



Cowbridge
School
All Age (3-19)
WELCOME



Cowbridge Primary School - Architectural Des



3 is the magic number!

Ready

Respectful

Safe

At Cowbridge School, we are



Ready
to learn

Respectful

to ourselves and others



Safe

in our environment





Being **Ready** *means...*

- being punctual
- being correctly equipped for each lesson
- phone and headphones are away
- being focused and engaged
- listening to and follow instructions

Being **Respectful** *means...*

- behaving calmly
- demonstrating politeness and kindness to all
- respecting others, the school and the wider environment
- working productively with others



Being **Safe** *means...*

- being in the right place at the right time
- reporting concerns to a teacher or other trusted adult
- using the internet and social media responsibly
- taking pride in yourself and our community



Literacy Skills - what do we want to address?

Oracy:

- 72% of employers (surveyed by Youth Employment UK) were concerned about young people's communication skills.
- Only 48% of young people enjoy speaking in front of an audience / contributing to class discussions.

Reading:

- 36.1% of 8-18 year olds enjoy reading in their free time. (In the 11-16 age bracket, there is a slight drop to 34.1%.
- Only 20.3% of 8-18 year olds actually read on a daily basis in their free time, even if they enjoy it. This drops to 17.6% in the 11-16 age bracket.

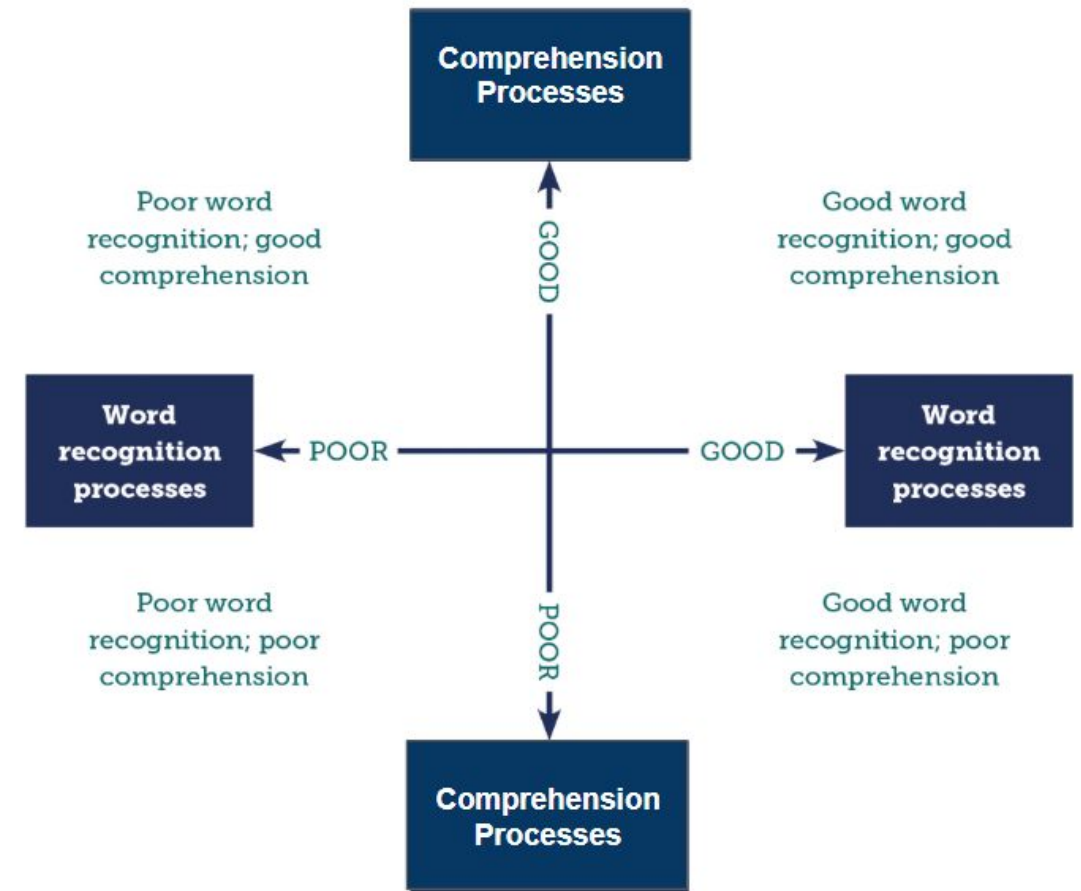
Writing:

- Only 26.2% of 8-18 year olds enjoy writing in their free time (a decrease of 8 percentage points in the last two years).
- 38.8% of young people admit to only writing when they have to.



The Simple View of Reading

- **Bottom right quadrant:** The Word Caller: They are amazing at sounding out words and can read a paragraph out loud beautifully—but if you ask them what they just read, they have absolutely no idea because they don't know what the words mean.
- **Bottom left quadrant:** The Dual-Challenge Reader: They struggle both with sounding out the words and with understanding spoken language general vocabulary.
- **Top left quadrant:** The Struggling Decoder: If you read a story out loud to them, they understand it perfectly and can talk all about it. But if you hand them the book, they get stuck because they can't translate the letters on the page into spoken words. This is common for children with dyslexia.
- **Top right quadrant:** The Strong Reader: They can sound out the words easily AND they know what the words mean.



What does the School do?

- We have cross-curricular and comprehensive literacy strategies and expectations in place for oracy, reading and writing.
- We are a member of Voice 21 - a national charity that works with schools to support the development of speaking and listening skills.
- Outside of classroom lessons, we have a number of literacy focused activities and clubs in place, including: book club; debate club; creative writing club; Carnegie Medal shadowing activities; etc.
- We identify, early on, young people who need more specific and targeted support to develop their literacy skills and put in place appropriate interventions.



What can parents / carers do?

Helping your child to become increasingly literate does not require an A Level or university degree in English. It means:

- encouraging them to try, then keep trying;
- encouraging them to talk through processes, ideas, thoughts and feelings;
- supporting them while they do homework (which means encouraging them and taking an interest, but not doing the work/thinking for them);
- modelling literacy with them (including shared reading, discussing topical issues, writing for purpose);
- letting them catch you reading;
- getting them to check their work (in all subjects, not just English), paying particular attention to the accuracy of spelling, punctuation and grammar;
- encouraging them to engage with functional literacy activities:
 - ❖ cooking (reading, processing and following a recipe)
 - ❖ entering information on a form, (for example, when opening a bank account, getting an insurance quotation)
 - ❖ reading pamphlets/brochures in order to plan a day out/family activity
 - ❖ reading a newspaper/news app and discussing topical issues
 - ❖ creating a shopping list
 - ❖ engaging in conversation with friends, relatives, new acquaintances—and recognising the difference in the types of conversation
- not saying “I was never good at English!” Literacy capability is not inherited but attitudes are contagious!



Numeracy - What does the School do?

- Numeracy activities are embedded in subjects across the curriculum, where they are relevant and have a meaningful impact on pupils' skills.
- All staff are trained in numeracy strategies that can be used to support pupils in the development of their numeracy skills.
- Outside of classroom lessons, we have a number of numeracy focused activities and clubs in place, including chess club; Junior and Senior Maths Challenge events; etc.
- We identify, early on, young people who need more specific and targeted support to develop their numeracy skills and put in place appropriate interventions.



What can parents / carers do?

- Practise multiplication tables. These are the key to everything and all other aspects of numeracy become more manageable when multiplication tables are known!
- Talk about maths in the world around you. For example:
 - Buying petrol - how big is the tank? How many litres can it hold? What do you estimate the fuel is going to cost? How much did it actually cost? Was your estimate close?
 - Time - if you go to bed at 9pm and sleep until 7.15am, how long have you slept?
 - In the kitchen - my recipe is for 4 people but we are cooking for 6, how do I work out how much is needed of each ingredient?
 - Shopping at the supermarket - how much do you think the shopping is going to cost? Was our estimate close to what we paid? What was the difference? How could I have been more accurate?
 - Shopping in the sales - how much will this cost with 15% off?
- Discuss statistics in the news. This will develop your child's understanding of current affairs(so aids his/her literacy too!) and help him/her to put numbers into context.
- Avoid saying, "I was never good at Maths!" Numeracy capability is not inherited but attitudes are contagious!





Your Child's Team

Lower School Achievement Assistant

First contact via designated email or phone 8.00am – 4.00pm

Team Staff for your child:

- Mrs Leftley - **Assistant Headteacher with responsibility for Lower School.**
- Mr Davies – **Leader of Achievement**
- Mrs Ingram – **Senior Leader of Achievement**
- Mrs Bishop - **Achievement Assistant**
- Achievement and Wellbeing Tutors (8 total) – see pupils daily for 25 minutes
- Classroom teachers – 14 subjects (taught by approx. 16 - 20 staff)

Additional Senior Support:

Additional Learning Needs – Mr Francis, AHT

Strategic Lead for Literacy – Mrs Williams, DHT and Senior Lead for Literacy

Strategic Lead for Numeracy – Mr Griffiths, DHT and Senior Lead for Numeracy



Curriculum / Assessment

English
Mathematics
Science
Welsh
PE
Ethics and Philosophy (EP)
Art
Design Technology
French
Geography
History
ICT
Music
Health and wellbeing

Progress review 3 times per year

One full report (online)

Continuous assessment within exercise books with specific feedback

Settling in review

Parents' evening (online)



Standards and Expectations

Partnership - we work together as a team

High expectations

- Uniform information - names on everything please!
- Jewellery - restricted to wristwatch and simple earrings
 - 1 only in each lobe
- Natural hair colours and styles.
- Mobile phones are banned unless teacher directs in class for learning

Attendance - School target 96% or above

Uniform - guidelines in the information packs and uniform checks will take place during morning form time.

If pupils are not in the correct uniform, parents will be informed and maybe asked to bring in the correct uniform.

The Pencil Case, Cowbridge and Uniform2Go, Bridgend supply the school specific uniform.





Transition Day Thursday 25th June

- Arrive at 9am - pupils to congregate (**unaccompanied**) on piazza
- Assembly in the main hall - form classes announced
- Activities and lessons designed to enable pupils to familiarise with new school setting and peers
- Pupils to wear their primary school uniform/PE kit and trainers
- Pupils will need a pen and paper, a snack and a drink
- All pupils will be provided with a sandwich/meal deal for lunch
- Parents to collect promptly between 2pm and 2:15pm before normal school buses arrive in the main car park (Aberthin end)



Form/Tutor Groups

Every pupil will be placed in a class with at least 1 child from primary school (where possible)

Please do not contact primaries!

This is an opportunity to make new friends



First Day Arrangements Wednesday 2 September 2026

Only Year 7 and Year 12 on site

Assemble unaccompanied by 8.30am outside A block. Staff will direct pupils arriving by bus and those walking

Welcome Assembly

Period 1 - Form Tutor time for timetables and other information

Periods 2 - 5 - Formal lessons

End of day 3pm -Year 7 pupils released 5 minutes early for the first week



Key things to remember for September!

Please complete the online admissions form asap

Names on all items of clothing and PE kit. *School is full of identical clothing. Pupils often misplace and claim 'stolen'*

Padlock to secure locker – no responsibility for unlocked lockers

Bus travel - All bus passes are allocated by the Vale of Glamorgan. Pupils will be expected to display these.

Settling in Review – *October 2026 for pastoral concerns and issues*