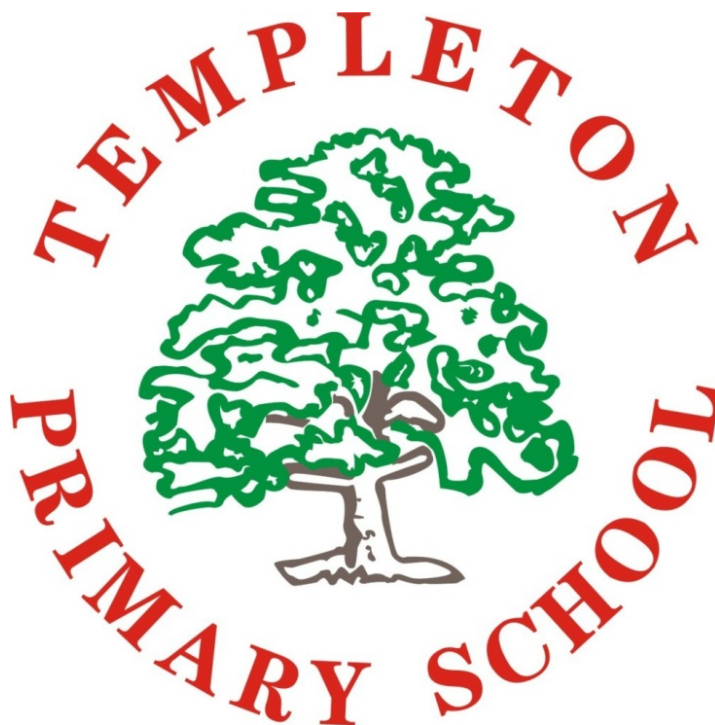


Templeton C.P. School

Ysgol Gynradd Tredemi



School Prospectus
2026-2027

Welcome from the Head Teacher, Mrs Sarah Arthur

Thank you for taking the time to read our prospectus and learn more about Templeton School. Choosing the right school for your child is one of the most important decisions you will make, and we hope this prospectus gives you a real sense of who we are, what we value and the opportunities we offer. We are always delighted to welcome families into our school community and are here to support you every step of the way.

As the new Headteacher of Tavernspite and Templeton Schools, it is a privilege to lead two schools that mean so much to me. Having built strong connections with our children, families, staff and the wider communities over many years, I feel incredibly fortunate to continue the outstanding work that has made both schools so highly regarded.

Templeton School has earned a reputation as one of the leading primary schools in Pembrokeshire and beyond. It is proudly recognised as an excellent school, boasting a superb reputation in Pembrokeshire and Beyond. It has also been judged by Estyn as 'Excellent' and 'Sector Leading.' We are regularly asked to host visits from educational professionals who come to see and share the outstanding practice taking place within our school.



Since September 2015, Templeton has been federated with nearby Tavernspite School. While each school has maintained its own unique identity, they share the same vision, leadership and commitment to excellence. The federation has been recognised by Estyn as an example of best practice and I am proud to have been involved in the development of this very successful federation since the beginning of the process.

Our pupils are at the heart of everything we do. Every child is valued as an individual, bringing their own talents, interests and personality to our school family. We strive to provide an education that is inspiring, memorable and enjoyable, where children are encouraged to thrive both academically and personally and I am personally highly committed to ensuring that children are supported, guided and enabled to achieve their potential.

The consistently high standards achieved by our pupils, alongside the wide range of opportunities we offer and our strong focus on wellbeing, have made Tavernspite a highly sought-after school, with over 60% of our pupils coming from outside the catchment area.

Our close partnership with parents and families is one of the school's greatest strengths. We know that children achieve their best when home and school work together, and I am committed to ensuring every family feels welcomed, valued and involved in school life. Templeton is very much 'our' school, and that shared sense of pride and belonging is something I truly cherish.

I am also fortunate to work alongside an exceptional team of dedicated staff who always put children first. Their professionalism, care and commitment ensure our pupils receive an outstanding education alongside the pastoral support they need to flourish. Visitors regularly comment on the warmth, kindness and positive atmosphere that exists throughout our schools and together, we all create a school environment where children flourish.

Templeton School is much more than a place of learning; it is the heart of a thriving community where every child is known, valued and encouraged to achieve their very best. I feel immensely proud and privileged to lead this wonderful school and look forward to welcoming you and your family into our community.

I hope you enjoy reading our prospectus.

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School Details

Address:	Templeton CP School Templeton, Narberth, Pembrokeshire, SA67 8RS
Head teacher:	Mrs Sarah Arthur, BSc Hons, P.G.C.E., MA, N.P.Q.H.
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Website:	www.templetonschool.co.uk
Education Authority:	Pembrokeshire County Council
Director of Education:	Mr Steven Richards-Downes Director of Education Pembrokeshire County Council County Hall Haverfordwest Pembrokeshire SA67 8RS
Chair of Governors:	Mr Nicholas Davies c/o Templeton CP School

SECTION 1: GENERAL INFORMATION

Our School Environment and Facilities

Templeton School is a vibrant, happy, rural school in the heart of Pembrokeshire, and we are confident that we can cater for the individual needs of all pupils. Everyone who visits the school is impressed by the atmosphere of friendliness and co-operation, apparent as soon as you come through the front door.

Our Mission Statement ***'Live Well, Laugh Together, Learn Forever'*** reflects the joy of lifelong learning, the cornerstone of Templeton CP School. At Templeton School we believe that every child is special, and each has numerous talents and joys to share with others.



Templeton School caters for children from the ages of 4 to 11 years old. It is located on the outskirts of the small village of Templeton situate between Narberth and Kilgetty, in a rural location surrounded by local housing and farmland. It was built in 1877 to cater for the needs of the village and outlying regions and underwent a complete refurbishment of buildings in 2000 when five new classrooms were constructed.

Our school has a wonderful learning environment. The classrooms are modern, spacious, and well designed. Each classroom has an outdoor canopy area allowing the children to work outdoors in all weathers.

The Foundation Phase and Key Stage 2 KS2 classrooms are large, well-furnished, and welcoming. They are resourced with up-to-date IT equipment including interactive whiteboards, networked PCs, numerous laptops, iPads and Chrome Books.

The school hall is large and is used for physical education and dance activities and is complete with a stage area for drama activities and concerts. There is a well-equipped kitchen which prepares fresh meals daily. The school corridors are spacious and attractively displayed leading to the regularly used school library.

The school is set in stunning grounds and offers ample space for games and activities.

There is an Adventure Playground, an 'imagination' play area, a traverse climbing wall, a 'trim trail', and outdoor classroom providing a wonderful outdoor learning facility. In addition, there is an all-weather track and sports pitches for rugby, netball and football and athletics. During the summer, the school playing field is also used by children for recreational activities.



To enhance our outdoor learning programme, we have an extensive conservation area, impressively developed with the aid of various grants and parental help. It offers exciting opportunities for the children to observe and study a thriving ecosystem.

We have such a wonderful school environment that we often host visits from other schools as an example of best practice, this helps to give them ideas and supports them in developing their school grounds in a similar way.

Our most valuable resource – the staff 😊

Our staff are our greatest asset, and we recognise the vital role they play in providing the highest quality education and care for every child. Each class benefits from the support of at least one full-time Learning Support Assistant, with many classes having two or even three, working alongside the class teacher to nurture children's learning, confidence and wellbeing.

We are incredibly fortunate to have such a dedicated, talented and caring team at Templeton School. Every member of staff brings their own unique strengths, skills and enthusiasm, enriching the experiences of our children each day. We believe every child deserves the very best education and care, and our staff are committed to making every day rewarding, memorable and inspiring.

As you enter the school, you will find photographs of all our staff, together with their names and roles. We encourage you to take a look, as getting to know the people who make up our school family is an important part of feeling welcome in our community.

Looking after the wellbeing of our staff is equally important to us. We know that when staff feel valued, supported and happy, they are able to give their very best to the children. Our staff wellbeing group, 'TEaM (Templeton Emotional and Mental Wellbeing),' helps to promote a positive, supportive culture across the school.

We are proud of the warm, collaborative ethos that exists amongst our staff. Strong teamwork, mutual respect and a shared commitment to our children are at the heart of everything we do and are key to the school's continued success.

Although we take our responsibilities seriously, we also believe that enjoying our work is important. A happy, positive staff team helps to create a happy, thriving school where children flourish. Staff regularly come together beyond the school day through social events and wellbeing activities, including our staff choir, cycling, running and walking groups. These opportunities strengthen friendships, support wellbeing and contribute to the strong sense of community that makes Templeton School such a special place to learn and work.

The Governing Body

'The Federation of Templeton and Templeton Schools' has one joint Governing Body. They meet regularly and comprises several sub committees, e.g. finance, buildings, curriculum, appointments, performance management, complaints etc. An Annual Report by the Governing Body is sent to all parents in the Autumn. This clearly details the developments that have taken place in the school over the previous academic year.

In many ways, the members of the governing body are the unsung heroes of the federation and deserve to be recognised. They are very hard working and give an enormous amount of time, effort, knowledge, and expertise to our school. Occasionally, a vacancy arises on the governing body for a parent governor. We will let you know when this happens in case you may be interesting in applying. In the front entrance of the school is a framed photograph with accompanying name and position labels of all members of the governing body. It's worth looking at these photos to familiarise yourself with them.



SECTION 2: PARENTS IN PARTNERSHIP

Involving Parents in the life of the school

The relationship we have with the parents is a real strength of our school!
We are blessed to be part of a very close community with extremely helpful and supportive parents.

We care very much about our parents and enjoy the wonderful relationship we have together.

We recognise and are grateful for all the support that we receive from the parents as our school would not be able to enjoy the success it has without them.

Our aim is a continued and successful home/school relationship with parents and staff cooperating fully with each other so that children feel confident that everyone is working together in his or her best interests.

We want parents to feel that they are genuinely welcome to contact the school when there is any matter, however trivial, causing concern about your child's education, behaviour, or attitude. It is obviously preferable if an appointment can be made unless matters are urgent.

How do you join the 'Friends of Templeton School'?

There are many ways that parents can contribute to school life, one of the best ways is through our ***'FoTS – Friends of Templeton School.'***

We have a very active and energetic 'Friends of the Templeton School' (FoTS) fundraising group which continue to grow from strength to strength and raise considerable amounts of money for our school. The FoTS are very successful in bringing the school community together and we are very grateful for their incredible commitment and enthusiasm.

Like most schools, we welcome any financial contribution from FoTS to supplement the amount of money provided by the Local Authority and Welsh Government and assure you that any money donated from FoTS is put to good use, for the benefit of **ALL** the children.

All parents are automatically members of FoTS and are very welcome to come along to meetings or help in any way they wish. In the Annual General Meeting, we appoint the new elected officers and committee members for the following years, so please come along if you would like to get involved. It is a great way to become directly involved in school life and help your child's education at the same time. The FoTS meet regularly throughout the year to arrange fundraising events.

Details about what they achieve and purchase for the schools as well as their future plans are available through their regular newsletters, meeting minutes and school Facebook page.

How does the school communicate with the parents?

All our communication with parents is electronic, either through email, our website, or social media. There are numerous ways in which we communicate with parents including:

- **Facebook** – We have a school Facebook page '**Templeton CP School**' and this has proved to be one of the most effective ways of communicating with parents. It is a closed group, for safeguarding purposes, and can only be accessed by those very closely involved with the school only. It is an excellent communication tool and is used regularly to post photographs of the children during the school day (which the parents love to see!) and keep parents informed about school events, activities, and all kinds of information. Almost all our families have joined the Facebook group, so it is really worth joining.
If you are not a regular Facebook user or even don't particularly like Facebook, then you could set up a blank profile Facebook page purely for contact with the school and for no other reason.
- **Head teacher letters** – Parents receive an emailed letter from the head teacher, usually at the beginning and end of term, to outline a range of information, for example, important dates for the term ahead, staff changes, curriculum developments etc.
- **School Website** – The school website, www.templetonschool.co.uk contains many useful documents and important information about the day-to-day running of the school. It provides a wealth of information for new and prospective parents, containing numerous photographs and videos of life at Templeton CP School.
- **Curriculum** – At the beginning of each term parents are provided with a '*Curriculum Information Sheet*' prepared by the class teachers. This outlines the topics to be covered that term in each of the areas of learning experiences in case parents wish to help by preparing the children by finding out some information about the topics before the term starts.
- **Annual Report to Parents** – The governing body prepare an 'Annual Report to Parents' in the autumn term which reflects and highlights all the developments that have taken place in the year. It is a very comprehensive report that provides a very good summary of the work of the school.
- **Parents' Evenings** – Yearly we hold parents' evening, where you may book an appointment and come to school to discuss your child's progress, and any other matters relating to your child, with their class teacher. Annual written reports for all children are prepared by the teaching staff and given out to parents towards the end of the summer term.
- **Open Days and 'Meet the Teacher Evenings'** - We hold 'meet the teacher' evenings in the autumn term so that parents can get to know their child's new teacher. In addition, we also hold 'Open days' for parents just after school. They are a great opportunity to see the school in action and learn more about your child's education by having a good look at the work in their books. At the open days, your children will really enjoy taking you around the school and showing you the amazing work that they have been doing.
You will have the opportunity to wander around the whole school environment to look at displays, building developments and generally familiarise yourselves with the school to feel part of the school community.

How can parents support with homework?

We know that children achieve their very best when home and school work together. Regular parental involvement in a child's education has a significant impact on progress, confidence and motivation, and one of the most valuable ways to support learning at home is through homework and revisiting what has been learned in school.

At Templeton School, homework is introduced from an early age as a natural extension of classroom learning. It provides opportunities for children to practise new skills, reinforce key concepts and develop positive learning habits that will benefit them throughout their education. We greatly appreciate the support of parents and carers in encouraging children to complete their homework and celebrating their efforts.

For our younger learners, homework focuses primarily on reading and simple activities that reinforce classroom learning. Reading together is one of the most important things families can do to support a child's development. We encourage parents to set aside time each day to enjoy books with their child, whatever their age, making reading a shared, enjoyable and rewarding experience that nurtures language, imagination and a lifelong love of learning.

As children move through the school, homework gradually develops to encourage greater independence and responsibility. Junior pupils are typically set two pieces of homework each week, usually linked to literacy and numeracy. Alongside practising key skills, children are encouraged to revisit previous learning, helping to strengthen understanding, improve long-term memory and build confidence in applying their knowledge.

Throughout the school, pupils also complete 'Brain Building' projects, where they research age-appropriate topics using books, the internet and other sources. These creative projects encourage curiosity, independent thinking and the development of valuable research and presentation skills, while giving children the opportunity to share their interests and ideas.

Our aim is that, by the time children leave Templeton School, they have developed the confidence, resilience and independent learning skills needed for the next stage of their education. Learning how to learn is one of the greatest gifts we can give our pupils.

We recognise that every family is different, and parents may choose to opt out of our homework programme should they wish. We would always encourage families to continue supporting learning at home through regular reading, conversations about learning and opportunities to revisit and practise new knowledge and skills.

How do we put things right if there is an issue?

The school's Governing Body has a complaints procedure established to deal with complaints made by parents and others in respect of the performance of duties and or exercise of powers by the local authority.

Any parents, or other concerned person, who may have a complaint should first discuss their concern informally with the child's class teacher. If the issue is unable to be resolved, then it may be reported to the head teacher who will become involved and hopefully resolve the problem. More serious issues or concerns are often sent directly to the Governing Body and may require investigation by the complaints committee; however, this occurrence is extremely rare.

SECTION 3: INFORMATION FOR PARENTS

What are the procedures for admission to Templeton School?

In our admission policy it states that children can start at Templeton school at the beginning of the term in which they turn four years old, for example, if their birthday is in October, they would be able to start in the September just prior to their fourth birthday.

For the first term of starting school, they will be part time nursery pupils attending only in the afternoons (Mon to Thurs). They may also join the local playgroup 'Tavernspite Playgroup' in the mornings creating 'wrap-around' provision.



The playgroup is held in Tavernspite village hall, next to our federated partner school, Tavernspite (about four miles from Templeton school). If required, staff will taxi children from Tavernspite playgroup to Templeton school, ready to start the afternoon session.

Children may start attending the playgroup from the age of two years old. We find that transition can be much smoother as the children are already familiar with their surroundings.

Templeton school enjoys an excellent reputation, so as a result the demand for places is very high. If you are considering bringing your child(ren) to Templeton school, it would be a good idea to first arrange a visit by emailing or telephoning the school office.

During the visit a senior member of staff will give you an extensive tour around the school and answer any questions you may have. It is a wonderful opportunity to see the school in action. They will also spend time with you to explain the online admissions process to support you in applying for a school place, if required.

We feel very confident that you will be impressed by the lovely welcoming atmosphere and the quality of the education and experiences provided.

All admissions applications are made online and are dealt with directly by the Local Authority's admission office who make the final decision on whether we can accommodate your child(ren).

What does my child need to start at Templeton School?

Before your child starts school, parents and children are invited to an induction afternoon at school. In this session, you will get a chance to meet other parents and listen to a presentation by senior staff outlining; how our school operates, how parents can support the school, and any other general information you would require.

Everything you will need to know about your child starting school will be explained to you in this introduction session. A checklist for starting school would include the following:

- School uniform, including PE kit.
- Reading bag or folder.
- Small school bag.

Everything else, including all stationery will be provided by the school.

Starting school is probably the single most important event in your young child's life so far. Whilst it can also be an anxious time for parents, please remember that home and school is a partnership and that with your child we are growing and learning together. We will always have your child's best interests at heart!

What are the school start and finishing times?

Since September 2022, Tavernspite and Tavernspite school have operated an asymmetric week. This means that the school day has been lengthened on Mondays to Thursdays, so that on a Friday, the children have completed all their lesson time and have the option to go home at lunchtime. Please don't worry if you are unable to collect your child at that time, as they can attend our 'Friday Afternoon Enrichment Club' until 3pm. We have also made arrangements with a number of local childcare providers who will look after your child beyond 3pm if needed.

The asymmetric week has been a positive development at our school for several reasons:

- ☐ When we added up all the teaching time throughout the week, the asymmetric week model means that the children get **more** learning and teaching time than the previous model, usually around half an hour more each week.
- ☐ It has been good for children's well-being, providing an extra-long weekend, and more family time for many. Parents often tell us that their children find the full school week very tiring, impacting directly on their wellbeing. So, this has helped in many cases.
- ☐ Staff working hours changed to fit the asymmetric week model too. As a result, on half of the Friday afternoons, staff have the whole afternoon for continuing professional development training, creating an excellent opportunity for staff to work together regularly, including working with staff from other schools to collaborate and share best practice. There are numerous examples of how this has had a very positive impact on the pupils' education.
- ☐ The demands of staff training are ever increasing, and it was becoming more and more difficult to complete all training requirements during the INSET days. The asymmetric week provides around forty additional hours of staff training each year.
- ☐ On the remainder of the Friday afternoons, most staff would be able to leave school around 12.30pm too, and benefit from time with their families, helping to support their work life balance and well-being.
- ☐ Whilst being incredibly rewarding, teaching is a very demanding and challenging profession. Our staff feel that this time has been beneficial to their health and well-being.
- ☐ A well-motivated and supported staff has reduced any issues we may have around recruitment or retention. We aim to avoid these challenges by fully supporting the wellbeing of our staff.

Within the asymmetric week the school times are as follows.

START TIME:

8.45am every morning (although the gates will open from 8.35am)

FINISH TIME:

Monday to Thursday 3.25pm and Friday 12.30pm

Start time: 8.45am every morning (although the gates will open from 8.35am)

Finish Time: Mon to Thurs 3.25pm and Friday 12.30pm

On Fridays, lunch will be served at 12.05pm for the Foundation Phase and 12.15pm for KS2 pupils. Lunch is optional. If you do not want your child to have a school dinner, then that is no problem.

What are the routines for the beginning and end of the school day?

It is very important that the children arrive in school on time for when school starts. It is unfair to the children and the staff for children to arrive after this time. Late arrivals are recorded on the register. Please telephone the school if you have been unavoidably delayed.

On arrival in the morning, staff will be waiting outside the school building to greet you and then take your children in to school.

Parents collect their children at the end of the day from the areas outside the classrooms. The staff will also bring your children out to you directly at the end of the school day as part of our safeguarding procedures. Children are not allowed to go unless staff have handed them over to a named adult.

It is very important that parents collect the children punctually at the end of the day as staff often have meetings and extra-curricular clubs after school and these need to start on time. Please telephone the school if you have been unavoidably delayed.

We would be very grateful if you would ensure your children arrive at school on time. i.e. between 8.35am and 8.45am.

How is school attendance recorded?

Pupil registration is a legal duty, your child's attendance is recorded by electronic registers and submitted directly to County Hall at every morning and afternoon registration. Late arrivals are recorded in the register. The Welsh Government and Local Authority have clear guidelines on school attendance and expect every child to be in school whenever possible. Attendance data is monitored very closely, and the governing body is expected to set yearly attendance targets.

Most of our children have very good attendance. If it is identified that a child has particularly low attendance, then it is likely that the Education Welfare Officer (EWO) may become involved. The EWO will contact specific families and help them to improve their child's attendance.

In exceptional circumstances, a fixed penalty notice may be issued to parents whose children have very low attendance and a high number of unauthorised absences, although this is an intervention that we try very hard to avoid as we prefer working with families to offer support.

The Welsh Government has clear definitions on the interpretation of 'authorised' and 'unauthorised' attendance. An authorised absence is usually where the child's absence has been described as medical, dental, bereavement/family circumstance, being educated elsewhere or attending a special event etc. Other absences, including family holidays, are unauthorised.

Please help us to help you to ensure your child has excellent school attendance!

What do I do if I need to collect my child early from school?

Sometimes parents ask for their child to come out of school during the school day, unusually for very good reasons, for example, to attend an emergency medical or dental appointment. We are always very happy to support these requests.

Please let us know the reasons in advance and then on the day simply come to the front door at the pre-arranged time and we will bring your child out to you. In the interests of safety, no child will be allowed to leave school unless collected by a parent/carer.

Am I able to take my child out of school for a family holiday?

Welsh Government advises parents that children should not be taken out of school for family holidays, instead they ideally should be taken during school holiday periods. As a result, any absence during term time for a family holiday is recorded as an unauthorised absence.

The school should be notified if a child/children are being taken out of school on holiday and the relevant form completed by the parents.

A list of school holidays, including additional days of school closure e.g. for staff training days (INSET days), are given to parents at the beginning of the school year to give you as much advance notice as possible. A copy of the term dates can always be obtained from the Pembrokeshire County Council website.

What happens if my child is unwell and unable to come to school?

If your child is going to be absent from school due to illness etc., please telephone the school by 9.30am on the morning of the absence. In the interest of child protection, it is our policy to contact parents/carers directly after 9.30am if we have not had a reason for a child's absence, although we would be very grateful if we did not have to do this.

We actively promote good school attendance and recognise its importance on a child's education. Please consider very carefully before keeping your child away from school, often they may feel a little unwell, although are not infectious, or have a minor injury and still able to attend school. In such cases we strongly encourage your child to attend school as school matters, research clearly shows that good attendance goes hand in hand with a successful education.

To help in a situation like this, we can administer prescribed medicine, e.g antibiotics, although relevant forms will need to be completed to authorise staff to do this. Unfortunately, we are unable to administer any medications that have not been prescribed by a medical professional, although parents are allowed to come to school during the day to administer these medications to their children.

If a child becomes unwell during the school day, one of our qualified first aiders will assess the child to decide whether they should be sent home, in which case parents/carers will be contacted to come to school to collect the child.

However, we strongly recommend that if a child is clearly feeling unwell, or is potentially infectious, before school in the morning then it is in the interest of the child and the remainder of the school community, to keep him/her at home until the child recovers.

Sometimes it is difficult to know how long to keep your child away from school, particularly with an infectious illness. To support parents with this, '**Public Health Wales**' have very clear advice on their website, for example, with chicken pox, PHW tell us that your child should be away from school for five days after the onset of the rash.

At various stages throughout school, the children will receive medical examinations, including eyesight, hearing tests and weight monitoring by the school nurse. The school health authority notifies parents if follow up treatment is recommended.

HEAD LICE: Outbreaks of lice occur frequently in all schools. Parents are strongly advised to check their child's hair at least once a week and inform the school immediately if lice are found.

Information will be sent to the children of the class where an outbreak occurs, informing parents and asking them to treat their child's hair if lice are found. Confidentiality is assured. Individual parents will be contacted if their child has head lice and is not treated immediately.

What about children with specific medical conditions?

On starting school, you will be required to provide information about any medical condition known to you that is likely to affect your child's education. This helps us to prepare fully and provide your child with the appropriate level of support. If required, a 'Health Care Plan' (HCP) may be prepared to support your child's medical needs, parents are fully involved with this process.

How does the school promote 'Equal Opportunities'?

Our school aims to give **ALL** pupils the same curricular and extra-curricular opportunities whenever possible. The school's guidelines are clearly laid down in our 'Access Plan' and 'Strategic Equality Plan'.

We have 'Equal Opportunities' and 'Inclusion' policies and ensure that all our procedures follow the guidance in these policies.

How can I encourage my child's education at home?

There are many ways to encourage your child's education and nurture their love of learning, for example:

- ☐ Actively encourage your child to read both to her/himself and with you; to borrow books from the library; to buy books; to look after books and to ask you to explain words they do not understand. It is very important to establish a 'story time' every night before bedtime where you help your child to foster a love for reading and books. Teaching your child nursery rhymes and simple songs all helps to develop their love of language.
- ☐ Create opportunities for writing; letters to friends and relatives; stories and accounts of things they have done and encourage them to bring them to school. Encourage your child to ask questions and show them where to find the answers in books or online.
- ☐ Help with number work by playing games; let them help you with measuring, weighing, shopping etc.
- ☐ Allow them to draw, paint, and model at home (despite the mess!).
- ☐ Encourage to play outdoors and learn about the natural world and its beauty.
- ☐ Most importantly, show a real interest in all that they do. Praise their efforts and celebrate everything they have learned or are interested in.

Please ask us if you need any further ideas of ways, you can encourage your child's learning at home.

Is there a Breakfast Club and an After School Club at Templeton School?

Breakfast Club - We have set up a Breakfast Club and an After School Club and in this way are able to provide 'Wrap-a-round' care for the children.

We offer a daily Breakfast Club funded by the Welsh Government's *Free Breakfast Initiative*. We provide **free** childcare and breakfast for children whose parents must leave for work early and for those children who arrive on school transport before 8.30am.

The Breakfast Club is open to all children in our school and runs from 8am-8.30am every day. It is very important that parents **do not** drop their children off at school **before 8am** as they will not be supervised. A typical breakfast will be cereal (not sugar coated) with milk, fruit juice and toast. You need to be registered to take advantage of the Breakfast Club. Registration forms are available at the club which is held in the school hall so you can simply turn up and register your child if you have not already done so. Otherwise, forms are available from the school office

After School Club - The After School Club is very successful and well attended and is open to all the pupils at our school. It runs from 3.30pm to 5.30pm Monday to Thursday. The children are fully supervised. They are provided with snacks e.g. sandwiches; fruit, drinks etc. and a range of interesting and enjoyable activities are arranged for them.

The After School club is priced at £6.00 per day. There is also a Snack Club that runs until 4.30pm and costs £3.00 per day.

There is no After School Club on a Friday. When the asymmetric week was introduced, the After School Club on Fridays was replaced by a '**Friday Afternoon Enrichment Club**'. There is no charge for this childcare which runs until 3pm every Friday.

How do I arrange for my child(ren) to have school dinners?

School meals are cooked in the school kitchen and served in the dining hall; they are nutritious, healthy and of excellent quality.

The catering service continue to develop and update their menu choices for pupils and comply with nutritional standard guidelines. The current menus can be viewed online at www.pembrokeshire.gov.uk/school-meals/school-menus

Although packed lunches are permitted, we encourage children to eat school dinners. If your child does wish to bring a packed lunch, we ask parents to ensure that they are healthy lunches in line with our 'Healthy Schools' philosophy. Drinks should be kept in a non-breakable sealed container.

Since September 2023, all full-time pupils are entitled to a free school meal

What is the school's policy for charging for school trips etc.?

At Templeton school, educational trips are used to enhance the learning experience of our pupils and usually fit in with the topics currently being studied. We are recognised for arranging fantastic trips for our pupils, for example, annual visits to the Skomer Island Marine Reserve.

Before the trip, the relevant information is sent out to the parents/carers and consent must be provided for a child to attend. No child will be permitted to go on a visit without parental consent having been given first.

Our school aims to provide a rich curriculum for our pupils using the finance provided through the Local Authority. Therefore, whenever possible all activities are provided free of any charges.

However, it must be recognised that some activities such as educational visits that take place off the school site are only possible if parents make a voluntary financial contribution towards the cost. If insufficient funds are collected, then the school reserves the right to cancel the trip.



Do the older pupils go on residential visits?



Every year the older pupils have the opportunity to attend two-day residential visits. Our year five pupils stay at Gwersyll yr Urdd at Cardiff Bay enjoying a 'city break' including trips to Cardiff Museum, The Senedd, Principality Stadium and the City Centre, as well as a speed boat ride around Cardiff bay and a riverboat trip into central Cardiff.

Our year six pupils visit Morfa bay Adventure Centre, Pendine where they enjoy a range of outdoor pursuits and team building activities.

SECTION 4: PROMOTING EXCELLENT STANDARDS OF

HEALTH AND WELLBEING

Templeton School is an accredited 'Healthy School'

Health and well-being is an absolute priority at Templeton school. It is one of our key '**Areas of Learning Experiences**' and we recognise that children are not in a position to learn unless their physical and emotional well-being is very well supported.

Provision for supporting the health and well-being of our learners is a great strength for our school and we are considered exemplars of best practice. Our healthy schools work has been considered 'sector leading' and we are regularly asked to share our best practice with others.

We are very involved in the 'Pembrokeshire Health Promoting Schools Scheme' and have been recognised as '**outstanding**'. We promote healthy eating/drinking and regular exercise to support physical health and well-being.

To support mental and emotional well-being we have an Emotional Support Learning Assistant and an action group called TEaM - Templeton/Templeton Emotional and Mental Well-Being which does amazing work to support any one may be finding things difficult.

All food and drink prepared for the children during school time, including breakfast club, school lunches and after school club snacks, follows Welsh Government healthy eating guidelines. During break times we have a 'fruit only' policy.

We ask parents of children who bring a packed lunch to school to make every effort to ensure that the packed lunch contains a healthy eating and drinking selection.

Healthy options are always made available during 'FoTS – Friends of Templeton School' functions. Staff are also encouraged to follow 'Healthy Schools' guidelines.

Drinking plenty of cold, fresh water helps to develop concentration skills and the well-being of the individual. We ensure that our children have access to plentiful cold, fresh drinking water throughout the school day.

We prioritise physical fitness and education as part of our 'health and well-being' agenda. We develop the physical fitness of our pupils, through our physical development curriculum, but also through the development of high-quality active play areas that encourage movement and physical activity. Such areas include all weather running track, large school field, trim trail and climbing equipment, monkey bars and sports pitches.

Furthermore, our extra-curricular programme and initiatives, such as the daily mile, contribute greatly to our physical well-being agenda.



We offer plenty of opportunities for sport. We regularly compete against other schools in swimming galas, athletic meetings, netball, rugby, football, cricket, rounders and cross-country although the philosophy of

'sport for all' and 'participation' are our priorities. Children are encouraged to be always aware of their own safety and that of others.

We enjoy a great deal of success and have developed an excellent reputation for sport. Our children are often noted for their behaviour and sportsmanship.

With all these activities, the aim is for the pupils to participate competitively with particular emphasis on enjoyment, sportsmanship and being part of a team.

Swimming - Pupils in the junior classes receive swimming lessons at Narberth Swimming Pool as part of the curriculum. They travel to the pool on the school minibus and are taught by a fully qualified swimming instructor. On swimming days, the children will require a swimming costume, towel, and swimming hat.

Many of our staff are considered excellent role models to the children through their commitment to sports, physical fitness, and healthy lifestyles.

For example, some are endurance triathletes or cross fit competitors, others regular runners, walkers, cyclists, swimmers, and surfers. All this experience is used to inspire the children to live healthy active lives.

What happens if I am worried about my child?

Whatever the worry, please come and see us as soon as possible. Ideally make an appointment beforehand to ensure that the class teacher or head teacher can give you undivided attention. All worries/concerns are treated sensitively and confidentially. Sometimes your child may not wish you to contact the school about a problem; however, we still advise that you do so.

If you would like, you may see the teacher or head teacher without your child being aware that you have come into school. Everything is done confidentially and in the best interests of the child.

Who is in the charge of health and safety?

The head teacher together with the governing body are responsible for the health and safety on the school site. The school environment, both inside and outside, is attractive and well maintained for the children and staff who use it daily.

Regular inspections are carried out which occasionally identify health and safety remedial work that needs to be conducted. The school has a Service Level Agreement (SLA) with the buildings and maintenance division at Pembrokeshire County Council who carry out our repairs and maintenance work.

The school has detailed risk assessments which include safety information for the school site, for example, how to use our outdoor equipment safely, including the money bars, pirate ship, climbing wall, pizza oven etc.

Do you have an ELSA (Emotional Literacy Support Assistant)?

Yes, we have a fully trained ELSA who is based on site and available to the children whenever required to support their emotional needs. Access to our ELSA is usually through a referral process. Please let us know if you feel your child may need some extra emotional support, maybe to get through a difficult time.

ELSA sessions are usually weekly and for a defined period initially or until the child is feeling better about a situation they are facing or an emotion they may be feeling. We are very blessed to have an excellent ELSA who really does make a difference to children's lives. It is a service that we are very proud of.

How do you support pupils' emotional and mental wellbeing?

As part of our healthy schools work, we have developed a strong culture of supporting and developing the emotional and mental wellbeing of staff and pupils. We lead a project called TEaM – ***'Templeton/Templeton Emotional and Mental wellbeing'*** action group aimed at improving everyone's mental wellbeing and supporting those who may be struggling.

TEaM have their own logo and identify and are well promoted throughout the school community. As part of the work of TEaM, the children have written documents and policies, for example, 'How do we look after our emotional and mental wellbeing?' 'What do we do when we need help and support?' and 'The pursuit of happiness?'

In addition, we are a Trauma Informed School, this means that our staff are suitably trained to support pupils enduring any form of trauma or suffering the consequences of adverse childhood experiences (ACEs).



How do we promote good behaviour and discipline?

Templeton School enjoys a happy, safe, friendly, family ethos where mutual respect exists at all levels, staff to staff, children to staff and staff to children.

We are very proud of the standards of behaviour at Templeton School. Visitors often comment about the courtesy, helpfulness, and general good behaviour of our children. The same can be said whenever our pupils attend school trips, sports matches etc.

The school has adopted the principles of 'Restorative Practice' in promoting high standards of behaviour. Incidences of inappropriate behaviour are dealt with following the principles of 'Restorative Practice, with the aim of the perpetrator repairing the harm done to the victim.

The establishment of an appropriate ethos is an essential prerequisite for learning. It depends upon trusting relationships and process of co-operative teamwork and the school welcomes and encourages the involvement of LA, governors, parents, and others in the community.

Children of all ages are encouraged to behave sensibly, and older children are encouraged to adopt a caring attitude towards younger ones. Particular emphasis should be placed on good manners, orderly movement about the school, taking care of our school environment and caring for others. The school seeks to promote self-discipline, proper regard for authority and respect for others.

Our school '**Behaviour Policy**' gives guidance to school staff and how to consistently promote positive behaviour across the school.

How does Templeton School create a sense of belonging and identity?

Everyone likes to feel like they belong, and we have discovered that in schools one of the best way to create a sense of belonging is through the wearing of school uniform.

Uniform and P.E. Kits - Templeton School uniform consists of navy polo shirts, navy blue sweatshirts/cardigan, and grey trousers/skirts. Our uniform supplier is 'Uniform4Schools' based in Narberth. Please see the school office for further details.

Although school uniform is not compulsory, it is strongly encouraged. The benefits of wearing uniform have been clearly identified in terms of better discipline and pride taken in the school and a greater sense of identity and community within the school.

There is also less competition between children in terms of what they wear, and there are no disagreements between parents and children about what a child should wear to school. All children are expected to wear school uniform when representing the school in various competitions, concerts, and open days.

Footwear – We would ask that you exercise restraint in the type of footwear your child wears. High-heeled shoes and /or Crocs can be a safety hazard and, therefore, are not allowed. Sensible shoes are the preferred option to be worn.

Jewellery - If earrings must be worn to school, they must be restricted to small 'stud' or 'sleeper' type. These should be removed before physical education as there have been some nasty accidents documented where children have suffered torn ear lobes.

All other jewellery is discouraged in the interests of safety and to avoid problems if an item is lost. Occasionally, children lose or misplace articles of clothing. Please do help us by marking all garments, P.E. kits, shoes etc with your child's name.

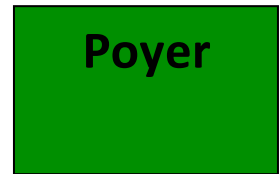
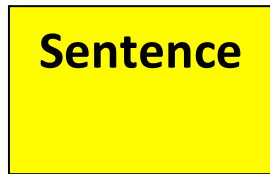
What are the Templeton School 'houses'?

Another way of creating a sense of belonging and identification is through our school Houses. The children of Templeton School each belong to one of four houses. On special events e.g. School Eisteddfod, school swimming Gala or sports day, the children compete for points for their team or houses and usually wear the colour of their house.

We feel this allows children to feel valued as part of a house team, develops a sense of belonging and encourages teamwork between older and younger children.

The winning house is presented with the School House Shield. Each House is led by House Captains who are elected by the House members in an annual election.

The four houses are:



What procedures are in place for Safeguarding and Child Protection?

Safeguarding is of paramount importance at Templeton School. We have very comprehensive and extensive procedures for the safeguarding of children and work very closely with the Local Authority safeguarding team and the Child Care Assessment Team.

A senior member of staff is the Designated Safeguarding Person (DSP) although the culture of our school is that safeguarding is everyone's responsibility. All staff and volunteers have DBS checks, two references and receive child protection training.

We have a very detailed 'Safeguarding policy' that has been agreed by the Governing Body and is understood and available to all staff and volunteers.

The safeguarding of children is an absolute priority at our school!

What are the rules for supervision at playtime?

Break periods are supervised by experienced and qualified members of staff, who encourage all the children to play safely and happily. Any form of inappropriate behaviour is discouraged, and children will always be told why their actions are unacceptable.

Children are never left unsupervised during play times either in the classroom or out in the schoolyard.

During inclement weather, children are supervised in their own classrooms by the teachers who are responsible for the children's behaviour and wellbeing. During these times, quiet activities are provided for the children e.g. watching educational programmes, playing a game, drawing etc. under no circumstances will boisterous behavior or unnecessary moving around the classroom/school be tolerated.

GOOD SUPERVISION IS VITAL TO A GOOD SCHOOL!

Are regular fire drills carried out?

Fire Drills are carried out every term. The performance of the drill is reported by the head teacher to the governing body who monitor the effectiveness of the practice and highlight any areas for consideration. The children are all very familiar with the fire drill procedures and consistently evacuate to the assembly point on the school field very quickly and quietly.

Fire notices are displayed in all the main areas throughout the school. The staff make sure the children are familiar with the procedures.

What happens if my child has an accident in school?

Every precaution and risk assessment are carried out to minimize the potential of accidents at school.

In the event of a child having an accident during playtime or in the classroom the injured child is sent immediately to one of the school's qualified first aiders. Children are not permitted to administer their own first aid.

Most accidents are minor, superficial injuries such as cuts and grazes and are dealt with appropriately. All accidents are reported in the Accident Book.

More serious injuries, including those requiring hospital examination or treatment, must be brought to the attention of the head teacher or deputy head teacher immediately and the parents are always informed. All accidents of a serious nature are recorded electronically to the Health and Safety Department in accordance with PCC policy.

The contact numbers of all parents and other contacts are kept in the school office. If parents/carers cannot be contacted, then senior member of staff will act in loco parentis.

How do you ensure safe parking and road safety?

The following suggestions will help reduce congestion and are made with child safety foremost in mind.

- ☐ Please park safely and appropriately in the school car park and make every effort not to park along the road or blocking the entrance into the estate, 'Maes –Yr-Ysgol' next to the school.
- ☐ Share a car with a neighbour or a friend, taking it in turns to do the school run.
- ☐ Make sure you **fully** supervise your children whilst moving from the collection point to the car parking areas.
- ☐ When parents walk home with their children it is strongly advisable that the child walks on the inside away from the road.
- ☐ Keep reversing to a minimum and take special caution when doing so.

What is the policy on school security?

Security is a priority for schools and Templeton School operates within security guidelines laid down by Pembrokeshire County Council.

During the school day the following security measures are in place:

- The front door is locked, and visitors must ring the doorbell. A Reception Area is to be found at the front door entrance where visitors are requested to sign the 'Visitors' Book'.
- All outside gates and doors are locked during the school day to ensure that the school site is secure so that unwelcome visitors are prevented from entering as well as children being unable to get out and wander off.

SECTION 5: THE CURRICULUM

Templeton School has an excellent reputation for delivering a dynamic, varied, and exciting curriculum to its learners. This was further evidenced by being awarded **'Excellent'** for standards by Estyn, the Inspectorate for Education and Training in Wales.

Teaching and learning is a major strength at Templeton School. We aim to provide a quality education for our pupils. Templeton School strives to do its best for each pupil in a pleasant working environment where children are able to work to their full potential. It is a community where pupils and staff have the opportunity to flourish in a climate of learning, which seeks to develop integrity, honesty, tolerance, truth and compassion.

The curriculum is the whole learning experience offered by our school. It is not only the lessons and activities which are planned, organised, and provided while the children are at school but also the attitudes and values we put forward. This is referred to as the 'Hidden Curriculum' and has a great influence on children's development.

How children learn is as important as **what** they learn. Our curriculum is broad and balanced offering children many exciting and wonderful learning opportunities to develop their spiritual, social, aesthetic, linguistic, mathematical, scientific, and technological skills and knowledge.

We are also equally concerned with the development of personal qualities, behaviour, and conduct. For this reason, Templeton School encourages:

- High moral standards and personal qualities of good character and behaviour.
- Good personal relationships, a sense of responsibility, teamwork, and loyalty.
- Such qualities as inventiveness, curiosity, and imagination, which can lead to self-fulfilment and the best use of leisure time.
- Self-awareness, knowledge and a basic knowledge of health and safety and the development of independence.
- An understanding of how to contribute to and benefit from living in a well organised community.

Our School Curriculum

Our school follows the guidance laid by the 'Curriculum for Wales (CfW)' which is statutory for all maintained schools in Wales. Templeton school's curriculum has been developed and planned by our teachers to create a vibrant and bespoke curriculum for our learners providing a balance of knowledge, skills and experiences.

Underpinning our curriculum is the development of the 'Four purposes', using these we aim for our pupils to become:

- ☐ Ambitious, capable learners
- ☐ Healthy, confident individuals
- ☐ Enterprising, creative contributors and
- ☐ Ethical, informed citizens of learning

At our school we have developed 'child friendly' characters for each of the 'Four Purposes', this is very successful in enabling the children to work hard to develop the qualities demonstrated by these characters.

The Curriculum for Wales has six Areas of Learning and Experiences (AoLEs). Individual members of our teaching staff have a lead responsibility for the development of each of these areas at our school:

1. **Expressive Arts** - incorporating art, dance, drama, film and digital media, and music. It encourages creativity and critical thinking and includes performance.
2. **Humanities** - incorporating geography, history and RE. It is based on human experiences and covers Welsh culture.
3. **Health and Wellbeing** - covering the physical, psychological, emotional, and social aspects of life, helping pupils make informed decisions about their health and wellbeing and learning how to manage social influences.
4. **Science and Technology** - incorporating science, computer science and design and technology.
5. **Mathematics and Numeracy** – involving learning through play in the Early Years and in the later stages, includes working both independently and collaboratively with others.
6. **Languages, Literacy and Communication** - including Welsh and English, literature and international languages. Welsh language teaching continues to be compulsory, as an additional language, for children who don't use Welsh as their first language.

In addition, literacy, numeracy, and digital skills are embedded throughout all curriculum areas.

Area of Learning and Experience 1: Expressive Arts

The Expressive Arts Area of Learning and Experience centres on the five disciplines of art, dance, drama, film and digital media, and music. While these disciplines have a common creative process and share transferable skills, each has its own discrete body of knowledge and set of discernible skills. Learners experience a wide range of Expressive Arts in Templeton.

Learners will be taught new skills, have support to practice and then be given opportunities to independently apply their knowledge skills and understanding through a range of contexts.

In Templeton the dynamic nature of the Expressive Arts engages and motivates learners, developing their creative, artistic and performance skills to the full.



Curriculum for Wales: What Matters

1. Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
2. Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.
3. Creating combines skills and knowledge, drawing on the senses, inspiration, and imagination.

Progression in the Expressive Arts

Templeton aspires to increase learners' knowledge and awareness of the artistic world. Learners will be deepening their understanding of the ideas and disciplines within the areas of learning and experiences they have both in and out of the classroom environment.

Children will be learning the skill of refinement and growing sophistication in the use and application of their artistic skills. Expressive Arts enable the children to make connections and transfer the learning into new contexts.

Expressive Arts in Templeton

There are performances across all disciplines, such as choir, chapel services, Harvest and Christmas performances. Dance and Drama are included across the different themes and Areas of Learning. Animation lessons including the Making and editing films and videos using the green screen.

Annual Whole School Art Exhibition for children to create and share their work and reflect as both an artist and an audience. Class trip Visits to art galleries. Opportunities to work with local artists or in the style of local, British, and global artists. Exposure to music, art and writing from different cultures and time.

Using digital media devices to record, arrange and improvise music. Children create Christmas gifts designs to sell to develop their creative and enterprising skills.

The dynamic nature of the Expressive Arts can engage, motivate, and encourage learners to develop their creative, artistic and performance skills to the full. The Expressive Arts Area of Learning and Experience (Area) spans five disciplines: art, dance, drama, film and digital media and music.

Although each discipline has its own discrete body of knowledge and body of skills, it is recognised that together they share the creative process.

Art, within Expressive Arts, includes the experimentation and development of an almost limitless range of resources, materials, techniques, and processes across all types of art, craft and design to produce a range of outcomes and to demonstrate a personal and creative response.

- ☐ Line, shape, texture, colour, design, form (2D, 3D, 4D), pattern, tone, shading, space, contrast, proportion, composition, scale, perspective
- ☐ Enterprising and advertising - Creating and selling arts and crafts.
- ☐ Animation, constructed textiles ceramics, craft, design, drawing, mosaics.
- ☐ Environmental/landscape art, fashion, fine art, communication graphics
- ☐ Illustration, interactive design (including web, app and game)
- ☐ Live art, making, mixed media, moving image, multi-media, package design, painting, photography, printmaking, portraiture
- ☐ Child led Art Exhibitions
- ☐ Exploring local artists and local art galleries
- ☐ Pottery making and designing.

Area of Learning and Experience 2: Humanities

The Humanities Area of Learning and Experience allows the children at Templeton School to spark their imagination, increase their knowledge and investigate human and natural experiences.

We provide our learners with cross-curricular skills and integral values that underpin the Four Purposes of the curriculum within their daily learning.



Humanities is central to learners at Templeton School becoming ethical, informed citizens of Wales and the world. The development of the pupils' progress within Humanities will provide them with experiences in and outside of the classroom to enable them to become ambitious capable learner just like Capable Clara and Ambitious Andy, ready to learn throughout their lives.

With careful attention of the Humanities topics, our goal is to give our students a variety of experiences that will foster their independence, resilience, and growth in self-awareness. This will support the development of healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Cynefin/Belonging

Cynefin is a major aspect of the New Curriculum which means 'belonging'. At Templeton School we explore, investigate, and examine the human experiences on their communities throughout Wales comparing to the wider world.

Additionally, this allows the pupils to comprehend how Wales's inhabitants, communities, history, culture, industry, and natural landscape link beyond Wales. This gives the pupils the ability to discover their heritage and develop a sense of place and cynefin.

Religious Values and Ethics (RVE)

RVE is a large strand to our Humanities curriculum at Templeton School. The pupils reflect upon the impacts of their actions and those of others, human rights, values, ethics, philosophies, religious and non-religious views. We follow guidance from Welsh Government and ensure that this area is taught sensitively and appropriately throughout the school.

Templeton School is at the heart of the community where we believe we should be giving our pupils the opportunity to engage in the various religious values and ethics that we are immersed in today. Our religious values and ethics are taught throughout each term creating clear links to our termly topics and celebrations.

It is a statutory duty to hold a daily act of collective worship. Sometimes this takes place with the whole school or separate Foundation Phase or KS2 in the school hall, at other times it may take place in individual classrooms. Whenever possible we invite visitors to speak at our assemblies. This encourages our community links and gives our children a wider range of experiences.

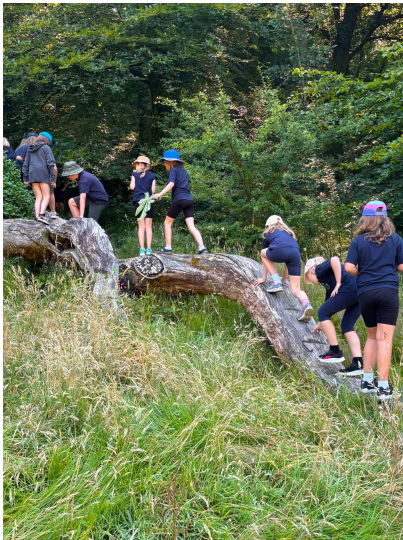
Once a week we hold an '**Achievement Assembly**' where we celebrate the achievements of all our pupils. We also hold a weekly Welsh assembly/Gwasanaeth Cymraeg to support pupils' Welsh language development.

Enterprise – Bumbles of Hollywood

At Templeton we have strong links with 2B Enterprising 'Bumbles of Hollywood' and Bluestone to create opportunities and develop entrepreneurial skills of our pupils. The aim is to inspire the next generation of ambitious, healthy, enterprising, and informed citizens.

This link raises the pupils' aspirations whilst introducing them to valuable life experiences and key skills. The pupils have a large involvement with the Christmas Fayre by designing and creating a product to raise money for our classes which is also repeated in the summer term to raise funds for our outdoor area and help preserve the nature in our gardens.

Our Key Stage 2 classes have the opportunity to attend 'Enterprise Club' during our Extra-Curricular activity club each week where they follow the same process and attend our local market to help raise money for the school. The children involved feel a sense of ownership on their products as well as seeing the benefits that their efforts and entrepreneurial skills have on our school.



'What Matters Most' in Humanities

1. Enquiry, exploration, and investigation inspire curiosity about the world, its past, present and future.
2. Events and human experiences are complex, and are perceived, interpreted, and represented in different ways.
3. Our natural world is diverse and dynamic, influenced by processes and human actions.
4. Human societies are complex and diverse, and shaped by human actions and beliefs.
5. Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.

Area of Learning and Experience 3: Health and Well-being (Please see Health and well-being section)

Relationships and Sexuality Education (RSE)

Relationships and Sexuality Education (RSE) is a mandatory element of the Curriculum for Wales, encompassing many themes taught to all children throughout their school lives. RSE makes up a significant proportion of the Health and Well-being '*Area of Learning and Experience*'.

In Wales, the mandatory themes which have been identified include Personal Developments and Relationships, Empowerment, Safety and Respect and Health and Well-being. These themes include different strands which are taught at a developmentally appropriate level.

The RSE curriculum is aimed to be highly inclusive and primarily directed to teach the children about safety, respect, resilience, identity, acceptance, and diversity, all of which are interwoven into topics and current issues.

It includes elements which we believe will scaffold the pupils to learn how to be a healthy, confident individuals. We encourage our pupils to become the best versions of themselves in all aspects of their growth and development.

In the federation of Templeton and Templeton Schools, we have designed our own RSE Scheme of Work which combines the statutory guidance provided by Welsh Government.

The Welsh government has provided guidance to schools on how to provide RSE that is age-appropriate and relevant to pupils' developmental stage, but it has given schools the flexibility to design their own programme of teaching that reflects diversity and difference in relationships, sex, gender, and sexuality.

Our pupils have completed activities in class to share what they would like to see when designing their RSE curriculum. The main values taken from this was that our RSE curriculum needs to be honest, engaging, and unique.

With this in mind, we have created a scheme of work which is developmentally appropriate and takes a holistic approach by providing cross curricular experiences for our pupils. By including many stakeholders in its development - staff, healthy school leaders, governors, and pupils - we have taken time to develop this curriculum to make the activities fun, interesting and memorable.

The focus will be on building relationships based on mutual trust, and developing mental and emotional wellbeing, resilience, and empathy.

Parents are no longer allowed to withdraw their children from the RSE curriculum. However, to reassure parents our RSE scheme of work is on the school website. Please contact the school if you have any questions.



Area of Learning and Experience 4: Science and Technology

Teachers plan to cover the appropriate progression steps in the six 'What Matters Statements', together they contribute to realising the four purposes of the curriculum. This is delivered as part of a two-year rolling programme cycle.

Science provides the opportunity to develop cross-curricular links as it encourages language and communication, mathematical thinking and recording and opportunities for using DCF (Digital Competency Framework).

The curriculum ensures that all learners celebrate and understand the distinctive quality of living and learning in Wales in the twenty-first century and are able identify their own sense of Welshness. Through robust and consistent evaluation of scientific and technological evidence, learners can become ethical, informed citizens of Wales and the world, who will be able to make informed decisions about future actions.

Healthy, confident individuals, ready to lead fulfilling lives as valued members of society are informed by knowledge of their bodies and the ecosystems around them, and of how technological innovations can support improvements in health and lifestyle.

Ambitious, capable learners, ready to learn throughout their lives should engage with scientific and technological change. Learners who are enterprising, creative contributors, ready to play a full part in life and work embrace such challenges, as they are encouraged to take risks, to innovate and evaluate, and learn to develop solutions.

Science and Technology lessons are always engaging and enlivening scientific tasks that tackled real life problems. Children are given a meaning and purposeful mission and this is met with enthusiasm by all! With lots of encouragement from the teachers, we set the children high standards and expectations for each activity.

Teamwork, collaboration, and communication is a huge strength of the Science lessons, ensuring that the children are all encouraged to work as a team and to use their “Our Voice” skills and how important it is that all children’s voices matter and are important.

Digital Competency Framework (DCF)

DCF is 1 of the 3 Cross Curricular Skill Requirements alongside Literacy and Numeracy.

- ☐ DCF Consists of Four strands.
- ☐ Citizenship
- ☐ Interacting and Collaborating
- ☐ Producing
- ☐ Data and Computational Thinking

To keep the children in Templeton School safe

- ☐ We use child friendly search engines like swiggle, kiddle and kidrex.
- ☐ Internet Safety Lessons and a whole school emphasis on Internet Safety Week; including collaborative class online safety posters, personal and private information activities, presenting speeches about online safety, monitoring and tracking our Digital Footprints.
- ☐ The school Laptops and Chromebooks have restricted access which is monitored by the Local Authority.
- ☐ Peer support: a buddy system or working in pairs/groups to monitor safety, improve skills and confidence when accessing the DCF and new information online.

DCF Champions; these are children who had to apply for the role to be a DCF Champion and were elected on merit.

- ☐ They are role models to their peers and the younger children. They help their peers log in, monitor, and look after the devices and keep the other safe online. The DCF Champions created their own DCF badge and logo which they wear proudly.

Area of Learning and Experience 5: Mathematics and Numeracy

At Templeton school we are committed to continually improving pupils' maths and numeracy skills throughout their time at school. We aim to make mathematics and numeracy experiences engaging, exciting and accessible for everyone, ensuring that learners develop mathematical resilience, the ability to embrace challenge as a positive aspect of learning.

We believe that everyone can be 'good at maths' and we try hard to make maths and numeracy lessons fun, interesting and enjoyable, so that our learners have a positive view of their mathematical ability.

We are committed to continually improve the standards of teaching and learning in mathematics. Tasks and enrichment activities provided in all classes ensure that numeracy skills and are embedded within all aspects of the curriculum.

Our pupils learn to develop their wonder of number and its role in the world and their lives. They develop a sense of size and estimation in context of everyday life and problems and use our curriculum to help enable them to reach this level of numeracy understanding.

We aim for all children to become mathematical 'thinkers', to have the confidence to have a go at problem solving, to have a positive attitude to maths and essentially to gain enjoyment from exploring mathematics and to be able to use mathematical knowledge in all areas of the curriculum with confidence.



In our school, mathematics is taught using a comprehensive scheme, a detailed collection of mathematical resources which allows effective continuity and progression in mathematical skills throughout the school.

Numeracy is the application of mathematical skills and concepts across other areas of the curriculum. The Numeracy curriculum involves a detailed understanding of number systems and problem solving with a great emphasis on mental as well as written methods of calculation; it also demands practical understanding and application through the study of shape, pattern, space, measures, and handling data (graphs, diagrams and charts).

Our pupils will learn to be numerate through their own exciting curriculum enabling them to develop towards the four purposes of the Curriculum for Wales. We endeavour to resource and plan opportunities for learners to improve their numeracy skills and use them to improve all other 'Areas of Learning and Experiences.'

For all our pupils, real-life examples drawn from the local, national and international environment help them make

connections between the concrete and the abstract. Real-life contexts can be used to introduce and explore mathematical concepts, as well as to consolidate them.

Area of Learning and Experience 6: Languages, Literacy and Communication

The Curriculum for Wales requires us to teach your child the skills of reading, oracy and writing. These elements are taught in a continuous and progressive way to develop your child's literacy and communication skills.

From the youngest age we work on developing language and preparing your child for reading and writing. We use the 'Read, Write, Inc' programme to aid with developing reading, and spelling skills, which in turn are used to develop your child's ability to write independently.

From early on at school, the children are taught all the sounds and practice forming letters correctly. Eventually, they will be taught to develop a legible, cursive writing style and will use their literacy skills in a wide variety of forms and for different audiences.

We work hard in developing pupils' skills of extending writing using accurate spelling and punctuation. Pupils write confidently in a range of genre including poetry, reports, book reviews, speeches, stories, articles, and many others.

As the children progress through school, you can quickly expect to see improvements in the fluency of their reading. We monitor very closely your child's reading age and the progress made. We may involve other professionals if we feel there may be a specific difficulty. You will be fully involved in this process.

Reading books will be sent home regularly with your children. Parents are asked to assist by listening regularly to their children reading at home. All parents can help by encouraging their children to read for information and enjoyment in their leisure time and to share this experience with their children. If you need some ideas on how to support your child's reading, then please come to school and see your child's class teacher.

The teaching of reading is a priority at Templeton school as it is the vehicle that allows children to access the other areas of the curriculum. We develop reading skills through a variety of approaches including guided reading activities, individual and whole class reading. The aim is to ensure that all children become confident independent readers as soon as possible.

The development of oracy skills is considered very important at our school. Our curriculum is well designed to ensure that there are numerous opportunities for children to develop high level oracy skills from a young age.

One of our programmes is called ***Terrific Talkers (TT)***. Our TT programme teaches pupils' bespoke public speaking and presenting skills, a very important range of skills in this ever-changing world. Every term the children prepare a presentation to deliver to the class on a subject that particularly interests them.

During their presentation they practice skills such as interacting with the audience, sequencing, articulation, holding eye contact and presentation structuring. This is a fantastic way for children to develop confidence in speaking to an audience. We are always very careful to go with the child and how they are feeling at a given time as we do not wish for anyone to feel under pressure. Public speaking can be quite challenging, so we aim to build confidence at the appropriate pace for each child.

How well does Templeton school cater for children with additional learning needs (ALN)?

We have an excellent reputation for supporting pupils with additional learning needs and for being a fully inclusive school. We were a lead school for the implementation of the ALN statutory reform in 2022-24 and very carefully follow the principles and processes outlined by the reform.

We recognise that a child has additional learning needs when she or he finds it significantly more challenging to learn than other children of a similar age. He or she may have difficulties which are of a physical nature, connected with sight, hearing or speech, emotional or behaviour difficulties or specific learning difficulties related to aspects of language and/or mathematics.

The school's policy and practice aim to help our pupils with additional learning needs, this also includes pupils who are exceptionally gifted too. We are committed to early intervention to ensure that the right level of support is put in place to meet the needs of the individual child as soon as possible.

As part of our provision, we regularly hold Person Centred Planning (PCP) meetings for pupils with additional learning needs (ALN). PCP meetings, attended by the child, the parents, school staff and other professionals, are very child centred.

In these meetings it is established whether the child's needs can be met through 'Universal level Provision' i.e. differentiated support within the classroom or whether their need is escalated to requiring an Individual Development Plan (IDP).

IDPs tend to be designed for pupils with additional learning needs requiring support additional to what can be provided within the classroom, i.e. specialist support, 1:1 provision, targeted intervention etc. We work very closely, and enjoy excellent relationships with, the inclusion service of the Pembrokeshire Local Authority who offer us high quality support to ensure the best provision for our learners.



Professionals such as educational psychologists, speech and language therapists, autism specialists and behaviour support teachers, regular visit and work with our school.

We work very hard to ensure that parents are kept fully informed at every stage of the ALN process. A very strong working relationship between home and school is of such benefit to everyone, particularly the child.

The Welsh Language

Templeton is a Category EM (English Medium) school according to the language policy of Pembrokeshire County Council. This means that Welsh is taught in every class as a second language through a range of fun speaking, listening, reading, and writing activities although occasionally a child attends school who can speak Welsh fluently.

You will hear incidental Welsh used regularly in the classes and around school, as several of our staff speak Welsh, so a bilingual culture is very evident.

We have a 'Cryw Cymraeg', elected members from every class, who help to promote and develop the Welsh language and ethos across the school. They also help to run the weekly Welsh assembly and reward 'Seren Cymraeg' certificates every week.

We have achieved the Bronze and Silver Awards of the 'Siarter Iaith/Language Charter'. The aim of this 'Language Charter' is to inspire our children to use their Welsh in all aspects of their lives. It is our aim that on

leaving Templeton School, pupils will have greatly developed their Welsh speaking, reading, and writing skills and have achieved a good standard of bilingualism.

Incidental Welsh is regularly used in many of the everyday instructions and commands by school staff, for example, during assemblies, registration, and the school tuck shop. We have a bilingual policy, and we make every effort to offer the children a bilingual experience here in Templeton.

We place a strong emphasis on the 'Curriculum Cymreig' where learning experiences are taught with a particular focus on Wales and the Welsh dimension, fostering pride in Welsh culture and heritage in the process.

Annually we compete in the 'Urdd Eisteddfod', in various competitions such as the group recitation. If we are successful in the local and county competitions, we may qualify to perform at the prestigious national Eisteddfod.

Every year our oldest pupils have the brilliant experience of attending a three-day residential experience at the Gwersyll yr Urdd (Urdd Centre) at Cardiff Bay where they have numerous exciting experiences including a speed boat trip around the bay, trips to the museum, the Principality Stadium, open top bus rides around the city and much more.

To further develop our bilingual culture and celebrate the Welsh dimension, we also celebrate Dydd Miwsig Cymru (Welsh Music Day), Shwmae Day (Hello Day), and we hold an annual Welsh enrichment week and welcome Welsh visitors. All these wonderful experiences are great fun for the children (and staff!) and they develop their Welsh language skills at the same time.



How is St David's day celebrated?

To celebrate St. David's Day, we hold an annual school Eisteddfod as close as possible to March 1st (St David's Day).

The Eisteddfod gives the children a wonderful opportunity to score points for their schoolhouses by taking part in competitions such as singing, dancing, reciting, musical performances, as well as wide ranging art and design activities in a traditional 'Eisteddfod'.

This is a key part of our annual celebration of Welsh heritage and culture. Our school Eisteddfod traditionally ends with the 'Crowning of the Bard' ceremony and the presentation of the house shield.

How do you assess children's learning?

Each child's progress is monitored and recorded by the class teachers and support staff from the time they start at Templeton School. This assessment information is used to develop appropriate learning programmes for your children. These assessments are broadly divided into formative or continuous assessments and summative assessments i.e. formal tests to establish pupils' performance level.

The school has an assessment policy, which provides a clear framework for the process of assessment, recording and reporting.

We are very committed to ensuring that parents are kept fully informed about their child's progress.

This takes place in several ways including:

- Regular parent meetings with class teachers are arranged to discuss progress, set targets for future development, and look at the standard of work in the children's books.
- A written '**Annual School Report**' which comments on your child's progress is written and presented to parents in the Summer Term.

Class teachers make themselves available to parents whenever possible at the beginning and the end of the school day.

If you do have any concerns, please come in and talk to the teachers. They will be happy to discuss and help sort out any problem or concern you may have. It is advisable to make an appointment as sometimes teachers are not available due to meetings, courses etc.

SECTION 6: LEARNING EXPERIENCES AT TEMPLETON SCHOOL

Does Templeton School encourage outdoor learning?

Yes, we are **very** committed to outdoor learning. Templeton school is highly regarded for its use of outdoor learning, and this is considered as one of our flagships.

Our outdoor curriculum work has been recognised by ESTYN as sector leading practice and we have shared this excellent practice with other practitioners.

We take the children out of doors as often as possible to enhance their learning. The aim is that children becoming fully engaged with the outdoors and develop a great sense of well-being, as well as developing their literacy and numeracy standards and a range of other essential life skills.

The two main ways that we promote and develop outdoor learning is through our work as an ***'Outdoor School'*** and a ***'Forest School.'***



Pembrokeshire Outdoor Schools Programme

Mr Phelps, our previous head teacher, was one of the founding members of the 'Pembrokeshire Outdoor Schools' programme and he has been leading on this initiative throughout Pembrokeshire and beyond for many years. As part of his legacy, we are keen to continue to promote this wonderful initiative, with a promotion of healthy living and use of the outdoors.

If you would like to know more about this fantastic outdoor learning programme, then please check out this link:

[Pembrokeshire Outdoor Schools](#)

To become an Outdoor School, you are expected to identify an interesting local area and arrange a series of outdoor curriculum visits to this area every year.

We use Colby Woodlands and Amroth Beach as our Outdoor Schools area and go there regularly with the children to develop their knowledge, confidence, and love for the outdoors.

At Templeton school we have greatly developed our school site to provide excellent outdoor learning facilities. Our beautifully developed grounds include, nature gardens, meadow and woodland areas, outdoor discovery environments and a school pond habitat, sustaining its own ecosystem, allowing the children to study a variety of habitats and learn about the biodiversity.

We frequently host best practice visits from teachers from other schools to support them in developing their school grounds in similar ways.



Forest School

We are also an accredited Forest School with several staff fully trained as leaders. The Federation of Templeton and Templeton School is regarded as a beacon for leading and developing outdoor learning through the '**Forest School**' approach.

We regularly take groups of children on forest school activity days at the nearby woodland site at Penderry woods in Lampeter Velfrey. Our Forest School programme is carefully timetabled so that all the children have the chance to develop self-esteem, confidence, independence, team building, awareness, and knowledge of the natural environment through this unique method of outdoor education.

This is a real flagship of our school and an excellent way of helping children to develop important life skills as well as supporting their emotional, mental, and physical well-being.

Is Templeton a Sustainable School?

Education for Sustainable Development (ESD) is an important and high-profile initiative at our school. We are part of the 'Sustainable Schools' and the 'Welsh Eco-school' schemes and have received numerous awards previously to reflect our commitment to these areas.

This is another feature of excellent practice, and we are recognised locally and beyond for our high regard to environmental welfare and our work on sustainability and were previously voted 'Welsh Eco-School of the Year'. We have a very pro-active pupils' eco-committee who meet regularly and lead our sustainable school initiatives.

As part of our sustainability work, we carry out extensive recycling, manage water and energy waste carefully and a range of other sustainable initiatives. ESD links are now firmly embedded in our curriculum and the children have numerous opportunities to develop relevant skills and knowledge.

We regularly grow our own fruit and vegetables and demonstrate an unending commitment to reducing, reusing, and recycling to support the climate change agenda. We have a very pro-active pupils' eco-committee who meet regularly and lead our sustainable school initiatives.

Secondary School Links

Templeton School is a feeder school for Ysgol Dyffryn Taf, Whitland and Greenhill, Tenby. There are very good links with both schools and several transition events are arranged to make the experience as smooth as possible for the children. Arrangements are made for our year six pupils to spend time at the secondary school of their choice in their final term in readiness for September.

Year six pupils and parents are invited to meet the secondary school head teachers at open evenings throughout the school year and are given tours of the school.

In Conclusion

Thank you for taking the time to read our prospectus and learn more about Templeton School. We hope it has given you a flavour of the warmth, ambition and strong sense of community that make our school such a special place to learn, grow and belong.

While a prospectus can tell you a great deal about a school, nothing compares to experiencing it for yourself. I warmly invite you to visit us, meet our wonderful children and dedicated staff, and see our school in action. Walking through our classrooms, seeing the enthusiasm for learning and experiencing the caring relationships that exist throughout the school will give you the clearest picture of what makes Tavernspite so unique.

As Headteacher, I feel incredibly privileged to lead this remarkable school. Every day I see the commitment, professionalism and kindness of our staff, the enthusiasm and achievements of our pupils, and the unwavering support of our families and wider community. Together, they create a school of which we are immensely proud.

At Templeton School, every child is known, valued and encouraged to achieve their very best. We have high aspirations for all our pupils, but equally important to us is ensuring that children are happy, confident and enjoy every stage of their learning journey. Our staff share a genuine passion for providing the very best education and care, and it is this shared commitment that makes our school such a welcoming and successful place.

If you would like to know more, or arrange a visit, please do not hesitate to contact us or explore our school website. We would be delighted to show you around, answer your questions and give you the opportunity to experience first-hand the special atmosphere that visitors so often comment upon.

I very much look forward to welcoming you and your family to Templeton School and hope that, like us, you will come to appreciate what an exceptional place it is to learn, work and grow. We would be proud to share our school with you.