

Weobley Primary School



Weobley Primary School relocated to this site in 1998. It is situated on the edge of the picturesque village of Weobley and is adjacent to Weobley High School. It is the nominated school for children in the parishes of Weobley, Norton Canon, Wormsley, Mansel Lacy, Sarnesfield and Yazor.

The school has seven classrooms with practical areas, a nursery, library, computer suite, changing rooms and a multi-functional hall. The school has extensive grounds – including two playgrounds, an environmental area with a pond, outdoor play area and a sports field.

MISSION STATEMENT

“The Governing Body and staff are united in the determination to ensure that all children attending this school will receive the best education possible, whilst maintaining the ambience and positive aspects of the traditional village school.”

GENERAL AIMS OF THE SCHOOL

The school aims to provide a broad, balanced, relevant and differentiated curriculum which will enable pupils to:

- Acquire basic knowledge and a range of mental and physical skills appropriate to individual needs at school and to future roles as citizens.
- Be able to adapt and apply understanding, knowledge and skills in a variety of situations.
- Develop a reasoned set of attitudes, personal moral values and beliefs that lead to respect, tolerance and understanding for all people, but particularly for those of different educational, social, ethnic and religious values.
- Use language and numbers effectively.

Weobley Primary School

WEOBLEY SCHOOLS' FEDERATION GOVERNORS

Executive Headteacher	Mr D Williams
Co-Opted Governor	Mr P Avery (Chair)
Co-Opted Governor	Mrs J Hall
Co-Opted Governor	Mr A Howard
Co-Opted Governor	Mrs K Ede
Co-Opted Governor	Mr S Edwards
Co-Opted Governor	Mrs J Healey
Co-Opted Governor	Mr S Ware
Co-Opted Governor	Mr D Curd
Co-Opted Governor	Mr S Warrell
Co-Opted Governor	Mr M Williams
Associated Governor	Mrs C Bryan
Associated Governor	Mrs A Milsome
Associated Governor	Mrs R Day
Associated Governor	Mr W Holder
Associated Governor	Mr R Jones
Associated Governor	Mr D Nicholas
Staff Governor	Mrs K Jackson
Parent Governor (Secondary)	Mr P Scourfield
Parent Governor (Primary)	Mr I Morison
LA Governor	Mrs J Gay
Clerk to Governors	Mrs J Shock
Clerk (Primary)	Mrs L Anderson

Weobley Primary School

ADMISSIONS POLICY

Weobley Primary School is the provided school for the parishes of Mansel Lacy, Norton Canon, Sarnesfield, Weobley, Wormsley and Yazor. The provided school for a child is the one regarded by the Local Authority (LA) as serving the area in which he or she resides (often referred to as the catchment area).

Every school has a limit set for admissions during the year, in accordance with the Education Reform Act 1996. For Weobley Primary a limit of 30 is set for Reception aged children. Children can be admitted in September if their 5th birthday falls between September 1st and August 31st in that academic year.

Although age groups of pupils, other than the first year, do not have published admission limits, the intake figure is considered by the L.A to be the appropriate limit for each of the age groups.

The Authority and School Governors are required to admit eligible pupils on demand up to at least the published admission limit. The duty to comply with any preference expressed by a parent does not apply to a situation where admissions have reached the published number fixed for the school and if compliance with the preference would prejudice the provision of efficient education or the efficient use of resources.

Admission procedures for Reception aged children are now administered by the Local Authority. Further information can be obtained from the Schools' Admission Department based at Plough Lane, Hereford. Telephone: 01432 260000

Where the number of children seeking admission to the school is likely to exceed the published limit, preference will be given to:

1. A child residing in the school's catchment area.
2. A child who would have a brother or sister attending the school at the time of admission.
3. A child who has a special reason for admission. This reason will probably be of a medical, physical or social nature, and production of a medical certificate or other appropriate information is required. Parents claiming such special reasons must inform Children's Services in writing and attach any supporting documentation.

Weobley Primary School

BEFORE AND AFTER SCHOOL CARE

We are able to offer childcare from 8.00 a.m. to 9.00 a.m. through our Breakfast Club. An afterschool club is based within the school which is run by an outside provider until 5.15pm. Please contact the school office for more details.

WELCOME PACK

All children joining our Reception Class will receive a PE bag, PE t-shirt, together with a book bag and water bottle on their first day with our compliments.

SCHOOL UNIFORM

The school has an agreed uniform which consists of:

- Royal blue sweatshirt or cardigan
- White or blue polo shirt
- Grey/black skirt or trousers
- Black shoes
- Girls may wear blue gingham dresses in the summer

Sweatshirts embroidered with the school badge are available from the school office. Uniform is also available from Tesco's on line embroidery service. This enables parents to view and purchase a large variety of school uniform items. Please visit <https://www.tesco.com/direct/weobley-primary-school/6230.school>

Parents are asked to refrain from sending children to school wearing jewellery, brightly coloured footwear, jeans, and tight fitting trousers or skirts. High heeled shoes are not considered suitable for school. We would be grateful if all items of uniform could be named.

Details of our PE kit can be found on page 7

SCHOOL MILK

Milk is provided free of charge to children under five. Parents of all year groups have the opportunity to purchase milk for their child through Cool Milk.

SCHOOL MEALS

A choice of hot meals is available each day. These meals are produced by an outside caterer who is based in the village using locally sourced ingredients where possible, and can be ordered and paid for in advance. Please contact the office for a menu and order form.

For children not wishing to have a school meal, parents are asked to provide a packed lunch together with a drink for lunch time. Applications for free school meals, which are based on parent's income, are dealt with by the Benefits Office in Hereford. Application forms are available from the school office. Please note **all** children in Reception, Year One and Year Two classes are eligible for free school meals under the Government's Universal Free School Meal initiative.

Weobley Primary School

DISCIPLINE

Discipline in school is founded on a caring, sharing ethos; implemented by pupils, staff and others in the school community.

The school

- endeavours to instil a responsibility for a child's behaviour and a respect for others and their property.
- believes that skills of self-discipline, respect and tolerance can be learned with the help of parents and the school community.
- Recognises that problems are normal and success comes from the effective handling of these problems.

SEX EDUCATION

Sex education forms part of the PSHE programme running through the school and is linked to the Science Orders laid down in the National Curriculum.

In Key Stage One a topic approach is used, this is based upon the child growing and changing, relationships, keeping healthy, keeping safe and about the community and environment. Publications such as Health for Life and My Body are used in conjunction with school resources.

In Key Stage Two, this approach is continued and developed through Years Three, Four and Five.

In Year Six there is a designated PHSE week where more formal sex education is delivered by the Class Teacher following three BBC programmes and allied worksheets. Drug awareness and self-esteem sessions are also delivered during Year Six.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Weobley Primary School has an Equal Opportunities Policy with regard to all children irrespective of race, religion, special educational needs, gender or disability. All pupils regardless of disability take part in all areas of the curriculum.

All children learn things differently and at a different pace. Class Teachers are aware of these differences in learning and adapt their teaching to take account of this and to maximise the learning experience for every child. Sometimes a child may have a difficulty that requires a more individual approach. In this case small group or individual interventions can be arranged by our Special Educational Needs Co-Ordinator, in liaison with the parents. We feel that early intervention for children experiencing problems is of the utmost importance.

Occasionally, despite having interventions in place, a child still may not make the amount of progress that we would expect. In this case, after discussing the child's progress with parents, more formal assessments may be carried out in school and a referral to one of the Special Educational Needs Services can be made for their advice and support.

Weobley Primary School

HOMEWORK

Homework is important in aiding children's understanding and improves children's thinking and memory. To be effective, homework needs to be part of a wider partnership between parent and school and is part of our Home School Agreement. We need to be able to count on parents' support to ensure that homework is done satisfactorily and completed on time. The school will give guidance to parents about what is expected of our pupils on a regular basis.

The purpose of homework is to:

- Develop an effective partnership between the school and parents in pursuing the aims of the school.
- Consolidate and reinforce skills and understanding, particularly in literacy and numeracy.
- Explore different resources for learning, of all kinds, at home.
- Extend school learning, for example through additional reading.
- Encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own and prepare them for the requirements of the secondary school.

The recommended time allocation for homework is:

Years One and Two	1 hour weekly	Reading, spelling, other Literacy and Numeracy work
Years Three and Four	1.5 hours weekly	Literacy and Numeracy as Years One and Two with occasional assignments in other subjects
Years Five and Six	Up to 30 minutes daily	Regular weekly schedule with continued emphasis on Literacy and Numeracy but also ranging widely over the curriculum

The daily reading which the Government recommends for all children can be done as part of homework. On days when the homework activity is something other than reading, children should be encouraged to read on their own or with others for at least twenty minutes (less at Key Stage 1).

The learning of multiplication tables is very important. From Year Two onwards children should be practicing the tables at home on a regular basis. By the end of Year Four children need to thoroughly know the 2 to 10 times multiplication tables.

Weobley Primary School

HEALTHY SNACKS/WATER

Children in Reception, Year One and Year Two classes receive fresh or dried fruit (bananas, apples, raisins) through the Government's Free Fruit for Schools campaign which is provided as a mid-morning snack. Key Stage Two children are encouraged to bring a mid-morning snack but are asked, as part of our Healthy Schools Campaign, to bring **only** fresh or dried fruit.

Children should bring in their own water bottles marked with their name. Water bottles are also available for purchase in school.

PARENTS AND SCHOOL

The school has very close links with our families – informally through the PSA (Parent, Staff Association) and its' social events and formally through parent evenings and Governor meetings. The PSA is very active and holds regular meetings to which all parents are welcome. Parents have been very supportive over the years and have been responsible for funding the purchase of many additional resources which have been used to enrich the children's learning experiences. A number of parents volunteer in school by assisting in the classrooms. Parents are actively encouraged to feel part of the school. Please do not hesitate to contact the school office if this is something you might be interested in. The Class Teacher or Head of School will always be available to discuss any problems that might arise from a child's education or welfare.

SPORT AT WEOBLEY

Whenever possible we use qualified coaches to enhance the quality of PE lessons. We also offer a range of extra-curricular activities throughout the academic year

The school regularly plays inter-school fixtures in football, tag rugby, netball and rounders. We also take part in sporting festivals.

In the interest of safety and hygiene it is important that children have the appropriate clothing for these activities.

Indoors	Navy or black shorts, plain white crew neck T shirt and black plimsolls
Outdoors	Navy or black shorts, plain white crew neck T shirt, tracksuit and trainers
Swimming	Year 3-Year 6 only Boys – trunks and swimming hat, girls – one piece swimming costume and swimming hat.

For all PE lessons earrings must be removed and long hair tied back.

Weobley Primary School

MUSIC – EXTRA CURRICULAR ACTIVITIES

Additional Music activities are organised outside the framework of the school timetable. These provide opportunities to bring pupils together from different ages and stages of musical development. These activities are intended to extend and challenge the children's skills in ways which are not always possible in class lessons.

Wider Opportunities – Children in Years Three and Four have been given the opportunity to learn a musical instrument (as a whole class session) with a Local Authority Accredited Music Teacher.

Instrumental Tuition – Children can receive individual lessons through the Herefordshire Music Service Accredited Teachers Scheme. Teachers come into school weekly and there is a charge of approximately £9 per lesson for tuition; instruments can be hired from the Local Authority.

ADMINISTRATION OF MEDICINES

Children who are clearly unwell should not be sent to school. Doctors, however, frequently advise that pupils should attend school whilst still needing to take medicine. It is important that parents recognise that they are responsible for the administration of medicine to their children. Please ask for a copy of the school policy.

Children with asthma need access to their inhalers at all times and they should be readily available for use. The school asks that a spare inhaler is sent to school if your child suffers from asthma. More information can be found in the school's Asthma Policy.

It is the duty of the parent to make arrangements for pupils who become unwell at school to be collected and taken home or to the doctor or hospital. It is important that we have up to date parent/carer contact numbers.

CAR PARKING

There is only limited parking in and around school. In order to ensure the welfare of the children, a regular Risk Assessment is carried out and the following guidelines have been produced.

- Only staff may use the car park
- Pedestrians should not use the car park entrance to gain access to the school
- Cars must not park in the turning circle, this is a dropping off point only
- Cars should not be parked in the staff car park entrance
- Cars should not be parked alongside the designated crossing point

If everyone abides by these guidelines, then the risk of a serious accident involving a child and a vehicle will be greatly reduced.

Weobley Primary School

PUBLIC ACCESS TO DOCUMENTS

Schools are required to provide parents with access to the following documents:

- The minutes and other papers of Governor meetings
- The Local Authority and Governor Statements of Curriculum Aims and Policy
- Statutory Orders and Circulars regarding the curriculum
- HMI and OFSTED reports regarding the school
- Details of the school's complaints procedure
- Syllabuses and Schemes of Work in use in the school
- School's Behavioural Policy

Documents can be made available during the school day at a mutually convenient time.

SCHOOL SESSION TIMES

9.00 am – 12.00 noon

1.00pm – 3.20 pm

There are two members of staff on playground duty from 8.45 am onwards. **It is important that children do not arrive on the school playground before this time (unless they are using school transport).**

A Bus Supervisor is on duty from 8.30 a.m. to ensure the safety of children arriving by school bus only.

Breakfast Club is available between 8.00am and 9.00am.

After School Club is available through a private provider between 3.20pm – 5.15pm.

Weobley Primary School

GOVERNORS' POLICY FOR CHARGING AND REMISSION OF FEES FOR SCHOOL TRIPS AND ACTIVITIES

This section sets out the Governors' Policy in relation to Circular 2/89 of the 1988 Education Reform Act.

A. *School Visits and Trips*

- i) Parents can be asked to pay for the full cost of a visit or trip where more than 50% of this occurs outside school session times and is not required to meet the school's statutory curriculum obligations.
- ii) Parents can be asked to pay for the cost of board and lodging but only for a voluntary contribution towards travel, tuition and entrance fees where more than 50% of a trip occurs in school session times or where it is required to meet the school's statutory curriculum obligations

B. *School Activities*

- i) Parents cannot be charged for any activity which takes place in school time, with the exception of tuition in a musical instrument. Donations can be requested for some activities.
- ii) Parents cannot be charged for any materials, equipment or essential protective clothing required to meet the school's statutory curriculum obligations.
- iii) Parents can be asked to pay for travel to sports fixtures against other schools where they take place more than 50% outside school time.



Weobley Primary School

COMPLAINTS PROCEDURE

There are formal procedures for dealing with serious complaints about the school and what it provides for its pupils e.g. complaints about the curriculum and these are explained below.

Other problems which require a speedy resolution are dealt with at local level. The first contact for parents should always be the Class Teacher and then, if necessary, the Head of School. If there is a complaint of misconduct made against a member of staff then the Head of School must be approached first. The Head of School will inform the Executive Headteacher, Chair of Governors and the Local Authority. If there is a complaint of misconduct made against the Head of School or Executive Headteacher, then the Chair of Governors should be informed immediately.

For complaints against the Governing Body, the first formal stage of the procedure is for the Governing Body to consider their complaint. If the complainant is still not satisfied, he or she can put the complaint to the Local Authority. Complaints that are just about the Local Authorities powers of function only need be considered by them.

Parents may use the complaints procedure if they believe that either the Local Authority. or the Governing Body is failing:

- to provide the National Curriculum in the school or for a particular child
- to follow the law on charging for school activities
- to provide religious education and daily collective worship
- to provide the information that they are required to provide
- to carry out any other statutory duty relating to the curriculum or are acting unreasonably in any of the above cases

THE CURRICULUM

The National Curriculum sets out a clear, full and statutory entitlement to learning for all pupils, irrespective of social back-ground, culture, race, gender and differences in ability and disabilities. It determines the content of what will be taught, and sets attainment targets for learning. The programmes of study for each subject area form the basis of schemes of work.

The Education Act 1996 requires that all maintained schools provide a balanced and broadly based curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils. Prepares pupils for the opportunities, responsibilities and experiences of adult life.
- The National Curriculum comprises 3 core subjects (English, Mathematics and Science) and 7 Foundation subjects (Design and Technology, Information and Communication Technology, History, Geography, Art and Design, Music and Physical Education).
- In addition, schools must provide religious education for all pupils, although parents can choose to withdraw their children.
- Weobley Primary School also includes Personal, Social and Health Education as part of its curriculum, incorporating the guidelines for citizenship.

Weobley Primary School

MATHEMATICS

Mathematics is a key life skill. It is our aim to develop numerate pupils who are confident and competent mathematicians.

Nursery and Reception: The Foundation Stage

In this Key Stage, the "Curriculum guidance for the Foundation Stage" informs the teachers planning. This document outlines the knowledge, skills, understanding and attitudes children will need in order to achieve the Early Learning Goals in Mathematical development. These goals are intended to be mostly achieved by the end of the Foundation Stage.

The carefully planned and structured curriculum provides opportunities for all children to develop their understanding of:

- Number
- Measurement
- Pattern
- Shape
- Space

Within a broad range of contexts the children will explore, learn, practise, talk about and enjoy mathematical activities.

Years 1-6. Key Stage 1 and 2

Mathematics is a way of communicating. It is a language through which ideas can be explained, explored and developed, and one through which relationships can be expressed, hypothesis made and tested and pattern identified.

Numeracy is a proficiency that involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables.

Our aims in teaching mathematics are that all children will:

- Enjoy mathematics
- Become numerate and tackle mathematical problems with confidence
- Develop the skills which are needed to meet the demands of adult life
- Develop the ability to think logically and clearly
- Use mathematical language effectively and confidently
- Develop positive attitudes to mathematics, recognising that mathematics can be both useful and enjoyable
- Be able to use and apply the skills in other curricular areas.
- Be equipped with the mathematical skills needed to meet the demands of everyday life in a modern world through the implementation of the Primary National Curriculum

Weobley Primary School

LITERACY STRATEGY & ENGLISH

English is vital to every aspect of learning. The school's policy aims to promote the necessary skills through the National Curriculum which is divided into four main categories:

- Speaking and listening
- Reading
- Writing (including handwriting and composition).
- Spelling, vocabulary, grammar, punctuation

The new Literacy Curriculum provides detailed programmes of study for the development of the above Attainment Targets. Its new focus is on the learning of Grammar, Spelling, Vocabulary and punctuation. There is also the same particular focus on reading and writing skills. Children receive daily lessons covering objectives from each of the four areas.

Speaking and listening skills underpin all English work. Children are encouraged to speak meaningfully and confidently, to listen carefully and respect times when silence is required.

There is a tradition of home/school links for individual reading and teachers are always prepared to offer parents advice on how to listen to their child/children read.

SCIENCE

KS1 and KS2 science is largely about practical activity, reflection on observed phenomena and modification in the light of experience. For young children science is an introduction to the world of living things, materials, energy and the solar system. It is largely a practical subject that develops the spirit of enquiry by encouraging curiosity and reason.

We believe that children should realise the importance of technology for civilisation and the need for scientific knowledge to better understand our technological age. We seek to blend the children's increasing awareness of the nature and potential of their surroundings with a creativity of thought that asks logical questions to make sense of their observations and to take actions to test their suppositions. Working with others, learning how to persevere and asking questions are attitudes which encourage work to be carried out in a scientific way.

DESIGN AND TECHNOLOGY

Design and technology prepares pupils to participate in the rapidly changing technological world. We aim to give children experiences where they can learn to think and intervene creatively and become autonomous and creative problem solvers both as individuals and members of a team. Through design technology all pupils can become informed users of products.

INFORMATION AND COMMUNICATION TECHNOLOGY

ICT is an enjoyable and increasingly important subject area for children. The ability to use ICT is a vital life skill that can be learnt with purpose and enjoyment.

All children have access to multimedia computers in their classrooms in addition to those available in the IT suite. They begin to learn how to control applications by using the mouse and keyboard. The programs they use offer exciting ways to help reinforce essential reading, calculating and problem solving skills. They learn to send and receive electronic mail and use the internet responsibly. The children are taught how to develop word processing and multi-media presentation skills. They set up class databases and learn how to use digital cameras. Children also have access to laptops and ipads which are used throughout the school.

Weobley Primary School

HISTORY

The teaching of History introduces children to a range of historical skills and concepts. As well as helping the children to understand their past, history develops skills of careful reading, structured writing, purposeful talking and independent research.

In Key Stage I the children's sense of history is developed initially through familiar people, places and objects; progressing to the study of more distant times and places. The children are encouraged to sequence events and objects in order to develop a sense of chronology.

The ability to question how and why things happen is central to the teaching of History in Key Stage 2. In addition to acquiring facts, the children are taught the skills of understanding and empathy.

They are introduced to a wide range of historical sources and encouraged to interpret these and assess their validity. Resources including books, photographs, IT and artefacts are also used to support the teaching of history.

GEOGRAPHY

During Key Stage I pupils investigate the local area and a contrasting area in the U.K. or abroad. They find out about the environment in both areas and the people who live there. They also begin to learn about the wider world. In doing this they will begin to develop geographical skills and use a variety of resources, inside and outside the classroom.

In Key Stage 2 pupils investigate a variety of people, places and environments in the U.K. and abroad and start to make links between different places in the world. They build on geographical skills, and carry out geographical enquiry inside and outside the classroom.

At times geographical knowledge and skills are taught as discrete units, but they also form part of cross-curricular topics.

PHYSICAL EDUCATION

Physical Education plays an important role in the school curriculum. It develops pupils' physical competence and confidence and their ability to perform in a range of activities. It promotes physical skilfulness, physical development and the importance of a healthy lifestyle.

We aim to give all children the opportunity to participate in, and enjoy, a wide range of physical activities. At least two P.E. lessons are timetabled each week for every class. During Key Stage One pupils learn a range of basic skills and as they progress through the school they are encouraged to develop and apply these skills to team situations. Children are taught to appreciate the importance of teamwork and cooperation.

During Key Stage One all pupils participate in gymnastics, dance and games activities.

At Key Stage Two children continue to have gymnastic and dance lessons but the games curriculum is broadened to include netball, football, hockey, tag rugby, cricket and tennis. Children from Years Three to Six have one term's swimming tuition at Lucton School's swimming pool.

Weobley Primary School

ART AND DESIGN

We believe that Art and Design stimulates creativity and imagination. To this end we aim to provide visual, tactile and sensory experiences. Children are able to communicate what they feel through colour, form, texture and pattern. Through art and design activities they learn to make informed valued judgements and aesthetic and practical decisions. We study a variety of artists, craftspeople and designers.

We aim to give a broad experience of a variety of media across key stages and to ensure that there is a progression as well as a link with other curriculum areas.

We feel strongly that Art and Design is a very important aspect of a child's education.

MUSIC

Music is a powerful, unique form of communication that can change the way pupils, feel, think and act. Music brings together intellect and feeling which enables personal expression, reflection and emotional development. We aim to encourage active involvement in different forms of amateur music making, both individual and communal. Music helps in the development of a sense of group identity and togetherness whilst also increasing self discipline, creativity, aesthetic sensitivity and fulfilment.

RELIGIOUS EDUCATION

The teaching of Religious Education provides opportunities for pupils to develop their knowledge and understanding of, and their ability to respond to, Christianity and the other principal religions represented within their community. R.E does not seek to urge religious beliefs on children nor to compromise the integrity of their own beliefs by promoting one religion in favour of another.

The school has implemented the Herefordshire's Agreed Syllabus for Religious Education.

Pupils are taught how religious beliefs, ideas and feelings can be expressed in a variety of forms, exploring issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions and how these influence individuals, societies, communities and cultures.

PSHE AND CITIZENSHIP

Personal, social and health education (PSHE) and citizenship are taught throughout the school. Its aim is to give pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and their community. Through this approach they learn to recognise their own worth, to work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Within the teaching of PSHE the staff and Governors have formulated a sex education policy.

The implementation of sex education takes place within a whole school ethos which values and respects the individual and the development of self esteem is prioritised.

Weobley Primary School

ASSESSMENT, RECORDING AND REPORTING

We recognise that assessment complements and assists teaching and learning. It is an integral part of the National Curriculum statutory procedures, and serves several purposes:

- 'Formative' i.e. provides information for the teacher to plan the next steps for children's learning.
- 'Diagnostic' i.e. provides more detailed information about individual children's strengths and weaknesses.
- 'Summative' i.e. provides a 'snapshot' in time of each child's achievements.

Children are assessed in many ways, both formally and informally and using a combination of on-going teacher assessment and national tests. The results of these assessments are used to maintain careful records of children's achievements and progress.

At the end of each Key Stage children take assessment, tests and tasks in English and Mathematics. Teacher Assessments are also made at the end of each Key Stage.

The tests and teacher assessments are intended to determine the children's levels of achievement against national expectations.

Parents are kept informed of their children's progress through a series of regular meetings with the Class Teacher. A mid-year report is sent to parents in March with a more detailed annual report sent home towards the end of the Summer Term. Parents are offered the opportunity to discuss the report with the Class Teacher.

Parents are, of course, welcome to make an appointment to see the Class Teacher, SENCo or Head of School at any time, should they have a query or concern regarding their child's progress.

All information kept on record is available, on request, to a child's parents or guardian.

Weobley Primary School

2016 - 2017

End of Key Stage Two Results

A total of 21 children were eligible to be assessed.

	Percentage of pupils that achieved expected standard in Weobley school	Percentage of pupils that achieved expected standard in Herefordshire	Percentage of pupils that achieved expected standard Nationally
Pupils achieving expected standard in reading, writing and maths	81%	59.9%	61.1%
Grammar, Punctuation and Spelling	81%	75.1%	76.9%
Reading	81%	72.8%	71.5%
Writing	85.7%	76.1%	76.3%
Maths	85.7%	71.8%	74.9%

End of Key Stage One Results

A total of 16 children were eligible to be assessed.

	Percentage of pupils that achieved expected standard in Weobley school
Reading	63.2%
Writing	63.2%
Maths	68.4%

Year 1 Phonics Screening

71% passed the phonics test.

EYFS Profile

59% had a good level of attainment.