

Webber's C of E Primary School



History of Webber's C of E Primary School

Webber's Primary School is a Church of England Voluntary Aided school nestled in the rolling Devon countryside. We are situated approximately 12 miles from Tiverton and 5 miles from Wellington. The school serves the village of Holcombe Rogus and the surrounding areas. It attracts families from outside this catchment area and availability of places will vary.

We occupy the original Victorian school building, opened in 1849 and in recent years, the accommodation has been extended by the inclusion of the adjoining schoolhouse and two large modern classrooms to the rear. We have extensive grounds, with a playground, a large sports field, a small outdoor swimming pool, and a wildlife area complete with a small pond.

We place high emphasis on Physical Education, Music, the Arts and Personal, Social Emotional, Health & Citizenship (PSHEC). This is in addition to high academic progress and achievement. We are fully inclusive school and value all members of our community.

We have excellent links with the local parish and the church of All Saints, affirming our strong and supportive Christian ethos.



We are a federation of two schools called 'The Valley Partnership', sharing the same commitment to our children and communities we serve.

Our School Ethos

Our Vision for the Valley Partnership is:

“Climb to your highest..... for yourself, for others and for God”

Our Mission Statement

“Together we build a safe community that is connected, valued and respected, having an encouraging and positive impact upon all.”

In The Valley Partnership we are proud to provide a high quality, creative and inspiring education. This is delivered in an inclusive, caring and positive environment, where every child experiences a sense of enjoyment and strives to achieve their potential. We actively celebrate the flourishing of all those in the partnership and promote the development of positive virtues linking biblical foundations with our core values.



Aims:

- ❖ To achieve excellence with everyone having high expectations of themselves and those around them in all aspects of life.
- ❖ To develop lively, enquiring minds, through the widest variety of learning experiences.
- ❖ To help children to flourish educationally and enjoy this success.
- ❖ Together we build an inclusive community.
- ❖ To promote positive relationships, appropriate behaviour and good manners.
- ❖ To develop a healthy lifestyle and mind-set, where individuals are encouraged to make informed choices that benefit one's wellbeing and have a positive effect on both physical and mental health.
- ❖ To foster personal, spiritual and moral growth based on Christian values, with dignity and respect being shown for other races, religions and cultures.
- ❖ To provide a broad and balanced curriculum, using National Guidelines, where every child's needs are catered for.
- ❖ To enable children to understand the world in which they live and the interdependence and responsibilities of individuals, groups, communities and nations and to care about themselves and others.
- ❖ To encourage all to practise forgiveness and reconciliation and promote through courageous advocacy, positive change for local, national and global improvement.



Starting our School

The school year runs from 1st September through to 31st August. Following the Devon County Council Policy on admissions, there is one intake each year. Children who will reach the age of 5 years between 1st September and 31st August of the following year, may start school in the September of that school year. Children must be in full-time education the term after they are five. We offer a series of induction visits starting from the summer half term prior to the September start.

We have close links with many Early Years settings including the local playgroup, Holcombe Rogus Under Fives, which operates in Burlescombe School and in Holcombe Rogus Village Hall (non-Covid times). We also liaise and visit other groups such as: The Kingwood Preschool in Uffculme & Willand, The Wooden House Nursery as well as various Toddler groups and Stawley Nursery just over the border in Somerset. Visits are made to your child's setting and are usually made to new reception children at home before they start school. Children are invited to attend the school during the half term before admission on a planned programme of visits.

For those joining our school after the Reception class, we like the children to spend a day or half day in the school before they transfer to help them settle sooner. Please visit the Devon admissions website for application to our school.

<https://new.devon.gov.uk/educationandfamilies/school-information/apply-for-a-school-place>

Our latest admissions policy is on our website:

<http://webbers.devon.sch.uk/>



Organisation of our School

Teaching of children at our primary schools is divided into three stages:

EYFS

Reception ages 4 to 5

Key Stage 1 **Years 1 and 2** ages 5 to 7

Key Stage 2 **Years 3, 4, 5 and 6** ages 7 to 11

Phonics tests are given as the national programme dictates in year 1, SATs (Standard Assessment Tests) are currently performed at the end of Key Stage 1 (end of Year 2) and at the end of Key Stage 2 (end of Year 6). We also deliver the year 4 National tables test. These are set by the government to monitor the effectiveness of schools. The class teachers monitor pupils' progress at all ages and we do have termly assessments to help children, parents and staff monitor progress and support the next steps.

Currently, children at Webber's will be in one of three classes depending on their year group and the most recent numbers of pupils:

- **Class 1** Comprising of the Foundation and Year 1 in the mornings Foundation stage and KS1 the afternoons
- **Year 2 Class** All year 2 children (mornings only)
- **Class 2** Years 3 and 4
- **Class 3** Years 5 and 6



Communication with Parents

We are committed to a close working partnership with parents. We hold regular parent/pupil progress evenings where children and parents meet with the teacher to discuss progress and share work.

Reports are written annually, and the School Profile annual data is available through website links. The website gives links to inform you of how the school is performing in comparison with local school and also gives national standards. It looks at Standard Attainment Tests (SATs) as well as lists successes we have had. The school development plan gives information on our current areas for focused improvement.

In terms of the day-to-day contact, staff are regularly available for after-school meetings; and the Executive Headteacher encourages strong communication. Here in The Valley Partnership, we pride ourselves on being approachable. Newsletters are sent on a weekly basis to keep everyone informed of activities. These are also available on our website.

For new parents, we have specific introductory meetings and at the start of the year there are meetings for pupils who have changed into a new Key Stage. For those pupils taking National tests, there are meetings to explain the procedures, expectations and reporting arrangements.



Moving On

Parents of Year 6 pupils will receive information from the Local Authority with reference to the choice of Secondary School. The majority of the children leaving The Valley Partnership at the age of 11 transfer to Uffculme School, the local Secondary School. However, we have children transferring to other schools such as Cullompton, Tiverton High School, Courtfields and Colyton Grammar.

Children have also attended Private Sector Schools too, such as Blundell's, Exeter School, Taunton School and Wellington School in the past. We have also had children attend specialised provision schools, such as Ellen Tinkham, Ace Academy, Southbrook, Orchard Manor and Glendinning School.

To aid this transition, Year 6 pupils spend a day or more at their secondary school during the summer term and a member of teaching staff from each school visits the children at school. Should children need an enhanced transition process, we will support them with this. Prior to their final year, Year 5 children visit Uffculme School in order to give them a taste of secondary school life.



The Curriculum

Our Curriculum is based upon the New 2014 National Curriculum, which the Governors have adopted, along with the Exeter Diocese Guidelines for Religious Education. We also teach lifelong learning skills for effective and broad learning.

The New Foundation Stage for the Reception children comprises the following six elements:

Personal, Social and Emotional Development (PSHE), Communication & Language, Physical Development, Literacy, Mathematics and Expressive Arts & Design.

The National Curriculum states that all Key Stage 1 and 2 pupils should participate in the following subjects:

English, Mathematics, Science, Art & Design, Design & Technology, Computing, History, Geography, Languages, Music and Physical Education (PE).

There is a rolling programme of topics to ensure coverage of all National Curriculum programmes of study. Religious Education (RE) is not part of the National Curriculum but is required to be taught according to a locally agreed curriculum. We also include PSHEC (Personal, Social, Health Education and Citizenship) and Relationship & Sex Education (RSE). Fundamental British values form a part of our curriculum and are closely aligned to our core values.

Within The Valley Partnership, we strive to make our curriculum broad, relevant and personalised, linking our learning across the subjects. We 'theme' our learning across the rolling programme of topics to ensure coverage and progress. This is constantly being reviewed and updated to ensure we deliver the best curriculum for our learners. We also begin the journey of 'learning about learning' so that children can begin to become active learners and develop ways to help themselves. We encourage positive learning characteristics such as resilience, application of learning to other areas and promote creative solutions to problem solving.

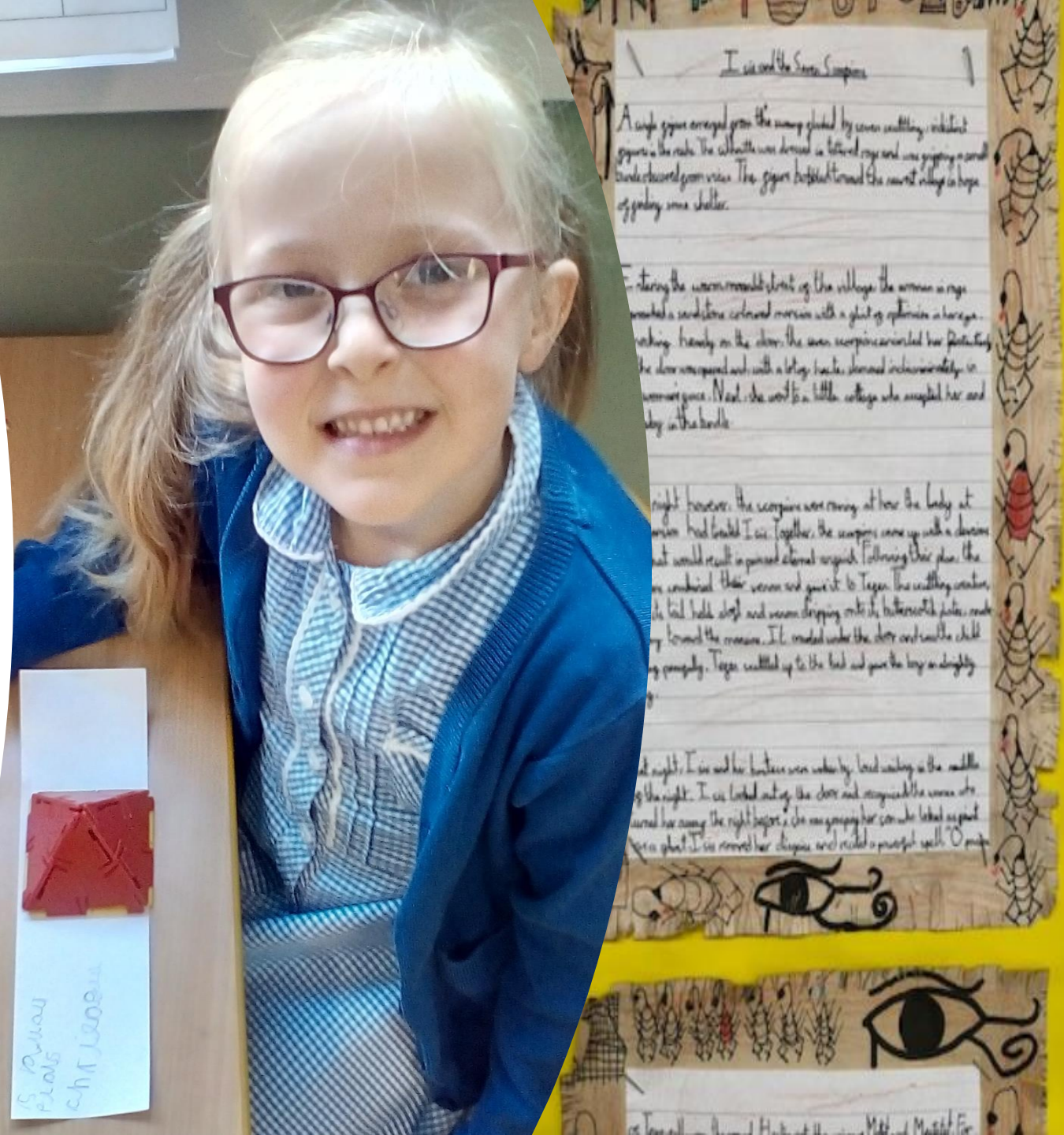


English

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and engages the interest of the reader. We believe, that reading and writing, including spelling, grammar, punctuation and handwriting skills, lay the foundations for a child's success in the future. We also believe in the richness and variety of our language. Not only do we set high standards in these key skills, but we also give the children a wealth of experiences to inspire their poetry and creative writing, closely linked to the wide range of themes we teach. We have a wide variety of reading material available to suit all tastes throughout the school, plus an extensive library, which we regularly keep up to date. We use a resource called [POBBLE](#) that not only has an amazing bank of inspiring images but also has an international collection of children's writing that staff and children can explore.

Mathematics

Mathematics can be found all around us: at home, in school and outside. Our aim is to make mathematics meaningful to the children whilst developing their core mental and written mathematical skills. The daily mathematics lesson is structured to teach children quick mental recall, the introduction of new concepts and the practice of those mathematical skills already learnt. We believe that the key to success in mathematics is being able to use the skills learnt and apply them to solving a variety of mathematical problems. Practical activities, problem solving, discussion and mathematical games are a regular part of our teaching to ensure that the children really understand the skills they are learning. We use IT to support and challenge tables learning through on line games.



Science

We aim to develop the children's scientific thinking, as well as knowledge of scientific facts in areas such as electricity, health and growth, materials, forces, plant and animal life. We teach the children to develop an understanding of scientific ideas, practical investigating skills and the ability to ask significant questions. We encourage the children to work with others to seek answers through investigation and research, and to use practical equipment correctly and safely.

Computing

The wireless laptops in each class are invaluable and allow us to provide a variety of experiences for children to develop their computing skills. Not only do we teach the use of specific programs (e.g. simple databases and those for word processing) but we are also able to use the laptops to support teaching in other subjects. With carefully guided use of the internet, the children can access information to help them in History, Geography and Science, for example. All children have allocated laptop time during the school week. Our curriculum ensures basic programming and an awareness of digital computer safety.



Personal, Social, Health Education and Citizenship– PSHEC

PSHEC is a key part of the children's education in The Valley partnership. The children's happiness, sociability and health are extremely important to us and we actively teach skills such as co-operation, respect and consideration. There is a planned programme of topics to be covered each term and much of the work is done through circle time and interactive discussions with the children. We use these lessons to deal with the social and citizenship aspects of the curriculum, but also to support our whole school behaviour policy. We use some of the SEAL (Social & Emotional Aspects of Learning) and mindfulness techniques alongside our ['JIGSAW'](#) Scheme to support our rolling programme of studies and this helps to ensure that our Every Child Matters principle is addressed and supported.

Relationship & Sex Education (SRE)

Each summer term, for the older children there is specific input about puberty and the changes that are taking place within their bodies. You are welcome to view the relationship and Sex Education Policy (SRE) and the video materials that we use. Parents are fully informed of when the work is to take place and have the option of withdrawing their child. We would recommend that, before making this decision, you discuss the matter with us. Questions involving other sexual matters are dealt with on an individual basis and are answered sensitively as appropriate for the age of the child and within the context of our Christian aims and values.



Religious Education (RE)

RE is taught in accordance with the doctrine and practice of the Church of England. Our scheme of work is based on the agreed syllabus of the Torbay, Plymouth & Exeter Diocesan Guidelines. As a Christian school, we believe Religious Education has a significant contribution to make to the positive educational experiences of every pupil.

We aim to give the children a knowledge and understanding of Christianity and to respect the religious, spiritual and moral values of others. We explore the principal religions represented in Britain today, helping to deepen their understanding of the multicultural nature of our society.

Children will explore similarities and difference between key religions and promote respect for those who have faith-based lifestyles and beliefs or indeed those with none. Our aim is also to help children in their spiritual development and to understand others. This will include their search for individual identity, development of self-respect, their response to challenging experiences and their search for the meaning and purpose of life.



History and Geography

These subjects are taught in a rolling programme of exciting topics, so that by the end of your child's time at school they will have experienced all the areas laid down in the National Curriculum. The word "experienced" is the key here. The Valley Partnership, believe that children learn most effectively about history, by 'stepping into the shoes' and experiencing events for themselves.

We attempt to bring every topic alive for the children by organising events, visitors, visits and themed days as you can see in the photo. The work we do in such topics provides a wealth of inspiration for the children and contributes to develop high standards of writing within the school.



Music

Music is a key part of the curriculum in The Partnership. We give the children opportunities to sing, play instruments, and perform on a regular basis. One of the advantages of a relatively small number of children in a village school is that they can all play a part in the special Christmas performance we put on for the parents each year. Singing, playing and listening to music are an essential part of a child's development. The skills they develop during music lessons can help with confidence, communication, co-ordination and also mathematical ability! A wide variety of peripatetic lessons can be given such as guitar, cello, violin, piano, saxophone, flute and clarinet. One of our local singer/songwriters often visits and we are often involved in community projects for music, drama and singing.



Art & Design

Our Art & Design curriculum both complements and enhances the History and Geography curriculum - we combine them to give a whole learning approach. We give the children the chance to learn to use a wide variety of artistic media, whilst giving meaning and purpose to their work based on the things they are currently involved in at school. Much of the work is carefully displayed around the school and the children are proud of their artistic achievements.





Physical Education (PE)

Children's health and general fitness has been proven to be a contributory factor to high standards of academic achievement. We provide regular PE sessions at least twice weekly, sporting after school clubs using specialist PE teaching and coaching. We have a school field for games, sports and athletics lessons. For our dance and gymnastics, we have a school hall, and for swimming we have our very own swimming pool. We believe in a healthy approach to sports competition and take part in local sports fixtures and competitions with other small schools in the area. We hold an annual sports day where all children are encouraged to take part in a wide variety of events. This approach to competitive events is especially important for those children who achieve a high standard in sporting activities. We actively encourage and celebrate their achievements in and out of school.

Homework

For The Valley Partnership, homework begins right from when the children start school. The first story book that your child brings home to share with you is their first homework and daily reading at home is a crucial part of their ongoing homework at every level throughout the school. During their journey through the school, your child will begin to bring home phonics and spellings to learn, number bonds and tables as well as other activities. As they approach KS2 they will have more homework that they will need to organise in preparation for secondary school. This may involve more project-based homework around the subjects of Science, English and Topic. However a love of reading and doing this daily is critical, even for the oldest children.

Homework provides a chance for the children to practise what they have learnt at school: it supports work at school by providing extra information from home and it gives the teachers a chance to see how the children are progressing. Another important aspect to homework is the preparation it gives for self-organisation skills in readiness for secondary school. This does not come easily to children, and it can be helpful if you support your child in bringing homework in on the correct day. The exciting Menu Homework is where children are encouraged to plan self-chosen work from a menu over the term. This often includes art/craft and cooking aspects that they share with their class and often the school.



Extra-Curricular Activities

Children thrive on the opportunity to enjoy new challenges or learn new skills:

Music

When children enter the Key Stage 2 classes (7-11 year olds), they have the chance to learn a musical instrument. Peripatetic teachers in piano, guitar and more, may visit the school to instruct pupils.

Sports Clubs

Football, hockey, tag rugby, basketball, gymnastics, athletics and netball clubs run after school, depending on the season, on a regular basis. Matches and tournaments are arranged between other schools in the area. Other sports such as cricket and dance are offered when coaches are available.

Other Clubs

A wide variety of clubs are offered at various times during the year. These have included in the past: ICT, recorders, drama, healthy living and French. We welcome offers of help and ideas for additional clubs from parents, friends and family. Year 6 have the opportunity to take part in the 'Bikeability' cycle training programme, run by Devon County Council.

Educational Visits

Trips are organised to relevant places of interest to tie in with the children's topic work. Each year, regulations permitting, a week long residential trip is offered to year 5 and 6 children, with one or two day residential trips for children in years 3 and 4. Year 2 usually have a sleep over in school as part of their first night away from home!



Additional Educational Needs (Special Educational Needs and Disabilities - SEND)

The Valley Partnership has a detailed policy, which aims to ensure that all children with additional needs will be assessed and given appropriate support to meet their individual requirements.

The Special Educational Needs Coordinator (SENDCo) ensures that appropriate actions are taken to meet the needs of each child, including assessments and liaison with parents and the education and health authorities. We also produce an annual SEND report. Please see our website.

Inclusion/Accessibility

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. We aim to modify the National Curriculum so that it meets the specific needs of individuals and groups of children. We also have a responsibility to ensure that all pupils have access to the school buildings. If your child has a particular additional physical need then we would be pleased to discuss how we might make arrangements to include them in as much of our everyday school life as possible. Please ask to see our disability/accessibility plan or inclusion policy.

Gender/Race Equality

Our aim is to create an atmosphere in which everyone who makes up our community feels secure and confident to follow their interests and benefit fully from the opportunities available to them. As far as possible we try to meet the individual needs of every pupil. We regularly review our policies to ensure that we are not discriminating against any member of the community.





Parents, Teachers, Friends Association (PTFA)

All parents of children in the school automatically become members of the PTFA . It is up to you how actively you choose to participate. The PTFA organises social and fundraising events for the children, parents and community to raise money for extra items and activities for the children . Each year a committee is formed which meets, usually each half term, to plan and co-ordinate activities.

Recent social events have included discos for children, summer barbecue, Christmas Fayre, and much more. Over the past few years the PTFA has funded trips for the children, playground equipment and benches, transport to and from swimming lessons, to name only a few of their contributions to school life. The PTFA is a very important element in our school, and we would hope that you become involved.

School Governors

School Governors are nominated or elected by the Diocese, Parish Council, Local Authority, and parents. They have a responsibility for the whole school including matters relating to finance, personnel, curriculum, health and safety and premises. They work closely with the Executive Headteacher who is responsible for managing these areas. In addition to this, they often take an active support role in enabling extra curricular activities.

The school performance details can be reviewed at:

<http://schoolsfinder.direct.gov.uk/school-name-search-results/?searchString=burlescombe+primary+school&sbtFindSchool=Find+school>.

A list of School Governors and their roles are included on the school website.



School Uniform

The Valley Partnership Staff and Governors believe that wearing a school uniform helps give the school an identity and the children a sense of belonging. We do expect children to wear the uniform as part of accepting a place in our schools.

A full list of our school uniform is on our school website.





Discipline - We aim to create a happy caring atmosphere at schools in The Valley Partnership. We encourage the children to practise self-discipline and to show concern and consideration towards others. We have basic school rules about safety and behaviour and class-based rules are discussed and agreed by the children and they are expected to abide by these rules. When you first come to us you will be given a home-school agreement to read through and sign. This sets out clearly our responsibilities towards you and your child, and also lets you know what we need you to be responsible for. You are also welcome to view our Behaviour Policy. We believe in the importance of good communication at an early stage, so if you ever have any worries whilst your child is with us we would encourage you to come and speak to us as soon as you can, however small the worry may seem.

Absence - Please telephone every day or send a note on the first day to inform the school of the absence of any child and the reason for the absence. This is required on the computerised attendance records. Family holidays should not be taken during term time, as per government guidance. All schools have regular visits from the Education Welfare Officer who checks that we are registering the children correctly and to ensure attendance is excellent.

Health - The school health service (run by the local health authority) offers routine health checks to each child starting school. These usually occur during their first school year and involve checking hearing and vision. Parents are welcome to attend if they wish. Vaccination programmes are sometimes run through the school health service.

Should your child have a contagious illness, please let us know so that other parents can be made alert to the signs. Children cope better after an episode of illness if they do not return to school until they have fully recovered. Should your child become ill during school we will need to contact you, so please make sure you keep your school contact form up to date. Please remember to give any changes to the school office.