



# Ombersley Endowed First School & Pre-School

## Prospectus 2020-2021

Ombersley Endowed First School  
School Bank  
Droitwich Road  
Ombersley  
Worcestershire  
WR9 0DR

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Headteacher: Mrs Caroline Moore B.Ed. (Hons) NPQH

Chair of Governors: Mrs J Hill

## WHAT THE CHILDREN SAY

*"It's a great school because everyone is kind."*

*"It's great having a treat when we get our marbles in the jar"*

*"Lessons are great fun!"*

*"I like the topics- they are great!"*

*"I wouldn't change anything about my school."*

*"The teachers are great."*

*"I like everything."*

*"I love this school."*

*"I love learning."*

*"It is lovely at my school."*

*"Everyone is kind and helpful."*

*"The teachers are very friendly and look after us."*

*"I like the activities, lessons and sports"*

*"The teachers are really kind."*

*"All of the staff are fun and friendly."*

*"We do lots of fun and exciting topics."*

*"Everyone plays nicely at playtime."*

*"Children at the school make the right choices."*

*"The teachers keep us safe and teach us e-safety."*

*"It is a nice and happy place."*

*"We get to go swimming every week and we do sport for PE."*

*"I love everything in school"*

*"We have the best teachers and friends"*



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Dear Parent/Carer,

I would like to take this opportunity to extend a warm welcome to you on behalf of the staff and governors of Ombersley Endowed First School.

The information given in this prospectus will assist you in making an informed choice in selecting a first school for your child. It also provides important information about the school should you choose Ombersley. We hope you will also find the time to visit us and see the school for yourself. Please visit our social media pages: Twitter: @OmbersleySchool and Facebook: Ombersley Endowed First School.

Ombersley is a beautiful village and the school thrives in a setting which has to be seen to be appreciated. The children are taught in small classes in a rural, spacious setting. The school also has its own Pre-School situated in a purpose built log cabin in the school grounds.

Our mission is for the school to be a caring, welcoming and safe place in which children can develop their confidence and abilities and achieve their full potential in social, academic and other areas. We are proud that our children are happy, hard-working and polite, and emphasis is placed on each child's individuality and the contribution that they can make to the life of the school. Respect for all others and for the school environment is encouraged, and a warm friendly atmosphere is fostered. Our most recent Ofsted Report (November 2019) recognised that Ombersley 'has a culture where every pupil is highly valued and is provided with the highest standard of care. The overwhelming view of parents, staff and governors is that the school is 'one big family', as a result pupils are happy and achieve well'.

The full report is available on the Ofsted website. We find that new children settle in very quickly and happily here. Everyone is made very welcome at the school, particularly parents who are encouraged to become part of the school life. We have an active Friends Association which raises money for the benefit of our school and its pupils.

We are part of the Droitwich Pyramid of schools, feeding into Witton or Westacre Middle Schools.

We look forward to welcoming both you and your children to our school community. Please contact me if you need any further information. I wish you well in your choice of school for your child.

Yours sincerely

Caroline Moore  
Headteacher



## **OMBERSLEY ENDOWED FIRST SCHOOL & NURSERY ADMISSIONS POLICY 2021/22**

At Ombersley Endowed First School we offer a warm welcome to all. The maximum number of pupils to be admitted in the reception year or any other year is 28. Parents considering our school for their child are encouraged to telephone the school office to make an appointment to meet the Headteacher and visit the school. Should the visit be before the year of application, forms will be forwarded to the parents of the prospective entrants at the appropriate time.

### ***Admissions procedure***

The Admissions Authority to this Voluntary Aided School is the Governing Body. However the Governing Body participates in the Co-ordinated Admission Arrangements of the Local Authority (LA). Parents seeking a place for children at our school should apply online at [www.worcestershire.gov.uk/schooladmissions](http://www.worcestershire.gov.uk/schooladmissions) or through the link on [www.ombersley.worcs.sch.uk](http://www.ombersley.worcs.sch.uk) In line with LA policy, the closing date for applications this year will be **15 January 2021**. If you do not have access to the internet, you can get online at any Worcestershire library or telephone Schools Admissions on 01905 678204.

After the closing date, you will need to visit [www.worcestershire.gov.uk/schooladmissions](http://www.worcestershire.gov.uk/schooladmissions) to download a PA1 Late application form to apply or telephone 01905 822700 to request a Late application form or the form can be printed from the Admissions page on the WCC website. The school will only accept late applications, where they are received by 28<sup>th</sup> February 2020, in the same circumstances under which the LA consider an application as on time. Any applications not meeting these circumstances, or received after this date, will be considered after those received on time.

Children whose 5<sup>th</sup> birthday falls between 1<sup>st</sup> September 2021 to 31<sup>st</sup> December 2021 will start school full-time in September 2021. Parents are legally entitled to access education in the September following their child's 4<sup>th</sup> birthday and parents can request that their child attends part time until the child reaches compulsory school age.

Parents have the legal right to keep their child at Playgroup/Nursery School/or at home until the term after their child's fifth birthday. The Governors will keep a place for any child registered with us to enter full-time education in the same academic year. Admission may not be deferred beyond the relevant academic year.

### **Admissions Criteria**

Unless the school is oversubscribed, the school will admit all pupils seeking a place. The Governing Body will not exceed the Pupil Admission Number (PAN) of 28 unless directed to do so by an appeals panel or in order to admit a child where the school is named on a Statement

of Educational Needs or an Education Health & Care Plan (EHCP) or in order to avoid splitting siblings in the case of multiple births. All preferences are treated equally.

When there are more applications than places children are admitted in the following order of priority:

- i) 'Looked after' and previously 'Looked after' children.

'Looked after' means all those currently in the care of or accommodated by a Local Authority under the terms of the Children Act 1989 and children who were previously in the care of or accommodated by a Local Authority but immediately after being looked after, became subject to an adoption, residence or special guardianship order.

- ii) Siblings (see below for definition) of pupils attending the school **and** living within the **catchment** area of the school. In order to qualify for a place on the grounds of a sibling attending the school, the sibling must already be attending the school at the time of application or attended the school within the past three academic years. Copies of catchment area maps, if required are available from the LA, or can be viewed in schools.

In the event of a school catchment area change being approved, pupils who would still have a **sibling connection** (see below for definition) at the time of admission and who are living at the same address in the previous catchment area for a school, (but not within the revised catchment area), at the time the change was approved will be considered as living within the **catchment area**.

- iii) Pupils living within the **catchment** area of the school. Copies of catchment area maps, if required are available from the LA, or can be viewed in school.
- iv) Pupils living outside of the catchment area but who would still have a **sibling connection** (see below for definition) at school at the time of admission. In order to qualify for a place on the grounds of a sibling attending the school, the sibling must already be attending the school at the time of application or have attended in the previous three academic years.
- v) Pupils who have a **significant reason** for admission, such reasons, the validity of which will be determined by the Governing Body, will include medical, social or compassionate grounds. To be considered under this category it has to be shown that only this school can meet the medical, social or compassionate needs.

Parents/carers are required to produce a medical certificate or other appropriate information from an independent source. **(Significant reasons will not be considered unless supporting information is attached to your application form when submitted);**

- vi) pupils who live **nearest** to the school by the shortest straight line distance. The measurement will be taken using the GeoCode Points for each property and the GeoCode point for the centre of the school. The Local Authority use a software package called Arcview GIS to determine distance. Ordnance Survey supply the co-ordinates that are used to plot an address within this system. **(In the event of equi-distance applicants, any place will be allocated by random selection (lottery). Someone totally independent of the Governing Body will supervise this process).**

In accordance with legislation, a child with a Statement of Special Educational Needs or an Education Health & Care Plan (EHCP) will be offered a place at the school named in the Statement.

\* 'Looked after' means all those currently accommodated by a Local Authority under the terms of the Children Act 1989 and children who were previously accommodated by a Local Authority

but immediately after being looked after, became subject to an adoption, residence or special guardianship order.

Where there are too many applications from within the catchment area, priority will be decided in the order indicated above to all catchment area applicants, i.e. sibling connection, significant reasons, attendance at feeder school then according to distance, each assessed as indicated above.

The sibling connection, as well as brother and sister will include half-siblings (that is children who share one birth parent) and legally adopted children. They must also be living at the same home address.

In the event of a multiple birth where not all children from that multiple birth can be allocated a place within the PAN the school will admit all the children provided this does not cause a breach in class size legislation.

### **Allocation of Places**

The LA on behalf of the Governors, will notify parents of the outcome of their application for a place in the reception year group.

Children for whom Ombersley Endowed First School has been identified as most suitable in an Education Health Care Plan will be allocated a place.

If a child is refused a place at the school due to over subscription, parents are able to ask for their child's name to be placed on a waiting list maintained by the school. In the case of admission to Reception this will be kept open until 31st December of the relevant year. In the case of other year groups this will be reviewed each term and parents should write to the school before the start of each term to indicate if they still wish to remain on the list. If a place later becomes available, it will be allocated in accordance with the admission criteria set out in this policy.

If parents are refused a place for their child at the school, they have the right to appeal to an independent appeal panel. Appeals should be made, in the first instance, in writing, to the Chair of Governors c/o the school within 14 days of receiving notification, who will set in motion the procedure for convening an appeal panel. If this panel decides that a child should be offered a place at the school, then the child will be admitted.

### **Admissions to schools during the year outside the normal round of Admissions**

Parents/Carers with a first preference application for 'In Year' transfers must forward the application to Babcock Prime, on behalf of the Local Authority will be co-ordinating all in-year applications.

Please view link for further details:

[https://www.worcestershire.gov.uk/downloads/download/1330/co-ordinated schemes for all worcestershire schools](https://www.worcestershire.gov.uk/downloads/download/1330/co-ordinated%20schemes%20for%20all%20worcestershireschools)

In line with the Code of Practice, all own admission authority schools such as Ombersley must, on receipt of an in-year application, notify the relevant Local Authority of its outcome and inform parents of their right to appeal against a refusal of a place.

The procedure for in-year admissions for Worcestershire residents is as follows:

- 1) Parent/Carer to obtain an application form (CA1), if a resident in Worcestershire, from any of the following sources:
  - Child's current school (if in Worcestershire).
  - School being applied for (if in Worcestershire)
  - Worcestershire Hub Centre (Tel 01905 678204)
  - Download form from website ([www.worcestershire.gov.uk](http://www.worcestershire.gov.uk))
- 2) Parent/Carer to complete the application form and ensure form is counter-signed by current Headteacher (if already attending a Worcestershire School).
- 3) In the case of a first preference for a Community or Voluntary Controlled School, the parent should then forward the form onto the Pupil Admissions and Transfers Section to be processed.
- 4) In the case of a first preference for an Academy, Foundation or Voluntary Aided School, or a school in another Local Authority, the parent should forward the form to the individual school.
- 5) The Local Authority or individual school will write to parents, normally within 10 school days, of the form being received to notify of the decision. In the case of an Academy, Foundation or Voluntary Aided school, the school will also notify the Local Authority. Where it is not possible to offer a place, parents will be notified of the right of an appeal by the relevant admission authority and in most cases, an alternative school will be offered.
- 6) If there are insufficient places for all applications received at a time, then priority will be decided in accordance with the published admissions criteria for the school.

### **Admission of children outside their normal age group**

- 1) Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health. In addition, the parents of a summer born child may choose not to send that child to school until the September following their fifth birthday and may request that they are admitted out of their normal age group – to reception rather than year 1. The Governing Body asks that the application form CA1 is completed and sent direct to the school along with written documentation regarding the request for the out of year group application.
- 2) The Governing Body will make the decision on the basis of the circumstances of each case and in the best interests of the child concerned. This will include taking account of the parent's views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group;

and whether they may naturally have fallen into a lower age group if it were not for being born prematurely. They will also take into account the views of the head teacher. **When informing a parent of their decision on the year group the child should be admitted to, the Governing Body will set out clearly the reasons for their decision.**

- 3) Where the Governing Body agrees to a parent's request for their child to be admitted out of their normal age group and, as a consequence of that decision, the child will be admitted to a relevant age group (i.e. the age group to which pupils are normally admitted to the school) the local authority and the Governing Body must process the application as part of the main admissions round, unless the parental request is made too late for this to be possible, and on the basis of their determined admission arrangements only, including the application of oversubscription criteria where applicable. They must not give the application lower priority on the basis that the child is being admitted out of their normal age group. Parents have a statutory right to appeal against the refusal of a place at a school for which they have applied. This right does not apply if they are offered a place at the school but it is not in their preferred age group.

**NB There is no statutory barrier to children being educated outside of their chronological age group. Whilst Parents have the legal right to request that the child be admitted outside of their normal age group, the final decision rests with the admission authority for the school.**

The parents of pupils resident outside Worcestershire, but who wish to apply for a place at any Worcestershire school, must complete an application form provided by the "home" LA. (The "home" LA is defined as the Local Authority relevant to the child's home address). The "home" LA will ensure that the application details are passed onto Worcestershire LA for consideration in the allocation of school places, the "home" LA will notify of the decision – see item 4 above).

If there are no places available in the Year group at the time of application the Governors of the school operate a waiting list. Parents will need to contact the school directly in order to be included on this list. The criteria applied to the waiting list are the same as those above rather than on a first come, first served basis.

### **Fraudulent Applications**

If it is found that information used to apply for a place at Ombersley Endowed First School is fraudulent, this place will be withdrawn, stating the reasons why. Parents/ Carers will have the right to appeal this decision, when they will be asked to provide proof of a bona fide residency, i.e. : council tax bill, utility bill and bank statement.

### **Fair Access Protocol**

As part of the new Worcestershire Fair Access Protocol, incorporating the 'Hard to Place Protocol', all schools with Key Stage 2, 3 and 4 classes can be required to exceed the published admission number to admit pupils covered by the Protocol.

Policy agreed by the Governing Body: September 2018



# OMBERSLEY ENDOWED FIRST SCHOOL

## Mission Statement



*Reach for the Stars*



*To develop happy, confident and enthusiastic individuals, providing the children with skills to be lifelong learners*

### ***Our Ethos***

At Ombersley Endowed First School our children are happy, confident and enthusiastic. Throughout their time at our school we plant the seeds which blossom into a lifelong quest for learning. Our children are at the centre of everything we do. We recognise that all children are unique and we nurture their individual strengths so that everyone feels gifted and talented. We aim to provide a welcoming, safe, happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling children to become confident and successful learners.

But we are more than just a school, we are a family. Children, staff, parents, governors and the local community all have a valued role in the school's success. We work together to provide our children with the skills and knowledge that are necessary to give them the very best start in life. We expect that they will have pride in their success and find their school life a lasting inspiration.

### ***1. Fulfilling our Mission***

We have three major strategic goals:

#### ***1.1 We will aspire for excellence for all children:***

- (a) We will be aspirational in everything we do, working in partnership with parents to nurture and challenge every child to fulfil their potential;
- (b) We will foster a love for learning by not only continuing to strive for excellent academic performance but also by enriching pupils' experiences;
- (c) We will ensure that our reputation for outstanding behaviour and safety is maintained

#### ***1.2 To become increasingly embedded in our local community and play a full part in community life:***

- (a) We will endeavour to develop our links with our local schools with similar ethos, and extend links with our Parish Council and village church;

- (b) We will take positive steps to reduce parking difficulties outside school and, in doing so, develop positive links with the Tennis Club;
- (c) We will invite members of the village community in to school
- (d) We will play a full part in our Dementia Friendly Village

**1.3    *To endeavour to strengthen our finances, enabling Ombersley to be a school which has outstanding facilities and resources:***

- a) We will explore the benefits and disadvantages of Academy Status and of changing our age range to 4-11;
- b) We will explore additional funding streams to enable us to develop our facilities;
- c) We will further develop our Wrap Around Care through our Pre-School, Breakfast Club and After School Club





## SCHOOL FACILITIES

We have a 32 place on-site Pre-School in our Tree House Early Years Centre. We offer places for children from 2 years 9 months (rising 3s). We offer 30 hours free funded childcare for children aged 3 years and over for eligible families.

The school is attractively and safely sited well back from the main road with plenty of space for recreation. There is hard play area on two sides, a further enclosed playground marked out for netball and short tennis and a large playing field fringed by a variety of trees along with an adventure playground with a safety surface. A sensory garden is being created and raised beds have been added in which the children plant seeds for food and flowers. The school has access to the tennis courts of the adjacent Ombersley and Doverdale Tennis Club.

We have a well-developed Forest School in a small woodland which adjoins the playground. The school uses this woodland to support the curriculum, and Reception and Year 1 children have Forest School sessions each week whatever the weather.

Inside school there are five classrooms. There are computers, laptops & I-Pads for all children to access and each class has highspeed Internet access. (The safe use policy can be seen in school). There are interactive boards in all classes.





## SCHOOL HISTORY

There has been a school in Ombersley for nearly four hundred years. The present school, set in farmland on the edge of the picturesque and historic village of Ombersley, was built in 1876 and financed by an endowment left to the village by Richard Lloyd the benefactor of the original 17th century school. The school is still endowed by the Lloyd's Foundation, the administering body of the original trust and is jointly run by a board of governors (see appendix), the Lloyds Trust and Worcester Local Authority.

## SCHOOL, VILLAGE AND COMMUNITY

The school plays an active part in the village and has strong links with the local church St Andrews. We hold our Christmas Nativity Carol service and Easter service in the church and we take our Harvest produce there in the Autumn. On Ascension Day Year 4 children ascend the tower and the whole school uses the church building and the historic village as a resource for RE, History, Geography and Art.

The Maypole team dances each year at the combined church and school fete. Every other year we hold a summer concert to which parents and the wider public are welcome. We try to support a charity each year eg. Barnardos, NSPCC or Macmillan. We support Red Nose Day, Children in Need and fill shoeboxes for Operation Christmas Child every Autumn.

The promotion of Community Cohesion is a priority at Ombersley School. Our pupils have regular opportunities to participate in the local community, and the school's teaching and curriculum are used to increase their understanding of global communities and they are encouraged to value diversity.



## PYRAMIDS AND CLUSTERS

Ombersley Endowed First School is part of the Droitwich Spa 'pyramid' of schools. The base of the pyramid consists of ten local primary schools, a second tier of middle schools (Westacre and Witton) and the Droitwich Spa High School at the apex. The schools work closely together and participate in pupil activities and staff training. The schools in the Droitwich Spa Pyramid work closely together to ensure progression and continuity in the educational career of your child. They have established a planned orientation programme that includes visits by staff and pupils between the various schools in the pyramid and parents' evenings at the receiving middle schools and high school. Special transition literacy and numeracy work for Y4 is begun in the second half of the summer term and this is continued when they begin the middle school. The children work in books that will be theirs at middle school.

Ombersley School is also a member of a group of local first schools (Hindlip, Tibberton and Ombersley) called a 'cluster'. The cluster schools get together for various activities such as carol services and sports activities.







## POLICIES AND PROCEDURES

### SCHOOL TIMES

From 8.35	Arrival
8.45 - 8.50	Registration
10.25 - 10.40	Break (Y2,3,4)
12.10	Lunch
1.10	Registration
1.15	Assembly
3.00	End of school day

We operate a 'Drop and Go' scheme for children in Years 1 to 4 (Reception from Spring Term). This allows you to leave children in the playground after 8.35am and continue with your journey. At the end of the day children will be led out to the front playground by their teachers. Please come to the gate to meet them. No child is allowed to leave the school premises without collection by a parent or nominated person. Please inform the school of changes to your collection arrangements.

We believe in celebrating children's efforts. At the Friday assembly we celebrate birthdays, reward children's hard work, effort and behaviour. At the end of the week merit certificates are awarded by class teachers for achievement in any aspect of school life. Children are encouraged to celebrate social awareness by participating in a 'Pupil of the Week' activity.

We run a house system at school. There are four houses – Mars, Jupiter, Saturn, Neptune. Children win points for their house for good work, effort, improvement, behaviour, kindness and responsibility throughout the week and these are collected and counted at the Friday assembly.



## SCHOOL UNIFORM

Purple V necked jumper with school logo  
White shirt or polo shirt  
School purple and gold striped clip on tie

Grey skirt/pinafore/culottes  
Grey trousers  
Grey shorts

Purple, grey or black tights or white or grey socks

Purple Summer dress  
Black shoes (no sandals or boots)

Hairstyles: Long hair should be tied back. Shaved heads, grade 1 haircuts and patterns shaved in the hair are not permitted.

### PE

For reasons of safety and hygiene children are required to change for PE. Parents are asked to provide:

Purple school T-shirt with school logo and black shorts. There is an optional black hoodie for PE. Children should wear trainers, the elastic fronted or Velcro fastened type being more suitable for children unable to tie laces. In the winter when most girls wear tights, a pair of short socks should also be provided for PE. Children should also have a simple, clearly marked pump bag in which their PE kit can be securely stored. For outside PE, children should have a tracksuit/jogging bottoms, trainers and a warm top.

For health and safety reasons jewellery is not permitted to be worn in school with the exception of small sleepers or studs for pierced ears. Earrings should not be worn for PE and swimming and should be removed by the parent on PE days or covered with tape. Teachers do not remove earrings.

Swimming costume/trunks and towel are necessary in Years 2, 3 and 4. Pupils with long hair should wear a swimming cap. Boys should wear swimming trunks not shorts. These items should only be brought to school on swimming days and taken home on each occasion. Similarly, football boots may possibly be needed by Y3/4 children and should only be brought to school on specific games days.

**ALL ITEMS OF CLOTHING SHOULD BE CLEARLY MARKED WITH THE CHILD'S NAME.**

A school reading bag is necessary for daily carrying of reading books to and from school. Lunch should be brought to school in a lunch box. Only **named** PE and swimming bags should be brought to school as too many school bags cause obstruction in already cluttered spaces.



All uniform is available from the M&S website School Shop. Please contact school office for more details.

## **BREAK/LUNCH TIMES**

### **MORNING BREAK**

At morning break we would like all children to eat fruit as part of our Healthy Schools initiative. The fruit can be fresh or dried. We are part of the National Fruit for schools initiative so KS1 children (YR, 1, and 2) get a free piece of fruit at school. Milk is also available if ordered, at a small charge. This may be paid for termly. (Children may have free milk until the term in which they are 5, but again it must be ordered). If your child no longer wishes to have milk or wishes to begin during the term we require a week's notice. Water from the drinking fountain and filter machine is available throughout the day. Water bottles are available from the school office for £1.50.

### **LUNCHTIME**

Reception and Key Stage One pupils are entitled to Universal Free Hot School Meals. Key Stage Two children and those children not taking up the UFSM offer should bring packed lunches and a drink from home (juice or water). When the weather permits we picnic outside. As we are a Health Promoting School we ask that you endeavour to make lunch boxes as healthy as possible, with reduced sugar and salt content. Any food not eaten is sent home so that you have a clearer idea of what your child is eating. We do ask that sweets and chocolate are not included in their lunch boxes but are kept for treats at home! Hot Meals are available from Baileys Catering and can be ordered online up to 8am on the day.

### **PUPIL PREMIUM**

If you are in receipt of child tax credit and your income is below a certain threshold you are entitled to apply for the Pupil Premium entitlement for your child, which includes free school meals (which can be a packed lunch). Other benefits such as help with funding for school trips and other school/out of school opportunities are available to those signing up for this. Contact the school office for more information. Any enquiry or application will be handled confidentially.

### **MEDICAL**

Parents are asked to fill in a medical section on the school entry form. It is vital that the school knows the medical history of your child and any relevant information – inhalers, allergies, likely allergic reaction etc. or medical restrictions or needs. If there is any change to this information the school must be informed by letter.

If your child is allergic to plasters please inform the school office.





All children are seen by the audiometric nurse at various intervals during their time here and the school nurse is available to parents via drop-in session or by appointment.

## **ADMINISTRATION OF MEDICINES**

A child who is unwell and unfit to attend school would normally be kept at home by the parent/carer until fully recovered. In some circumstances, we may make the decision that children are not well enough to be in school and will arrange for their return home, having first made contact with the child's parent/carer. Parents are asked to keep their children at home for a period of at least 48 hours after sickness or diarrhoea.

It is each parent/carers responsibility to ensure that their child is fit to attend school, and any medication required whilst the child is at school should ideally be administered by the parent/carer.

Very few medicines need to be taken four times a day. In most cases, final doses of medicines e.g. antibiotics can be given before the child leaves home for school and immediately on their return from school.

A problem may arise where either the parent cannot administer the dosage, if it must be taken in school time or the child has a chronic need of medication. In such instances the child will normally have a health care plan and signed instructions and permission for the administration. There is no legal or contractual duty on school staff to administer medicine or supervise a pupil taking it. This is a voluntary role and is at the discretion of the Headteacher. Medicines are kept in a locked cabinet and a record of administration is kept, signed and witnessed. School will only administer prescription medications.

Inhalers for Asthma sufferers and Auto-injectors are kept in the classroom or where they are readily available.

## **SUN CREAMS** (see also Sun Cream Policy)

During the summer we advise that parents apply a long-lasting or high factor (factor 60) sun cream at home before coming to school provided they are suitable for use by their child. Pre-School parents may sign a permission slip for their child to have cream applied to their child at school.



## ABSENCES & LATE ARRIVALS

If your child is absent from school we require notification by telephone before 10am and a written note. We request that a child should be kept at home for 48 hours after a bout of sickness as this helps to minimise the spread of infection. Should you need to take your child out of school, e.g. for a doctor's appointment, the book at the office must be signed. Similarly, on returning to the school or if you arrive late (after close of registers – 8.50am), then you should sign your child in. Registers are scrutinised regularly by our Education Welfare Officer.

We encourage good attendance, and request that you plan family holidays to coincide with school holidays as all absence for holidays is now classed as unauthorised absence, except in very exceptional circumstances.

## UNSCHEDULED CLOSURE

Unscheduled closures are rare. The school makes every effort to inform parents/carers as quickly as possible. We have a text-message service which enables us to inform all parents of emergency closure and other information. **PLEASE make sure you always keep us updated if you change your mobile number!** We will also advise of closure via Twitter and Facebook.

Bad weather is the most common reason for unscheduled closure. If this arises when the children are at school, parents will be informed by telephone. Children will be kept in school if parental contact cannot be made. Parents are asked to ring the school if they are in doubt. If bad weather is forecast parents are asked to listen to BBC Radio Hereford & Worcester or Free Radio or visit their websites. These stations will broadcast the school's name if it is **closed**.

## CHARGING AND REMISSIONS

The school endeavours to give children many enrichment opportunities off or on site. Where these incur a cost it is usually necessary for the school to ask for voluntary contributions to cover the costs. However, because of financial constraints, these visits cannot take place unless as many parents as possible make a voluntary contribution.

A copy of the governors' Charging and Remissions policy is available in the school office and on the school website.



## SAFEGUARDING CHILDREN

We are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. We have a robust Safeguarding Policy in place (which may be seen, upon request, in the School Office and is available on the school website) and all staff (including supply staff, volunteers and governors) must ensure that they are familiar with our safeguarding procedures. Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that concerns about pupils are discussed with parents/carers first – unless we have reason to believe that such a move would be contrary to the child's welfare. All staff are trained in safeguarding every 12 months.

## BEHAVIOUR MANAGEMENT

We have a positive approach to behaviour management praising and rewarding good behaviour, and clearly stating the behaviour we *want* to see rather than what we *don't* e.g. 'Walk', not 'Don't run'. We treat the children with respect and expect to be treated respectfully in return. We promote good manners and encourage support and praise of each other and use the 'language of choice' (i.e. the child is encouraged to make the 'correct choice'.) We expect a high standard of behaviour from our children both in school and when out on educational visits.

We believe strongly in celebrating achievements and successes with the development of self-esteem and confidence being of great importance. Within our policy we have reward/behaviour management systems in each class, with class dojo points, class rewards, team points, stickers and weekly Merit Certificates. Rewards are for good work or behaviour, and we promote excellent manners around the school.

We aim to teach children how to grow into positive, responsible individuals who can work and cooperate with others whilst developing the knowledge and skills to enable everyone to achieve their full potential.

Although we have little issue with behaviour at Ombersley and matters are addressed swiftly and effectively, should a pupil's behaviour become a problem in the school the procedure as outlined in the school's behaviour management and bullying policies will be followed and parents will be involved at an early stage.

Both the Behaviour Management and Bullying Policies can be seen in the school office and on the school website.



## THE CURRICULUM



At Ombersley, the curriculum encompasses so much more than just the National Curriculum subjects; the 'hidden curriculum' includes the Excellence and Enjoyment Activity Weeks, the clubs and opportunities, the visits and visitors that enrich the standard curriculum, and also the promotion of moral values and a code of behaviour that helps every child to achieve their best.

At Ombersley we have a creative, quality text led curriculum with increased links between subjects under topic headings, underpinned by clear learning objectives. We are also encouraging greater use of thinking skills and group work through problem solving activities which help in establishing the principles and habits needed for lifelong learning.

The curriculum covers:

- ❖ The National Curriculum 'core' subjects English, Mathematics and Science.
- ❖ Its seven 'foundation' subjects History, Geography, Art, Design Technology, Computing, Physical Education and Music.
- ❖ Religious Education for all pupils.
- ❖ Personal Social Health Education, and Citizenship.



## ENGLISH

In our English teaching we aim to develop pupils' abilities to communicate effectively in speech and writing, to listen with understanding and to become enthusiastic and responsive readers.

Pupils' abilities are developed within an integrated programme of speaking and listening, reading and writing. This is usually implemented through a daily English lesson for Years 1 to 4, and is linked to the class topic whenever appropriate.

Children are encouraged to speak clearly, fluently and with confidence in groups of varying sizes and ages and to listen and respond to other people. Drama is used whenever possible which helps in bringing the curriculum to life.

Reading is an important daily activity and children are encouraged to read and enjoy the wide range of books we have available. We aim to teach reading through the enjoyment of books, and reading activities are planned for every day, including guided reading and story. Parent volunteers work in partnership with the school to support reading. Teacher-chosen books, with a more carefully levelled vocabulary, are used for guided reading sessions when the children work in a combination of whole class and ability groups. Objectives are taken from the National Curriculum. Parents take an active part in developing the joy of reading by sharing the books brought home each day and making comments in the reading diary. This should be a comfortable, stress-free and enjoyable time for both parent and child. We encourage the use of a variety of cues such as prediction, meaning and phonics.

Children from Reception to Year 2 are taught synthetic phonics on a daily basis. These resources are levelled and are linked to spellings the children will learn. Throughout the school children are encouraged to learn spellings at home every day for a weekly test.

Writing skills are developed through English lessons using Talk for writing in which the children tell stories using actions and immerse in the text before writing.





## MATHEMATICS

Numeracy in our school follows the new National Curriculum and is taught within a daily Maths lesson following the White Rose Maths approach. We study:

- ❖ Using and applying mathematics
- ❖ Counting and understanding number
- ❖ Knowing and using number facts
- ❖ Calculating
- ❖ Understanding shape
- ❖ Measuring
- ❖ Handling Data

This highlights the important areas of mathematics that children need to master to make effective progress. The emphasis in Key Stage 1 is on developing number concepts by providing practical, concrete experiences. The children are encouraged to use mathematical language, develop mental strategies for solving problems, and begin to apply their learning in practical situations.

At Key Stage 2 there continues to be an emphasis on mental calculation with the children being encouraged to apply concepts and skills and develop clear logical thought. They are encouraged to share ideas and develop a variety of methods of calculation –both mental and written.

Throughout the teaching of mathematics, we ensure all children gain confidence, knowledge, understanding and enjoyment from an early age, and we promote a positive attitude.

As much as possible we work practically – weighing, measuring, using time, using money, exploring capacity, volume – to enable children to enjoy maths and acquire the skills necessary to solve real problems. We develop correct mathematical vocabulary. We also build number using concrete materials to understand place value.

Years 1-4 have designated times for numeracy each day. This involves much teacher-led activity with a great deal of importance placed on the building of mental strategies and mental recall.

To help improve mental strategies the children have regular mental maths homework, Key Stage One fortnightly and Key Stage Two weekly.







## SCIENCE

Science is the third core subject in the curriculum. Through science children learn about the world around them. Science is taught each week as a separate subject. Throughout the school, all teachers follow the objectives set out in the Early Years Framework and the National Curriculum. By the end of each key stage, all children will have covered the entire programme of study. In addition to teaching the subject knowledge required, we encourage our children to work in an investigative way. Children are encouraged to design their own scientific investigations and as they move through the school they are challenged to make predictions, plan and evaluate their work more independently. The children are given opportunities in science to explore their own environment and we make use of the natural resources we have at school.

Children also learn about how to keep themselves healthy and a healthy lifestyle is encouraged throughout their time in school. We also teach the requirements for Sex and Relationships Education through a child friendly interactive scheme of work. Special science weeks also ensure that children enjoy science and experience visitors and outside experts in the subject.



## COMPUTING

Our aim in teaching Computing is to prepare children for participation in a rapidly changing world. Our teaching helps to equip the children with the technological skills to become independent learners. The skills are taught in specific Computing lessons which are active and practical. Links with Mathematics, Science, and Design and Technology are maintained and encouraged. The curriculum is further enhanced through the use of programmable devices and robots, I-Pads, video cameras, and digital cameras.

The school is continually updating and adding to its hardware and software. We have new state of the art interactive boards in some of the classrooms and projector systems in others that are used to enhance teaching across the curriculum. We have a set of student I-Pads which



are used by the children regularly in Computing lessons and across the entire curriculum.

Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.



## HISTORY

At Ombersley we aim to provide a high-quality History education which will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. History aims to inspire pupils' curiosity to know more about the past. We equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

History is built into class termly topics. One of these termly topics each year has history as its primary focus. Throughout the school British History and local history is explored.







## **MODERN FOREIGN LANGUAGES (MFL)**

The Modern Foreign Language that is taught in Ombersley is French. Lessons are introduced in Year 3 and taught throughout KS2. The core strands are speaking and listening, reading and writing. Lessons are taught to provide a balance between these different areas.

We enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

## **DESIGN TECHNOLOGY**

Design and Technology encourages children to solve problems and work effectively through a process to reach a specified outcome. Early Years follows the Early Years Framework and Years 1-4 the National Curriculum. Work in D.T. is always linked to the topics being taught to ensure that the work the children carry out has a purpose. During Design and Technology lessons the children experience working with a range of materials and tools. Children are presented with a problem or a design brief and they are encouraged to work as a team to produce items which match the criteria given. Children ask questions, research, practise and refine their skills before producing a final product. They then evaluate their produce against the original objectives of the project. Through DT children combine practical skills (textiles, cooking, woodwork and modelling materials) with an understanding of aesthetic qualities, functionality and usefulness. Throughout the school children regularly participate in cookery activities.





## GEOGRAPHY

Through Geography children begin to make sense of their surroundings and gain a better appreciation and understanding of the variety of physical and human features of our world.

Geography is taught at Key Stages 1 and 2 through the two-year rolling programme of topics within our creative curriculum. We follow the National Curriculum with a focus on a good knowledge of the world around them. In Key stage 1, the focus is mostly on the UK and the locality. Children will be expected to be able to name and locate the world's seven continents and five oceans and the four countries and capital cities of the UK. In Key stage 2, the study extends to Europe, North and South America and pupils will need to identify geographical similarities and differences between different regions. In both key stages, there is a focus on some basic locational and place knowledge and geographical skills, such as using maps, atlases and globes, compass directions and aerial photographs. We use our own school environment to study direction, position, climate and care of the environment. This is extended to cover the local area of Ombersley, Droitwich and Worcestershire. The children are encouraged to extend their knowledge through enquiry and investigation in independent research. We have developed Global Dimensions and are developing links with schools in Europe.

We have an Eco Council who are continually looking at maintaining and improving our school grounds and at ways to save, recycle and improve sustainability. We were awarded our Green Flag in 2020.



## ARTS

The Arts are developed through the Topic curriculum and also through clubs and enrichment opportunities provided for the children. Annual enrichment weeks are also planned for the Arts when we welcome in outside visitors and artists in residence. We contribute to local and national celebrations of pupils' work and have won competitions and have had work on display around the County. We hold an annual performance of either a concert or dramatic production.



## ART AND DESIGN

We teach Art and Design objectives through our topics in a way that aims to stimulate imagination and creativity. Our planned curriculum provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, think and feel through the use of colour, texture, form, pattern and different materials, media and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed choices and judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, the children can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enrich all our lives.



## MUSIC

From the start the children are encouraged to sing, play tuned and untuned instruments, compose and perform. Children in Y2, Y3 and Y4 have the opportunity to learn the recorder. The school choir and musicians take part in pyramid musical events and perform throughout the year at school and community events as well as national events such as Young Voices.

From Year 1 to Year 4 children are introduced to classical and modern day music and composers every morning as they arrive at school. This gives them a deeper understanding and appreciation of a variety of music.





## DANCE/DRAMA

The school welcomes visiting Artists, Theatre groups and Dance teachers. Children from KS2 perform a school play and concert during the year, with KS1 taking part in the Nativity at the Carol Concert in church. Reception and Nursery do a Christmas performance in school. Drama and dance are also a natural part of our curriculum as well as being developed through clubs. There is an extra- curricular school Arts Club in which pupils explore many different aspects of the Arts.



## RELIGIOUS EDUCATION

Children throughout the school have lessons in RE in their class groups. They learn about Christian beliefs and festivals and explore stories from the Bible. They also learn about other faiths and world religions, principally Judaism at Key Stage 1 and Hinduism at Key Stage 2, and visits to places of worship are organised.

A daily act of worship is held each day for the whole school and this is predominantly Christian, although many of the messages conveyed are common to other faiths.

We enjoy close links with Ombersley Church, sharing assemblies, Open the Book and church services as well as visits throughout the year. If parents do not wish their child to take part in any part of the RE programme they have the right of withdrawal and should contact the Headteacher about this.







## PE

We have always maintained a strong tradition in sport, enabling each child to participate in a range of physical activity. We have been awarded the School Games Mark Gold award. The emphasis is on encouraging all children to take part readily and to promote enjoyment as well as skill in sport. Children of all abilities are given opportunities to become as involved as possible in sporting activities. As a Healthy School we consider it to be very important that children develop positive attitudes towards their own personal health and fitness that will benefit them in the future.

The children follow a planned, progressive curriculum incorporating dance, gymnastics, outdoor and adventurous activities, athletics, games and swimming for Years 2, 3 and 4. Throughout the Key Stages children take part in both competitive and non-competitive festivals and tournaments with children from other schools within the Pyramid and as part of the school games curriculum. This has included football, gymnastics, dance, multiskills, swimming, archery, outdoor pursuits, tennis, golf, boccia and cricket.

Links with the local community sports clubs have been developed and they are involved in supporting us in the curriculum and in after school activities, for example; golf and tennis.

We hold a school sports day and Hindlip and Tibberton Schools join us for cluster sports days. The Maypole team performs at school and in the village Church fete.

The school hall is equipped with large and small apparatus and there is adventure play apparatus for use at break times. Small apparatus balls, ropes, skittles, games etc are available at playtimes through a Huff and Puff scheme. YR has a range of outside apparatus that is used daily to develop motor skills.





## PERSONAL, SOCIAL & HEALTH EDUCATION AND CITIZENSHIP

PSHE teaching is a planned programme supported by the national Social and Emotional Aspects of Learning (SEAL) programme and assembly time. We make use of many strategies including circle time. Sex and Development Education is a part of the Science and PSHE curriculum where it can be dealt with as part of work on life and living processes and on the moral consideration of being part of a family. It is centred on care and responsibility, similarities and differences, and on the changes that will take place. SRE is taught through the 'Yasmin and Tom' programme provided by the FPA. Parents are given the opportunity to view teaching materials prior to their use with the children, and are able to withdraw their children from the PSHE part on relationships after discussion with the Headteacher should they so wish.

## SPECIAL EDUCATIONAL NEEDS

At some point during their education, some children may present with difficulties which may require some further intervention. Here at Ombersley we operate a policy for identifying and meeting the child's needs as specified in 'Special Educational Needs & Disabilities Code of Practice 0-25 years' (2014). The class teacher, using awareness guidelines may be the first person to identify a child who has special needs. In consultation with the Special Education Needs Coordinator (SENCO) a plan of action (Individual Provision Programme – IPP) will be devised. This may include differentiated work for the child in class, individual assessment and teaching with the Coordinator or Special Needs Assistant, or sometimes, referral to an outside specialist agency. Parents' permission and involvement will be sought from the outset to ensure a child and parent centred approach. Parents/Carers will be involved in discussion and support and will support their child's progress. Parents will be involved in the graduated approach that we have adopted as outlined by Worcestershire County Council's Ordinarily Available document. The Class Teacher remains the initial point of contact and is supported by the SENCO and Leadership team. For further information please see our **School SEND Report** on the school web site.

## MORE ABLE/GIFTED & TALENTED

At Ombersley we strive to ensure that all children achieve their full potential. Towards this aim all children are given individual targets to work on, and learning is personalised wherever possible.

We feel that it is important to identify and challenge our more able pupils, and teachers aim to provide activities that will extend their work and progress. Children are grouped according to ability in some literacy and numeracy lessons, and work is differentiated accordingly.

We also recognise and value the skills and talents of more able children in the fields of Art, Drama, Music, Sport and other life enriching areas



and aim to encourage and develop their abilities. More able children are identified following termly assessments and a register is maintained to ensure that appropriate progress is made.

Provision for G&T or more able pupils is through differentiated activities that are more open ended or problem solving based activities. Approximately 10% of a class could be identified as Gifted and Talented/More Able and this is subject to change dependent on the performance of the class. It is likely that children will move on and off the register at different points throughout their school life. What 'gifted and talented' means:

'Gifted and talented' describes children with the ability or potential to develop significantly ahead of their peers:

- 'gifted' learners are those with abilities in one or more academic subjects, such as Maths or English
- 'talented' learners are those who have practical skills in areas such as sport, music, design or creative and performing arts
- 'More able' a learner how attains the highest level of attainment in their peer group

## EQUAL OPPORTUNITIES

No child should be disadvantaged by reason of gender, creed, race or disability at Ombersley School. The building is disabled friendly and necessary adaptations are made in provision. There are ramps to allow access to all areas of the building and there is a lavatory with facilities for disabled pupils. We endeavour to give all children equal access to both the curriculum and extra-curricular activities, whenever this is safe and feasible and does not disadvantage others. Appreciation of a variety of religions and cultures is embedded into our topics and specific RE teaching.





## ASSESSMENTS AND REPORTING

We keep parents well informed of their child's progress. Monitoring of teaching and learning is a regular part of school life. The curriculum is monitored by co-ordinators and the Headteacher. Governors also visit the school to monitor particular subjects. Work is scrutinised and standards discussed at staff meetings.

Baseline assessment for YR takes place two weeks after entry and assessments then continue throughout Reception based on teacher observation and contribute to a 'Learning Journal' for each pupil. Parents are invited to meet the class teacher to discuss observations and to make their contributions to the assessments during October.

Years 1, 3 and 4 formative and summative assessments are carried out by the class teacher.

Year One pupils have Phonics Screening during 1 week in June.

SATS (Standard Assessment Tests) in Reading, Writing and Maths are carried out by the children of Y2 in the first part of the summer term. These are national tests used to supplement the more important teacher assessments.

We arrange several times through the year when parents can meet teachers to discuss a child's progress. These take several forms:

- ❖ Appointments may be made at any time for the discussion of any concerns.
- ❖ Parent Interviews, which are more formal occasions when we expect to see all parents at appointed times, take place in the spring term.
- ❖ Open afternoon/evening when children's work will be on display.
- ❖ A full written report is sent out to parents in the Summer Term.
- ❖ Parent Information evenings. These are informal meetings when we focus on particular curriculum areas.

We are very keen to seek the views and ideas of everyone involved with Ombersley School. The Governors do this via an annual questionnaire to parents and pupils, and we also have the following groups to give everyone a voice.

### Wraparound care

At Ombersley Endowed Frist School & Pre-School we currently offer a Breakfast and after-school club. Breakfast club opens at 7.30am-8.30am & After-School club runs from 3pm – 5.30pm. Both clubs are situated in our Treehouse building and both benefit from the wide range of resources and activity's.

### SCHOOL COUNCIL (Junior Leadership Team)





This is an elected body with representatives from every year group from Reception to Year 4. The School Council (JLT) meets regularly and brings to the meetings the views and/or concerns from each class. They make decisions about matters that affect them, such as play equipment, decor, and risk assessments.

## ECO COUNCIL

Our Eco Council has helped the school to achieve the Green Eco Award and obtain the Green Flag for sustainable practices. They work with the classes to try to improve how much we reduce, reuse and recycle in the school. The Eco Council consists of staff, pupils and parents.

## PARENT HELPERS

Parents/carers are always welcome to come into school to help with any appropriate areas of the curriculum. Don't be shy! All parents who offer help in school are DSB checked (forms are available from the school office).

## FRIENDS OF OMBERSLEY SCHOOL

All parents are automatically members of The Friends of Ombersley Endowed First School. This is run by a committee comprising parents and teachers. The committee are members elected at the Annual General Meeting (AGM) held in the autumn term.

It is a very active and lively group and arranges many events during the year – some to raise funds for much needed equipment, some for the enjoyment of the children, and some purely social for parents and teachers to meet and have fun. Please join in the Friends' activities if you possibly can. We need you and you will have the enjoyment of a very busy social life which is actually doing good!

## GOVERNORS

The Governing Body is responsible for:

- ❖ Ensuring that good educational standards and practice are maintained, and that the National Curriculum is implemented.
- ❖ Ensuring that value for money is achieved.
- ❖ The upkeep and maintenance of the building.

The governors have been allocated special curriculum responsibilities. Governors visit the school throughout the year and present a report at the subsequent governors' meeting. Further governors visit according to the curriculum area for which they have special responsibility and which is being prioritised in the School Development Plan for that year.



The school governing body is made up as follows:

- ❖ Lloyds Foundation Governors
- ❖ Local Authority Governor
- ❖ Ombersley and Doverdale Parish Council Governor
- ❖ Parent Governors
- ❖ Staff Governor
- ❖ Headteacher

There are two sub-committees which meet regularly to discuss developments and to advise on decisions. They must keep up to date of the changes taking place in education as a whole and in the management of the school in particular. The sub-committees are:

Finance & General Purposes and School Improvement and Development. There are further committees for Head's performance review and Exclusions.

## **LLOYDS EDUCATIONAL FOUNDATION**

Ombersley is a Voluntary Aided Endowed School which means that the building and grounds are owned by The Lloyds Educational Foundation, whilst the education and internal decor is funded by the LA.

The Lloyds Foundation continue to support the school by providing finance for the coach to the swimming pool on a weekly basis for 2 terms each year.

## **Name and full address of the Local Authority:**

Worcestershire County Council  
Children's Services  
P.O. Box 73  
Worcester  
WR5 2YA  
Telephone: 01905 763763