



Ombersley Endowed First School & Pre-School

Prospectus 2023-2024

"Reach for the Stars"

Ombersley Endowed First School & Pre-School
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Headteacher: Mrs Caroline Moore B.Ed. (Hons) NPQH

Chair of Governors: Mrs A Starr

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 & Pre-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 & PRE-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.

Our Key Skills, Commitments and Values

At Ombersley Endowed First School we aim to give our pupils the best start in life. We want them to be happy, independent learners, motivated by their natural curiosity of the world. We will know when we have achieved our aim because our children will have developed the five key skills for life:

- ***Problem solving • Teamwork • Self-management (initiative, organisation, accountability)***
- ***Self-belief (confidence, resilience, positive attitude) • Communication***

We believe that our pupils have the right to learn in a safe environment and believe they should feel and be safe at all times. To enable this to happen we work together with all members of the school community, children, staff, parents/carers and governors to promote:

'Treat others as you would wish them to treat you!'

The teaching of these commitments underpin the day to day values we promote:

- ***We show respect and have empathy • We are compassionate, forgiving and tolerant***
- ***We are resilient and persevere • We are patient and kind • We are developing independence and responsibility • We have aspiration***



SCHOOL FACILITIES

We have a 32 place on-site Pre-School in our fantastic new Tepee. 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 play. 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. We have a fantastic new 1.6 acre playing field. The school also 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. Year 2-4 attend forest school half termly. Sessions are led by a fully qualified Forest School Leader.

Inside main 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. We have a well stocked library space which children have frequent access too. Our brand new full size hall is fitted with PE wall bars and agility equipment and has a piano for assemblies.



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, the Lloyds Trust and Worcestershire 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 e.g. 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 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.

Ombersley School works very closely with our sister school Sytchampton Endowed First School and is also a member of a wider group of local first schools (Hindlip, Tibberton called a 'cluster'.) The cluster schools get together for various activities such as carol services and sports activities.



POLICIES AND PROCEDURES

SCHOOL TIMES

| | |
|---------------|-------------------|
| From 8.30 | Arrival |
| 8.40 | Registration |
| 10.15 - 10.30 | Break |
| 12.00 | Lunch |
| 1.00 | Registration |
| 2.50 | Reception and Y1 |
| | End of school day |
| 3.10 | End of school day |

We believe in celebrating children's efforts. At our 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.

We run a house system at school. There are four houses – Mars, Jupiter, Saturn, Neptune and children win points for their house for good work. We also run the Class Dojo reward system where children earn points for effort, improvement, behaviour, kindness and responsibility.

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 hair, 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. Pupils wear PE kit to school on PE days. 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. 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 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** Forest kits and swimming bags should be brought to school.

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. 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, paid for termly. (Children may have free milk until the term in which they are 5 if ordered). 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. We ask that you endeavour to make lunch boxes as healthy as possible please and do ask that sweets and chocolate are not included in their lunch boxes. Hot meals are available from Shire Catering and can be ordered online up to the night before.

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.

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. 4 staff are trained DSLs.

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 Excellence and Enjoyment Activity Weeks, clubs and opportunities, 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.
- ❖ Modern Foreign Language (French) Key Stage Two.



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 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 in Reception and Year One 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 Reception and Year One and The Write Stuff in Years 2, 3 and 4.





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. We have joined a local school's partnership with the Ogden Trust aiming to promote science within school.



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, digital cameras & Lego we-do kits.

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 First School, it is our aim to ensure that our children are confident, resilient, ambitious and knowledgeable learners. The History curriculum at Ombersley, intends to offer each child a high-quality history education. This will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We also intend for 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, as well as the responsibility they have to make a contribution beyond their own community.





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

At Ombersley First School, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a curiosity and fascination about the world and its people, that will remain with them for the rest of their lives. The children will gain a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum is designed to ensure that teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As the children progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. The intent at Ombersley is, that the geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas.

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 with Distinction in 2022.



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. Throughout the school, we follow The Charanga Music Scheme; this ensures each year group builds upon the previous year's learning.

From Year 1 to Year 4 children are introduced to classical and modern-day music and composers in the morning as they arrive at school. This gives them a deeper understanding and appreciation of a variety of music. Children in Y2, Y3 and Y4 have the opportunity to learn the recorder.

The school choir 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.





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 Pre-School 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 and Islam at Key Stage 1 and Hinduism, Judaism and Islam at Key Stage 2. Visits to places of worship are organised to enrich the children's experiences.

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 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 Droitwich 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.

All children in Year 4 have the opportunity to take part in a residential visit to The Pioneer Centre in Cleobury Mortimer. A range of outdoor and adventurous pursuits are offered including abseiling, raft building, high ropes and many more exciting opportunities. These activities are highly valued as children participate in physically challenging activities, making an important contribution to children's personal and social development.

PE is enriched through a wide range of well attended extra-curricular clubs and activities. These opportunities enable children to develop personal and social skills as well as preparing them for leisure activities in later life. 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; cricket, tag rugby, golf and tennis.

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

The school hall is equipped with large and small apparatus. Small apparatus balls, ropes, skittles, games etc are available at playtimes through a Huff and Puff scheme. Reception class have a range of outside apparatus that is used daily to develop gross motor skills.





PERSONAL, SOCIAL & HEALTH EDUCATION AND CITIZENSHIP

PSHE teaching is a planned programme including Relationships Education (RSE) taught through weekly lessons, circle times and as assembly themes. RSE is taught through the 'Yasmin and Tom' programme provided by the FPA and Twinkl scheme. Parents are given the opportunity to view teaching materials prior to their use with the children, and are able to withdraw their children from certain PSHE parts of the curriculum on relationships after discussion with the Headteacher should they so wish.

SPECIAL EDUCATIONAL NEEDS

At Ombersley First School, we are committed to the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND) following the SEND code of practice January 2015. We recognise that all pupils are entitled to a quality of provision that will enable them to achieve their full potential. The class teacher, using awareness guidelines may be the first person to identify a child who has special needs. We believe in intervention at the earliest opportunity, removing any barriers to learning, raising expectations and levels of achievement and working in partnership with parents/ carers and other agencies in order to provide a positive educational experience for all our pupils. 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 a Teaching Assistant, or sometimes, referral to an outside specialist agency. Our school uses the 'Graduate approach' and as part of this, recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEN. At Ombersley, we ensure that all pupils, regardless of their specific needs make the best possible progress.

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. For further information please see our **School SEND Report** on the school web site.

Greater Depth

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 greater depth children in the fields of Art, Drama, Music, Sport and other life enriching areas and aim to encourage and develop their abilities. Greater depth children are identified following termly assessments and a register is maintained to ensure that appropriate progress is made.

Provision for greater depth pupils is through differentiated activities that are more open ended or problem-solving based activities.

Approximately 10% of a class could be identified as greater depth 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 'greater depth' means: 'Greater depth' describes children with the ability or potential to develop significantly ahead of their peers.

EQUAL OPPORTUNITIES

No child should be disadvantaged at Ombersley School and all pupils are given equal opportunities. The building is disabled friendly and necessary adaptations are made in provision including ramps to allow access to all areas of the building and toilet facilities. We endeavour to give all children equal access to both the curriculum and extra-curricular activities, whenever this is safe and feasible to do so. Appreciation of a variety of religions and cultures is embedded into our topics and specific RE teaching. We celebrate and promote diversity through our curriculum and resources (see Equality Information and Objectives policy).



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.

National Baseline assessment for Reception takes place two weeks after entry and assessments then continue throughout Reception based on teacher observation.

Years 1,2, 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.

Year four pupils take the National Multiplication Tests in the Summer term.

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 our wraparound care is operated by school. Breakfast club runs from 7.30am-8.30am and After-School club from 3.10pm – 6pm. Both clubs are situated in our Treehouse building and both benefit from the wide range of resources and activities. Holiday club is also offered during school holidays excluding Christmas from 8am-6pm



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 and General Purposes and School Improvement and Development. There are further committees for Head's performance review, admissions appeals 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. .

Name and full address of the Local Authority:

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