

Witheridge C of E Primary School



Witheridge C of E Primary School,
Fore Street
Witheridge,
Devon,
EX16 8AH.

Tel: 01884 860518

admin@witheridge.devon.sch.uk

www.witheridge.devon.sch.uk



WELCOME

Welcome to Witheridge Church of England VC Primary School. The purpose of this prospectus is to give you an insight into our philosophy and ethos.

As education moves into this new millennium those involved in it are increasingly faced with exciting new challenges and demands. Central to all of them, however, must be the child - your child. With this in mind, we passionately believe in the following:

1. Have high expectations and respect for other people.
2. Provide a rounded education, supported by literacy and maths.
3. Help children to be aware of their world, and the role of adults as their educators.
4. Promote a “can-do” culture, and develop the ability to think creatively and communicate effectively.
5. Promote good manners and discipline, and involve children as positive members of their School.
6. Encourage understanding of faith, appropriate Christian values, and the School’s Anglican character.

For the children this means:

Aim high

Value your learning

Learn about your World

You CAN do it!

Be polite

Respect and understand others



Our aim is that by working in partnership with parents and the community Witheridge CE Primary School will be an enriching and stimulating learning environment set within the context of Christian belief and practice.



Witheridge CE Primary School provides a friendly, caring environment in which parents are encouraged to play an active role, and is an integral part of the Village.

The School has 89 children aged from rising five to eleven, and is organised into four classes – a Reception class, a Key Stage One class, and two classes in Key Stage Two.

Many of the children have previously been at the on-site Witheridge Pre-School and have joined us as they approached their fifth birthdays, a transition made easier by the experience of the School they have already gained over their preceding time in Pre-School.



The Curriculum

Our detailed programmes of study and schemes of work are based on the National Literacy and Numeracy Strategies, the National Curriculum and the Devon County Curriculum Statement (a copy of which may be borrowed from the School Office). A child may be in the same class and have the same teacher for a couple of years, and careful planning ensures that work is matched as closely as possible to their individual needs, ability and experience. This time spent with one teacher provides a continuity of care and teaching that is unique to a small school.

Literacy

Children are encouraged to develop their speaking and listening skills from an early age in a variety of contexts. We believe that the ability to translate thoughts and ideas into words is vital to a child's internal understanding and learning, as well as efficient communication.

In Key Stage One we ensure that children are explicitly taught a range of reading strategies, including phonics, and have the support of a structured reading scheme as they grow as readers, as well as having access to an imaginative collection of other picture and storybooks.

The support of the scheme continues into the first year of Key Stage Two and guided access is given to the School Library to enable children to pursue their own interests and become more independent readers. Children of all ages are expected to take their books home to read, and are encouraged to care for them by being responsible for any loss or damage.



Maths

In Mathematics our target is for children to achieve the highest level of proficiency in a wide variety of skills, techniques and concepts.

The emphasis is on understanding rather than rote learning so that children may apply the skills they develop in school to the problems of everyday life. Practical work plays a prominent part throughout all years providing children with a variety of experiences. Calculators are used where appropriate, and the learning of times tables is encouraged to enable mental agility.

Above all we aim to provide children with every opportunity to acquire a real understanding of Mathematical concepts. New Heinemann Maths is the main commercial scheme used in conjunction with the National Curriculum and the National Numeracy Strategy.

Science

Science is the third of the three Core subjects studied. Most work is topic based and is largely practical. Written work is included as a means of communicating ideas. The approach to the study of Science essentially involves working through the processes of observation, pattern-seeking, forming ideas, testing theories, and then recording and evaluating results.

In their time at Witheridge CE Primary School children will acquire and develop scientific and investigative skills, and gain knowledge and understanding in a range of areas.



Humanities

History and Geography are taught through a thematic approach with links made to the Arts, Design Technology and ICT or centres of interest. These may last half a term or longer depending on the depth of the study and the children's own interests.

Environmental Education is a study of the world around us: local, national, and global: how it has developed and how we might expect it to appear in the future given known facts.



Educational visits are an important part of these studies and are arranged where appropriate. Recent visits have included a visit to St Ives and the Minack theatre Cornwall, and a tour of the Roman Baths at Bath.

Children are also encouraged to develop and follow interests of their own, and help is provided in finding books in the library.

Design Technology

Children are given opportunities to design, plan, make and evaluate ideas in thematic or skills-based tasks. Skills are explicitly taught, and safety issues are always clearly identified as part of the children's work. Design tasks would involve the use of any of a variety of materials, such as food, textiles, recycled materials, or construction kits.

Information & Communication Technology



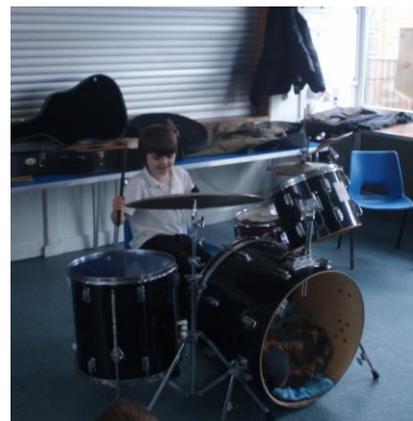
The School is well equipped for ICT with a small suite of PCs, and a wireless network for laptops. A detailed scheme of work ensures that children from Reception to Year 6 use the resources to gain and improve ICT skills, and to support their learning in other subjects.

ICT in use.

Music

Children follow a scheme which enables them to compose and perform their own music, gradually acquire an understanding of musical concepts, and also appreciate the work of others.

At Christmas the children perform a small performance which is always very well received by its audience.



Art



Our aim is to give the children as wide a variety of experiences and skills as is possible. Much of the work is based on direct, first-hand experience, and “observation” studies form a basis from which other work can be developed.

The children are encouraged to work in a variety of media, e.g. pastel, water-colour, chalk, as well as pencil and ink. They are also given the opportunity to develop ideas in clay, fabric and collage as well as modelling.

A child's confidence and development of skill is essential. Therefore “Art” is a subject that is “taught” as well as being closely linked with themes in the broader curriculum.

Religious Education

Religious education is given in accordance with the Devon Agreed Syllabus. The religious education in the School is predominantly Christian based, but does not include any kind of doctrine. If parents do not wish their child to receive religious instruction then a written request should be made to the Headteacher, who will then arrange alternative provision.

Acts of Worship

Acts of Worship are held daily, as in all schools in England, and are considered key as they are the one regular time when the School comes together as a family. As such they become not only an act of corporate worship, but additionally help children towards an awareness of the School as a community.

On Mondays we have our “Songs of Praise”, Tuesdays and Thursdays are our smaller and more intimate Key Stage assemblies, Wednesdays see our “Visitor’s Assembly”, and Fridays are a celebration of the work of the school when parents are invited to come along to our “Friends and Family” assembly.

If parents do not wish their child to be involved in assemblies, or to withdraw from the prayer at the end, then a written request should be made to the Headteacher,

Physical Education

The School has excellent outside facilities with a netball court marked on the playground, and a large sports field immediately adjacent to the School. Our Hall also provides a small indoor facility ideal for younger children and Dance in Key Stage 2.

In addition to the formal curriculum there are football, tag rugby, cricket and netball clubs whose teams regularly represent the school in fixtures.

In 2007 we gained the Healthy Schools Award and Active Mark in recognition of our commitment to our children's all-round health and well-being. This was followed in 2008 by the FA Charter Standard.



Sex Education

Through health education topics children are introduced to sex education. In Years 5 and 6 children have the opportunity to explore and discuss adolescent growth and change, and caring and loving in the context of family life.

Parents are welcome to see teaching materials before they are introduced to the classroom.

If parents do not wish their child to receive this sex education then a written request should be made to the Headteacher.

Special Educational Needs

At Witheridge School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

It is important to note that not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but the school's policy covers all of these pupils. Witheridge Primary School in line with government advice uses the following definitions:

‘Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.’

‘Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different

The Governing Body has agreed with the LEA admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school has an Accessibility Strategy which considers the accessibility of the school to those with particular difficulties. Wheelchair access was an important aspect on the recent planning and building of the 'Classroom of the future'. The school is all on one level.

The school SEN and Inclusion policy is available for inspection. The specific objectives of our SEN policy are as follows:

- to identify pupils with special educational needs and disabilities and ensure that their needs are met
- to ensure that children with special educational needs and disabilities join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

The success of the school's SEN policy will be judged against the aims set out above. Annual success criteria will be reviewed and the Governing Body's Annual Report will detail the successful implementation of the policy and the effectiveness of the provision made.

Homework

All children are encouraged to read each evening, and older children will usually be given weekly spellings and tables to learn.

In Key Stage Two there is an expectation that time lost in class for any reason should be made up in the child's own time at home to ensure that work is completed and progress maintained.

In Years 3 and 4 children are given regular specific homework tasks to follow up on work done in lessons, and this is done on a more frequent basis in Years 5 and 6 children with the aim of developing good independent study habits before beginning secondary education.



Assessment and Reporting

Progress in core skills of literacy and numeracy is regularly monitored, and annual standardised tests are used to measure progress over time. Parents have the chance to meet formally with their child's teacher at termly Parents' Evenings, and annual reports are also written.

If, in addition to this, parents at any time wish to discuss their child's progress it is usually easy to catch their teacher after school, but a longer talk is available with an appointment.

Formal Teacher Assessments and national tests, SAT's, are conducted at the end of Key Stage 1 (in Year 2) and Key Stage 2 (Year 6). In the summer of 2013 the children achieved the results below:

Percentage of children at the end of Key Stage 1 reaching or exceeding Level 2

Witheridge Teacher Assessment		
Reading	Writing	Maths
93%	100%	100%
National Figures (2011)		
89%	85%	81%

This was a cohort group of 15 pupils: 8 boys, 7 girls

Percentage of children at the end of Key Stage 2 reaching and exceeding Level 4

	Reading	Writing	Maths
% age Level 4+	91%	91%	82%
% age Level 5	45%	45%	45%
% achieving expected progress	100%	89%	89%
National Figures (2013)			
% age Level 4+	86%	83%	85%
% age Level 5	44%	30%	41%
% achieving expected progress	88%	91%	90%

This was a cohort group of 11 pupils: 4 boys, 7 girls

% achieving Level 4 or above in reading, writing and maths = 64%



The School

Pastoral Care

The School Nurse visits the school regularly. She is responsible for routine screening procedures and is willing to advise on any matter regarding your child's health.

Minor cuts and bruises are treated in school, but should anything more serious occur we would contact parents immediately. It is important, therefore, for us to know telephone numbers where members of the family can be contacted, should there be no one at home.

If children need to take any form of medication it should be handed to the class teacher, and a form (EDIS 94), obtainable from the School Administrator, must be completed. Children MAY NOT take medicine unsupervised.

Absence Arrangements

When pupils are absent parents should inform the School by telephone or letter.

Taking holidays during school time is discouraged, but if this is unavoidable please request a permission form (S2) from the School beforehand. Under new legislation any absence not authorised in this way has to be included on reports as unauthorised.

Attendance data for 2011-12 (most recent available):

Percentage of sessions missed due to absence – 4.83 %

National average for primary schools – 5.14%

School Meals

Hot meals are cooked on site from fresh ingredients in the School's kitchen. Parents need to book and pay for meals in advance.

The County Council has formally adopted a 'Healthy Eating' policy based on recommendations made by the National Advisory Committee on Nutritional Education that fat, sugar and salt levels should be reduced, and fibre intake increased. Wholemeal flour is now extensively used, and many other changes have been made to the food served in schools in order to improve its nutritional value.



You may, if you prefer, provide your child with a packed lunch, which is eaten and supervised in the Dinner Hall.

Free school meals are provided for children of parents in receipt of Income Support. An official application form (BR35) must be completed, copies of which are obtainable from the School or applicants can apply online at: <http://www.devon.gov.uk> or phone 0845 155 1019.

Uniform

The School colours are navy blue and gold. Full details of the school uniform are given in the School Handbook.

Charges

From April 1st 1989 every child is entitled to a free education regardless of his/her parents' ability or willingness to make voluntary contributions towards the cost of any activity which takes place wholly or mainly during normal teaching time.

Reasonable charge may be made if any equipment or a book is lost or wilfully damaged.

When planning educational visits we do ask for a voluntary contribution but no child will be excluded if he/she does not make this contribution. In the case of a residential visit parents in receipt of Family Credit or Income Support may claim the full amount of board and lodging from the governing body.

School Hours

Morning session: 9.00 a.m. to 12.15 p.m. Afternoon session: 1.15 p.m. to 3.30 p.m.

During a typical school week children in Key Stage One receive 21:00 hours of teaching time, and those in Key Stage Two receive 22:30 hours (this does not include registration, assembly, lunch and break times).

The School Office is open each day from 8.45 a.m. to 1.15 p.m. Outside of these hours messages may be left on the answer machine.

Insurance

Children are insured against injuries caused by building defects, etc., and accidents which occur as a result of negligence by a member of the Authority's teaching or non-teaching staff. Children attending the Authority's schools and colleges are not insured against personal injury or accident while on educational premises or taking part in recognised activities outside the school.

The Council expects all employees and children to accept full responsibility for their personal possessions, including money and to consider taking out insurance themselves to cover any risks.



Admission

Children are required by law to attend school from the beginning of the term following their fifth birthday. There are currently two entry points in the school year. It is our policy to admit “rising fives”: children who are five years old between 1st September and 28th /29th February are admitted at the beginning of the Autumn Term (September), and children whose birthdays fall between 1st March and 31st August at the beginning of the Spring Term (January). In order that the situation may be assessed, it is useful if parents of prospective pupils contact the School after the child's fourth birthday.

Parents considering sending their child to the School are invited to contact the Headteacher to arrange a visit. There is a limit to the number of pupils we are allowed to accept, and it is therefore advisable to ensure your child's name is registered in plenty of time.

Admission Criteria:

for voluntary controlled CE Primary schools, priority is given to -

- 1. Children living in the school's designated area with a sibling who will be attending the school at the time of admission;*
- 2. Other children living in the school's designated area;*
- 3. Children living outside the school's designated area, but with a sibling who will be attending the school at the time of admission, with priority determined on the basis of distance between home and school (i.e. the shorter the distance, the higher the priority);*
- 4. Other children living outside the school's designated area, with priority determined on the basis of distance between home and school, (i.e. the shorter the distance, the higher the priority).*

N.B. *Distance between home and school is to be measured along the shortest available walking route.*

Priority may be given to the admission of pupils for whom a particular medical or social justification is demonstrated.

The admission arrangements may be modified to meet the particular requirements of a trust deed.

There is excellent liaison between the Pre-School and ourselves, and this means that children have the opportunity to meet teachers and make visits well in advance of the transition. We hope this will help ensure that children enter the School happily and eagerly.

School Transport

The Authority has a policy for school transport. It provides, for example, for free school transport where a pupil lives beyond the agreed statutory distance. The statutory distance is defined as two miles for children up to eight years of age and three miles for those aged eight and over. To qualify, the statutory distance is measured by using the shortest available route between the home and the school that serves the home address. Some pupils may be given free transport even where they live within the distance for special reasons, e.g. medical grounds. It is a parental responsibility to arrange for children to travel in safety between the home and picking-up and setting-down points.

Where the Authority is not obliged to provide transport - including where parents choose a school other than that which serves their home address - it is the parents' responsibility to



make arrangements for and meet the costs of travel between home and school.

If parents are unhappy about a decision on the implementation of this policy, they may consult their local county councillor with a view to appealing to the School Transport (Appeals) Sub-Committee.

Further information is available from the Education Office, Exeter 383960 or 383956.

Rules and Discipline

As can be seen throughout this prospectus certain regulations are stated. Whilst being kept to a minimum these are considered necessary for the safety and well-being of the children in the School. It is hoped that all children will have a happy and profitable time at Witheridge.

Children are expected to conform to certain standards of behaviour, and behave in a reasonable manner, with care and thought for those around them. An important part of their education is undoubtedly the acquisition of self-discipline, and staff work to enable this. Teachers, by their very attitudes and expectations emphasise high standards; they set incentives rather than impose sanctions, voice encouragement rather than criticism, and praise rather than blame. We try to maintain a calm, caring and harmonious working atmosphere. There are occasions, however, when some children do not respond to this in the



accepted way. When this happens parents are consulted so that together we may try to identify the problem in order to help the child.

Anti-social behaviour which includes bullying (the most unacceptable form of misdemeanour) may, result in the loss of privileges, and even exclusion where it is considered necessary. The work and school life of the majority must not be disrupted by a minority and this will not be allowed.

Parent Teacher and Friends Association

The School has a P.T.F.A. and all parents automatically become members while their children attend the School. The aims not only include money raising but the fostering of an interest in the School and its activities. A committee of staff and parents meets regularly to discuss and plan future events. Any member of the P.T.F.A. may stand for election onto the committee. The A.G.M. is held each October. Money raised by the P.T.F.A. is used to help the school with extra equipment and special events.

We also encourage parents to come into School to see children's work and to help in classes and /or in the library.

Parents are welcome! We genuinely want you to be involved in the life of the school and the education of your child.

Newsletters are sent home regularly to keep you fully in touch.



After Witheridge

When children are in Year 6 and preparing to move on to secondary school, arrangements can be made for parents to visit schools of their choice before making a final decision.

During the last term of Year 6 children visit the secondary school they will be attending and meet their teachers so that the transition from primary to secondary school is as easy as possible.

At the end of 2013/14 all of our Year 6 children went on to Chulmleigh Community College.

Complaints Procedure

If any parent is not satisfied that his/her child is receiving the National Curriculum or has another concern he/she should in the first instance contact the Headteacher who will try to resolve the matter. If the parent is still concerned the Headteacher will provide a leaflet explaining the Devon County Complaints Procedure.

Term dates 2015 / 2016

<u>Term</u>	<u>Start</u>	<u>Half-term</u>	<u>End</u>
Autumn	3 September	26 - 30 October	18 December
Spring	4 January	15-19 February	24 March
Summer	11 April	23 May – 3 June	22 July



Staff:

Mr R Norton	Headteacher
Mr J Radley	Class 4's teacher
Mrs E Halsey	Class 3's teacher
Mrs L Hobson	Class 3's teacher / PPA cover
Miss A Suchaski	Class 2's teacher
Miss C Bull	Class 1's teacher
Miss S Handford	Classroom Assistant
Mrs H Dart	Classroom Assistant
Mrs J Adcock	Classroom Assistant
Mrs L Banks	Classroom Assistant
Mrs C Milton	Classroom Assistant
Mrs A Court	Classroom Assistant
Mrs B Parsons	School Business Manager
Miss T Spurway	Administrative Assistant
Mrs S Strong	Lunchtime Supervisor
Miss S Handford	Lunchtime Supervisor
Ms D Reed	Lunchtime Supervisor
Mrs N Couzens	Lunchtime Supervisor
Mrs R Leach	Kitchen Manager
Mrs R Reed	Kitchen Assistant
Mr D Chapman	Caretaker

Governors:

Chair: Mrs S Anoyrkatis
Clerk: Miss V Lunn

Local Authority:

Sue Clarke
Head of Education and Learning, Devon County Council
Children & Young People's Services
County Hall
Exeter
EX2 4 QG

Tel: 01392 382000

Exeter Diocesan Board of Education:

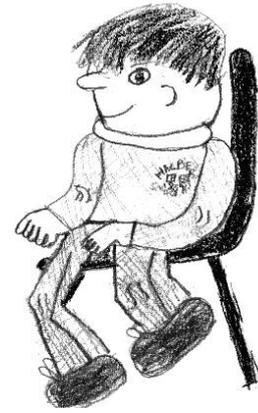
The Old Deanery
The Cloisters
Cathedral Close
Exeter
EX1 1HS

Tel: 01392 294939



“At Witheridge Primary it is very friendly and fun too!”

“I have been at this school for six years and I have learnt a lot. The subjects are made fun by the teachers and we still learn a lot.”



“The school is fun, and it also has lots of activities like football, netball and tag rugby. We are a good school and a happy one.”



“Witheridge Primary School is a good place to go if you want your child to have a good education.. It is fun in class because our lessons are made more interesting. The teachers have got a good sense of humour and they are really nice people, we learn a lot from them...”

“I have been at this school for five years. It is a small village school and I enjoy going most of the time, except for when I fall out with my friends or get my schoolwork wrong.”

“Our school is a nice friendly school and is very fun. Doing our work in class is fun because our teacher is nice and cool.”

