



2025/2026

# Ysgol Yr Holl Saint All Saints' School

RECEPTION WELCOME BOOKLET



# Croeso i Ysgol Yr Holl Saint

Dear Parent/Carer,

2 I would like to wish you and your family a very warm welcome to Ysgol yr Holl Saint – All Saints' School in Gresford. All Saints' School is a Church in Wales, Voluntary Aided School within Wrexham Local Authority and the Diocese of St Asaph.

Choosing the right school for your child is a very important decision and I hope that the information contained within this booklet will give you a flavour of the curriculum and enrichment offering at our school. I also hope that it will introduce the work of the school promoting children's moral, spiritual and emotional wellbeing.

Being a Church in Wales School, we enjoy excellent links with our local Church, All Saints' in Gresford, and the wider mission area. We are keen to ensure that our values-based approach helps to develop our children as responsible local and global citizens.

At All Saints' School, we recognise the importance of a broad and balanced curriculum and how such a curriculum impacts positively on our children's futures. We also place the wellbeing of our children at the centre of everything that we do; we firmly believe that children who are happy learn the best.

Links between home and school are of vital importance to ensure a successful education. We work tirelessly to develop these links through our open-door policy, community work, celebration of achievement and the work of our excellent Home School Association.

Our staff are always on hand to listen and work in cooperation with you to ensure that the needs of your child is being met. We have very high expectations at school, both in terms of behaviour and attitude to school life.

You and your family are very welcome to our school. We look forward to a fruitful partnership over the coming years.

Please do not hesitate to contact me directly with any questions or queries.

Mr R. T. Hatwood BA (Hons) QTS NPQH  
Pennaeth – Headteacher

# Welcome to All Saints' School

We are very happy that your child has joined us at Ysgol Yr Holl Saint - All Saints' School. This booklet will tell you about some of the exciting things that we do in school.

It also has important information for you as a parent/carer. We are very proud of the facilities of our Early Years classes.

Our Early Years Team is made up of a dedicated team of education practitioners, consisting of Teachers, Higher Level Teaching Assistants and Teaching Assistants.

We look forward to meeting you!



Mr Hatwood  
Headteacher



Mrs Parker  
Leader of Learning - Early Years



Mrs Baker  
Early Years Teacher

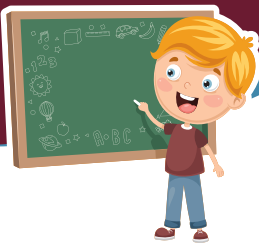


Miss Fletcher  
Teaching Assistant



Miss Williams  
Teaching Assistant





The Curriculum for Wales is planned as a progressive framework that aims to meet the diverse needs of all children, including those who are at an earlier stage of development and those who are more able.

The Curriculum for Wales encompasses the developmental needs of children rather than focusing solely on age-related outcomes to be achieved. Children should move on to the next stages of learning when they are developmentally ready and at their own pace. Assessment consists of detailed observation and tracking to support pupil progress.

Children will have the opportunity to learn through first-hand experiences with 'play' providing the vehicle. Through play, children practise and consolidate their learning, play with ideas, experiment, take risks, solve problems and make decisions. These can be made individually, in small or large groups. First-hand experiences allow children to develop an understanding of themselves and the world they live in. The development of children's self-image and feelings of self-worth and self-esteem are at the core of our curriculum at Ysgol Yr Holl Saint - All Saints' School.

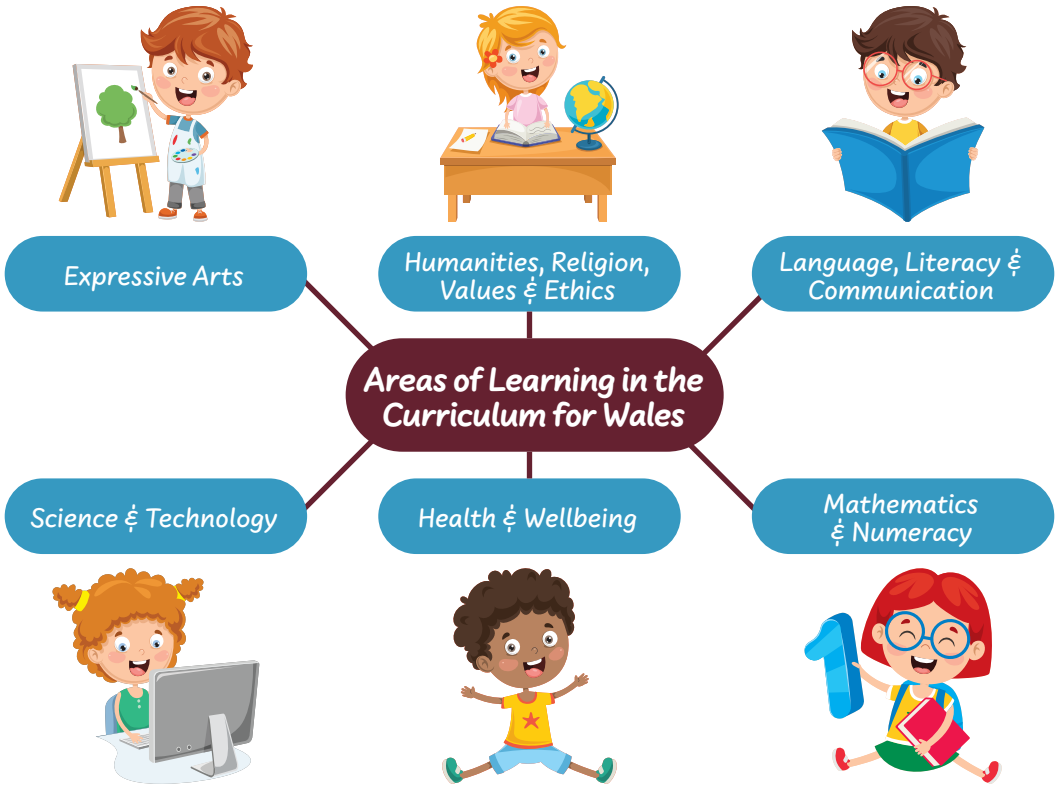
Following a very successful inspection by Estyn in February 2020, the school is now implementing the Curriculum for Wales across the school. The Curriculum for Wales is made up of six areas of learning and experience, with the latter aspect building on the best elements of the Foundation Phase:

- Language, Literacy and Communication (including Welsh)
- Mathematics and Numeracy
- Humanities (including Religion, Values and Ethics)
- Science and Technology
- Health and Wellbeing
- Expressive Arts

Our Reception Curriculum is tailored to build and develop the Enabling Pathways approaches from Nursery and Pre-school settings.

# Areas of Learning in the Curriculum for Wales

The school gates open at 8:45 a.m. and the bell is rung at 8:55 a.m.. When the children arrive in class, they have registration, where the teachers check to see that everybody is in school. Pupils complete a focused task with an adult; the adult enables the experience in the environment for the child. The learning will also begin to link to the Areas of Learning and Experience:



# Areas of Learning in the Curriculum for Wales

Once pupils have completed their focused tasks, they are free to choose from a range of exciting experiences:

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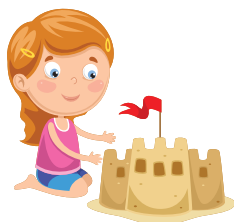
Water



Construction



Craft Area



Sand



Roleplay



Quiet Toys



Outdoor Play



Forest School

These activities and our focused tasks link to a topic or theme; the learning is seamless. You can find out about our current topics on our website.

# Routine & Organisation



## Snack

Every day pupils have snack time. They have a drink of milk or water and should bring a healthy snack such as fruit, cucumber, tomatoes or raisins. Pupils have their snack at a time convenient to them; this is called rolling snack.

## Lunch

Children can either have a school dinner or bring a healthy lunch box. The children go to the dining room to eat their food and will then go outside to play games with their friends. Some of our teaching assistants will be outside to look after them with our midday supervisors, who stay for the lunch hour.

All pupils of statutory school age are now eligible for free school meals.

## ParentPay

All payments and bookings to school are now made using ParentPay. Further details and log on information will be provided when your child starts at school or can be obtained from the school office.



**ParentPay**  
COUNT ON US



We have our own outdoor area where pupils choose from a wide range of learning experiences. They play in the mud kitchen, dinosaur swamp or investigate bugs in the 'bug hotel'. They practise their writing and mark making, play with water and resources that develop their mathematical skills. Pupils also have a lovely wooden playhouse that they use for looking at books and having some quiet time. We are very lucky to have an outdoor area that is being made better all the time!

## Physical Activities

Pupils go into the Hall for P.E. once a week. They come to school in their P.E. kit on P.E. days. P.E. kit consists of a white T-shirt and black shorts. We also have a school hoody which can be worn on colder days. It is a very good idea to have names on all clothes, because they all look the same!

During the summer term next year, pupils will need too have some black pumps for P.E. because we will start to have P.E. out on the school field.



# School Communication



The school website is an excellent way of keeping up to date with the latest school news. You can also see photographs of particular activities and events.

[www.gresfordallsaints.co.uk](http://www.gresfordallsaints.co.uk)

Your parent/carer can follow us on Facebook, Instagram or X as @AllSaintsCIW

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## Seesaw

Within our classes, we use the Seesaw app as a way of celebrating pupils' achievements and progress.

As a parent/carer, you are able to access the Seesaw app. This can be done by downloading the app to your smartphone (Android or iOS), or by visiting [www.seesaw.com](http://www.seesaw.com) on a computer. You will be able to see your child's progress.

Teachers are able to add information to the Class Story area of the website and you will be able to read and look at photographs relating to the things your child has been doing in school. You are also able to like these posts! This can only be accessed by parents of children in that class. Teachers are also able to send messages to parents who have logged on.



## Term Dates 2025/26

To access details of the term dates for school, please follow this link:

[https://www.wrexham.gov.uk/assets/pdfs/education/term\\_dates/termdates.pdf](https://www.wrexham.gov.uk/assets/pdfs/education/term_dates/termdates.pdf)

Alternatively, you may scan the following QR on the right-hand side of this page.

## Staff Training Days

Monday 2<sup>nd</sup> September 2024

Tuesday 3<sup>rd</sup> September 2024

Friday 20<sup>th</sup> December 2024

Monday 6<sup>th</sup> January 2025

Monday 28<sup>th</sup> April 2025

Monday 21<sup>st</sup> July 2025





# School Uniform

School uniform helps children to feel a part of the school community. It gives them a feeling of belonging and of school identity.

Our school uniform consists of:

- White shirt or white polo shirt.
- Grey trousers/shorts or skirt/pink gingham striped dress.
- Maroon sweatshirt or cardigan.
- School tie.
- Black shoes.
- Our PE kit consists of black shorts or joggers and a white T-shirt, and either trainers (outdoor) or black plimsolls (indoor), or the school hoody if it's cold.
- Jewellery is not permitted to be worn in school, with the exception of a small ear stud which should be removed for Physical Education lessons.

The school website has further details on school uniform, including how to order online.



## Useful Tips



- Encourage Independence: Children who are able to care for themselves and their belongings will feel more confident at school. Encourage children to practise personal hygiene such as wiping their nose and toileting independently. Also encourage them to dress/undress themselves. Help them to feel confident and independent by dressing them in clothing which is simple for them to manage with little adult help, e.g. velcro shoes, coats with simple fastenings.
- Label ALL clothing: Please label all your child's clothing with their name as this will prevent loss, confusion and possible upset for your child. Make your child familiar with what their name looks like and show them where their labels are, especially in coats.
- Pack a Change of Underwear: Accidents do happen especially in the early stages. We do have a supply of spare clothes, but children often prefer to change into their own clothes.
- Share Information with your Child's Class Teacher: Children learn best when parents/carers and teachers share together in a partnership. Regular communication bridges the gap between home and school and provides opportunities to exchange information which support children's learning.
- Keep us Informed of Any Changes: Changes to your child's family situation can impact on their emotional and academic well-being, e.g. birth of a sibling, divorce or separation, death of a loved one, moving house. If you keep us informed of any changes in circumstances, your child can be supported as necessary. It is also important to notify the school of changes to contact details, such as address and emergency telephone numbers.



- Routine: An organised home routine, both the night before and in the morning can lower your child's anxiety about coming to school.
- Be Prepared for Initial Difficulties: Although most children take going to school in their stride, some have initial problems. Some find it difficult to accept the fact that they must go to school every morning/afternoon. This often occurs after their initial excitement has worn off!
- Talk: Talk to your child about the children they know who are starting school with them. Talk to them about making new friends and the activities that they might do in school.
- Encourage Mark Making: Using a variety of implements, e.g. pens, pencils, paints, etc. If your child is ready to hold a pen/pencil, encourage tripod grip.
- Reading: Look at books with your child. Encourage them to help tell the story by looking at the pictures.
- Scissors: Invest in a high quality pair of scissors and allow your child to practise cutting and snipping.
- Maths: Develop an awareness of number, such as when playing number games, jigsaws, looking at numbers on doors, counting red cars, when baking, etc. Look for 2D shapes in the environment, e.g. square windows, circle grid, rectangle door.
- Discourage your Child from Bringing their Toys from Home into School: This may cause them to be lost or broken. If on occasion we require children to bring in items from home we will send out a message via ClassDojo.



February 2020

# Estyn Report



## Estyn

During their time at the school, most pupils make good progress in reaching high standards in their writing, mathematics and Welsh oracy skills.

Nearly all pupils behave exceptionally well and show a high standard of care and consideration for others. Staff promote pupils' cultural, social and moral development particularly well. The promotion of shared core values is a strength of the school.

The school has an inclusive ethos where all staff know the pupils well and provide high levels of care, support and guidance. Teachers plan a wide range of interesting and stimulating learning opportunities. As a result, pupils have very positive attitudes towards learning. This supports their development as independent learners and enables them to make good progress.

The headteacher provides strong and effective leadership. A supportive team of staff show strong commitment to the school and its pupils. Staff engage with new initiatives well and work effectively together to develop the school as a thriving learning community.

### Early Years Highlights

The school takes good account of foundation phase pedagogy. There is a strong emphasis on developing pupils' literacy, mathematical and creative skills through interesting practical activities, both indoors and outside. This supports pupils' wellbeing and their engagement in learning very effectively.

Younger pupils in the Foundation Phase discuss confidently which animals live in the arctic and how ice feels. Year 2 pupils speak articulately when presenting their unicorn stories to others.

In the Foundation Phase, many pupils understand the features of a wide variety of genres and use them thoughtfully in their own work, for example when constructing exciting bonfire poems in Years 1 and 2.

Many Foundation Phase pupils use familiar (Welsh) greetings and are increasingly confident in picking out key vocabulary in simple sentences.

In the foundation phase, most pupils use their information and communication technology (ICT) skills to support their learning successfully.

Nearly all pupils have a positive attitude towards their learning and take a keen interest in their work. For example, pupils in the foundation phase talk animatedly about their topic 'The Little White Owl'.

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