



# Prospectus

2018-2019

**'Learning today for the world of tomorrow'**

West Hill Primary School is a partner in The SMILE Learning Trust.

Support **M**otivate **I**nspire **L**earn **E**xcel

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## INTRODUCTION

West Hill Primary School is a Co-operative Trust school having formed The SMILE Learning Trust in November 2013, together with Ottery St. Mary Primary School. We are very proud of the high standard of education that we provide for our children in all areas of learning. We have high expectations of how they behave and the work that they produce.

### The School's Vision is

A school where **everyone** shines.

### The school's Values are

**Achieve** – excellence in teaching and learning which excites and inspires our children to be the best they can be.

**Happiness** – smiling, engaged and articulate children who are listened to, encouraged and given every support to maximise their own individual potential.

**Friendship** – children who are kind and caring towards each other, building lasting friendships.

**Respect** – a respect for people, each other's beliefs, our environment and all living things.

**Responsibility** – independent, creative thinkers who have the confidence to be responsible for themselves, their behaviour and for others.

**Co-operation** – working together, listening and valuing others' opinions within the school family and the wider community.

### The School's Aims are

- To value, recognise and nurture the uniqueness and achievements of every member of our school family, in all areas of learning, irrespective of ability, gender or background.
- To display and foster a positive attitude towards work and to value each person's contribution to our school
- To partner with parents, forming a relationship based on trust and mutual understanding in the best interests of the children
- To demonstrate and instil self-discipline in order to achieve and maintain high standards of behaviour and form good relationships.
- To ensure excellence in teaching and learning within a high quality learning environment, through leadership and within all aspects of school life.
- To equip children with the resilience and perseverance to become learners for life within an ever-changing world.

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- To provide a wide and varied Curriculum, making it accessible to all children, with emphasis on the basic skills of English, mathematics, science and computing.
- To develop learning activities which stimulate positive models of enquiry, reflection, challenge and innovation, allowing all children to think logically, creatively and critically.
- To teach children the role of stewardship of the world in which we live.

### HISTORY OF THE SCHOOL

West Hill School was opened on 12th July 1876 as Ottery St. Mary West Hill Board School. Education was not, at that time compulsory or free. The School Board laid down that fees of 2 pence per week were to be paid by each child and any child not bringing the money in advance was not allowed to attend.

The first schoolmistress was Mrs. Griffiths who enrolled 49 children during those first few days in July 1876: the youngest, Arthur Madge, was 1 year 10 months. By October 1876 there were 73 scholars on roll. The oldest child was thirteen and at this time Mrs. Griffiths was the only teacher. Later in 1877 Mary Jane George took charge of the school and her daughter, Annie, became Pupil Teacher. By September 1888 there were 103 scholars housed in two rooms in the old building.

The Education Act of 1901 brought about major changes. Local Education Authorities replaced School Boards and West Hill became a Devon County Council School. From September 1900 there was a steady decline in numbers until, at the beginning of WWII, there were 36 on roll plus 16 evacuees. By September 1945 there were only 18 children.

The Education Act of 1944 meant that, for the first time, secondary education was compulsory for all and the leaving age was raised to fifteen. In 1948, the school was re-designated West Hill Junior Mixed and Infants School, where children entered at five years of age and left at eleven.

Over the years overcrowding has been a recurring problem. In November 1971 the first temporary classroom was put into use. A second was donated by the PTFA in 1978 and a third was ready for use in October 1978. The PTFA was formed in March 1972 and continues to support the life of the school in many valuable ways.

It was in December 1970 at a Managers' Meeting that first mention was made of the proposed new school and a site was approved. By 1978 there were 450 houses in West Hill, bringing the population up to 1,800. The need for a purpose built school was becoming an urgent necessity.

In March 1991, after years of persistent negotiation and consultation with Devon County Council by the School Governors, the building of the new school began. On 16th December 1991 the main school building was officially 'handed over' by the contractors, Knapp Construction. Over Christmas some 32 parents, governors and members of the school staff and their families worked to get everything ready for the new term. On 8th January 1992, the school met for the last time at the old premises and ceremonially walked in procession to the new building.

The new school was officially opened on 27th March 1992 by the then retiring Member of Parliament for this constituency, Sir Robin Maxwell Hyslop. The final stage of the building, the extension to the Village Hall, which includes changing rooms and storage space was completed in December 1992. By Easter 1995, a spacious conservatory was added, providing an additional useful practical area. This is now provides additional Foundation Stage space.

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Two additional freestanding Elliott Medway classrooms arrived in 2002 and 2003, which now house Years 3 and 4. They did not increase the capacity of the school, but added excellent additional facilities. A lobby to join the two new classrooms to the main school building was added in May 2004. During the Summer holidays of 2006, extensive internal changes took place creating a spacious office with a security hatch for the Office, an ICT Suite, two learning support rooms, areas for a fiction and a non-fiction library, and a new classroom for The Foundation Stage in our former school hall, enabling them to be next to Key Stage 1. In addition, permanent canopies now provide two covered play areas. An extension to the staffroom and refurbishment of the children's toilets took place in the 2009 Summer holidays and numerous grounds developments have taken place in recent years. In the Summer of 2010, an energy-efficient gas boiler replaced the oil-fired boiler and additional office space was created as a result. In 2013, a lovely, wooden outdoor classroom was constructed in the school grounds. Improvements to our Early Years Foundation Stage classroom were made during 2015, including new doors and a solid roof to the conservatory.

### **STATEMENT OF SAFEGUARDING CHILDREN**

At West Hill Primary School, our school community has a duty to safeguard and promote the welfare of children who are our pupils. We take this duty very seriously. This means that we have a Safeguarding and Child Protection Policy and Procedures in place which we refer to in our prospectus. All staff including our volunteers and supply staff must ensure that they are aware of our procedures. Parents and carers are welcome to read this on request. Our Policy is on the school website.

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 always ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child's best interests.

Our Designated Safeguarding Lead is:

**MRS. CHERYL BOULTON, OUR HEADTEACHER**

Our Designated Safeguarding Governor is:

**MR JOHN PULSFORD CO-OPTED GOVERNOR**

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## STAFFING

### TEACHING STAFF:

Mrs. C. Boulton	B. Ed. (Hons) NPQH (Headteacher, and Inclusive Education Co-ordinator) NASENCO (National Award of Special Educational Needs Coordinator)
Mr. R. Pantling	B. A. (Hons) (Deputy Headteacher)
Mrs. S. Bedford	B.A. (Hons)
Mrs. C. Bennett	B.A. (Hons) SENDCO (Special educational needs and Disability coordinator)
Mrs. N. Harris	B.Ed. (Hons)
Mr. A. Joseph	B.A. (Hons)
Miss A. Kemp	B.Ed. (Hons)
Mrs. E. Powley	B.Ed (Hons)
Mr. J. Sapwell	B.A (Hons)
Miss E. Shackleton	B.A. (Hons)
Miss A. Spence	B.A. (Hons)
Mrs. L. Stevens	B.A. (Hons)
Mrs. S. Tovey	B.A. and Cert Ed

### TEACHING ASSISTANTS:

Mrs. E. Adams	Reception
Mrs. S. Broad	Year 1
Mrs. N. Townsend	Year 2
Mrs. L. Harris	1:1
Mrs. M. Morris	Year 3/ 4
Mrs. C. Jackson	Year 5/6

### ADMINISTRATIVE STAFF:

Miss L. Dart	Senior Administrator
Mrs. W Bowen	Administrator
Mrs. J. Cox	Administrator
Mrs. R. Davey	Clerk to Governors

### MEALTIME ASSISTANTS:

Mrs. V. Foster	
Ms. E. Minker	

### PREMISES STAFF:

Mr. A. Milden	Caretaker
Ms. C. McRae	Cleaner

### CATERING STAFF:

Mrs. J. Cutler	Kitchen Manager
Mrs. E. Goodland	Catering Assistant
Mrs T. Retter	Catering Assistant
Ms. K. Oxford	Catering Assistant

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### GOVERNORS

Governors are representatives of the local community who give their services to the school. They are responsible for the conduct and direction of the school. They have specific duties and responsibilities in respect of the curriculum, discipline, finance, appointments and dismissal of staff, school premises, health and safety matters and pupils with special educational needs. They are also concerned with the character of the school and its relationship with parents and the local community.

The Governors' meetings are open to the public but the Chair reserves the right to ask the public to withdraw when certain confidential issues arise or when voting is taking place.

The following are the School Governors who serve for a period of four years:

Mrs R Ross	<a href="#">(Chair of Governors)</a> (Curriculum Lead)
Mr J Pulsford	<a href="#">(Vice Chair of Governors)</a> Co-opted Governor (Inclusion and Safeguarding Lead)
Mrs C Boulton	Headteacher
Mrs C. Doble	LA Governor
Mr L Jordan	Foundation Governor
Mr S Pedrazzini	Co-opted Governor
Mr A Pocock	Parent Governor
Mr J Stone	Co-opted Governor

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## ADMISSIONS

The Local Authority will endeavour to keep classes as low in pupil numbers as possible. If demand for places exceeds those available within our planned admission numbers, the Local Authority have adopted the following criteria for priority admission:-

1. Children who are in Public Care
2. Children living within the designated area, with a sibling who will be attending the school at the time of admission. The designated area is defined by the Local Authority (LA) and includes West Hill, part of Aylesbeare and Perkins Village.
3. Other children living in the school's designated area.
4. Children living outside the designated area with a sibling who will be attending the school at the time of admission.
5. Other children living outside the designated area.

NB:

1. If it is necessary to distinguish between children in a particular category, priority will be determined on the basis of distance between home and school as a direct line from the entrance of the property (residential dwelling) to the nearest available official entrance of the school (i.e. the shorter the distance, the higher the priority) except that in the case of children below statutory school age in category 2 and 3 only, priority will be determined by date of birth (i.e. the earlier the date, the higher the priority)
2. Priority may be given to the admission of a child for whom an exceptional medical or social justification is demonstrated, or for whom admission to the nearest alternative school, at which a place is available, would require unreasonable transport arrangements.
3. The Local Authority will confirm places in April each year.

### New Entrants to School

Children are admitted from September each year.

### Statutory school age

Your child must be in full-time education by the start of the term following their fifth birthday, but this does not mean that they have to be in education before this.

Schools in all areas of Devon offer admission for the beginning of the September term following a child's fourth birthday. This is known as a single point offer.

### Option for parents

When you are offered a place for September you have the following options:

1. Full-time admission to reception.
2. Part-time admission to reception up to the statutory school age.
3. Part-time attendance at a pre-school setting while deferring a place in reception.

You may not take a part-time place in reception and a free part-time place in a pre-school setting. Neither can you take a free full-time place in a pre-school setting. You can arrange for additional pre-school hours but you would have to pay for them.

### Deferred Admission

As a parent, you have the right to defer your child's admission until the statutory school age. If a summer born child defers till the following September, parents must make an application for a Year 1 place after the summer

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term. It is possible that this class may have been filled during the reception year and a place will not have been reserved.

### **Hours offered by West Hill Primary School**

If you decide to defer entry until January, your place will be secure and not offered to another child as long as you inform the school and the Admissions Team. Your child's place in reception is secure as long as everyone is kept informed of your decisions.

If you choose to go full-time from September, it is quite straight forward, with a short induction period for the child. Letters regarding our induction procedures will be sent out to you in June.

If you decide to send your child to school part-time, we offer 15 hours per week, which will be five mornings a week. There is no option to choose your preferred 15 hours. This is one area where schools make a decision and are required to keep to agreed times. It is important to point out that all schools in the Ottery St. Mary Learning Community (Feniton, Tipton St. John, Ottery, Payhembury, West Hill and The King's School) work collaboratively together and have all agreed to offer the same part-time hours each year. Once a decision has been made for the term it cannot be changed until the following term.

Please come and see a member of our Admin team and we will be very happy to help answer any questions or perhaps find the answer out if necessary. We offer a comprehensive meeting for new parents in the summer term and we very much look forward to welcoming you at that meeting.

Admissions should be made online directly to the Local Authority Admissions Department at:

[www.devon.gov.uk/admissionsonline](http://www.devon.gov.uk/admissionsonline) or telephone the helpline 0345 155 1019. There is also a hyperlink to the Admissions Department at County Hall on our school website. Please telephone the Headteacher or School Administrator on 01404 812599 if you would like to arrange a visit.

A meeting is held during the Summer Term for parents of pupils who are due to enter school as rising-fives during the following academic year. In order that the children may settle more easily into school, there is always an opportunity for them to come into their class in the mornings or afternoons during the term prior to entry.

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## GENERAL INFORMATION

### School Building

Our school provides outstanding accommodation consisting of a total of nine rooms, including two Elliott Medway classrooms, which are joined to the main building by a lobby. There are seven classrooms, a Computer Suite and a conservatory, access for the disabled, including wheelchair access into the building and playground via a sloping pathway, and a disabled toilet. There are two library areas for fiction and non-fiction, additional working areas for craft and cookery, a kiln and two hard-standing playgrounds, one of which can be used for netball, tennis, basketball and a variety of games. There is a modern Computer Suite, with twenty networked computers, and a networked computer in every classroom. There are eight Interactive whiteboards and projectors and the use of technology is well embedded in our learning and teaching. There are two tarmac areas with seating, which are covered with permanent canopies to provide additional outdoor play space whatever the weather. We have a woodland nature trail, a heathland area and several environmental garden areas. There is an outdoor classroom, a 'Mediterranean', climate change Garden, Forest School areas, a Woodland Walk, and an excellent pond area 'classroom' for further outdoor learning. There are beautiful and spacious grounds, a levelled playing field, a range of trees, shrubs and flowers that demonstrate the abundance of native species, and areas for the children to sow and cultivate plants. The grounds are quite simply second to none. The play areas and outdoor learning facilities have been developed considerably during the last few years and the school has developed itself as a Forest School.

### The School Day

The morning session is from 8.55 a.m. to 12 noon (12.15 for Key Stage 2 children) and the afternoon session from 1.15 to 3.30p.m. Morning break is from 10.45 to 11.00 a.m. (10.30 to 10.45am for Reception and Year 1) and the afternoon break from 2.15 to 2.30p.m. This means the total number of hours spent teaching, excluding break times and lunchtimes, is approximately 21 per week (23.5 hours for Key Stage 2 children).

Children should arrive at school by 8.55 a.m., when the morning whistle is blown, and they should leave by 3.40 p.m., unless under the pre-arranged supervision of a teacher.

Year six children who have completed the Cycling Assessment Training Scheme may cycle to school and leave their bicycles on specially provided cycle racks during school hours, but the Headteacher cannot accept responsibility for any loss or damage incurred.

### School Transport

There is a bus running each morning and evening from the village of Aylesbeare to the school, with several pick-up points. Registers are kept at the school of all those children who take the bus. Please ask the school office, for further details.

A healthy alternative is to walk to school.

Some children choose to cycle or 'skoot' to school under parental supervision. This is another healthy alternative which we encourage you to consider. But, if you have to use your car, please consider **car sharing** as an environmentally friendly option. Find out who lives nearby and share the school journey. The fewer cars we have arriving at school, the safer the children will be.

The Authority has a policy on the provision of free school transport. It provides, for example, free school transport where a pupil lives beyond the agreed statutory distance. The statutory distance is defined as two miles for children up to eight years of age and three miles for those aged eight and over. To qualify, the

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statutory distance is measured by using the shortest available route between the home and the school that serves the home address.

Some pupils may be given free transport even where they live within the distance for special reasons, e.g. medical grounds. It is a parental responsibility to arrange for children to travel in safety between home and picking up and setting down points.

Where the Authority is not obliged to provide transport including where parents choose a school other than that which serves their home address, it is the parents' responsibility to make arrangements for and meet the costs of travel between home and school. Where spare seats on the County Council's school transport vehicles or contractors' vehicles are available, these may be occupied by children not entitled to free school transport on the purchase of a concessionary ticket. Adequate warning will be given to parents should the concession need to be withdrawn. The present cost of concessionary seats on County Council vehicles are variable and can be found on Devon County Council's website.

If parents are unhappy about a decision on the implementation of this policy, they may consult their local County Councillor with a view to appealing to the School Transport (Appeals) Sub-Committee. Further information is available from the Area Education Officer: 01392 383960 or 383956.

### **School Uniform and smart appearance**

Our School Uniform is important to us. It is one way in which we identify ourselves as a school family. Smartness and high standards of appearance are expected at all times.

#### **Uniform**

Light grey trousers, pinafore dress or skirt or green and white checked-style summer dress. (All "school wear" design). White 'polo' shirt, or 'polo' jumper. Polo shirts with the school logo are also available. West Hill Primary School sweatshirt, with embroidered school logo, available from Thomas Moore in Exeter.

#### **Outdoor clothing**

Children should bring a coat to school each day, apart from during the hotter weather. Smart, showerproof, jacket-style coats, with embroidered school logo, are available to purchase from Thomas Moore in Exeter, if you wish.

#### **Footwear**

Low-heeled black shoes suitable for active play.  
Plain green, black, grey or white socks or tights.

#### **P.E. and Games Kit**

Boys and girls wear green shorts, a plain white t-shirt and black plimsolls. These should be kept in a shoe bag. (Strong green kit bags, with the school logo, are available for a small price, from Thomas Moore in Exeter). Plimsolls or trainers should not be worn in class. Smart, non-uniform tracksuits may be worn in the winter for outdoor P.E. and sports. Children in Years 5 and 6 may bring in home sportswear for our lunchtime clubs.

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## **Bags and belongings**

All children, when they start school should have a green, briefcase-style book bag for carrying their reading books, pencils and belongings, are available from Thomas Moore in Exeter.

## **Fashion Items/Other**

If ears have been pierced, stud earrings may be worn, but should be removed for P.E. Children come to school to learn. We believe that fashion items are best kept for home, and for reasons such as health, safety and inclusion, fashion accessories such as make-up, nail polish, hair gel, hair braids, jewellery other than stud earrings and watches, should not be worn. Appropriate 'legionnaire' style sunhats should be worn outside during sunny weather, not bandanas, and for reasons of smartness and health and safety, long hair on both girls and boys, should be tied back neatly, with plain or green/white checked bands or 'scrunchies'.

## **Clubs and Activities**

There is a wide range of activities available for children at lunch times and after school. These include football, netball, drama, tag rugby, art, French, music, orchestra, choir. Many of these activities are free of charge. If an after school activity has to be cancelled at short notice, children will be looked after inside the school by the 'round table', until they are collected by a parent.

## **Music Tuition**

It is possible to arrange for children in Key Stage 2 to learn to play stringed, woodwind or brass instruments. Parents should contact the office if they would like further details, including costs involved.

## **School Trophies and Records of Achievement**

Each half term a number of trophies are awarded to a variety of children throughout the school. Each child has a yearly Record of Achievement on which such awards are noted, as well as involvement in school and out-of-school clubs and activities, achievements in swimming, punctuality and attendance, and any projects undertaken during school holidays. Certificates are distributed regularly by each class teacher for effort, kindness to others and good work, and Headteacher Awards are given to children, staff and parents, on an ad hoc basis for particular merit in different areas.

## **Educational Visits**

Parental permission is always required before children are taken on educational visits. Parents may be asked to make voluntary contributions towards the full cost or part cost of the activity. The rest of the money may be raised from school funds. The activity will only be carried out if sufficient contributions/funds are available. In addition, a letter is sent out at the beginning of each academic year asking parent's permission for children to be allowed out of the school grounds to carry out curriculum related activities in the local area, such as work related to geography, visits to the local church or swimming in Sidmouth (Year 3 only).

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## WELFARE

### School Meals Service

School meals, which can either be a cooked or a packed lunch, are eaten in the adjacent Village Hall. We operate an online payment system. At present dinners cost £2.50 per day, £12.50 per week. When a child requires a cooked lunch, they will select the meal in the classroom at morning registration on that day. Meals are cooked on the premises and supplied by Devon Norse who offer a healthy menu.

Free School Meals can be awarded to children whose parents are in receipt of Income Support/Job Seeker's Allowance. Please apply online: <https://oneonline.devon.gov.uk/ccscitizenportal>

If a meal is cancelled after 9.30 a.m. through illness or other reason no refund can be made.

### School Health Service

- To promote good health in the school age population.
- To carry out health checks on all children, and to provide advice and information to parents, children and teaching staff on health related matters, when required.

In East Devon, the School Health Nursing Team consists of a number of part-time trained nurses and nursing assistants, who each cover a range of primary and secondary schools.

Each school has a "named" nurse who will be their first point of contact with the team. Our School Nurse is **Michelle Perryman**. She is responsible for ensuring that all children are offered screening and further care and support if necessary.

The School Health Nurse is not the primary contact for first aid in school, although she will, of course, respond in an emergency if on site and will provide advice and support where appropriate. All staff are trained in basic First Aid in the Workplace, and one of our Learning Support Assistants is the named First Aider. Three members of staff are trained in Paediatric First Aid.

The School Administrator can give you information as to when the School Health Nurse will be attending the school, or alternatively, where she can be contacted.

### School Health Programme

Standard hearing assessment, recording of height and weight at school entry (usually during the first school year). Some children will also be invited to attend a health interview (with parent) when health will be discussed in more detail. All screening is carried out after obtaining consent from parents/carers, who will be informed of results, and, if necessary, appropriate referrals will be discussed.

The next health interview takes place after entry into Secondary School. For further advice, including retests of hearing and vision, the child will be referred to the appropriate service.

In addition, in accordance with the Government's drive to improve the nation's health, the height and weight of children in Year 6 are recorded by the health team during the Summer Term, subject to parental permission. A letter is sent out from the school office to parents of children in Year 6.

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### **The School Council**

We have an active School Council at West Hill. Elections for Class Councillors take place each year. Candidates prepare a presentation to their Class before they are elected. The very young children in Reception Class and Year 1 also prepare and present their ideas. Fortnightly meetings are held with the representative Councillors from each class.

The children are always very keen to help improve playtimes and they monitor carefully the use of our great variety of playtime games, all of which have been chosen by the children themselves and purchased by our fantastic PTFA. The School Council and Year 5 work with one of our Learning Support Assistants to ensure that the weekly rotas for the playground games are followed and the games are well used.

The School Council representatives are involved in a number of activities which require decision-making, as are all the children in the school.

The School Council organise an effective and fair school dinner rota, approved by all. Classes 4 and 6 created our indoor and outdoor murals and the two mini-beast 'hotels' in our grounds. The children are also involved in our School Travel Plan for which we have received several awards. They work on road safety issues. The School Councillors discuss health and safety matters and how we can make our school even better. The School Council also supports the work of the Eco Action Team by helping with energy-saving campaigns and is involved in the appointment of some teaching staff.

### **Our Buddy System**

We have an excellent 'buddy' system in the school. Children in Year 6 are 'buddies' for the new children in Reception Class. Once the children arrive in school, their 'buddies' help to look after them at playtime, and carry out paired reading, writing, drawing, role-play, computer or mathematical activities with them periodically, both in and out of curriculum time. We extended this system to include 'playtime support buddies' and 'circles of friends' to help with friendships and to deal with issues that may arise at playtimes from time to time. This works particularly well. The system gives the children greater independence and opportunities to take on different responsibilities.

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### Absence

Attendance at school is required by law, and children should be kept at home only when ill. A phone call on the first day of absence is required. If this is not done, the child's absence will be recorded in a register as 'unauthorised', which puts it in the same category as truancy. The school should be kept informed of a child's progress during long absences, for example absences of more than a week.

The school may also make a phone call to your home on the morning of any absence just to check with you that everything is alright.

**Holidays in term time should be avoided to avoid disruption to the children's education. Holidays in term time will only be authorised in exceptional circumstances.**

### Emergencies

Please ensure that appropriate telephone numbers of your whereabouts during the day are given to the school, especially if you are not at home. This will enable us to contact you, or another responsible person, if an emergency occurs.

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## **THE CURRICULUM**

West Hill Primary School provides a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school, and prepares them for the opportunities, responsibilities and experiences of adult life. The curriculum aims to develop children into independent life-long learners, who are fully in charge of their own learning and who possess many key life skills to assist them throughout their lives.

The school's Curriculum Policies and Schemes of Work outline the manner in which Religious Education and the National Curriculum subjects are taught to all the children according to their age and capabilities. Curriculum Plans in each subject are available for parents to see on the school website.

## **LEARNING IN THE EARLY YEARS FOUNDATION STAGE**

When children start school in Reception Class, they follow the Early Years Foundation Stage Curriculum. There is a strong focus on developing partnerships with parents in the learning process. The school makes on-entry assessments and uses records received from our independent Pre-School and other early years settings to provide important information on each child's stage of development. During each term, the Early Years Foundation Stage Profile is used as an assessment tool to move the children forward in their learning. At the end of the Reception year, the Profile is used as a basis for each child's school report.

At West Hill Primary School, our aim is to provide high quality education in the Early Years Foundation Stage which will make a positive contribution to children's early development and learning and which will help them to become truly independent, life-long learners. We consider that the early years are critical in children's development, and we believe that the foundation stage is about developing key learning skills such as listening, speaking, concentration, persistence and learning to work together and co-operate with other children. It is also about developing early communication, literacy and numeracy skills that will prepare young children for Key Stage 1 of the National Curriculum.

At the heart of our curriculum, is the development of the 8 critical skills of: problem solving, decision making, critical thinking, creative thinking, communication, organization, management and leadership; and the 7 fundamental dispositions of: ownership, self-direction, quality, character, collaboration, curiosity and wonder and community.

A key part of the foundation stage curriculum is based around well-planned play, both indoors and outdoors. Play is an important way in which young children learn with enjoyment and challenge. Through play they can, explore, make sense of the world, practise and build up ideas and skills, learn self-control and the need for rules, be alone or with others, take risks and make mistakes, think creatively and imaginatively, communicate, investigate and express their fears or anxieties in a safe environment.

The early years foundation stage curriculum focuses on three prime areas which are most essential for children's healthy development:

- Communication and language
- Physical development; and
- Personal, social and emotional development

As children grow, the prime areas help them to develop skills in four specific areas. These are:

- Literacy
- Mathematics
- Understanding the world; and
- Expressive arts and design

### **THE NATIONAL CURRICULUM**

Children in Years 1 – 6 follow the National Curriculum. The subjects are:

- English
- Mathematics
- Science
- Computing
- Design Technology
- History
- Geography
- Art
- Music
- PE
- PSHE/Citizenship
- A Modern Foreign Language (Years 3 – 6). At West Hill, this is French.

Teachers use a range of teaching styles, including whole class, group and individual teaching, according to the needs and abilities of the children and the subjects being taught.

West Hill Primary School provides a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school, and prepares them for the opportunities, responsibilities and experiences of adult life. The curriculum aims to develop children into independent life-long learners, who are fully in charge of their own learning and who possess many key life skills to assist them throughout their lives.

The school's Curriculum Policies and Schemes of Work outline the manner in which Religious Education and the National Curriculum subjects are taught to all the children according to their age and capabilities. Curriculum Plans in each subject are available for parents to see on the school website.

#### **1. English**

Language is the means by which we think and communicate and is the tool we use in every area of the curriculum. We aim to equip all our children with the skills and positive attitudes to become creative and independent thinkers and to become learners for life within an ever-changing world. English is at the forefront of our priorities as a means of impacting on a broad and balanced curriculum.

The National Curriculum consists of four strands: Spoken Language, Reading, Writing and Spelling, Vocabulary, Grammar and Punctuation.

- Listening skills are essential if a child is to make optimum progress in other areas of language: speaking, reading and writing. Children need to be competent in the skills of verbal communication and Speaking and Listening skills are an essential foundation for reading and writing.

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- Children begin to read using phonics and a variety of graded books. We endeavour to instil a lifelong love of reading in our children and we encourage them to take books home so that they can share that pleasure with their parents. They are also taught how to use books to research information, and an acquisition of study skills is an essential element in the projects we teach.
- Pupils learn how to write with confidence, fluency, imagination and accuracy by orchestrating their knowledge of context and composition, grammatical knowledge and knowledge of phonics, word recognition and spelling strategies. We believe that writing should be purposeful, rich and enjoyable for all.

## 2. Mathematics

Great emphasis is placed upon the need for children to understand the basic processes of mathematics. Mathematics in the National Curriculum consists of three strands at Key Stage 1: Number, Measurement and Geometry, with the addition of Statistics at Key Stage 2.

The National Curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Mathematical skills are further developed through the use of computing, investigative work and problem solving. Mathematical investigations form an important part of teaching across the school, but particularly at upper Key Stage 2. 'Setting' takes place in Mathematics at Key Stage 2, within Years 5 and 6. This has proved to be very effective in giving confidence and additional support to those who find the subject difficult, whilst stretching and challenging the more able.

## 3. Science

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Pupils are taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

The aims are to develop scientific knowledge and conceptual understanding; develop understanding of the nature, processes and methods of science through different types of scientific enquiries that help them to answer scientific questions about the world around them; to be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

At West Hill Primary School, we believe that the process of acquiring knowledge through scientific enquiry provides an important way for children to develop their independent learning skills and the use of other skills that can be transferred across the school curriculum. For example, it provides a platform for the development

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of investigative, interpretive and evaluative skills, as well as critical thinking skills. Great emphasis is, therefore, placed on scientific enquiry.

## **4. Design and Technology**

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

The aims are to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world; build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users; critique, evaluate and test their ideas and products and the work of others; understand and apply the principles of nutrition and learn how to cook.

Through designing and making, children tackle a wide range of issues, drawing up a broad base of knowledge, skills and values. Design and Technology recognises the importance of 'knowing how' as well as 'knowing that'.

## **5. Computing**

The emphasis is now on changing children from being 'users' of technology to 'creators' of technology. Through the teaching of the computing curriculum we endeavour to develop the skills and capabilities of the next generation of computing creators, innovators and programmers - something that industry professionals have been requesting for years.

The computing curriculum is divided into three areas: computer science (CS), information technology (IT) and digital literacy (DL). We offer a broad and balanced curriculum that covers all three. Some areas are taught discreetly whilst the information technology area is often embedded in other lessons to give a cross-curricular approach and to set a context for the activities.

Online safety is taught across all units, but is also reinforced during the week of Safer Internet Day each February.

The school has a computer network system, operated by a central file server. The network system is available all the time for the children to follow the Computing Programme of Study and to enrich and develop other curriculum areas. All the computers are networked and children have their own password protected log-on and file space. Once logged on, they have access to shared files and the Internet and the latter is protected via the South West Grid for Learning filtering system. The school has a robust and frequently re-visited policy and Code of Conduct for use of the school system and the Internet. It is understood by all the children and is very visible throughout the school.

Children also have passwords to use Purple Mash and Espresso. These are extensive areas for learning which the children can also log into at home, therefore they can show their families their work and can continue projects if they wish to.

The school has its own website, which is regularly updated and includes samples of work undertaken by the children. Each classroom is fitted with an interactive whiteboard and projector; this means that computing is fully embedded into the whole curriculum, which impacts positively on teaching methods and caters for a wider range of learning styles.

## **6. History**

The National Curriculum aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative;
- Know and understand significant aspects of the history of the wider world;

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- Gain a historical understanding of abstract terms including 'empire', 'civilisation', parliament' and 'peasantry';
- Understand historical concepts such as continuity and change, cause and consequence;
- To understand the methods of historical enquiry including how evidence is used to make historical claims.

We teach these aims through the following areas of study:

For Key Stage 1:

- 1) Changes Within Living Memory
- 2) Events beyond living memory that are significant nationally or globally
- 3) The lives of significant individuals in the past who have contributed to national and international achievements
- 4) Significant historical events, people and places in their own locality.

For Key Stage 2:

- 1) Changes in Britain from the Stone Age to the Iron Age
- 2) The Roman Empire and its impact on Britain
- 3) Britain's settlement by Anglo Saxons and Scots
- 4) Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- 5) A local history study
- 6) A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 7) The achievements of the earliest civilisations
- 8) Ancient Greece
- 9) A non-European study that provides contrast with British history.

We use a wide variety of resources to enhance children's learning, including artefacts and the Internet.

Wherever practical, school trips to museums or local interest sites are arranged, and children are encouraged to bring in artefacts and books from home to show their peers.

### **7. Geography**

The National Curriculum aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places
- Understand the process that gives rise to key physical and human geographical features of the world
- Are competent in the geographical skills of collecting, analysing and interpreting a range of data, interpreting a range of sources of geographical information, and communicating a range of geographical information in a variety of ways.

The National Curriculum requires that geographical skills are taught through studies of: Locational Knowledge, Place Knowledge, Human and Physical Geography, Geographical Skills and Fieldwork.

We teach these through the following areas of study:

For Foundation Stage and Key Stage 1: The School Environment, Routes and Journeys, Seasons and Weather, India, The United Kingdom and its Countries, An Island Home.

For Key Stage 2: Where in the World am I?, Settlements, The River Nile, Mexico, Greece, Coasts, Rivers and the Water Cycle, Mountains, Volcanoes & Earthquakes.

We use a wide variety of resources to enhance children's learning, including books, photographs, atlases, maps and globes, artefacts, the Internet. Class teachers often arrange visitors to talk about different countries.

Fieldwork takes place as much as possible, both in the school grounds and the local area.

## **8. Art and Design**

The National Curriculum in Art and Design has four aims for both Key Stages:

- 1) To produce creative work, exploring children's ideas and recording their experiences;
- 2) To become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- 3) To evaluate and analyse creative works using the language of art, craft and design;
- 4) To know about great artists, craft makers and designers, and understand the historical and cultural developments of their art forms.

By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the programmes of study. As a school this is achieved by having schemes of work for each year group that engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create works of art, craft and design that both include the art programmes of study as well as cross curricular links with subjects such as History, Geography, Science and Literacy.

Our 3 Arts Mark Gold awards (2007, 2010 & 2013) recognise the school's promotion of Art and Design through its involvement with DAISI, visiting artists, theatre groups and school clubs, as well as involving the children in community art projects, school productions and the celebrating of all forms of children's art around our school and grounds.

## **9. Music**

The National Curriculum in Music has three aims for both Key stages:

- 1) To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions;
- 2) To learn to sing and use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence;
- 3) To understand and explore how music is created, produced and communicated.

By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the programmes of study. As a school this is achieved through the use of a music scheme that engages, inspires the children to develop a love of music and their talents as musicians, and so increase their self-confidence, creativity and sense of achievement.

The school promotes visiting teachers for extra-curricular tuition in stringed, brass and woodwind instruments. In addition to the optional peripatetic instrumental lessons, all children have the opportunity to learn to play an instrument through whole class teaching of percussion, recorders, ocarinas, xylophones and toots.

The school has a very successful after-school orchestra and children can also attend the Devon Youth Orchestras when they achieve a certain standard. There is a school choir and Key Stage 2 children are members of the Teachers Rock Youth Choir. Concerts involving Music, Dance and Drama take place at Christmas and in the summer Term.

Music forms part of school and class assemblies, our Christingle and Easter Service. We make the most of Wider Opportunities funding within our Learning Community of schools to provide additional instrumental and vocal learning for the children in Key Stage 2.

## **10. Physical Education**

Every class is taught PE twice a week and lessons cover a range of skills and games. All children are taught gymnastics, dance and a wide range of games which include net and wall games, invasion games, and striking and fielding games.

During the summer term more emphasis is placed upon athletic development. Children in Year 3 also take part in weekly swimming lessons during the Autumn term. In the Summer term we hold a fantastic sports event with all children taking part. We work closely with the Ottery St. Mary Schools Sports Partnership and this

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allows the children to have access to competitive games against other schools as well as developing team skills including fair play. There is a wide range of after-school clubs in which children are able to participate either through the partnership or run by staff, parents and/or outside agencies at school.

### Outdoor Education

Each year, pupils in Y6 are taken to stay at one of the Devon Residential Centres for a week. This experience is of great value to the children on a personal and social level, and is the source of useful learning in outdoor and adventurous pursuits and other aspects of education such as team building. Children learn the skills for participating in such activities as abseiling, climbing and archery, and they set their own personal goals and challenges. They encourage each other brilliantly and a terrific team spirit prevails. The teachers, governors and parents who accompany them thoroughly enjoy their week as well! The children in Year 5 take part in an alternative adventure week in which they go on day trips to a variety of venues such as Haven Banks and @Bristol.

### **11. Religious Education**

A daily act of worship takes place and children receive religious education unless their parents request that their child should be wholly or partly excused from either or both of these activities. Any such request should be made to the Headteacher. The school uses the Devon Agreed Syllabus in the teaching of RE.

### **12. Collective Worship**

At West Hill Primary School the principles of all assemblies/collective worship are that they should be inclusive, educational and spiritual and contribute to the moral, social and cultural development of children. They include worship and Christian worship and are seen as special times when children can feel secure, relaxed and part of a school family and community. Assemblies/collective worship are pupil-centred, related to pupils' own experience and concerns. They acknowledge diversity, and encourage participation. Pupils are expected to listen carefully and respond when asked, in interactive discussion. They may read prayers or scripture or stories and poems related to a particular theme. They may take part in simple role play or activities involving artefacts brought in by the Headteacher or other teachers. Visitors are sometimes invited to lead assembly, such as Mac, our local Vicar, with whom we have excellent links.

Assemblies have a purpose and relate to our values. They are consistent with the aims of West Hill Primary School and advance pupils' learning. Parents are invited to attend class 'Sharing Assemblies' on Friday mornings. It is stressed that these are not performances but provide an opportunity for the children to celebrate some of their work and achievements in front of the school and their parents, whilst carrying out their daily collective act of worship.

There is a Reception Class, Year 1 & 2 Nativity play held at Christmas. A Christingle Service takes place in the local Church each year for Years 3 and 4.

### **13. Health Education, Personal, Social and Citizenship**

The school keeps the five outcomes of the Government document 'Every Child Matters' together with its 'Healthy school', 'Artsmark Gold' and 'Forest School' ethos and its own Vision and Values, at the heart of all teaching and learning.

The children are taught about healthy lifestyles, including the need for regular exercise and healthy eating. Our healthy school ethos promotes the benefits of healthy living. Children feel safe and secure to approach teachers or other adults in school if they are unhappy or have a problem, and child protection and safeguarding procedures within school are rigorous. The curriculum is rich and varied for enjoyment, and all achievement is celebrated. All the children's contributions to school life are highly valued and 'doing our best' is encouraged at all times, for now and for future economic well-being. The children are helped to have an understanding of

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basic economic ideas and an awareness of economic aspects of everyday life today and in the past, through different curriculum areas.

Adults lead by example, treat each other with respect and teach the children to do the same. Good manners, courtesy, a cheerful smile and consideration for others are encouraged at all times. Lessons are given and activities such as 'Circle Time', Social Skills groups and Pupil Conferencing are used to develop the whole child. Included in the teaching of self-awareness are ways of understanding and coping with emotions. Areas of study and work in Religious Education, drama and literature provide useful insight in this work.

During the primary school years children move from dependence on others towards independence, and the school helps pupils to begin to acquire and understand principles of democracy and duties of citizenship, providing them with opportunities and incentives to participate in all aspects of school life. The school has a very strong moral code and children learn about what is right and what is wrong. They are taught about rights and responsibilities and are encouraged to develop and express opinions on important moral and social issues. They are taught how to become good citizens in today's ever-changing world.

### **Sex Education**

Sex and relationship education is an integral part of our Personal Social and Health Education programme, an area which is considered important and valuable throughout the school. Sex and relationships education takes place in each class throughout the school through 'Growing Up With Yasmin and Tom' (a resource created by the Family Planning Association.) We believe that sex and relationship education is an ongoing process, which should start in the home and continue at school. This process should happen in partnership with parents. A positive effort is made to inform and involve parents and to provide advice where appropriate. Parents are given the opportunity to see the teaching materials that are used in the classroom, if they wish.

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. The school's programme, embedded within the Personal Social and Health Education curriculum, helps children to respect themselves and others. The programme is tailored to the age and the physical and emotional maturity of the children, and is delivered by the school staff.

Parents have the right to withdraw their children from all or part of any sex education provided, but not from the biological aspects of human growth and reproduction provided under National Curriculum Science. However, any parent wishing to withdraw their child should have the overall importance and relevance of such a programme emphasised to them. The school's policy document on 'Sex and Relationship' Education is available from the Headteacher.

### **Race Relations and Equal Opportunities**

Our intention is to enable all children to reach their full potential and to ensure equality of access to a broad and balanced curriculum. We aim to create an atmosphere in the school within which prejudice, discrimination and stereotyping of all kinds can be challenged and eliminated, to prepare pupils for life in a multicultural and pluralistic society and to develop a positive and caring attitude towards people of all communities, races and religions. A whole-school approach is used to promote racial equality and eliminate racial discrimination.

West Hill Primary School publicly supports ethnic, cultural, religious, linguistic and social diversity and actively fosters good personal, community and race relations. Diversity is recognised as having a positive role to play within the school and the school recognises the importance of language to a person's sense of identity and belonging. Racial discrimination is not tolerated in West Hill Primary School.

Children are taught that, nowadays, people in Britain come from a variety of cultural backgrounds and ethnic origins and, as such, might have their own distinct language, religion, and culture – including such aspects as dress, food, music, literature and customs. We aim to help children to develop the necessary knowledge, understanding, skills, attitudes and tolerance with which to play a full and active part in our multicultural society.

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## **British Values**

At West Hill Primary we understand that the society we live in is diverse and therefore, our curriculum and life within school reflects this. For our pupils, we aim to continually weave the thread of social, cultural, moral and spiritual British values throughout day to day school life. We aim to build a community that is cohesive and that challenges any ideology that seeks to undermine that cohesion. Underpinning this are the values and understanding of democracy, law, individual liberty, respect, tolerance, tradition and heritage. The 'Equality Act 2010' protects all individuals from discrimination and it is the schools duty to ensure that all individuals have equal access and opportunity to all that is on offer. Funding, including that for pupils with special educational needs and disabilities (SEND) and disadvantaged pupils, is used to target inequalities, to ensure equality.

## **Community Cohesion**

At West Hill Primary School, we consider that this is a fundamental part of our role and that we work continuously to promote community cohesion, and continue to build on our existing good practice in the light of this duty. Community cohesion means nurturing links between different ethnic or religious groups and tackling various forms of discrimination. The DfE guidance states, 'The main focus of the duty is cohesion across different cultures, religious or non-religious, ethnic and socio-economic groups.'

At West Hill Primary School, we work to ensure that our children are educated about the diverse make-up of British Society. We do this through our stated ethos, Mission and Aims and through the curriculum and extended services we provide. We are working to build further links with other schools and communities in order to promote a common sense of identity and to show children how different communities can be united by shared values and common experiences. For example: we have a partner school in the Solomon Islands, Melanesia, which we support in a number of ways as well. Our Eco Action Team works with the local community on road safety and other local initiatives.

## **Drugs Education**

West Hill Primary School values Drugs Education as part of our holistic view towards Health Education and it is therefore a vital part of our approach and commitment to being a healthy school. We provide a planned Drug Education Programme as part of our Science, PSHE and Citizenship curriculum to inform and educate pupils about the consequences of drug use and misuse, including the use and misuse of alcohol. Unauthorised drugs are not acceptable in West Hill Primary School and our first concern in managing drugs is to safeguard health.

## **14. Environmental Awareness, Eco-Schools and Forest School**

The children are helped to understand the natural systems of the Earth, to develop positive and responsible attitudes towards those systems, and to consider the consequences upon the environment of their own and others' actions and decisions. Paper is saved for recycling and we have a compost bin for raw organic materials. The school has attained 'Eco-School Green Flag Status' four times and gained its award as a 'Healthy School'.

The school works with the RSPB, local businesses and garden centres, and has developed a woodland trail and heathland area as well as other environmental areas, in the grounds. Our School Travel Plan encourages walking to school, for environmental health as well as exercise.

## **Forest School**

Reception Class and Year 1 participate in weekly activities under the direction of their class teachers and Mrs Broad, who is a qualified Forest Schools practitioner. Activities take place on site in our outdoor classroom and in the Woodland Walk and include making environmental works of art, identifying and naming leaves and plants and building shelters for mini-beasts. The philosophy of Forest Schools is to encourage and inspire through positive outdoor experiences. Children have the opportunity to learn about the natural environment,

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how to manage risks safely, and to use their own initiative to solve problems and co-operate with others. Children use full sized tools under very close supervision, play, learn boundaries of behaviour, both physical and social, establish and grow in confidence and self-esteem. We are working to extend our Forest School learning to other classes across the school.

### **15. Modern Foreign Languages**

Our school has a strong commitment to the teaching of primary languages. Formal French teaching takes places at Key Stage 2. French is taught by a designated language teacher in Years 4, 5 and 6, who has created a scheme of work based on the Framework for Languages and new KS2 curriculum Programme of Study objectives.

Children's work is displayed throughout the school and we have a designated display for correspondence with our French partner school in Pont L'Eveque. European Languages Day is celebrated in September, with a special assembly and activities throughout the day to raise awareness of our world's rich and diverse culture. The school works with the other five schools in the Ottery St. Mary Learning Community on joint languages programmes of learning, transition and assessment. Lunchtime KS1 French Clubs also take place throughout the year.

### **Children who are gifted and talented**

The school has a detailed policy for the provision of Gifted and Talented Pupils and different resources are kept centrally by the Headteacher or by the appropriate class teachers. Teachers employ a variety of differentiation strategies to cater for a range of abilities within each class, and all children are challenged appropriately, according to their ability.

### **Children with special educational needs and disabilities**

West Hill Primary School is an inclusive school. We aim to provide the very best education for all our pupils within all our available resources. We are committed to offering an inclusive curriculum to ensure the best possible attainment and progress for all of our pupils whatever their needs or abilities. We want all pupils to have full access not only to the taught curriculum, but also to our out of school enrichment activities and all pupils are encouraged to participate in the range of clubs and sports we provide. Furthermore, all pupils are involved in reviewing their learning experiences, evaluating their progress and actively planning their learning. We do not discriminate in any way against any pupil seeking admission and are committed to making reasonable adjustments which are in the best interests of the child and our school community in order to meet the needs of all our pupils. Once pupils are at the school, our aim is to provide the best possible learning experiences for all; this includes giving additional support to individuals or groups of pupils who require something extra to meet their needs. This may range from in-house intervention support for reading, spelling or maths, for example, to enlisting support from outside agencies such as our Educational Psychologist, Speech and Language Therapist, Behaviour Support Team, Communication and Interaction Team, Social Care and a variety of other local support services. We have an excellent relationship with all local services with whom we work closely and we also work closely with other schools within our Local Learning Community network to enable us to share good practice and expertise.

Children's different needs will be met through flexible and varied provision. Such provision will enable children with Special Educational Needs or Disabilities (SEND) or medical conditions, at any stage, to have the same opportunities of access to the full curriculum, with modification and support as necessary, as well as access to the same facilities and activities as those children without Special Educational Needs, Disabilities (SEND) or medical conditions.

The person responsible for managing West Hill Primary School's provision for children with Special Educational Needs and Disabilities is our Special Educational Needs and Disability Co-ordinator (SENDCo), Mrs. Bennett.

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Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but our policies cover all of these pupils. Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area.

We aim to involve all members of the school community in decision-making and policy development. We regard staff, parents and pupils as undertaking a joint enterprise to make learning exciting and positive for all of us. We are all members of a team working co-operatively to this end and we value very highly the expertise of our parents and carers in the education process.

The specific objectives of our SEND and Inclusion policies are as follows:

- to ensure that all learners make the best possible progress, achieve their potential and are enabled to do their best in all areas of their learning
- to provide a broad and rich curriculum to meet the needs and abilities of all our pupils
- to identify pupils with SEND and ensure that their needs are met
- to ensure that children with SEND join in with all the activities of the school, as appropriate to their needs
- to ensure parents/carers are informed of their child's special needs and provision and that there is effective communication between parents/carers and school
- to ensure that learners express their views and are fully involved in decisions which affect their education and learning
- to promote effective partnership and involve outside agencies when appropriate.

Further information and support services parents/carers can access in Devon:

### **THE LOCAL OFFER**

In order to ensure that our parents and carers are fully informed about what is available for children with SEND, we have provided links to some websites, including the **DEVON LOCAL OFFER** website which we strongly recommend that you access and which we hope you will find helpful:

Devon Local Offer Website: <https://new.devon.gov.uk/send>

Devon Parent Partnership website: [www.devonias.org.uk](http://www.devonias.org.uk)

### **The disability discrimination duties:**

There are two key duties involved in ensuring that schools do not discriminate against disabled pupils. These are:

- Not to treat disabled pupils less favourably, without justification, for a reason which relates to their disability
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (reasonable adjustments duty).

### **Planning duties**

Schools are required to draw up accessibility plans that address three distinct elements of planned improvements in access for disabled pupils:

- improvements in access to the curriculum;
- physical improvements to increase access to education and associated services;
- improvements to the provision of information in a range of formats for disabled pupils.

West Hill Primary School has a detailed accessibility plan, linked to its Disability Equality Scheme.

Many children experience some difficulties at some stage in their learning or behavioural development, but when these difficulties are sustained there follows a course of action which is outlined in the School Policy for

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Children with Special Educational Needs and Disabilities which is available on the school website or upon request at the school.

### **Assessment**

Continuous assessment of children's work is undertaken, and individual records kept. A variety of tracking data is used to move children forward in their learning and to provide information on their progress.

There are formal Standard Assessment Tests and Tasks at the end of Years 2 and 6 (at the ages of 7 and 11), and tests in English and Mathematics at the end of Years 1, 3, 4 and 5. Ongoing assessment is used in the Early Years Foundation Stage using the Early Years Foundation Stage Profiles, and in Year 1, children's phonic ability is tested through the statutory Year 1 Phonics Screening Check. SAT results are analysed in depth, forming a basis for future learning and target setting. In-house assessments in Science, Computing and some of the foundation subjects are used to assess progress at the end of Units of work. The school uses a method of assessment called School Pupil Online Tracker.

### **HOMEWORK**

We believe that children come to school to learn and it is expected that they should work hard during their time in the classroom. We also believe that homework reinforces the children's learning as well as developing their independent learning skills which are so important in our ever-changing world. Therefore, children are asked to complete specific homework tasks which will be based on their classroom learning. This may include an English or maths task, or a piece of research work related to one of their projects. A detailed chart of the expectations in terms of task and time allocations for each Year Group is obtainable on our school website, and is sent out with the weekly newsletter at the beginning of each year. It is also available on our school website. Our 'Home and School Books' are used to keep a record of each homework task and may be used to record any relevant comments such as praise for excellent work or a note of difficulties encountered, to enable parents and teachers to work together.

Children will also be expected to learn addition, subtraction and multiplication facts and will at the appropriate stage be given spellings to learn each week.

At West Hill, we pride ourselves on the high standards of reading achieved by our children, and on the children's genuine love of reading which we would wish to encourage at all times. We greatly value the time spent on developing their reading at home. Therefore, children are encouraged to take home books to read, as outlined in the section on English above, and in this way parents can help to develop their children's reading. We emphasise that parents should both read to and with their children. Learning to read is not something to be rushed and should not become a race through our reading schemes. Reading for meaning is an essential skill for lifelong learning: the journey through books should be savoured, not hurried. Discussion of pictures, predicting what might happen next and encouraging children to read for meaning are as important as decoding the words.

## **COMPLAINTS & COMPLIMENTS**

West Hill Primary School values the support it receives from its parents and the good relationship built up over many years between teaching staff and parents. When problems occur, they can often be quickly resolved by **informal discussion** between parent and the member of staff concerned.

We live in a society which makes increasing demands on individuals and their time and where, sadly, there is an increase in assaults, either verbal or physical, being made on teachers by parents and others. Consequently, to prevent such more extreme situations developing, it is necessary to formalise the manner in which complaints should be made and resolved.

### **Complaint Sequence**

**Diagrammatically the sequence is:**

**Parent -> Teacher -> Headteacher -> Governing Body -> Local Authority -> Secretary of State**

#### **1. The Teacher**

In the **first** instance, parents with a complaint should make an appointment to meet the **teacher** concerned, at a mutually convenient time on the school premises. At all meetings, the parents and/or teacher may be accompanied by a friend. Should this meeting fail to resolve the complaint, the matter will be referred to:

#### **2. The Headteacher**

The Headteacher will attempt to resolve the dispute. This will typically involve meetings with the complainant and the teacher concerned. Notes will be kept of all meetings. Should this meeting fail to resolve the complaint, the matter will be referred to:

#### **3. The Governing Body**

The Governing Body will then attempt to resolve the complaint. A selected member or members of the Governing Body will be charged with attempting to resolve the complaint. This, again, will typically involve meetings with the complainant, the Headteacher and the teacher concerned. Should this meeting fail to resolve the complaint, the matter will be referred to:

#### **4. The Local Authority and, thereafter, the Secretary of State**

### **Additional Points**

1. Complaints to a higher authority should not be made until the teachers, firstly, and the Headteacher, secondly, have exhausted all avenues for resolution.
2. A complaint about the Headteacher should be made initially to the Headteacher and subsequently, if not resolved, in writing to the Chair of Governors.
3. Every effort will be made to acknowledge in writing any complaint within seven days. A resolution will be sought within twenty one days.

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4. The Headteacher will maintain a register of the number and the nature of complaints, the time taken in dealing with them, the actions taken and their resolution. This information will be reported on a termly basis to the Governing Body.
5. Complainants may request that information is made available in a language other than English.

### **Compliments**

We are always delighted to receive compliments, whether expressed verbally or in writing, about any of our staff and any aspect of our school activities. When we receive a compliment we know we are both doing the right things and doing them right. They are always very motivating to the individual(s) and to the whole school team. Any compliments are followed up immediately with praise for the individual(s) involved. Mention is also made at staff meetings and written compliments posted on the staff notice board for all to see. They are also recorded in the staff personal files.

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## **PARENTS AND THE SCHOOL**

### **Parental Consultations**

The closer the partnership which can be established between school and home, the more effective classroom teaching and learning will be. The school will try to realise parents' ambitions, subject to the limitations of their child's ability.

If there are any circumstances which might affect your child's performance at school, please do not hesitate to let the Headteacher know. The Headteacher will be pleased to see parents at any time but she would be most grateful if she could be contacted by telephone or letter in advance to ensure that she is available.

Each September, a 'Meet the Teacher' evening takes place in every class. Formal Parents' Evenings are arranged twice a year on an appointment basis so that parents can discuss their child's progress, but you can arrange to see your child's teacher at any convenient time. During the Summer Term, we hold a less formal 'open afternoon' during which the children show their work to their parents, and teachers are available for informal discussion.

We have a good number of parents and friends who help in school in a variety of ways - hearing reading, helping with computers, cookery, swimming and other sports, etc. If any parents (or indeed, grandparents) or friends of the school are interested in helping in the classroom or with clubs and activities, please contact the Headteacher.

### **Parents' Teachers' and Friends' Association (PTFA)**

The school has an excellent and very active P.T.F.A. concerned with the welfare of the school and the community. The Annual General Meeting is held early in the Autumn Term when a Working Committee for the following year is elected. The Headteacher is the President. The P.T.F.A. offers all parents the opportunity to support the work of the school and to meet staff and other parents socially. Events can include Quiz Nights, Family Bingo, Discos, Barbecues, a 100 Club, the occasional Promise Auction, a Summer Ball, and a Bonfire Night, all of which help to raise much needed funds for the school. In July 2013, 18 walkers which included staff and governors, and 6 mini-bus drivers took part in the amazing Three Peaks Challenge, and raised over £17,000 for improvements to our Early Years Foundation Stage classroom and for the Children's Hospice South West.

### **Insurance**

The Authority is insured against its legal liability for any injury, loss or damage caused to pupils as a result of negligence on its part or that of its employees, servants or agents. Pupils attending the Authority's schools or colleges are not insured for personal accident benefits while on education premises or taking part in recognised activities outside the school.

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

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## THE SCHOOL YEAR 2018-2019

**West Hill Primary School Term Dates: 2018-19 Academic Year**

	Sep-2018					Oct-2018					Nov-2018				
Monday		3	10	17	24	1	8	15	22	29		5	12	19	26
Tuesday		4	11	18	25	2	9	16	23	30		6	13	20	27
Wednesday		5	12	19	26	3	10	17	24	31		7	14	21	28
Thursday		6	13	20	27	4	11	18	25		1	8	15	22	29
Friday		7	14	21	28	5	12	19	26		2	9	16	23	30
Saturday	1	8	15	22	29	6	13	20	27		3	10	17	24	
Sunday	2	9	16	23	30	7	14	21	28		4	11	18	25	
	Dec-2018					Jan-2019					Feb-2019				
Monday	3	10	17	24	31		7	14	21	28		4	11	18	25
Tuesday	4	11	18	25		1	8	15	22	29		5	12	19	26
Wednesday	5	12	19	26		2	9	16	23	30		6	13	20	27
Thursday	6	13	20	27		3	10	17	24	31		7	14	21	28
Friday	7	14	21	28		4	11	18	25		1	8	15	22	
Saturday	8	15	22	29		5	12	19	26		2	9	16	23	
Sunday	9	16	23	30		6	13	20	27		3	10	17	24	
	Mar-2019					Apr-2019					May-2019				
Monday		4	11	18	25	1	8	15	22	29		6	13	20	27
Tuesday		5	12	19	26	2	9	16	23	30		7	14	21	28
Wednesday		6	13	20	27	3	10	17	24		1	8	15	22	29
Thursday		7	14	21	28	4	11	18	25		2	9	16	23	30
Friday	1	8	15	22	29	5	12	19	26		3	10	17	24	31
Saturday	2	9	16	23	30	6	13	20	27		4	11	19	25	
Sunday	3	10	17	24		7	14	21	28		5	12	19	26	
	Jun-2019					Jul-2019					Non-Pupil Days (Training)				
Monday		3	10	17	24	1	8	15	22	29	<b>Non-Pupil Days (Training)</b>				
Tuesday		4	11	18	25	2	9	16	23	30					
Wednesday		5	12	19	26	3	10	17	24	31					
Thursday		6	13	20	27	4	11	18	25						
Friday		7	14	21	28	5	12	19	26						
Saturday	1	8	15	22	29	6	13	20	27		<b>Occasional Holidays</b>				
Sunday	2	9	16	23	30	7	14	21	28						
											<b>School Holiday</b>				
											<b>Bank Holiday</b>				

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## THE SCHOOL YEAR 2019-2020

**West Hill Primary School Term Dates: 2019-20 Academic Year**

	Sep-2019					Oct-2019					Nov-2019				
Monday	2	9	16	23	30		7	14	21	28		4	11	18	25
Tuesday	3	10	17	24		1	8	15	22	29		5	12	19	26
Wednesday	4	11	18	25		2	9	16	23	30		6	13	20	27
Thursday	5	12	19	26		3	10	17	24	31		7	14	21	28
Friday	6	13	20	27		4	11	18	25		1	8	15	22	29
Saturday	7	14	21	28		5	12	19	26		2	9	16	23	30
Sunday	8	15	22	29		6	13	20	27		3	10	17	24	
	Dec-2019					Jan-2020					Feb-2020				
Monday	2	9	16	23	30		6	13	20	27		3	10	17	24
Tuesday	3	10	17	24	31		7	14	21	28		4	11	18	25
Wednesday	4	11	18	25		1	8	15	22	29		5	12	19	26
Thursday	5	12	19	26		2	9	16	23	30		6	13	20	27
Friday	6	13	20	27		3	10	17	24	31		7	14	21	28
Saturday	7	14	21	28		4	11	18	25		1	8	15	22	29
Sunday	8	15	22	29		5	12	19	26		2	9	16	23	
	Mar-2020					Apr-2020					May-2020				
Monday	2	9	16	23	30		6	13	20	27		4	11	18	25
Tuesday	3	10	17	24	31		7	14	21	28		5	12	19	26
Wednesday	4	11	18	25		1	8	15	22	29		6	13	20	27
Thursday	5	12	19	26		2	9	16	23	30		7	14	21	28
Friday	6	13	20	27		3	10	17	24		1	8	15	22	29
Saturday	7	14	21	28		4	11	18	25		2	9	16	23	30
Sunday	8	15	22	29		5	12	19	26		3	10	17	24	31
	Jun-2020					Jul-2020					Non-Pupil Days (Training)				
Monday	1	8	15	22	29		6	13	20	27					
Tuesday	2	9	16	23	30		7	14	21	28					
Wednesday	3	10	17	24		1	8	15	22	29	Occasional Holidays				
Thursday	4	11	18	25		2	9	16	23	30					
Friday	5	12	19	26		3	10	17	24	31	School Holiday				
Saturday	6	13	20	27		4	11	18	25						
Sunday	7	14	21	28		5	12	19	26						

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### Local Organisations and Activities for Children

West Hill Toddlers	Birth to pre-school	<b>Village Hall:</b> 01404 814386 07786 944934	Monday 9.15 – 11.00	West Hill Village Hall
West Hill Pre-school	2 Years 9 months – school age	Mrs. Trisha Ratcliff 07926 691995	Monday – Friday (various times)	West Hill Village Hall
Beavers	6-8years		Saturday a.m.	Whimple Scout Hut
Cubs	8-10 years		Tuesday 6.30-8pm	Scout Hut Tipton
Scouts	10 +		Monday 7.00 - 9.00pm	Scout Hut Tipton
Brownies	7+		Thursday 4.00-5.30	West Hill Village Hall
West Hill Wasps Football Club	Boys/girls all ages		Saturday 10-11.30am (+matches)	Kings School/West Hill Fields
Colin Tooze Sports Centre	Many Sports all ages	01404 814317		Ottery St Mary

**West Hill Primary School is part of the Devon 0-14+ School/Childcare Link Scheme. We keep details of childcare providers in our local area and can signpost parents to appropriate childcare providers. An information pack can be provided upon request from the school office.**

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## EXTENDED SCHOOLS

West Hill Primary School fulfils the Core Offer of Extended Services as fully as its resources allow and has been judged to be an extended school by the DCSF (now DFE) and by the Local Authority:

### Childcare:

The school is part of the Devon School-Childcare Link Scheme and signposts parents to appropriate childcare providers

### Varied Menu of Activities:

The school offers access to a varied menu of activities before and after school, and at lunchtimes, including a wide range of sports and arts activities, and booster classes where appropriate.

### Swift and Easy Referral:

The school has access to swift and easy referral to a wide range of specialist support services such as speech therapy, child and adolescent mental health services, family support services, intensive behaviour support, and the full range of Educational Psychology Services.

### Parenting Support:

The school provides information evenings and days to parents on a variety of curriculum areas. For example, the school provides Science days, National Curriculum information evenings, a 'Meet the Teacher' evening and pre-adventure week information evenings for Year 6. It provides support for those children who are transferring to secondary school and information afternoons and an information evening for new parents. We also signpost parents to **Parenting Support Classes** through the local West Hill Church and through our Ottery St. Mary Learning Community of Schools, which arranges these classes.

### Community Use:

The school provides community access where possible to its sports, music and arts facilities.

## **Acknowledgements**

While the information contained in this booklet is correct at the time of publication, it is not intended to form the basis of any contractual relationships and may be varied in the light of changing circumstances.

Printed and published by West Hill Primary School Governing Body.

**THANK YOU FOR YOUR INTEREST IN OUR LOVELY SCHOOL.**