Malpas Court Primary School

Nurture Inspire Achieve

Prospectus

2026- 2027

Malpas Court Primary School
Ysgol Gynradd Llys Malpas
"Where children learn to live
and live to learn in an ever changing world"

Contact Us and Key Information

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Website: www.malpascourtprimary.co.uk

Headteacher: Mrs R Llewellyn

Deputy Headteacher: Mrs C Rawlings

Chair of Governors: Mrs L Lane

Classification of school:	Community Primary School English medium
Age range of pupils:	3-11
Total number of pupils September 2026:	240

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The Governing Body of Malpas Court Primary School

Dear Parents and Carers,
I would like to introduce myself as Chair of Governors at Malpas Court Primary School. I am passionate about education and committed to ensuring that every child has the opportunity to thrive, achieve their potential, and develop a lifelong love of learning.

My professional background is in education, with over two decades of experience working with children, families, schools, and education services across Newport. Throughout my career, I have been dedicated to improving outcomes for children, particularly in the areas of early years education, inclusion, and additional learning needs. I currently work as a Senior Teacher Adviser for Early Years and ALN, supporting schools and settings to provide high-quality learning experiences and ensuring that children receive the support they need to flourish.

As Chair of Governors, I am proud to work alongside a skilled and committed governing body, leadership team, dedicated staff, and supportive families. Together, we share high aspirations for all our pupils and are committed to creating a safe, nurturing, and inclusive environment where every child feels valued and respected.

As governors, our role is to support and challenge the school, ensuring that it continues to provide the very best education for all learners. We are committed to continuous improvement and to working collaboratively with the whole school community to ensure that Malpas Court Primary School remains a place where every child can succeed.

I look forward to working with pupils, staff, parents, and the wider community as we continue to build on the many strengths of the school.

With very best wishes,
Mrs L Lane,
Chair of Governors

Governor name	Governor Type
Deborah Weston	Local Authority Appointed
Charlotte Clegg	Local Authority Appointed
William Langsford	Local Authority Appointed
Ryan Owen	Local Authority Appointed
Karyn Keane	Local Authority Appointed
Laura Lane	Local Authority Appointed
Anna-Marie Cox	Community Governor
Simon Linton	Community Governor
Sarah Warren	Community Governor
Jessica Element	Parent Representative
Sinead Healy	Parent Representative
Tunde Olatubosun	Parent Representative
Melissa Nichols	Parent Representative
Ashleigh Manfield	Staff Representative
Ceri Rawlings	Teacher Representative
Rhiannon Llewellyn	Headteacher

Introducing our school

Welcome from Mrs Llewellyn, Headteacher:

Croseo i Ysgol Gynradd Llys Malpas. On behalf of the Governing Body, staff and pupils of Malpas Court Primary School I would like to offer you a very warm welcome. Where we 'Nurture' and 'Inspire' for our learners to 'Achieve'.

At Malpas Court we have a committed and successful team who have the highest expectations for every child who attends our school. We aim to provide an outstanding education for all learners that fosters academic excellence and personal growth. Our team work hard to develop the whole child and places great emphasis on their well-being; ensuring that they are ready, willing and able to learn. We have high hopes that every child will reach their full potential through our broad and balanced curriculum. We strive to inspire one another through a range of learning experiences that are exciting and engaging, both inside and outside of the classroom.

We truly believe that working together is how we will achieve the best for the children of Malpas Court; the partnership between home and school is vital. We are proud of our links with the community and the climate of trust, equality and mutual respect that exists within the school. Our motto, 'Learn to live and live to learn in an ever-changing world" celebrates our desire for children to leave our school as independent young people, equipped with the skills and values to overcome the challenges of living and working in the 21st century.

I am pleased to say that our school is at the heart of our community. I believe that Malpas Court Primary School is a place where positive experiences and memories are made that can be treasured for a lifetime.

Location

The school is situated just off the main Newport to Pontypool Road, on the western side, in picturesque and spacious grounds, which once belonged to the Protheroe family who owned the impressive Malpas Court mansion house, which still dominates the surrounding area.

The school was opened on 7th March 1951 and consisted originally of separate infant and junior departments. In 1969 the two schools amalgamated under one headteacher.

Premises

The facilities offered by the building include light and well-organised classrooms, each with its own doorway out onto the paved terraces, which run the whole length of the school. The terraces are extensions to the classrooms and provide space for various learning activities in the outdoor environment.

The main school hall is well equipped with a full-sized stage, dressing rooms and staging equipment, this providing ample opportunities for school productions at various times during the year. A second large hall is used as a gym where the children have plenty of space to participate in all the activities associated with physical education. There is also a separate dining hall where the children can enjoy school meals cooked on the premises.

Introducing our school

Catchment

The school serves the area on the western side of Malpas Road, commencing at Bettws Lane.

The main school caters for children between the ages of 4+ and 11. At the beginning of September 2026 there were approximately 240 pupils on roll (including those in our Nursery).

We are a single-form entry school with 11 classes, ranging from Nursery to Year 6. In addition to our mainstream classes, we have two Speech and Language Learning Bases, each offering 8 specialist places to support children with communication and language needs.

We also provide a morning Nursery with 39 places and have a dedicated nurture provision, The Den, which offers 6 places for children requiring additional emotional and social support.

In total we have 10 classes throughout our school:

- Nursery
- Reception
- Year 1
- Year 2
- SLRB Acorns
- Year 3
- Year 4
- Year 5
- Year 6
- SLRB Oaks



Speech & Language Resource Base

This is situated within the school and admits sixteen primary age children from "Greater Gwent" across two classes.

The Base occupies one classroom in the Oaks corridor and one in the Mighty Oaks corridor. The children are attached to their peer group class in the mainstream and integrate with that class whenever possible. Each unit classroom is staffed by one teacher, teaching assistants and a part time speech and language therapist. Admission to the unit is decided by the Admissions Panel and is based on clearly defined criteria. Attendance at the school, or catchment area does not automatically qualify pupils for admission to the unit.

It is the philosophy at Malpas Court Primary School that the children in the Specific Language Impairment Base are fully integrated into all aspects of school life. For our children with additional needs, as with all our pupils, we seek to liaise closely with parents, so that working together; we can best serve the needs of the children.

School Aims and Home-School Agreement

Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as healthy and happy citizens, confidently applying their knowledge and skills in an ever-changing world.

At Malpas Court Primary School we work collaboratively with others to develop ambition, enterprise, ethics and health in our learners; by providing exciting, authentic, learning experiences.
The INSPIRE Values are central to our school culture and ethos. Our positive relationships policy reinforces the following values:

I We follow INSTRUCTIONS and respond IMMEDIATELY
N We show that we are NOBLE and considerate of others
S We are SELF-MOTIVATED to SUCCEED
P We enjoy school life and overcome challenges by being POSITIVE
I We aim to be INDEPENDENT
R We care for others and show RESPECT, being RESPONSIBLE for our actions
E We learn EFFECTIVELY by being ENGAGED in everything we do

We seek to promote our core values through developing these ideals so that when children leave us they will:

- have a high sense of respect for themselves and others; value the contributions of others that they as individuals, and their religions or cultures, have to bring to our society,
- have high aspirations for themselves and the future,
- possess the skills and qualities to cope with change but also to shape their futures,
- have a passion for learning because they are successful and enjoy the learning process,
- have benefited from our inclusive ethos that enables the talents, skills and contributions of all to be valued and celebrated,
- been nurtured in a safe and secure environment that enabled them to develop positive self-esteem and resilience as learners,
- have experienced learning through a wide range of opportunities and activities that have enhanced their understanding of themselves and the wider world around them,
- have had opportunities to explore and develop interests, skills and talents that they did not know they had,
- have developed the core skills and knowledge necessary to support them in the next stage of their learning journey, setting the foundation for them to secure their economic wellbeing.

School Aims and Home-School Agreement

Malpas Court Primary School is a place…

"Where children learn to live and live to learn in an ever-changing world"
"Ble mae plant yn dysgu byw a byw I ddsgu mewn byd cyfnewidiol"

The school's motto sums up our Mission Statement:

'Our vision is to provide an outstanding education for all learners that fosters academic excellence and personal growth. In an inclusive, happy, safe environment where doors open for each child to flourish as a citizen in an ever-changing world.'

Learning and teaching at Malpas Court Primary School takes place in a learning environment where students are encouraged take a very active role in the learning process.
This is designed to support our students to:

- Foster the skills of independence, creativity and innovation;
- Be resilient, resourceful, reciprocal and reflective.
- Learn in a variety of ways;
- Be successful learners who achieve challenging goals;
- Engage in a variety of opportunities which foster learning;
- Be empowered to take responsibility for their own learning;
- Evaluate their own and others learning and act on feedback to make progress
- Be a curious and inquisitive learner who questions the world around them.

Above all, we aim to ignite in our students a love of learning which will serve them well throughout their lives.

Our School Creed

In this school we are trustworthy, hardworking and thoughtful. We listen carefully, speak politely and show respect for one another.

Our School Prayer

This is our school;
Let peace live here.
Let the rooms be full of happiness,
Let love be all around;
Love of everybody,
Love of God,
And love of life and living.
Let us remember
That, as many hands build a house
So, many hearts build a school.

Home School Agreement 2026/2027

School

Article 3
We will protect pupils by teaching them about internet safety, personal safety and creating rules to keep them safe.

Article 6
We will provide a curriculum that teaches children to make life-long healthy choices and ensure high levels of wellbeing.

Article 12
We will listen to our children's ideas and opinions through the PLT (Pupil Leadership Team)

Article 19
We will follow our anti-bullying policy and keep all children safe by communicating with parents.

Article 28
We will plan exciting and engaging lessons; both

Signed ..... class

Family

Article 3
We will support our children with their learning both at home and at school.

Article 6
We will provide a healthy lunch and encourage our child to make healthy choices.

Article 12
We will listen to our children and help them to understand their rights.

Article 19
We will inform school of any problems and work with them to find solutions.

Article 28
We will provide correct uniform and inform the school if they are going to be off.

Signed .....parent

Pupil

Article 12 – we have the right to be listened to.
Our responsibility is to listen to advice from adults who care for us and to other people's beliefs and opinions.

Article 19 – we have the right to be safe.
Our responsibility is to tell an adult if there is a problem and treat others how we would like to be treated.

Article 24 – we have the right to clean water, healthy food and a clean environment.
Our responsibility is to bring a water bottle to school every day, make healthy choices with our food and to look after our school.

Article 28 – we have the right to an education.
Our responsibility is to persevere, work independently and make the most of all learning opportunities (both at home and in school) and not disrupt others.

Article 29 - we have the right to be the best that we can be. Our responsibility is to make the most of all the opportunities presented to us.

Article 31 – we have the right to play.

Signed ..... pupil

Rupert says.....

We all have rights & responsibilities



Admission

General Admissions

Admission to the school is made via application to Newport City Council. A detailed policy is available on their website.
Parents must apply for their child's school place online at:
https://www.newport.gov.uk/en/Schools-Education/Schools/Apply-for-a-place

If you do not have a computer please contact the school for assistance.
All queries regarding admissions should be directed to the admissions team on 01633 656656. The school does not have access to the waiting list and cannot directly accept new admissions.

Nursery

Children are admitted into the nursery, in the term after their third birthday.
The nursery is currently open for morning sessions only. A separate Nursery Handbook is available from the school office on request.
Rising 3's are admitted to the nursery in the term they are 3 if places are available, in January and April.

Reception

Children are admitted to Reception in the September before their fifth birthday. During the Summer Term prior to admission, each parent and child is offered the opportunity to visit the school to meet the Head and the class teacher.

Please remember that even if you have spoken to us and we have said that there are places available, until you've made an application and had confirmation from both Newport City Council and us that your child has been accepted, they cannot start school.

Secondary Transfer

Transfer to secondary school occurs at the beginning of the Autumn Term when a pupil has reached the age of eleven. Parents of pupils in Year 6 are asked to indicate their preference as to which comprehensive school they wish their child to attend. Sometimes it occurs that, due to lack of room, parents are unable to send their child to the school of their choice.

The catchment school for Malpas Court Primary School is Newport High School but parents are free to apply to any school that they choose, on the understanding they will not be given priority due to being out of that school's catchment area.

Staffing 2026-2027

Position	Staff Name
Headteacher	Rhiannon Llewellyn
Deputy Headteacher	Ceri Rawlings
ALNCo	Ciara Flynn
Nursery class teacher	Nadine Mortimer
Reception class teacher	Amy Hurst
Year 1 class teacher	Michelle Lee
Year 2 class teacher	Rochelle Mason
Year 3 class teacher	Amber Mead
Year 4 class teacher	Joanna Lewis
Year 5 class teacher	Iona Balkwill
Year 6 class teacher	Ceri Rawlings/ Ellie Hereford
SLRB teacher (Acorns)	A Whistance (LTS)
SLRB teacher (Oaks)	C Robinson (LTS)
PPA Cover	Samantha Hanson
Speech Therapist	Jenny Jambulingam
Higher Level Teaching Assistant	Katie Davies
Teaching Assistants	Lisa Jenkins Sue Hathway Rosie Axford Tania Whistance Natalie Parsons Sinead Healy Emma Stroud Nadine Lee Lucy Pettit Lauren Prangell Sarah Redman Samantha Hanson Madsion McCarthy Krisztina Kapas

School Support Staff

School Support Officers- Level 4 - Level 2	Kerry Boardman Sally Jones
Family Engagement Officer	Ashleigh Manfield
Caretaker	John Boots

Vision Statement:
'Our vision is to provide an outstanding education for all learners that fosters academic excellence and personal growth. In an inclusive, happy, safe environment where doors open for each child to flourish as a citizen in an ever-changing world.'

Our Motto:
'Where children learn to live and live to learn in an ever-changing world.'

Our Aim:
'Nurture, Inspire, Achieve'

We hold these as the key to success in securing literate and numerate children. They will then be well equipped to meet the challenges in the next stage of their learning journey because they are resilient, resourceful, reflective, co-operative and independent learners.

Teaching and Learning Principles

- Create a safe, inclusive, positive learning environment for learners, staff and the wider community.
- Foster a culture of excellence that celebrates diversity, empowers creativity and nurtures lifelong learning.
- Develop a rich and relevant curriculum that meets fully the needs and aspirations of all learners.
- Provide effective pastoral care to ensure the well-being and success of every child.
- Collaborate with all stake holders to cultivate strong relationships, enhance communication, engagement and community involvement.
- Promote high expectations for all with robust systems to secure school improvement.
- Embrace new technologies and innovative pedagogies to enhance teaching and learning outcomes.
- Ensure efficient management of resources to enable sustainable growth and development.
- Promote values of respect, empathy, responsibility, and citizenship that prepare learners for the challenges and opportunities of the 21st century.
- Empower a dynamic and committed team of professionals who share this vision and work collaboratively towards its realisation.

Curriculum for Wales

The Four Purposes of the curriculum are more than slogans. They are at the heart of everything we do, developing pupils to become:

- Ambitious, capable learners, ready to learn throughout their lives.
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethical, informed citizens of Wales and the World
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

There are "Six areas of Learning Experience". All six are important and will contribute in different ways to the Four Purposes:

- Expressive Arts
- Health and Well-being
- Humanities
- Language, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology

Literacy, Numeracy and Digital Competence are so important to thinking, learning and life that they should be developed and strengthened across the wider curriculum.

At Malpas Court we strive to ensure:

- Topics promote the 4 purposes
- Digital Competency Framework is used across the curriculum
- Independent learning takes place e.g. missions, challenges
- Collaborative learning
- Creative thinking and expression
- Outdoor learning
- Pupil led learning/pupil voice
- Staff and pupil's wellbeing is at the core.

Aims

At Malpas Court we aim to provide our pupils with a curriculum that is:

* Broad, so that pupils are introduced to a range of concepts, experience, knowledge and skills which contribute to their spiritual, moral, cultural, mental and physical development;

* Balanced, so that each area of the broad curriculum is allowed sufficient time for its contribution to be effective;

* Authentic/ relevant, so that all subjects contribute to a sound general education which prepares pupils for the opportunities, responsibilities and experiences of adult life; and

* Differentiated, so that each pupil is given the opportunity to develop his/her own abilities and potential.

How we teach

Children are taught by various methods individually, within groups and as a class. Their work is regularly assessed and monitored to support individual progress. We hope the following aims for each subject will help you to form an overall view of the learning experiences your child will be able to follow at Malpas Court School.

Curriculum for Wales

The Welsh Government has a clear vision for every curriculum for 3 to 16-year olds.

Improving education is the national mission for Wales. Nothing is so essential as universal access to, and acquisition of, the experiences, knowledge and skills that our young people need for employment, lifelong learning and active citizenship.

The Curriculum for Wales is a clear statement of what is important in delivering a broad and balanced education. The four purposes are the shared vision and aspiration for every child and young person. In fulfilling these, we set high expectations for all, promote individual and national well-being, tackle ignorance and misinformation, and encourage critical and civic engagement.

A school curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it. Curriculum development should be at the heart of practitioner, school and national efforts which seek to raise standards for all, tackle the attainment gap, and ensure an education system that is a source of national pride and enjoys public confidence.

Area of Learning Experience

Language, Literacy and Communication (including Welsh and MFL)
We aim to develop the speaking and listening skills necessary for effective communication. A variety of methods is used to teach children to read, including the use of phonics. Books within the school's reading scheme are graded and our aim is to give children confidence at one level before moving on to the next.

Parental help is sought to encourage an enjoyment of reading and a love of books. Children are introduced to a wide range of writing activities, including stories, poems, science reports and letters. At the early stages there is an emphasis on correct formation of letters and this leads to developing a legible joined script further up the school. Handwriting and spelling are closely linked through a structured programme. Language and Communication Skills are developed across the curriculum, e.g. writing a historical report.

All pupils take part in Welsh lessons. The aim is to make Welsh a living language in the classroom and around the school through the use of simple Welsh phrases, questions and answers, games, songs a bilingual assemblies and Criw Cymraeg.
We are very fortunate to have a member of staff who has furthered their ability to speak Welsh through an intense course at Cardiff University. Many activities we carry out promote our local and national culture including the Eisteddfod and the Cymraeg Campus awards.





Mathematical Development
Our aim in this subject is to allow skills to be developed in mental arithmetic, problem solving and practical activities, in such a way as to be relevant for everyday life. We follow strategies recommended by the National Numeracy Framework and there is a daily maths lesson in every class. The skills developed in maths lessons are used across the curriculum. e.g. Use of coordinates in map reading/geography.

Area of Learning Experience

Science and Technology

We aim to develop the child's sense of enquiry, understanding and the knowledge as to how and why certain things are or happen in the natural world in which they live. A wide range of scientific investigations are undertaken to enable children to develop relevant scientific skills and vocabulary. Children are given the opportunity to design and make real-life, purposeful products using a variety of materials, techniques and simple tools. Children are encouraged to evaluate their ideas and the products that they make.

Humanities

We aim to help our children appreciate their place in the unfolding story of their country, showing that people in the past had the same needs of food, shelter, a family life and a place to feel safe, as do people today. We also aim to show how Malpas and Newport have changed, that they were not always as they are today, and will not stay this way in the future. It is our intention to enable children in Malpas Court to have a wider understanding of the world in which they live as Global Citizens. We hope to help them gain a greater experience of people and places in their own community, extending to the ways of life and culture of people living in other places; celebrating diversity.

Expressive Arts

The main aim of music teaching is to give pupils an understanding and enjoyment of a variety of musical experiences through listening, composing, performing and appreciation. This includes Infant Strings, African Drumming, Singing, Creative Dance, Glockenspiels and Beat Boxing. In addition to this, pupils from year 3 upwards can have group tuition in a variety of instruments including string, wind and brass. Lessons are provided by Gwent Music staff at a cost of £37 per term (the full price is subsidised by the school).

Pupils in receipt of free school meals may be entitled to financial assistance to pay for their lessons.
Our aim is to enable the children to experience and appreciate different forms of artwork; to have a clearer perception of themselves and the world around them. They will also have opportunities to develop their own art skills using a variety of mediums including clay and paint.

Health and Wellbeing

Here the aim is to promote, in all children, an enjoyment in undertaking exercise that will, hopefully, be continued into adulthood as part of a healthy and co-operative life-style. We also aim to provide opportunities to extend sporting activities outside the curriculum and to encourage participation in inter-school competitive team games. Year 4 children take part in a course of swimming lessons at Newport High School or at the International Sports Village.

All pupils are encouraged to take part in 10 minutes of exercise in addition to their play times through the Daily Mile. Each day pupils are given opportunities to take part in mindfulness activities designed focused on relaxation and breathing. These activities, along with the 'daily mile' are designed to help pupils to develop high levels of wellbeing and have a positive impact on their learning.

ICT / DCF

We are continually investing in a wide range of IT equipment, including; interactive whiteboards, laptops, Chromebooks, PCs and Sphero Robots. Thus, ensuring that teachers at Malpas Court are able to develop pupil IT skills across all areas of the curriculum. The school is equipped with up to date technology and hardware which will allow us to comply with the government's National Grid for Learning initiative.
All staff and pupils have access to and regularly use 'Hwb' as part of their day-to-day learning. This Welsh Government resource includes 'J2E' 'Adobe Spark' and 'Google Classroom' which form the basis of 'Blended Learning' and homework provision across the school. All pupils also have access to online resources e.g. Mathletics, which enables them to develop and practice basic skills in the home environment.

Religious Education

In Religious Education the children follow a programme of study that includes stories and events from the Bible and stories of the lives of famous people who are acknowledged for their religious beliefs and achievements. The children will also be able to study how people worship in other countries as well as looking at the various forms of religion which exist in our own country at the present time E.g. Christianity, Judaism, Hinduism and Islam.

Collective Worship

The school conforms to the requirement of the Education Reform Act that all pupils should take part in a daily act of corporate worship, which should be broadly Christian in character but non-denominational. Each day, the children share in an act of togetherness. Children are encouraged to take part in these assemblies, through speaking and listening, music and a general appreciation of a caring atmosphere. Parents are warmly invited to assemblies in which their own children take part.

Parents have the right to withdraw their children from Assembly or Religious Education. Those who wish to do so should discuss the matter with the Headteacher so that their wishes may be respected and observed. We have a special "celebration" assembly on a Friday, which celebrates achievements of pupils during the week.

Relationships and Sexuality Education (RSE)

This is an issue which covers more than knowledge of the scientific facts of reproduction. It involves areas such as positive relationships, online safety, equality, social skills, attitudes and values. In addition, the national curriculum programmes of study in science contain specific statements relevant to sex education.
The implementation of these statements is a legal requirement on all schools and it is the policy of the governing body that, rather than making sex and relationship education a specific, separate issue with its own allocation of curriculum time, it is more appropriate to limit its implementation to the minimum legal requirements as listed above. These will be covered either through topic work or in science lessons.

However, if, as a result of specific questions or references by individual pupils, it is felt that further explanation is required, this will be treated as honestly and as sensitively as possible after consultation with parents.

Additional Learning Needs

We have a dedicated ALNCo and also have a governor with responsibility for ALN.

At Malpas Court Primary School we work very closely with all outside agencies to ensure that every child's needs are supported at the first opportunity these include the Educational Psychology Service, Occupational Therapists, Speech Therapists, School Counselling Service, SPACE, ISCAN, CAMHS etc.

Aims Our aim is to:

- Raise achievement and attainment by removing barriers to learning;
- Increase physical and curricular access for all children and young people with ALN;
- Promote inclusive education throughout the school
- Develop a fair and equitable system for providing resources that is matched to levels of need, enhances teaching and learning, promotes accountability at all levels and produces measurable outcomes;
- Build on existing expertise and enhance the professional development of all staff working with children and young people with ALN;
- Further develop the role of our Speech & Language LRB in supporting the inclusion of children and young people with ALN into their local mainstream schools.

Malpas Court Primary School recognises that there is a continuum of ALN which should be reflected in a graduated approach of provision. We understand that good practice in ALN is central to good learning and teaching. We have adopted the ALN policy and practice in line with Newport LA which is governed by the following principles, which are consistent with the guidance in the current Special Educational Needs Code of Practice for Wales.

1. Partnership – where possible services will be planned and developed on a multi-agency basis and always in partnership with parents/carers.
2. Inclusion – all children and young people will be valued equally, treated with respect and given equal opportunities understanding the need for equity and equality for all
3. Early Intervention – all special educational needs should be identified as early as possible and appropriate provision identified.

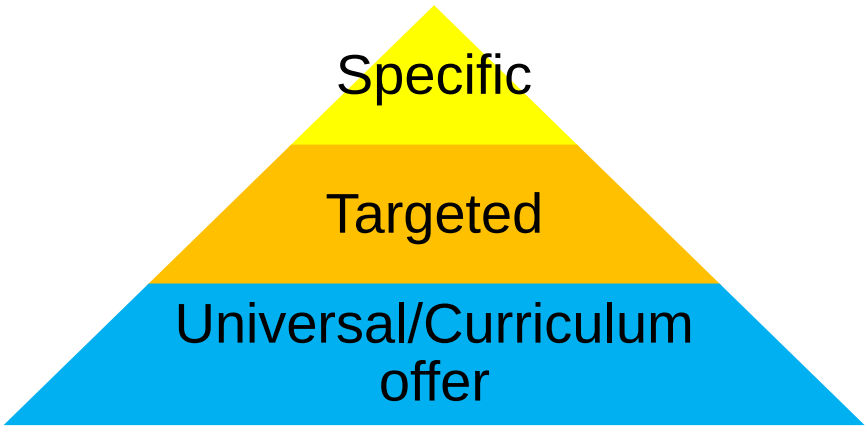
We recognise the need to keep up to date with all new legislation and requirements during the ALN Transformation and have undertaken all relevant training e.g. Writing IDP's, Differentiation, Step Back Training, Word Aware and Attachment training from the Gwent Attachment Service.

Our ALN 'Toolkit' of Knowledge and Skills Schools has an Inclusion 'toolkit' comprising of physical resources and staff with a range of knowledge and skills. All staff have an awareness of effective strategies to promote an Inclusive environment which supports all pupils. The majority of strategies will be school based, benefitting all children at a Universal Provision level 1.

Support at Universal Provision level 2 would be targeted at small groups of children or on individual programmes as required, but are still provided by the school within a normal differentiated response.

Within the context of a graduated response, support at Targeted Provision would be intervention at an individual pupil level, this may need to be bespoke to the individual with a focus from specialist services and consideration for placement in a LRB in a full or part time capacity which may also be required.

In exceptional circumstances a pupil's needs may warrant support at Provision level 4, requiring for example specialist CAMHS or multi agency assessment. In a very small number of cases, consideration of special school placement or high cost provision such as an Out of County (OOC) or residential placement in conjunction with health/social services, may be required. The Provision level model described above is illustrated below.



Within the context of a whole school approach and across all levels of support, the quality of the pastoral support systems throughout the school is critical to the wellbeing and outcomes of all learners. Structured intervention strategies are required in order to meet the needs of vulnerable children and young people.

Quality Teaching and Learning

The aim of any good school is to provide the best quality of education for its pupils and Malpas Court Primary School strives to do its best for every pupil in an environment where children are able to work towards reaching their full potential. It is a community where pupils and staff have the opportunity to grow in a climate of learning.

To consistently improve the quality of teaching across our school we have a well thought out strategic approach to improving, which includes professional learning. We do not rely on 'off the shelf' materials, instead we tailor our approach, focussing on:

- how leaders ensure high-quality teaching and learning,
- how teachers refine and improve practice,
- how leaders identify professional learning to ensure highly effective teaching practices.

We aim to have high-quality, well planned and progressive learning experiences for all pupils, high expectations of all (pupils, teachers and leaders), a considered and well-planned learning environment, consistent and effective non-negotiable practices in every classroom. These elements are underpinned by strong leadership which shapes and develops a coherent vision for high quality teaching and learning which is understood by all and supported by excellent professional learning.

How children learn is as important as what they learn. Our curriculum is broad and balanced and offers children many exciting and wonderful learning opportunities.

We are just as concerned about the development of personal qualities, behaviours and conduct whilst the children are in our school.

At Malpas Court Primary School we encourage:

- High moral standards, good character and good behaviour
- Healthy personal relationships with a sense of responsibility, teamwork and loyalty
- Growth of qualities such as imagination and curiosity
- Self-awareness and a good knowledge of health and safety to help develop independence

At the heart of school improvement lies effective self-evaluation of the quality of teaching and learning. By having a clear understanding of strengths and areas for development, leaders strategically plan for improvement.

Assessing Children's Learning

Each child's progress is monitored and recorded by the class teacher. This process is carried out from the time your child starts in Malpas Court Primary School until they leave, when assessment information is passed onto their secondary school.

Assessment is a strategy used by all teachers and support staff. We find out exactly what children know, understand and can do and from this we can plan future learning experiences. We also involve children in their own self-assessment so that they are able to set challenges for themselves.
The school has an assessment policy which provides a clear framework for the process of assessment, recording and reporting. It establishes:

- Routines for the planning of assessment
- Routines for assessing pupils at work and assessing their work.
- Monitoring and recording pupil progress in a consistent manner.
- Encouragement of self-assessment and target setting
- Regular reporting to parents through opportunities to attend twice yearly meetings with class teachers and the annual written report.

Children's progress is monitored throughout the year. Teacher assessments and pupils progress records are updated termly across all AOLEs in order to track individual pupil progress.

It is a Welsh Government requirement that children are assessed in key developmental areas on entry to school. These assessments are carried out by the class teacher in order to provide a "baseline" of where the child is when they start school and to identify the next steps in their development.

Teachers, in consultation with pupils, set individual learning targets for pupils in English and Maths; these are regularly reviewed as a part of the ongoing assessment for learning.

Children from Year 2 – Year 6 will also complete Welsh National Tests twice throughout the academic year. This will help to support teacher assessment and identify areas for development for both individuals and groups of learners.

Curriculum for Wales emphasises the importance of learner progression along a continuum of learning from ages 3 to 16. Assessment at Malpas Court Primary, plays a fundamental role in ensuring each individual learner is supported and challenged. Assessment for Learning is embedded into day-to-day practice. Teachers and support staff use a variety of feedback techniques which inform pupils of their 'next steps' in learning. Pupils are also encouraged to self-reflect and peer assess.

How are parents informed of progress?

Malpas Court Primary School has developed its own robust tracking system that enables the school to produce individual pupil profiles covering a range of assessment data for each pupil. These profiles contain information regarding attendance and academic progress. We plot individual pupil progress as well as cohort progress (which we use to review teaching and learning) and set future targets for improvement.

We are highly committed to ensuring that parents are kept fully informed about their child's progress. This takes place in the following ways:

- Twice yearly meetings with class teachers are arranged to discussed progress and set targets for future development. These take place in the Autumn and Spring Term.
- A written annual school report which comments on the progress made in every area of learning and experience will be issued in the Summer Term.
- Class teachers are available to parents wherever possible at the start and end of each day. Parents are also able to contact class teachers directly using the 'Classroom Dojo' app. If you have concerns please come in or contact the class teacher. They will be happy to discuss and help sort out any problems or concerns you may have. It is advisable to arrange an appointment as sometimes teachers are not available due to meetings or training etc.
- Class teachers will regularly update class dojo with learning experiences that are taking place so that parents are aware of the activities their child has been takin part in.

In addition to individual pupil meetings, the school holds a number of events to keep parents up to date with school initiatives and plans. These include:

- Open days for new intake pupils (Nursery & Reception)
- Parent presentations for specific areas of the curriculum
- Inviting parents to attend events linked to the curriculum i.e. Roman Day and Mardi Gras.
- Class celebration and sharing events

Through the year there are also a number of productions that parents and family members are invited to come and watch. These include Christmas carol concerts and end of year performances. This is a lovely opportunity to see your child shine.

Meeting the learning needs of all pupils

If there are any concerns about your child's progress you will be totally involved and the school will operate a process laid down by the local authority's code of practice. Support for your child could include differentiated work with the class teacher time spent in small groups or the help of outside agencies. Individual Development Plans (IDPs) are used to focus upon the child's need and their next steps. IDPs and reviewed and updated at least termly.

We hold annual pupil-centred reviews for those that need it, enabling pupils, parents, carers and support agencies to come together for maximum support. Mrs Webb is the lead practitioner for pupils with additional learning needs and Mrs Llewellyn leads on the monitoring of support for the more able pupils.

In Malpas Court Primary school we believe that all children should be challenged in order to reach their full potential. Feedback to pupils is clear and staff ensure that pupils understand their next steps and/or what they need to do to improve their work.

The school has a robust marking and feedback policy providing all staff with a consistent yet progressive approach to feedback to pupils. We mark children's work and offer feedback in order to:

- Show we value their work and encourage them to do the same
- Boost their self-esteem through the use of praise and encouragement
- Give them a clear general picture of how far they have come in their learning and next steps
- Offer them specific information on the extent to which they have met the lessons objective and/or the individual targets set for the
- Promote self-assessment whereby they recognise their difficulties and are encouraged to accept guidance from others
- Gauge their understanding and identify any misconceptions
- Provide basis both for summative and formative assessment
- Provide the ongoing assessment that should inform future lesson planning

What about pupils with disabilities?

The school is aware of its obligations under the Disability Discrimination Act to ensure that children with disabilities are treated no less favourably than others. We have a strategic four-year Equalities Action Plan which is reviewed and evaluated annually on 31st March.

The school building is situated on a level site with ramp access and a stair lift to the top corridor. Disabled toilet facilities are available and wide internal doors permit wheelchair access throughout the building. The school aims to provide as much support for pupils with disabilities as possible and we promote disability through resources such as books, films etc and photographs around the school of famous people who have achieved success in life in spite of their disability e.g. dyslexia, dyscalculia, ASD, ADHD etc.
Pupils with statements for educational need, some of whom may have physical or learning disabilities, are integrated into mainstream classes. These pupils join in classroom activities with other pupils including assemblies and physical education, lessons, trips out etc and are encouraged to join lessons in which they show a special interest or talent. They have full access to the curriculum, unless all agencies through a Personal Centred meeting, decide that the circumstances require an individualised plan with additional support through a life skills focused curriculum.

Malpas Court Speech & Language Base
Our Aim:

- To promote an inclusive ethos and practise by valuing individuality and recognising pupils varied life experiences and needs, irrespective of ethnicity, attainment, age, disability, gender or background.
- To promote and facilitate successful inclusion of pupils with communication and language difficulties through appropriate use of teaching methods, resources and adaptations in order to meet individual needs. This breaks down barriers to learning allowing pupils to experience success.

We continue to strive to be a centre of excellence for Speech Language and Communication at Malpas Court Primary with placement for 16 pupils across the four Authorities for Blaenau Gwent, Monmouthshire, Torfaen and Newport. Malpas Court Primary has gained Elklan Level 4 Communication Friendly Schools Status and we have supported Speech Language and Communication across schools in Wales as part of the Pathfinder Lead and Emerging practitioner Welsh Government Project and are commitment to improving not only Speech Language and Communication but all areas of ALN as part of the working group who developed ALN throughout Newport LA and the Welsh Curriculum for Wales.

Safeguarding and child protection

Malpas Court Primary School has a comprehensive Child Protection Policy and procedures. There may be occasions when the school is required to refer a child to the statutory child welfare agencies if they believe that the child or other children may be a risk of significant harm.

Parents/carers should be aware that schools have a responsibility to ensure the well-being of all pupils. This responsibility means that the school: -

- will have a child protection policy and procedures;
- should endeavour to work with parents/carers regarding the welfare of their child and remain impartial of their child is being referred or has been referred;
- should help parent or carers understand that if a referral is made to social services or the police, it has been made in the best interests of the child and that the school will be involved in any child protection enquiry or police investigation in relation to their child's welfare and educational progress; and
- keep the parents or carers informed of the welfare and educational progress of the child.

The designated Child Protection Officer at Malpas Court Primary School is Mrs Rhiannon Llewellyn, whilst the designated governor for child protection is Mrs D Weston The designated child protection officer, clarifies with the statutory agencies, when, how and by whom, the parents or carers will be told about any referral.

All staff have received Group B safeguarding training.

As a parent or carer you may sometimes feel alone but there is usually somebody you can talk to. Caring for children is not always easy and if you are struggling to cope you may need to ask for help and support to protect your child.

As a school, we use the programme EduKey to log and track any concerns that staff may have regarding pupils, from wellbeing to behaviour. This helps us to build a picture of the needs of our pupils and provide focused support where needed.

We are also part of Operation Encompass, a scheme run by Gwent Police by which we are informed of any incidents to which the police are called, during which a pupil is present. This allows us to put support in place for that pupil should they need it.

Relationships and Behaviour

Malpas Court Primary School promotes a caring and welcoming environment which enables all members of the school community to feel safe, secure, special, respected and supported. This culture enhances and promotes good behaviour irrespective of ethnicity, attainment, age, disability, gender or background.

At Malpas Court Primary School we want all of our behaviour strategies and relationships to be positive and all our strategies to work together and not stand in isolation. We therefore hold Restorative Meetings and conferences with the whole school community; including pupils, staff, parents and Governors in order to transform any form of conflict at the earliest opportunity.

Malpas Court Primary is a Communication Friendly School and has supported schools across Wales to attain CFS Status. We practice the Restorative Approach and are an Attachment, SPLD & Living with Autism Friendly school

Malpas Court is a National Nurture School and follow the six Principles of Nurture which underpin our Ethos:

1. The classroom offers a safe base
2. The importance of Nurture for the development of well-being
3. Language is a vital means of communication
4. All behaviour is communication
5. Children's learning is understood developmentally
6. The importance of transitions in children's lives

GOOD TO BE GREEN SCHEME

Our ethos is to notice good behaviour and give attention to children making the right choices. This is very effective in encouraging children whose inclination might be to misbehave, to be noticed for doing the right thing. We have a very positive attitude towards discipline, awarding children individually or class rewards such as stickers; dojos; class rewards for good effort and attitude. The main incentive for good behaviour is our ENRICH curriculum time on a Friday afternoon where children are able to select activities as a reward and possibly learn a new skill. Children who have made inappropriate choices during the week will lose privilege.

The Good to be Green scheme provides:

- a consistent and fair approach to behaviour management;
- motivates children to behave well in all aspects of school;
- promotes positive behaviour;
- recognises the need for support and consequences for inappropriate behaviour;
- a system that allows children to take ownership of their behaviour and their rewards.

Relationships and Behaviour

In order to develop parent/staff/pupil relationships, pupils are greeted each morning at the entrance using incidental Welsh/English e.g. Good morning, how are you? or a positive word shared on entry to school. Pupils are greeted each morning by their Teacher and or Teaching Assistant to develop the relationship as soon as the children come through the door.

After break/lunch time pupils will use mindfulness to help them to calm down from being on the school yard. Pupils will engage with a range of mindfulness activities including body breathing and body scans. This will help children relax and get ready to learn.

At the end of every school day the class will be tidied and then all pupils will have reflection time. Thinking about the FACTS of the day:

1. What went well today?
2. What did not go so well or what was challenging?
3. How did I feel?
4. How can I make tomorrow more positive?

As a school we promote and support school-based counselling such as Circle Time, Peer Mediation and the use of SEAL and ELSA (Emotional Learning Support Assistant) and have trained THRIVE Practitioners in order to develop the emotional health and well-being of all our pupils we link with the School Counselling Service and CAMHS. We use the Restorative Approach to resolve disagreements and repair relationships. We work closely with our local community by developing after school clubs and involve the voluntary sector.

All staff have had training in ACE's and understand their role in pastoral support, for not only these pupils but all pupils in our care. Many staff have been trained in a range of ways to support well-being of pupils e.g. Mini me Yoga and Tweens Yoga, Lego ABC, Attachment Theory, Mental Health Tool Kits, Mental First Aid etc.

All parents are asked to sign a Home School Agreement which will be adhered to throughout the year more details around behaviour management can be seen in our Positive Behaviour & Relationships Policy. If a pupil is unable to return from yellow to green and moves to red, which highlights they are unable to use Behaviours for Learning and are unable to learn, they will be supported by a member of the SLT on going occurrences will be noted and involvement of parents will be sort.

We hope that all parents will share the expectation that all children behave reasonably at all times - in the classroom, on the playground and on their journeys to and from school.

Our Values (and Class Charters) are based on the principles of Positive Behaviour Management. In addition to these, each classroom displays a set of rules, rewards and consequences, which aim to ensure a happy, well-ordered and caring ethos. Courtesy, good manners and respect for other people and their property are values all of us wish to nurture in our children. The training they receive in school and the examples they are set by adults will help them develop self-discipline. If this is reinforced at home then cases of serious indiscipline will be rare.

Whenever an incident of misconduct becomes a serious issue, then steps will be taken immediately to inform parents in order to enlist their support in dealing with the matter. The school Positive Behaviour & Relationships Policy has been approved by the Governing Body and is available at the school for parents to see, this involes use of the Good to be Green Scheme.

Exclusions

Excluding a child from school, whether it is for a fixed term or permanent, is a last resort.
A fixed term exclusion is where it has been decided that a child cannot attend school for a given number of days because of an incident or a series of incidents that have happened which are considered to be a breach of the school's behaviour policy.
Permanent exclusion is where a pupil is in breach of the school's behaviour policy and the severity of the incident/s mean that the pupil should no longer remain at the school.

Exclusion should always be a last resort. Strategies and individual plans to meet their needs will have been explored before-hand. In all cases of more than 1 day's exclusion, the school will set and mark work, which parents/ carers need to arrange to collect and return.

Attendance

Responsibility

Attendance at school is compulsory for children of 5 years and older. It is the responsibility of parents to ensure that children attend school. School registers are monitored closely by the Headteacher and the Education Welfare Service. Legal action may be taken against parents who regularly fail to comply with regulations.

Absence

Government Regulations make it necessary for the school to distinguish between authorised and unauthorised absences. When a child is absent, it is important that parents either contact the school by telephone or via ClassDojo. If this is not done, the absence is classed as being unauthorised and could result in a home visit from the Education Welfare Officer. Unauthorised absences count against a child's attendance record.

Lateness

Arriving at school at the right time is important, not only because the children come to realise the importance of punctuality but also because of safety reasons.

The register is called as soon as the children enter the classroom in the morning and dinner numbers are counted and sent to the office. Then lessons begin. If a child is late, then this causes problems for the teaching and office staff.

If a child arrives at school after the register has been closed this will be marked as an unauthorised absence unless we have had prior notification of an appointment.

Attendance rewards

The school has a weekly attendance trophy that goes to the class with the best attendance each week. This is announced in assembly each Friday and the trophy stays in the winning class the following week. The importance of full attendance and punctuality cannot be over emphasised and is continually encouraged at school. All Newport schools have implemented a common approach to improving attendance using Callio. The school has a target of 95% for each pupil.

The Callio table is as follows:

Annual Attendance	School Missed	Result
100%	No lessons missed	Gold Standard – Superb! These pupils have the best chance of getting the top grades and jobs.
95 - 99%	95% = missing about two weeks of school	Green Standard – these pupils are more likely to gain the best grades in school and have the best employment chances.
92 – 95%	92% = missing about three weeks of school	Amber Standard – it will be much harder for these pupils to keep up with work and gain the best grades at school.
Below 92%	Missing more than three weeks of school	Red Standard – these pupils are missing too much school. This is likely to affect their grades and therefore the jobs available to them after leaving school.

Attendance

10 tips to help make mornings and going to school easier:

1. Help them get their bag packed the night before
2. Make sure their uniform is ready, especially after the holidays or the weekend
3. Get them to bed at a reasonable time so they can have a good nights sleep
4. Set the alarm clock early enough to allow plenty of time to get ready properly
5. Make sure they have breakfast if they are not attending breakfast cub
6. Check to make sure they have everything they need- books, water bottle, PE kit, packed lunch/ credit on their ParentPay account
7. Talk to your child about they did in school yesterday and what they might be doing today
8. Make sure you leave plenty of time to get to school
9. Discuss with your child the arrangements for pick up time, plan in advance and let your child know in the morning if someone else will be collecting them. Don't forget to let the class teacher know too
10. If your child is finding it hard to settle or has any worries about school, speak to the class teacher

We employ a Family Engagement Officer whose job it is to track attendance and help families when they face hurdles affecting their child/rens punctuality and attendance.

School Session Times

	Morning	Afternoon
Nursery	9.00 a.m. – 11.30 a.m.	-
Reception – Year 2	9.00 a.m. – 12.15 p.m.	1.15 p.m. – 3.15 p.m.
Year 3 - 6	9.00 a.m. – 12.15 p.m.	1.15 p.m. – 3.30 p.m.

Arrival and Collection

In order that children are not at school without supervision, they should not arrive before 8.50 a.m. The doors are open from 8.50 a.m. to allow the children to come into the building and visit the cloakroom and toilets before the start of the first session. Teachers are on duty in their classrooms from 8.50 a.m.

CHILDREN IN UP TO YEAR 4 MUST BE COLLECTED BY AN ADULT AFTER SCHOOL.

If anyone other than the normal person is going to collect your child please let the school know in advance.

Entrances

Please would all parents encourage their children to use the appropriate entrances and exits. NO CHILDREN ARE ALLOWED TO USE THE VEHICLE ENTRANCE AT THE REAR OF THE SCHOOL. This entrance is used by delivery vans and refuse lorries and is potentially dangerous.

Breakfast Club, Wraparound Care and After School Club

Breakfast Club

The children have a choice of three cereals, toast and fruit. They are also given a choice of orange juice, apple juice, milk or water.

We open Breakfast Club at 8:10am until 8:50am (please note that breakfast servings stop at 8:40am to allow children time to finish).

Breakfast club is staffed by school staff members and held in our school canteen.

Stay and Play

Stay and Play offer wraparound care from 11.30 a.m. They are an external company but are based in Malpas Court Primary School. They are a friendly childcare organisation dedicated to the physical, intellectual, emotional and developmental needs of each individual child and believe in adult led child-initiated play and learning.

Wraparound is offered to our Nursery school children. They offer an extension to their learning day with a variety of activities based indoor and out. Their planning is created monthly and is based around learning through play, all topics are fun and exciting that the children will enjoy and benefit from. Their services are offered for up to 16 children from 11.30 am - 2.45pm.

Afterschool extra-curricular clubs

There are a number of clubs that will be run by school staff that will run throughout the week. These clubs are free of charge and run at the end of the school day until 4:15pm. Some of these clubs have limited availability and so are allocated on a first come, first served basis, however reserved lists are held. If a child doesn't not attend their club on two occasions they will lose their place.



Frequently Asked Questions

What information do I need to give in case of an emergency?

All parents and guardians are asked to complete a 'Pupil Information Form' at the start of every academic year. This form asks for basic pupil information as well as the contact details for parents/guardians. We also ask for up to 3 emergency contacts in case the primary carers cannot be immediately contacted.

Please let the school know about any illnesses or conditions that your child may have so that we can ensure appropriate support is put in place and that we can make staff aware of any symptoms they may have.

What happens if my child has an accident?

Minor cuts and bruises can usually be dealt with at the school but there are occasions when further medical treatment is required. On such occasions, every attempt will be made to contact the parents first. For this reason, it is essential that the school has an accurate and up to date record of where parents may be contacted during the course of the day. If you do not have a telephone at home or at work you may be able to give the number of a neighbour. Please inform the school immediately if your address or telephone number is changed. In an emergency, it may be necessary to take a child to hospital.

Can my child take medicines in school?

Under normal circumstances medicines are not administered in school. Most medicines can be administered at home before and after school. If medicines need to be administered at lunchtime, parents may be requested to come to school themselves or to arrange for their child to go home. In exceptional circumstances i.e. in order to complete a course of antibiotics or pain relief for a broken bone, the Headteacher may give permission for medicine to be administered in school. Medicines must be prescribed by a doctor and a parent or guardian must visit the school office to complete and sign a medicine permission slip detailing the medicine to be administered, at what time and in what dose. This is of utmost importance. The medicine should be brought to the school office and collected by an adult each day. No tablets or medicines should be kept in bags or sent in with their child.

Parents whose children suffer from asthma are asked to ensure that inhalers are clearly labelled with the child's name and date of birth. Inhalers are kept in each child's classroom store cupboard for safe keeping and children may have access to these at any time.

What medical assessments/ procedures are carried out in school?

Reception:	Vision and growth
	Hearing test
Reception - Year 6:	Flu vaccination
Nursery – Year 2:	2 teeth cleaning and fluoride application

Frequently Asked Questions

Table of common illnesses and time off school etc

Disease or condition	Period of absence from school
Chicken Pox	5 days from onset of rash/ must be scabbed over
Hand foot and mouth	None
Impetigo	48 hours after first dose of antibiotics
Measles	4 days from onset of rash
Head lice	None. Should be treated and nit comb used
Threadworm	None but whole household should be treated
Ringworm	None but treatment is required
Tonsillitis	None
Conjunctivitis	None but treatment recommended
Diarrhoea/ vomiting	48 hours from last episode of diarrhoea or vomiting

Please check your child regularly for headlice and inform the school if lice are found

What happens if my child loses property in school?

Please make sure that all personal items are marked with your child's name so that it can be returned to them straight away if lost. We have property boxes and try to encourage the children to look after their possessions but please speak to their class teacher if something is lost.

We recommend that children do not bring sentimental or valuable items into school at all.

Can my child ride a bike to school?

Children may ride their bikes to school where they can be stored in the bike shelter at the front of the school building. The gate is locked in the morning and unlocked at the end of the day. We recommend that children still use a chain to secure their bike and wear a cycle helmet to and from school

Can my child leave the school premises during the school day?

Children are not allowed to leave the school site during school hours. Parents should inform the school office if they need to collect their child early for an appointment, or if they are taking them home for lunch. Children must be signed out when they leave and signed back in upon their return.

Can my child bring a snack to school?

We encourage children to bring in a healthy snack they can enjoy at break time. As a Healthy School we do not allow sweets, cereal bars and crisps to be eaten at breaktime – only fruit. Early Years children are also entitled to free milk in school.

Frequently Asked Questions

What happens if I am worried about my child?
We advise that you speak to your child's class teacher as soon as possible or contact the school office to make an appointment with the Headteacher or Deputy Headteacher.

If you are worried about your child's progress, please speak to the class teacher so they can go through their work with you.

If you are worried about your child and another child, please let us know straight away.

How does the school communicate with parents?
We use an app to keep in touch with parents and help keep you up-to-date on everything that is going on in school. This is called ClassDojo.
The app can be accessed via phone, tablet or PC/laptop. We can also use the app to contact you with reminders and urgent updates.
Our weekly newsletter is also uploaded to the 'School Story' area of the dojo app, so please make every effort to download it so you don't miss out on any important information.

Are photographs and video taken in school?
We take photographs in school for the children's records and for displays, also to go on ClassDojo to show parents what they have been doing in school. Occasionally photographs of your children may be taken during events off site. Please indicate on the Pupil Information Form if you consent to these photographs being taken.

Due to Child protection and safeguarding, we ask that if parents take any pictures during school events such as sports days and Christmas concerts, that parents do not post them on social media.

Can my child bring a drink to school?
Children are encouraged to bring a water bottle into school every day. We encourage the children to drink water only as we are a Healthy School. Water bottles can be topped up with chilled water from the water machine in the main foyer.
Water bottles are on sale from the school office for £1.00. They should be clearly named so they do not get lost.

When are fire drills carried out?
Whole school fire drills are carried out each half term, taking place during different times of the school day so that children know what to do and where to go regardless of where in the school they are.

Frequently Asked Questions

Extreme Weather

On occasion we may be required to close the school due to extreme weather or snow. We will inform parents as early as possible on the day via ClassDojo. During hot weather, we advise that all pupils bring a hat to school and that they have sun cream applied before coming to school. Children should also have water bottles in school which can be topped up with chilled water.

School dinners

Our school dinners are provided by Chartwells and out school is lucky to have a separate canteen. A different hot meal is available each day with a rolling 3-week menu. Two cold options are also available each day. Pupils select the meal they wish to have in the classroom at the beginning of the school day. Lunch time is staggered between 12.15 and 1.15pm.

The Schools Essentials Grant

The window for the Schools Essentials Grant opened on 1st July for all eligible families to apply for help with the day-to-day costs of school, including school uniform. Registering as eligible for free school meals with your Local Authority unlocks access to the School Essentials Grant. It also means schools get more funding. With the introduction of free school meals for primary pupils, many parents/carers do not realise that schools will lose out unless they continue to register as eligible. Even if you don't need the grant, registering as eligible will mean schools get additional funding. Please find the link in the attached documentation for information on claiming.



School Uniform

The school has adopted a standard style of dress:

- Pale blue polo shirt
- Grey trousers (long or short) or Grey pleated skirt/pinafore dress
- School sweatshirt or Maroon pullover/cardigan
- Sensible dark school shoes
- Our Year 6 learners can where blue shirts and our school tie, if they wish

In summer, pupils may wear blue and white gingham or striped dresses and a maroon cardigan.
It is hoped that all children will wear uniform as it enables them to identify with their school.

School sweatshirts and cardigans can be purchased from BEAM in Newport (either in the shop or online)

ALL ITEMS OF CLOTHING AND PERSONAL PROPERTY SHOULD BE CLEARLY MARKED WITH THE CHILD'S NAME.

High heeled shoes, open toe sandals or Crocs should never be worn to school



Jewellery
The school's policy is as follows:

In the interest of safety, jewellery should not be worn. The school will not accept responsibility for loss or injury caused by the wearing of jewellery. In accordance with Government guidelines, during PE lessons children will be asked to remove any jewellery that is worn. They will be responsible for ensuring that it is put in a safe place.

If children have had their ears pierced, only stud type earring should be worn and these, too, must be removed for P.E. Hoops and earrings that dangle can be a danger both to the wearer and to others and must not be worn to school at any time.

False nails

False nails are unsuitable for school for a variety of reasons:

- It hinders their fine motor skills i.e. holding a pen to write and typing on a keyboard
- Pupils cannot take part in any food technology lessons due to hygiene
- Pupils cannot take part in PE due to health and safety in case a nail is broken and causes injury.

The role of parents

We expect all parents to support the school uniform policy: as acknowledged in our Home School Agreement. We believe that parents have a duty to send their children to school correctly dressed and well-presented including suitable hair style, ready for their daily school work. Parents should ensure that their child has the correct uniform and that it is clean and in good repair. Parents are also responsible for ensuring their children come to school in a coat suitable for the weather conditions each day. During break times and lunch children will still be going outside even in cold, windy conditions and light rain.

Clothing for PE and Games

Physical Education is a compulsory National Curriculum area of the curriculum and all children will be expected to take part in physical activities unless they are medically unfit to do so. In such cases, a written request from parents is required to excuse the child from the lesson. Children must be properly dressed for physical education.

Indoor Activities (Gymnastics and Dance etc)

Your child will require:

- A plain white tee shirt/polo shirt
- Sports shorts (preferably black or dark navy) and daps.
- Please send in joggers for the colder months.
- A draw-string bag to keep their kit in.

Outdoor Activities

In warm weather, a suitable top (e.g. football jersey or tee shirt), sports shorts and daps or trainers may be worn. In cold weather, a track suit may be worn over the above listed clothing. We provide all of our children with wet weather waterproofs when they are in the Forest School. They may bring their own wellington boots to wear if they wish.

The role of the Governing Body

The governing body supports the Headteacher in implementing the school uniform policy. It considers all representations from parents regarding the policy and liaises with the Headteacher to ensure that the policy is implemented fairly and with sensitivity. Governors ensure that the school uniform policy helps children to dress sensibly, in clothing that is hardwearing, safe and practical.

We hope that all those involved in the school community, staff, parents and children will share these intentions and enforce the democratically reached decision for children to wear school uniform.

Health and Safety

Every effort is made to provide a safe and secure environment for pupils and staff. Members of staff undertake LA training in Health and Safety, Accident, Risk Assessment and Child Protection procedures. Regular fire drills, building maintenance checks are built into the school's annual programme.

Signing in and out

All visitors sign in and out when visiting the school. The electronic system is checked regularly by staff and is used not only to check who is entering our school but also to make sure those people are accounted for in the event of an emergency.

All external doors and locks and fob system used to enter the building.

All visitors must report to the main office and are given visitor passes

DBS checks on staff

Everybody who works with our children are DBS checked.

Parking

Dedicated staff parking is at the rear of the school building. We ask that all parents who park near the school at the beginning and end of the day are mindful of the zig zags at the front of the school and park responsibly, leaving the crossing clear for pupils to be able to cross and also bare in mind that Whittle Drive is a bus route and sufficient room should be left for buses to easily pass on their route.

Supervision of children on site between 3.15 p.m. and 3.30 p.m.

Many of the children in our school have siblings, and when siblings are in different classes, there is a short wait for parents between the end of the school day. Parents are responsible for their children during this time and we ask that children do not swing on the gates, climb the trees or climb the fences whilst waiting for older pupils to finish their lessons.

Crossing Whittle Drive

There is a zebra crossing outside the school, but there is no crossing support and children and parents are responsible for crossing safely. We ask that parents/ carers do not park on the zig zags outside school at the beginning and end of the day. This ensures that people can have a clear view of the oncoming traffic before they cross and do not find themselves crossing the road from between parked vehicles.

Extra-curricular activities

After School Clubs

There are a number of clubs that will be run by school staff that will run throughout the week. These clubs are free of charge and will run for 45 minutes at the end of the school day (Reception – Year 2 finish at 4 p.m. and Year 3 - Year 6 will finish at 4:15 p.m.). Some of these clubs have limited availability and so are allocated on a first come, first served basis, however reserved lists are held. If a child doesn't not attend their club on two occasions they will lose their place.

Engagement Events

Our Family Engagement Officer organises events during and after school, inviting families into school to take part in fun activities. These include Lego sessions, tennis matches, picnics, bingo, as well as cake and coffee mornings.

Music

Pupils have the opportunity to learn to play a variety of musical instruments whilst at school. This may be as part of a group lesson or one on one with the teacher. We currently use Gwent Music to provide our music lesson tuition.

Complaints procedure

We have a complaint procedure in place in case parents are unhappy with the way an incident has been handled in school. In the first instance, all complaints should be made to the head teacher in writing. A copy of our complaint's procedure can be found on the school website.

We do not tolerate any abuse from parents directed towards our staff. We ask that parents do not swear on site and respect our staff in the same way that our staff respect you. Repeated incidences of aggressiveness, threats, shouting and /or swearing will result in parents being banned from site and having to find alternative arrangements for dropping off and picking up their children.

Charging policy

We do not charge for materials or equipment that are used in school. However, for certain practical activities i.e. cooking and Design Technology parents may be asked to contribute materials or ingredients.

Some things however, will be charged for:

- Music books where the child is receiving group or individual lessons
- Coach costs for trips
- Entrance fees for trips
- Costs for specialist visits made to school where the subject matter is part of the curriculum.

School Term Date- 2026/2027

Autumn:
Starts: 1 September 2026
Half term: 26 October 2026 to 30 October 2026
Ends: 18 December 2026
Spring:
Starts: 4 January 2027
Half term: 8 February 2027 to 12 February 2027
Ends: 19 March 2027
Summer:
Starts: 5 April 2027
Half term: 31 May 2027 to 4 June 2027
Ends: 20 July 2027

70 Things to do Before you Leave Malpas Court Primary School

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Raise money for charity	Try a new food	Get really muddy in school	Know your date of birth	Be able to sign the Welsh national anthem	Enter a competition	Represent your school
Cook something yummy	Run and jump in the autumn leaves	Tie your shoe laces	Answer the telephone and take a message accurately	Be able to write your own address including postcode	Learn to sing a traditional Welsh song	Take part in a vote and understand current affairs
Run around in the rain and splash in puddles	Build a den	Use a knife, fork and spoon correctly and cut up food	Take on a role of responsibility	Sew on a button	Eat something that you have grown	Make a presentation to a large audience
Melt a snowflake on your tongue	Read a book on the grass on a sunny day	Know my address and telephone number	Recognise at least 4 different British birds, flowers & trees	Play an instrument	Be able to speak in public	Hold and fulfil a role of responsibility
Catch a falling leaf	Plant a bulb and care for it	Sell something you have made	Learn a Welsh prayer to say at lunchtime	Climb a huge hill	Help someone with their learning	Read a map, use a compass and put up a tent
Make a mud pie	Have a pyjama event	Learn to be safe on the internet	Hold an unusual animal	Present to your class	Learn and abide by the 'Country Code'	Prepare a meal
Eat something you have grown	Button up/ zip up your coat	Plant a flower or tree	Learn how to get on with everyone	Complete a simple cross stitch pattern	Raise money for charity	Read a bus timetable and know how to use public transport
Take a class teddy on an adventure	Wash your hands and clean your teeth correctly	Build a den or shelter	Tie your shoe laces	Sell something you have made	Complete homework using Google classroom	Ride a bike safely
Roll down a very big hill	Open packets in your lunch box	Play a game and take turns with my friends	Wash up and dry dishes	Learn to swim	Read a map	Run a stall at the school fete & take part in 'Enterprise Week' activities
Go on a walk bare foot	Have a school trip adventure	Eat something that you have helped to cook	Fly a kite	Learn a card game which involves working with a partner	Prepare a packed lunch	Know basic first aid