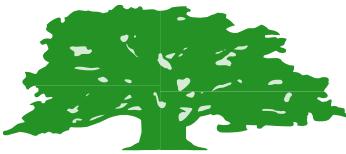
- To be responsible to the Head and to agree annual objectives as their contribution to the school policy.
- To make regular progress reports to the Head.

Duty of all on the Premises

It is the duty of all persons on the premises to take all reasonable care of their own health and safety, and that of others affected by their actions.

Section VIII - Additional Information

36 - Admissions



Ysgol Derwen / Derwen Foundation School

"Happy together, learning forever,
succeeding wherever we may be"

Admissions Policy 2025 / 2026

The Admission Number for Ysgol Derwen for September 2026 is 28

The governing body will act in accordance with the Admissions Code regarding the discharge of their duties in respect of admissions and will give full recognition to the expression of parental preference in the context of its duty to ensure the provision of effective education and the efficient use of educational resources.

The governing body will not refuse applicants to the school unless the school has reached its Admission Number of 28. The governing body will not expand the school to meet demand which does not meet the admissions criteria and will admit pupils of the relevant age group up to the Admission Number of 28.

Procedure

- Arrangements will be in place annually to accept pupils for admission to the school. Expressing a preference does not guarantee a place at the school. If the school is oversubscribed, then the oversubscription criteria will come into operation.
- Applications must be made on an official electronic application form on the Flintshire County Council Admissions Portal (Link Below)

<https://www.flintshire.gov.uk/en/Resident/Schools/School-Admissions.aspx>

- All applications for Nursery and Reception places must be received by the published date.
- Places for full time education in Reception will be considered in accordance with the criteria up to the School's Admissions Number.
- In cases when the school is oversubscribed, arrangements will be made for parents to discuss the matter with the head teacher and to be provided with information about the appeals

Section VIII - Additional Information

36 - Admissions

procedure.

Parents who apply for a place other than at the normal stages of admission will be given the same opportunities as those outlined above.

OVERSUBSCRIPTION CRITERIA

Nursery

Pupils will be admitted to non-statutory part-time nursery education in the September following the child's 3rd birthday. Nursery education is not compulsory and parents have no right of appeal regarding nursery admissions under the School Standards and Framework Act 1998. Where applications for admissions exceed the number of places available (Admission Number of 28) the following criteria will be applied, in the order set out below.

1. The School will consider the needs of a "looked after child" or "previously looked after child" (child in care) and pupils with a statement of educational needs for whom the school is the nearest appropriate school to the pupil's home address.
2. Pupils for whom the school is the nearest appropriate school to the pupil's home address.
3. Pupils who will have a sister or brother attending the preferred school on the expected admission date. The 'sibling rule' will only be applied for the statutory period of education i.e. up to Year 11.
4. Pupils for whom the preferred school is not the nearest to their home address. Pupils will be admitted in order of proximity to that alternative school and up to its Admission Number.

Nearest Appropriate School

An appropriate school is deemed to be the school closest to the pupil's home address which provides education for the relevant age, ability and aptitude of a pupil and for any additional needs he/she may have.

Distance From School

Within each category, priority will be given to those living nearer the School.

Distance from the school will be measured from the child's home address to the centre-point of the school building. This will be the shortest distance by all-purpose public highway and all other rights of way with paved and/or metalled surface. Public footpaths and bridleways across fields are specifically excluded.

Section VIII - Additional Information

36 - Admissions

Ysgol Derwen uses the same system as Flintshire County Council as an aid when calculating the distance from school to the child's home address.

The Council uses a Geographical Information System (GIS) to calculate the shortest home to school distance in miles. This is integrated into the Capita ONE software. The co-ordinates of an applicant's home address are determined using the Local Land and Property Gazetteer (LLPG) and Ordnance Survey (OS) Address Point Data. The starting point for a route assessment is determined as the nearest point on the walking route network from the pupil's address (usually the main entrance to the property), to the centre-point of the school building. The network is updated annually.

It should be noted that transport will only be provided in accordance with the Council's Transport Policy. Where, as a result of parental preference, a pupil attends a school other than the nearest appropriate school, as recognised by Flintshire County Council; it must be understood that parents accept full responsibility for transport costs and arrangements.

Siblings (Brother/Sister)

A sibling is defined as a full, half, step, adopted or foster brother or sister living together as one household at the same address and where the elder sibling is of statutory school age and will still be registered at Ysgol Derwen when the younger child is eligible to attend. In considering siblings, first priority will be given to applications from multiple birth children.

Multiple Birth Children

Twins, triplets, quadruplets, etc., residing at the same address and applying for places in the same year group will be given priority for admission in the main admissions round under the 'sibling' criteria. If it is not possible to offer places to all multiple birth children residing at the same address and applying for places in the same year group, Ysgol Derwen will contact the Authority with the view to offer places for all of those multiple birth children at the next nearest appropriate school with available places.

Child's Permanent Home Address

When applying for a place at the school, the governing body will only accept the pupil's permanent home address and not that, for example, of childminder, grandparent, relative or friend. Parents will be asked to provide official documentation at the time of application demonstrating home address. Parents are advised that a school place may be lawfully withdrawn if the information given on the application form is fraudulent or misleading.

Accepting or Declining Places Offered

Section VIII - Additional Information

36 - Admissions

Parents will be required to accept or decline the school place offered by Ysgol Derwen. Once an offer of a place is made, parents have 14 days only in which to accept that place in writing. Failure to do so within this period will mean that the place will be offered to another applicant as appropriate.

Application Forms

- Applications must be made on an official electronic application form on the Flintshire County Council Admissions Portal (Link Below)
<https://www.flintshire.gov.uk/en/Resident/Schools/School-Admissions.aspx>
- These will be available in accordance with the published dates. Parents will be asked to provide official documentation showing their child/children's date of birth.

Waiting Lists

If a parent is refused a place for their child at Ysgol Derwen during the normal admission round, the school, in agreement with the parent, place the child's name on a waiting list until 30th September in the school year in which they apply. If additional places become available while the waiting list is in operation, and before any appeals are heard, these will be allocated to applicants on the waiting list in accordance with the oversubscription criteria and not according to the date the application was submitted.

Parents can accept a place at an alternative school and still pursue an appeal at Ysgol Derwen. Placing a name on the waiting list however is not a guarantee of an eventual place at the school and does not affect the parents right of appeal.

Note:

Admission to the Nursery Class does not guarantee subsequent admission to Reception Class at the school. A separate application must be made for transfer from the Nursery Class to Reception Class.

Admissions Timetable 2025/2026



Admission Phase	Admission forms available to parents w/c	Parents' consideration period	Closing date for receipt of completed forms	Allocation period by LA/ admitting authority	Parents informed by ("Offer date")
Reception	22/09/25	22/09/25 - 17/11/25	17/11/25	18/11/25 - 23/02/26	16/04/26
Nursery	22/09/25	22/09/25 - 16/02/26	16/02/26	17/02/26 - 23/03/26	05/05/26

Section VIII - Additional Information

36 - Admissions

Application forms must be returned to the Local Authority by the closing date. Your child may have less opportunity to be allocated to your preferred school if your application is received after the closing date. Late applications received after the end of the allocation period will not be processed until after the "offer dates".

Late Applications

Late applications will be considered after those received by the closing date. The school will consider late applications if there are good reasons for the application form being late, the reason/s must be included with the application form, for example, exceptional medical reasons preventing an earlier application, recent move of house - supporting evidence must be provided.

If the Admission Number for the school has been reached, all late applications will be ranked in accordance with the admission criteria and any available places will be offered to the highest ranking applicants up to the end of the allocation period.

Reception

Pupils will be admitted to full time education in the year in which they attain the age of 5. Where applications for admissions exceed the number of places available the following criteria will be applied, in the order set out below up to the admission number of 28.

1. The School will consider the needs of a "looked after child" or a "previously looked after child" (child in care) and pupils with a statement of educational needs for whom the school is the nearest appropriate school to the pupil's home address.
2. Pupils for whom the school is the nearest appropriate school to the pupil's home address.
3. Pupils who will have a sister or brother attending the preferred school on the expected admission date. The 'sibling rule' will only be applied for the statutory period of education i.e. up to Year 11.
4. Pupils for whom the preferred school is not the nearest to their home address. Pupils will be admitted in order of proximity to that alternative school and up to its Admission Number.

Please note: attendance at nursery does not guarantee a place in reception.

Section VIII - Additional Information

36 - Admissions

Nearest Appropriate School

An appropriate school is deemed to be the school closest to the pupils home address which provides education for the relevant age, ability and aptitude of a pupil and for any Additional Needs he/she may have.

Distance From School

Within each category, priority will be given to those living nearer the School. Distance from the school will be measured from the child's home address to the recognised main entrance of the school. This will be the shortest distance by all-purpose public highway and all other rights of way with paved and/or metalled surface. Public footpaths and bridleways across fields are specifically excluded.

Distance

The Council uses a Geographical Information System (GIS) to calculate the shortest home to school distance in miles. This is integrated into the Capita ONE software. The co-ordinates of an applicant's home address are determined using the Local Land and Property Gazetteer (LLPG) and Ordnance Survey (OS) Address Point Data. The starting point for a route assessment is determined as the nearest point on the walking route network from the pupil's address (usually the main entrance to the property), to the centre point of the school building. The network is updated annually.

It should be noted that transport will only be provided in accordance with the Council's Transport Policy. Where, as a result of parental preference, a pupil attends a school other than the nearest appropriate school, as recognised by Flintshire County Council, it must be understood that parents accept full responsibility for transport costs and arrangements.

Siblings (Brother/Sister)

A sibling is defined as a full, half, step, adopted or foster brother or sister living together as one household at the same address and where the elder sibling is of statutory school age and will still be registered at Ysgol Derwen when the younger child is eligible to attend. In considering siblings, first priority will be given to applications from multiple birth children.

Multiple Birth Children

Twins, triplets, quadruplets, etc., residing at the same address and applying for places in the same year group will be given priority for admission in the main admissions round under the 'sibling' criteria. If it is not possible to offer places to all multiple birth children residing at the same address and applying for places in the same year group, Ysgol Derwen will contact the Authority

Section VIII - Additional Information

36 - Admissions

with the view to offer places for all of those multiple birth children at the next nearest appropriate school with available places.

Child's Permanent Home Address

When applying for a place at the school, the governing body will only accept the pupil's permanent home address and not that, for example, of childminder, grandparent, relative or friend. Parents will be asked to provide official documentation at the time of application, demonstrating home address. Parents are advised that a school place may be lawfully withdrawn if the information given on the application form is fraudulent or misleading.

Accepting or Declining Places Offered

Parents will be required to accept or decline the school place offered by Ysgol Derwen. Once an offer of a place is made, parents have 14 days only in which to accept that place in writing. Failure to do so within this period will mean that the place will be offered to another applicant as appropriate.

Parents must be aware that they have the right to defer entry to school until the term following the child's 5th birthday if they so wish.

Application Forms

- Applications must be made on an official electronic application form on the Flintshire County Council Admissions Portal (Link Below)
<https://www.flintshire.gov.uk/en/Resident/Schools/School-Admissions.aspx>
- These will be available in accordance with the published dates. Parents will be asked to provide official documentation showing their child/children's date of birth.

Waiting Lists

If a parent is refused a place for their child at Ysgol Derwen during the normal admission round, the school, in agreement with the parent, place the child's name on a waiting list until 30th September in the school year in which they apply. If additional places become available while the waiting list is in operation, and before any appeals are heard, they will be allocated to applicants on the waiting list in accordance with the over-subscription criteria and not according to the date the application was submitted.

Parents can accept a place at an alternative school and still pursue an appeal at Ysgol Derwen. Placing a name on the waiting list however is not a guarantee of an eventual place at the school and does not affect the parents right of appeal.

Admissions Timetable 2025/2026



Section VIII - Additional Information

36 - Admissions

Admission Phase	Admission forms available to parents w/c	Parents' consideration period	Closing date for receipt of completed forms	Allocation period by LA/ admitting authority	Parents informed by ("Offer date")
Reception	22/09/25	22/09/25 - 17/11/25	17/11/25	18/11/25 - 23/02/26	16/04/26
Nursery	22/09/25	22/09/25 - 16/02/26	16/02/26	17/02/26 - 23/03/26	05/05/26

Application forms must be returned to the Local Authority by the closing date. Your child may have less opportunity to be allocated to your preferred school if your application is received after the closing date. Late applications received after the end of the allocation period will not be processed until after the "offer dates".

Late Applications

Late applications will be considered after those received by the closing date. The school will consider late applications if there are good reasons for the application form being late, the reason/s must be included with the application form, for example, exceptional medical reasons preventing an earlier application, recent move of house - supporting evidence must be provided.

If the Admission Number for the school has been reached, all late applications will be ranked in accordance with the admission criteria and any available places will be offered to the highest ranking applicants up to the end of the allocation period.

Provision for Children with Additional Needs

The Local Authority must have regard to the Code of Practice for Special Educational Needs when identifying, assessing and providing for children with additional needs. Some children may require special educational provision which is over and above that which a mainstream school could reasonably be expected to provide. The Local Authority will assess the needs of such pupils in accordance with the guidelines laid down by the Code of Practice. Where the assessment indicates this to be necessary, it will arrange for extra provision to be made to them. This provision will be included in a statement of special educational need for the child concerned. This document is negotiated with parents and schools. It states the child's needs and how and where those needs will be met.

Section VIII - Additional Information

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YSGOL DERWEN/DERWEN FOUNDATION PRIMARY SCHOOL

APPEAL PROCEDURE FOR STATUTORY FULL-TIME EDUCATION

- If the governing body is able to comply with the wish of the parent, then the child will be admitted to the school.
- If the governing body is unable to comply with the wish of the parent, the parent may, if they wish, give notice of appeal.
- The request for the appeal must be sent to the Chair of Governors c/o Ysgol Derwen/Derwen Foundation Primary School, within 14 calendar days of the date of the letter indicating refusal of the preference application for a place at the school.
- The request, together with reasons for the appeal, must be made in writing.
- The appeal will take place as soon as possible, after receipt of appeal request. Parents will receive 14 days notification of the appeal panel's meeting. (Parents can waive their right to 14 days notification if they agree in writing).
- The appeal panel shall consist of 3 people independent of the school and appointed by the L.A.
- The head-teacher and/or admissions panel may provide evidence to the appeal panel.
- The parents will be given an opportunity to appear before the independent appeal panel. They may be accompanied by a friend if desired.
- The decision of the independent appeal panel will be final.

This policy was approved by full governing body on: March, 2025

Signed:

R Jones (Headteacher)
C Turner (Chair of Governors)

Review Date: Annually

Section VIII - Additional Information

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Ysgol Derwen School Appeal Form

Name of school for which you wish to appeal for a place:-

Year Group

Child Details	Surname:		Forename(s):	
	Date of Birth		/	/

Current School

Current Address

Post Code

New Address (*if applicable*)

Post code

Does your child have a Statement of Special Educational Needs Yes No

Appellant's Name(s)		
Relationship to child		
Address (<i>if different from above</i>)		
Post code:		
Contact Nos:	Daytime	Evening
E-mail address		

Do you have any other school age children? If so please indicate names and ages and attending

Name	Date of Birth	School currently attending

Please state your reasons for appeal overleaf continuing or using a separate if required. If you wish to attach any additional information for the appeal please do so when this appeal form is submitted.

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I wish to appeal against the decision of Ysgol Derwen not to allocate a place for my child at the school named above,

Parental Signature..... Date.....

Please state your reasons for appeal:

Please return this form to:

**Ysgol Derwen
Main Road
Higher Kinnerton,
Flintshire.
CH49AJ
Email: Kimap@hwbcymru.net
Tel: 01244 6602912**