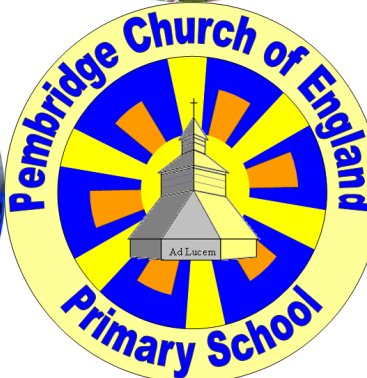


PEMBRIDGE Church of England (VA) Primary School

INSPIRING LEARNING THROUGH FAITH AND VALUES



Prospectus 2024-2025





PEMBRIDGE

Church of England (VA)
Primary School

INSPIRING LEARNING THROUGH FAITH AND VALUES

WELCOME TO OUR SCHOOL

Pembroke is a school where we encourage everyone to
be inspired through faith in God
and to live by Christian values so that our
teaching and learning is of the highest quality,
our whole community flourishes
and we reflect all that is worthy of praise.



Contact us at:

Pembroke Church of England Primary School
Bearwood Lane,
Pembroke,
Leominster.
Herefordshire
HR6 9EA

Telephone: 01544 388366

E-Mail: office@pembroke.hereford.sch.uk

Web Site: www.pembrokeprimary.org.uk

Headteacher: Mr Robert Hollis

Administrator: Mrs Melissa Targett

Chair of Governors: Mrs Sharron Goode

*The information in this prospectus applies to the academic year 2024-2025 and, although the particulars are correct at the time of writing, there may be changes affecting relevant arrangements during the year or in subsequent school years.
The school website is however updated regularly throughout each academic year.*

A MESSAGE FROM THE HEADTEACHER



It is a privilege to be Headteacher of this wonderful Christian school which lies at the heart of a beautiful and thriving rural community in north-west Herefordshire. Pembridge Church of England Primary School is a happy and successful place of learning which strives to ensure that all pupils reach their academic and personal goals whether in reading and writing, maths, artistically, as a scientist, on stage, in sports, with a musical instrument or, indeed, spiritually. We pride ourselves on the relationships between children, staff, parents and governors who all work together to make Pembridge School the special place that it is.

Children enjoy coming to school to explore a wealth of opportunities. Our aim is that they acquire the necessary skills and enthusiasm to have a bright future and a love of learning for life. All are welcome!

We were thrilled to receive an 'outstanding' grade in all five areas of the Ofsted inspection framework in October 2014. This recognises the hard work of all who have brought about this fantastic result – one which we continue to strive to maintain. Despite the pressures of recent years, children and staff have been resilient and continue to look creatively at how we can help all to thrive. The 'excellent' Church Schools' Inspection (SIAMS) in January 2023 highlighted that our "culture of aspiration and hope ... transforms lives, enabling all to flourish."

This prospectus is designed to give you a useful insight into our school. It contains important information about the school's procedures and philosophies. We do encourage you, however, to make an appointment to visit the school and see for yourself all that we have to offer.

I look forward to meeting you and your family.

Kind regards,

A handwritten signature in black ink, appearing to read 'R Hollis'.

Robert Hollis

Ofsted 2014 commented:

"Pupils make outstanding progress in all subjects and leave with standards that are high."

"Pupils' attitudes to learning are exemplary. They enjoy learning and take part in lessons with enthusiasm."

"Teachers show that they have high expectations, and plan lessons that interest and challenge pupils so that they make rapid progress."

SIAMS 2023 commented:

"Relationships are profoundly supportive. A palpable sense of a community at peace empowers all to face, and conquer, challenges."

"Lives are changed at Pembridge as it such a highly inclusive school."

Our Ethos: Inspiring Learning through Faith and Values



We are a community school for the village of Pembridge and the surrounding area with a Church of England Aided Foundation. The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. We work towards the education of the whole child where each individual has the opportunity to flourish, academically, socially and spiritually.

We have found the words St Paul writes to the early Christians in Philippians 4:8-9 as a wonderful reflection of how we wish our children, families and the community we work within to live by:

“Brothers and sisters, continue to think about the things which are good and worthy of praise. Think about the things that are true and honourable and right and pure and beautiful and respected. And do what you learned and received from me. Do what I told you and what you saw me do. And the God who gives peace will be with you.”

Pembridge is a **P**lace of love and peace,

Where everyone **E**njoys learning more each day.

The growing of **M**inds and hearts

Helps us all **B**e inspired through God's word.

Everyone knows to **R**espect each other

Within a community of **I**magination and happiness.

This school encourages **D**etermination to achieve goals,

Whilst rejoicing in harmony by the **G**race of God:

All are welcome here **E**!

From this, children in Year 5 and 6 put together phrases which have a thread of Pembridge running through – like the Holy Spirit – nourishing and strengthening us day by day.

At the heart of everything we say and do, Pembridge places great importance on developing Christian values through the experiences we provide. We focus on a different value each month which permeates the whole school and is promoted through class teaching, spiritual areas, opportunities for reflection, collective worship and is always included in our communications such as the weekly newsletter, Ad Lucem ('To the Light') and the school website.

“Our values challenge us to think about important things and get us involved in school.”

We create an environment where children enjoy learning, and are challenged, motivated and see education as a shared and lifelong process. It is where children and their opinions are valued and respected. We work to develop children's independence and encourage them to be responsible for themselves and for those around them. As a member of staff put it: “we show the children where to look, not what to see.”

We take every opportunity to acknowledge children's achievements both inside and outside school. We value the very important part parents have to play in the shared education process and actively encourage their involvement in the life of the school. We welcome the wider community into school, and also give our children access to the richness of experience that the village and its people have to offer them. One way of celebrating this is to sum up all that makes for excellence in our school:

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values...

'Do what I told you and what you saw me do'

Our vision, like a golden thread, runs through all that we are and do. It holds us together as one family and unites us in one cause. St Paul's words to the Philippians (4:8-9) talk about *thinking of good, true and honourable things* but he also reminds the early Christians to *do* what you have learned – in other words, action must always be part of our relationship with God, ourselves, each other and the world. It is not easy to summarise the opportunities and experiences we share together other than they create something far greater as a whole. Each significant in their own right, but collectively, they form our response to *Inspiring Learning through Faith and Values*.

CHRISTIAN VALUES

Our monthly Family Values newsletter links home and school – celebrating a shared responsibility to explore values, living them with integrity no matter which family we belong to. They feed into our worship, direct our behaviours and help us view our teaching and learning in new ways.



A SCHOOL OF PRAYER

From weekly parish 'Morning Prayer' to individual moments of calm, the school uses prayer in different ways to give thanks, say sorry and ask for God's support. Our School Council designed our prayer space, adding features to aid focus.



LEARNING BEHAVIOURS

A set of eight behaviours help focus the whole community on the personal skills required to learn well. If we live these confidently, we know our future is in good hands. Our Learning Ambassadors identify these behaviours in each class and celebrate them.



INCLUSION

We welcome everyone. We support and encourage all to fully embrace what it means to live with diverse challenges. We all benefit and learn side by side.



POSITIVE WELL-BEING

Respecting everyone is not just about supporting the outside but providing activities which look after heart, soul and mind. Living and learning well together emphasises what it means to be part of a family.



TEAM SPIRIT

In the words of one parent, Pembridge children are, unconsciously, instinctive ambassadors for the values they have been taught wherever they go; it manifests itself clearly in their team endeavours and how they treat others outside of the school environment.



LEARNING AS ONE

There is no one right way to deal with new ways of learning and living which have affected us all recently. Dedication to supporting one other has been shown by all the community. Even when times are tough, there is flourishing.



FELLOWSHIP IN CHRIST

Our relationship with our local church community is stronger together. St Mary's is not just a historic building but a living and loving group of parishioners, willing to serve and be enriched by our worship with them. It is the same for us. Our enrichment days are shared by the whole school community – truly inspiring for all.



THE WORD

At our annual Education Service, the children and wider community commit to serving their school. Children in Y3 receive a bible – guidance for their learning (and life) journey. In RE, we explore how the Word encourages Christians to act.



CREATION

Caring for God's world starts with recognising our own responsibility to learn about the world around us. Our eco-committee are proud of helping others know what matters.



MOMENTS TO SHINE

God's gifts to us are numerous. Whether through sport, music, art or drama, we want to celebrate how we all achieve in different ways. Sometimes we partner with other local schools to share our love of performing to others. Overwhelmingly, our gifts of kindness by words and action are valued by all.



CONNECTING

Whether it's through RE visits to cathedrals, links with artists, our friendship with the Royal British Legion, or even discovering what our partner school in Tanzania is doing, connecting with others and their 'worlds' helps each other to grow in creative harmonious ways.



FINDING DELIGHT IN WONDER

Building opportunities for holistic learning that build our inner spiritual strength are an important contribution to our success. Finding time to just 'be' are vital.



...our whole community flourishes...

SACRIFICE

We've worked with The Teddy Trust to collect pre-loved teddies so that they can be loved once more by children in war-torn countries. Some children are inspired to go further and support other charities such as Guide Dogs for the Blind through self-less action.



WORSHIP

Our children plan, lead and deliver all sorts of worship to each other and parents. Whatever its focus, our worship reflects all that is worthy of praise. We welcome families to 'stay and play' afterwards to share more.



LOCAL HEROES

We value times when we can support one another to raise funds whether that's in aid of the church, the local Good Neighbours scheme, Macmillan or other national charity events. Our creative village needle-workers used children's ideas to create our worship table frontals for each church season. Neighbours take time out to help the school look its best and share in its community-building events.



...and we reflect all that is worthy of praise.

...so that our teaching and learning is of the highest quality...

Buildings and Grounds:

Although the original Victorian school building was constructed over 150 years ago, a recent renovation and modernisation project has now provided staff and pupils with bright classrooms and other working areas. One of the highlights of this building work was the construction of our school hall, which is fully equipped for its multi-purpose function as a gym, dining hall and space for whole-school worship. It has semi-sprung wooden floor with under-floor heating, perfect for dance and gymnastic activities, and which outside groups are able to hire.



In addition to the hall we have a kitchen area, four spacious and well-equipped classrooms, an early year's outdoor area, a fully equipped library, small group room, art space and a conference / ICT / music room which is perfect for school council meetings, governors' meetings or working with smaller groups of children. There are separate toilet areas for the early years/KS1 and KS2. The main office and Headteacher's office are situated at the reception area to the front of the school building, which is where we ask all visitors to please report to. Outside class 1 and 2 there are canopies covering the outdoor learning areas.



The school is set in beautiful spacious grounds which consist of a large playing field bounded with hedges and flowering trees and a hard playground surface. Adventurous equipment adds to the variety of play and fitness development available. Children enjoy an all-weather path around the field to extend their physical efforts! The school pond and well-established vegetable garden really enhance the field area and provide the children with excellent learning opportunities. We also have a children's seating space on the edge of the playground.

“Our school is really “outdoorish” - the wildlife areas and pond are really welcoming.”

We value opportunities to learn outside and our Forest School space, established at the far corner of the school field amongst trees, is a peaceful area to enjoy sitting round a fire. A purpose-built outdoor classroom, paid for by the Parents', Teachers' and Friends' Association has been constructed which greatly adds to our learning opportunities. An attractive outdoor shelter near the school entrance is great as a multi-purpose parent shelter/outdoor classroom and playhouse.

Located in a courtyard at the heart of our school, the Spiritual Garden is a quiet reflective space which is great for thinking, reading, talking or praying. Children are free to come here at playtime and take the initiative to keep it tidy.



School Organisation

The school is organised into four full time classrooms with an additional classroom in the mornings. The school's Governor-run nursery takes children from the age of three and join the Reception children in class 1. Two year groups generally share a class. Children are placed together depending on the numbers in each year group, with a mind to keeping sensible class sizes. Within a class, smaller age and ability groups are arranged, and individual progress carefully monitored. Teaching Assistants are deployed to support children who need any additional help.

For 2023-2024

Class (Year groups)	Class teacher	TA support
Class 1 (Up to 10 part-time Nursery; 7 Year R)	Mrs Williams Miss Morris (Deputy Manager)	Mrs Johnson Miss Bemand Mrs Cope
Class 2 (Year 1/2) 29 children	Mrs Griffiths (Mon-Tue) Mrs Palmer (SENCo) (Wed-Fri)	Mrs Jones Mrs Davies Ms Adams Miss Jones
Class 3 (Year 3/4) 22 children	Miss Morgan (Mon-Wed) Mr Hollis (Thu-Fri) Mrs Coates (Thu pm)	Mrs Devereaux Mrs Davies Ms Osborne Ms Adams Miss Jones Miss Bemand
Class 4 (Year 5/6) 22 children	Miss Evans (Mon-Wed) Mrs Coates (Thu-Fri)	Mrs Butterfield Mrs Devereaux Ms Adams Miss Manns Mrs Davies

“At our school there is always something to do ...everyone gets involved and everyone gets a chance.”

“The staff are really kind and help us.”

Admission to Pembridge School:



We are a Church of England Voluntary Aided Primary School with **82** children on roll in September 2024, with an additional 5 in the nursery. At present, our planned admission limit for each year group is 15. As a Voluntary Aided school, the Governors can, in exceptional circumstances, choose to admit more than the planned admission limit for in-year transfers to enable a balanced mix of children through the school.

Timetable

The Local Authority has application packs on-line in September for the children starting school the following September. Application forms should be returned electronically to the LA by the deadline indicated – usually during the second week in January. More information can be found here: www.herefordshire.gov.uk/schools-education/primary-school-admissions/3

The school is notified by the LA of applications after the deadline. If the number of applications exceeds the number of places a committee of the governing body will meet to apply the over subscription criteria.

Parents will be informed whether their child has secured a place for the following academic year by the LA.

Date of application

In line with DFE guidelines, priority must not be given to parents based on the date order in which applications were received before the deadline.

Over-subscription Criteria

If there are too many applications for places, the Governors will decide which children would be offered places at Pembridge CE Primary School according to the following admissions criteria, taken in order.

1. Looked after children¹ and previously looked after children² who have since been adopted, or became subject to a child arrangements order³ or special guardianship order⁴, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
2. Pupils whose home address names Pembridge as the 'nearest school' as calculated using the Herefordshire Council routing software Routefinder Pro (for full details please see: [Find a school – Herefordshire Council](#)) *and* who have a sibling in school at the time of entry.
3. Pupils whose home address is *outside* the 'nearest school' category *and* who have a sibling at the school at the time of entry.
4. Pupils whose home address names Pembridge as the 'nearest school' as calculated using the Herefordshire Council routing software Routefinder Pro (for full details please see: [Find a school – Herefordshire Council](#)).
5. Pupils whose home address is outside the 'nearest school' category *and* whose family is actively involved in the worship, life and work of a Christian faith Church *and* who request a Church (faith) place supported by the appropriate Vicar/Rector/Minister. Faith in this context is defined as being an adherent to the Christian Trinity *.
6. Pupils for whom the school's admissions body has been made aware of additional factors which are deemed significant enough to prioritise (a letter from a doctor or social worker would be examples of supporting evidence).
7. Pupils whose home address is *outside* the 'nearest school' category.

¹ A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

² This includes children who were adopted under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children's Act 2002 (see section 46 adoption orders).

³ A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

^{3a} Child arrangements orders are defined in s.8 of the Children Act 1989, as amended by s.12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order.

⁴ See Section 14A of the Children Act 1989 which defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

**In the event that during the period specified for attendance at worship the church has been closed for public worship and has not provided alternative premises for that worship, the requirements of these admissions arrangements in relation to attendance will only apply to the period when the church or alternative premises have been available for public worship.*

Church Places

When applying for a church place, the application will need to be supported by a supplementary form from the school and be supported by a Vicar/Rector/Minister. Families who wish to apply for a place at Pembridge CE Primary School and want to be considered as 'actively involved in the worship, life and work of a Christian faith Church' should meet, with the agreement of the Vicar/Rector/Minister, at least one of the following criteria for a period of at least a year prior to the receipt of any applications:

- The family should regularly attend acts of worship at least once a month or when a familiar style of worship is held, and be known amongst those leading worship
- The family may, instead, participate in activities which have been initiated by the church, taking an active role in the work of the church amongst the local community.

**In the event that during the period specified for attendance at worship the church has been closed for public worship and has not provided alternative premises for that worship, the requirements of these admissions arrangements in relation to attendance will only apply to the period when the church or alternative premises have been available for public worship.*

Transfers from Other Schools

If parents wish to transfer their child to Pembridge from another school, into any other year group apart from Reception, the matter will need to be discussed with the Headteacher of the pupil's present school in the first instance. If it is then decided to make a formal request for transfer, this should be then be made in writing using the Herefordshire Council standard form available online.

Arrangements to Visit the School

Parents who wish their child/children to attend our school are strongly encouraged to come and visit the school before making a decision. Appointments to view the school can be made through the school secretary and the Headteacher will be delighted to show you and your child around.



The Curriculum:

Our vision:

Pembridge CE Primary School firmly believes it has an enriching curriculum which offers children a wide variety of experiences from singing in a cathedral, to competing in sports with other schools, sewing rainforest animals and making mud pies in its outdoor kitchen. Whilst we regard academic success as a significant outcome of every child's learning journey, the breadth of education must always reflect what the world and society requires – that our young people demonstrate positive well-being, find delight in wonder, are respectful to others, show an inspirational way of dealing with challenges as well as being able to read, write and solve maths problems!

Our learning is inspired through faith and values so that we continually aim for teaching and learning of the highest quality. It is underpinned by our high expectations that children demonstrate behaviours which enable them to flourish, whatever subject or task is put before them. These range from trying new things and concentrating to improving work and understanding others. We are a school where everyone seeks all that is good and worthy of praise so that each child rejoices in the skills and eagerness to embrace the next phase of their education.

Evidence of our curriculum's success from parents include:

- "... has grabbed every opportunity that has been offered to her at Pembridge and as a result, she leaves here with a positive outlook, eager to embrace the next phase of her education. There is not much more that a parent can ask for."
- "The last seven years have been an absolute pleasure and we couldn't have found a nicer, more friendly, high-achieving, positive, warm or joyous place..."
- "...that is what Pembridge School is – this amazing bubble of all that is good in the world – kindness, fairness, family, encouragement and positivity."



As well as focusing on subject-specific areas, our curriculum is also centred around eight key 'behaviours': trying new things, working hard, concentrating, self-motivation, imagination, improving, understanding others and never giving up. By embracing these, we enable all our children to engage in an inspiring, enjoyable curriculum with a greater understanding of how they are able to succeed and achieve their very best.

The curriculum should be involving, so that in working with parents and carers we can help to shape each child's learning, to motivate and to enthuse.

We feel that learning should be an enjoyable voyage of discovery and to that end, we pursue a variety of teaching and learning strategies which are matched to and develop individual pupils' abilities, aptitudes and skills. Our curriculum is distinctive, building on the strengths and expertise of our staff, the interests and predisposition of learners and the rich local resources that Pembridge has to offer its community.

We believe that the curriculum should meet the needs of all children and therefore strive to ensure that the needs of all learners are met, regardless of where they are in their learning journey.

Our curriculum ensures that all aspects of the most recent Primary National Curriculum are taught in a way that is enriches and equips each of our children with the skills, knowledge, understanding and values of modern life.

“Our lessons can be fun and that makes it easy to learn.”

Extra-Curricular Activities

Pembridge School is able to offer a very broad range of extra curricular clubs. They take place at appropriate times in the school year. Some are lunchtime clubs but most take place after school from 15:20 until 16:30. These clubs have been offered recently:

Netball	Cricket
Football	Multi-skills
Rounders	Gymnastics
Choir	Spotlight (Christian)
Tag Rugby	Choir



Charges for these activities vary with the nature of the club and materials required but almost all are free. Children who 'sign up' to a club make a commitment to attend every week for the duration of the course.

Children have the option of having music lessons by a peripatetic teacher on the school site for keyboard/piano, guitar and singing. An additional payment is made.

Out and About:



At Pembridge we enrich the curriculum at every opportunity and every class has at least two educational trips each year, which are designed to enhance teaching and learning as well as broadening the children's experience. We also make use of the rich local resources on offer such as the River Arrow and the Leen Farm within walking distance.

Excursions in previous years have included:

Year 6 London Trip	Year 5 and 6 Red Ridge or York Residential
Local farm visits	Chester Zoo
Food and Farming linked visit to Ludlow's Tesco and the market	Three Counties Show at Malvern
Elan Valley	Wroxeter Roman City
Coventry Cathedral	Young Voices Concert Birmingham
	Eastnor Castle

The Early Years Foundation Stage (EYFS)



Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.

The Early Years Foundation Stage (EYFS) sets the standards that school must meet to ensure that all children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children have a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Four guiding principles shape our practice in the early years. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in an **enabling environment**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children including children with special educational needs and disabilities

Areas of Learning and Development:

There are seven areas of learning and development that shape the EYFS curriculum. All of these areas are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas are known as the **prime areas**:

Communication and language:

Children are given opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations

Physical development:

Children are encouraged to be active and interactive in order to develop their co-ordination, control, and movement. Pupils are helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development:

Children are helped to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

The remaining 4 areas are known as **specific areas**; in these areas children learn to strengthen and apply the skills learned through the prime areas of learning:

Literacy

Children are encouraged to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest and promote a life time love of reading. Children use the Monster Phonics scheme with closely-matched reading books to support their letter-sound learning.

Mathematics:

Children are given opportunities to develop and improve their skills in counting, understanding and using numbers, calculating, simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the world:

Children are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design:

This involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.



Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.

Assessment plays an important part in helping parents, carers and the school to recognise children's progress, understand their needs, and to plan activities and support. At the beginning of the school year, a **baseline assessment** is made to identify the sorts of things children are able to do. Ongoing assessment is a daily part of the learning and development process. It involves adults observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.



In the final term of the year in which the child reaches age five, further assessments are made to see if children have reached the expected level of development. It provides parents and carers and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, and their readiness for Year 1.

English Language and Literacy Development across the Curriculum

Mrs Coates and Miss Morgan are the school's English lead teachers.

Language is the major means by which we make sense of the world, so we place great emphasis and importance on the acquisition of language skills, both written and verbal.

We firmly believe that the development of effective speaking and listening skills is fundamental to becoming a successful learner, so we try to provide a wide variety of opportunities through which children can learn to express their ideas clearly and confidently and become active listeners.

Children are encouraged to write for a variety of purposes and audiences. They are inspired to write in all areas of the curriculum and to contribute articles to the school's weekly newsletter. They are encouraged to develop a neat, joined style of handwriting and to present their ideas using computers where appropriate. There is increased emphasis on spelling, grammar and punctuation in all years and we ensure that all children have knowledge of the terminology required to understand how writing is constructed effectively.



Reading is encouraged and celebrated at Pembridge CE Primary School.

Children are taught, at all levels, to read for enjoyment and to access information and gain knowledge. This is achieved by using a wide range of appealing materials, initially reflecting the child's phonics teaching from Monster Phonics, and later from other recognised schemes such as the Collins Big Cats and Rigby Stars. Children also have a rich range of books in class libraries and our well-resourced school library. Children are read to by adults and other children and often share stories and novels as a class. Children are encouraged to read to a variety of audiences in guided reading sessions, with adult volunteers, peers and at special events such as church services and other assemblies.

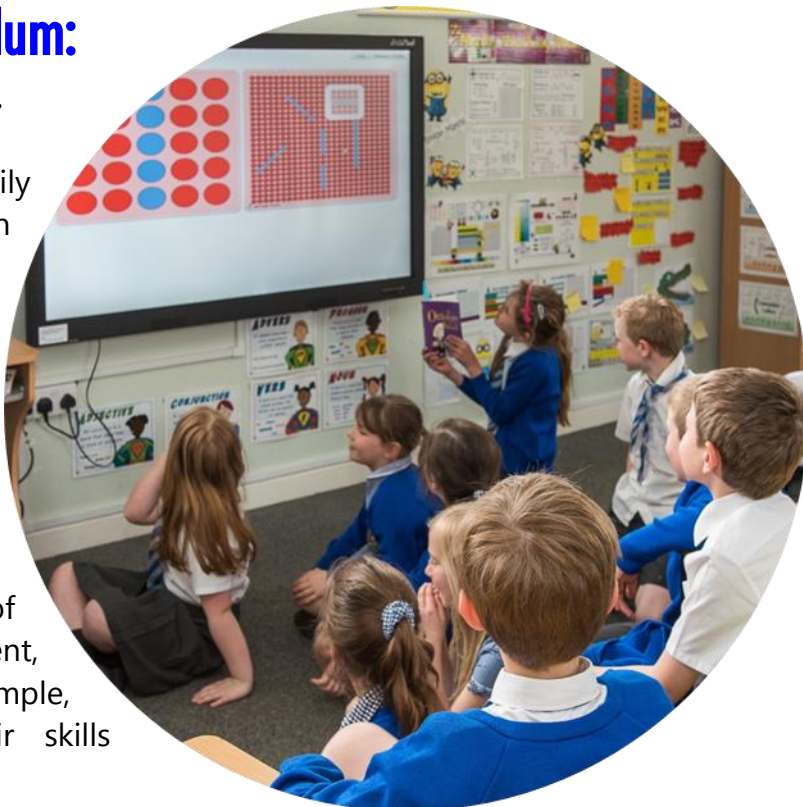


Reading and writing development is underpinned across the school by the systematic teaching of phonics and spelling strategies. We use Monster Phonics scheme as the foundation for our phonics teaching with Jane Considine's spelling scheme to develop learning beyond Year 2 across the school.

Mathematics across the Curriculum:

Miss Evans is the school's maths lead teacher.

Mathematics is taught mainly through a daily numeracy lesson but children are also given the opportunity to develop their knowledge and skills in a variety of situations throughout the school year. Children cover work on number, shape, space, measures and data handling. Early Years and KS1 children start with 'Mastering Number'; as they progress, 'White Rose Maths' provides a strong backbone for our teaching strategy. Children are provided with a wide range of practical support, such as counting equipment, and visual cues, like number lines for example, until they are confident to apply their skills independently.



We believe in encouraging the children to become confident and skilful in mental maths and rapid recall of number facts is an inbuilt feature of each lesson. Children are also encouraged to apply their knowledge to a wide variety of problem solving and real life situations. Links are made to other subjects and topics where appropriate. We encourage the children to recognise the purpose of mathematics in other curriculum areas and enable them to use mathematics skills as an integral part of everyday life.

We encourage the use of IT to support learning and in particular make use of the 'MyMaths' and 'Times Tables Rockstars' website as a tool for maths teaching and learning. Children can access this from anywhere and regularly complete homework tasks which can be viewed by the teacher in school.

Knowledge and Understanding of the World:

Our school's Curriculum Lead is Mrs Williams.

Through our half-termly units of work in science, geography and history, we encourage children to work collaboratively, ask questions and find solutions independently to solve problems. Practical enquiry is an essential part of learning in this area of the curriculum, so children have access to a range of equipment and educational visits and visitors. Key questions help stimulate and focus learning so that knowledge and skills are developed as children journey through the school.

Computing is an important element in all our learning. Pembridge CE Primary School is well equipped with computers, interactive whiteboards and iPads to support this key area of the curriculum.



As far as possible we use the outdoor environment surrounding the school to support and enhance the curriculum making use of the historical village and farms of Pembridge and our rich school grounds including the Forest School area and wildlife pond.

The Expressive Arts:

Our school's Curriculum Lead is Mrs Williams.

The arts, encompassing music, art and design, drama, and dance, form a vital element in the education of our pupils. They provide a powerful means of developing children's creativity, imagination and understanding, as well as a channel through which they may be enabled to express themselves in a variety of forms. Arts subjects are usually planned around half-termly creative topics with key skills developed and revisited over time as children move through the school.

The teaching of the arts is enriched through the input from other agencies such as theatre groups, music specialists and artists. Children are given opportunities to showcase the performing arts through regular concerts and special events both in school and at other venues. They are encouraged to participate in competitions and other activities as they arise.



The school has a strong relationship with the Courtyard Centre for the Arts in Hereford where we have performed and from

which practitioners support our teaching. Both staff and children make excellent use of the The Rodd, near Presteigne, final home of one of Australia's greatest artist, Sydney Nolan. Pembridge CE Primary School is proud to have been twice awarded the Artsmark Gold Award from the Arts Council, England.



Physical Education and Sports:

Miss Morgan is the school's PE Coordinator

The children are given many opportunities to engage in a wide range of physical activities designed to promote fitness, self-confidence and enthusiasm, and to develop co-ordination skills, teamwork and the determination to improve personal performance.

The Key elements of National Curriculum Programmes of Study Key Stages 1 and 2: Games; Gymnastic Activities; Dance and Swimming are taught throughout the school with the emphasis on enjoyment of the subject, and participation appropriate to the level of each individual.

Children participate in competitive inter-schools' sports events and tournaments, which provide closer links with schools within the area as well as providing opportunities for children to develop their sporting skills and to apply what they have learned about values to a competitive situation. We have consistently achieved well in competitions and received winning cups and medals. A residential visit to an outdoor education centre in Year 5 and 6 enables pupils to participate in adventurous activities such as kayaking, rock climbing, abseiling and orienteering.

The school engages the services of a professional sports coach to assist with training both in school time and to run an after-school club, in which boys and girls may participate. Coaching is also arranged for short sessions of training throughout the year and includes areas such as swimming, tag rugby, hockey, netball and tennis. Staff work alongside professional sport coaches to develop their own teaching expertise in PE.



Currently, we have members of staff with coaching qualifications in netball, cricket and football. We have been awarded FA Charter Status for football and we have strong links with local sports clubs. We offer a range of extra-curricular sporting clubs throughout the year including, cricket, football, netball, rounders, cross country and athletics.

“[Children] are — without exception, outstanding. I have listened with pride as teachers from other schools and parents have said, ‘You can tell those kids are from Pembridge’. And I have seen the school values in action time and time again — kindness, fair play, sportsmanship, team work, tenacity, resilience, courage to name a few. When you put Pembridge onto a pitch they truly shine — not just because they often win — but because they are just nice kids up for a good time. And they never give up.”

Religious Education and School Ethos:

Mrs Griffiths is the RE lead teacher.

The full potential of Religious Education cannot be achieved if it does not relate to the whole life of the school. Every experience, whether in the classroom, playground, dining room or worship, has significance. The very nature of Religious Education means that it must be accessible to all pupils, so our teaching and learning is structured to accommodate differences in ability, performance and maturity, regardless of gender, spiritual beliefs or ethnic and cultural origins.



As a 'Values School' we use our chosen values to help all members of the school community to think about and reflect upon these positive attributes and the practical implications of expressing them in relation to themselves, others, the community and the world. Our school ethos is underpinned by Christian values that support development of the whole child as a reflective learner.

The Governing Body adopts the Herefordshire Agreed Syllabus for Religious Education.

Our aims for RE at Pembridge CE Primary School:

Through work in Religious Education, Collective Worship, Values Education and through immersion in the school culture and ethos, we work together with children towards the following spiritual goals:

- To inspire individuals to choose their own positive personal, social, moral and spiritual beliefs and values and to be aware of developing and deepening them as world citizens;
- To widen our knowledge and understanding of different cultures and faiths, including our own;
- To develop knowledge and understanding of the Christian faith and demonstrate how to live life as Christian;
- To explore together the ways in which individuals can live out our Christian faith;
- To develop our awareness of the nature of the Church and the relationship between the Church and the community;
- To explore together the richness of the mixed culture of our country, recognising, understanding and valuing both similarities and differences in belief and practices;
- To develop in pupils a capacity to engage in a search for meaning and purpose in order to enhance their own spiritual and moral growth.

Collective Worship:

At Pembridge we hold a daily act of Collective Worship, which is of a Christian character, and, as an Aided School we will aim to keep our worship within the traditions of the Church of England whilst embracing stories, prayers and liturgy from other denominations and faiths.

The usual pattern for worship is:

Monday	Whole school	The rector of St Mary's, Rev'd Anna Branston, Headteacher or visitor
Tuesday	Whole School	Teacher-led or visitor
Wednesday	Songs and Praise for the whole school	Mr Hollis
Thursday	Class	Teacher or child-led
Friday	Celebration Worship for the whole school	Everyone

Guest visitors may include people from charities, linked schools, or indeed the children themselves!



Each class hosts a termly worship to which the wider community of friends and family are invited.

Children and teachers develop the theme together which may be values based or an opportunity to showcase curricular learning. The children lead the worship and visitors are invited to remain after the service to chat with children, look at exhibitions of work and share refreshments. We call this time 'Stay and Play' and is a very popular way of finding out what sorts of things your child can do.

Links with the Church:

We enjoy excellent links with the church community in Pembridge and the wider Hereford Diocese. The Rector of Pembridge, Rev'd Anna Branston is a governor of the school and is regularly seen in school taking worship and working in classes.

The walk to St Mary's Church is very short and we regularly make use of this very special Church building for services, enrichment activities, special festivals and celebrations including Ash Wednesday, Ascension Day, Easter and Christmas. We also have an 'end of term' service in Church. The Church also provides a valuable learning resource for children which we make full use of throughout the year. In previous years, the Rector and the Headteacher have led a series of workshops on the Christian faith. Children then have an opportunity to go forward for confirmation if they so wish.

Right of Withdrawal

In accordance with the Education Reform Act of 1998 we acknowledge the right of parents to withdraw their child from Acts of Collective Worship and religious education should they wish to do so, and if this situation arises within school, suitable arrangements for the supervision of the child during these periods will be made.

Personal, Social and Health Education (PSHE):

Mrs Palmer is the PSHE / Relationships lead teacher

In P.S.H.E. we aim to support and promote understanding of good practices conducive to health, to enhance health related skills and to provide accurate information on health-related issues.

We encourage the development of self-esteem and self-confidence in individuals and also an awareness of the needs and values of others. We recognise the role that the school has in the wider community, and aim to raise children's awareness of the contributions they can make within the wide community, and we prepare children to play an active role as British citizens.

P.S.H.E. comes into all aspects of the curriculum, but during their time at Pembridge all pupils will have covered aspects such as relationships education, safety, drugs awareness, health-related exercise, enterprise and business activities, food and nutrition, and personal hygiene.

We also implement the British Heart Foundation's Heartstart programme.

Pupil Voice: "We always have a chance to say what we want to."



Kindness Matters
Created by Pembridge CE Primary School's School Council 2022
"And the God who gives you peace will be with you."



What is bullying?

Bullying is when a person is unkind to you several times on purpose. There are different types of bullying:

- **Online bullying:** Insults through emails, social media or texts.
- **Verbal Bullying:** Name calling or threatening you.
- **Physical Bullying:** Hitting, kicking, biting, scratching, pushing, tripping you up on purpose.
- **Emotional Bullying:** Spreading rumours or getting you to do something you don't want to.

When is it bullying?

Several **T**imes **O**n **P**urpose

Bullying is not:

- An accident.
- A fall out with friends.
- Something that only happens once.

How should you react?

- You should walk away.
- You should ignore the bully.
- Tell someone you trust.
- Keep a record of what's happening.
- Do not retaliate.
- Be proud of who you are.

Please do not:

- Blame it on yourself – it is not your fault.
- Try to deal with it yourself.
- Keep the problem to yourself.

Who can I tell?



We will work together to:

- Make our school a place where everyone can feel safe and happy.
- Help everyone to get along with each other because we believe that everyone has the right to be who they are.
- Always treat bullying seriously.

School Council

We address a range of citizenship issues through the very active school council. These include transport issues, inclusion, peer pressure and social responsibility.

The council is made up of a representative from each year group. They meet every few weeks to discuss issues which have an impact on the daily lives of all the children; anything from playground equipment, charity support to healthy eating has been discussed. In previous years, the School Council wrote and launched the school's Anti-Bullying Policy called 'Kindness Matters'. We feel it is important that pupils have a meaningful role in the way



the school is managed. The school council has an input in teacher appointments and also gives feedback to the governing body on a range of issues.

Eco-Committee

This very active committee meet to discuss and take a lead with issues surrounding all aspects of becoming a sustainable school; such as the school travel plan, design of the school grounds and eco-friendly projects. The school has a Bronze Eco Award and is aiming to achieve Green Flag status soon.

Relationships Education:

Relationships Education is lifelong learning about physical, moral and emotional development. Relationships Education will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. Our learning focuses on:

- different types of relationships, including friendships, family relationships, dealing with strangers;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, privacy, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online.



Within this relationships framework, children will have the opportunity to discuss:

- The physical development of their bodies as they grow into adults, tailored to the age and stage of the child
- The way humans reproduce, linked to our science curriculum
- Respect for their own bodies and the importance of sexual activity as part of a committed, long term and loving relationship
- The importance of family life
- Moral questions
- Relationship issues
- The views of other people with respect
- Sexual abuse, and what they should do if they are worried about any sexual matters.

Our teaching will provide a secure, sensitive and caring framework where learning and discussion can take place so that we build self-esteem, teach responsibility and develop skills for a safe and healthy lifestyle.

Gifted and Talented Pupils:

We are proud of our provision for children with particular gifts or talents, be they sporting, musical, dramatic or academic. The whole ethos of Pembridge School is focused on learning and valuing each individual pupil. Pupils rise to the challenge of the high expectations for all and achieve well throughout the school.

Lessons are exciting and motivating and there is a wealth of opportunities for learning independently and through problem-solving and enrichment activities. The learning environment is conducive to challenge and achievement. We work closely with local schools to provide opportunities for our more able pupils.

Special Educational Needs and Disabilities:

Our Special Educational Needs and Disabilities Co-ordinator is Mrs Palmer.

Definition of Special Educational Needs and Disabilities

In our school, we define a child with special needs as any child who requires additional support in any area of the school curriculum in order to fulfil his or her individual potential.

Our definition includes children who may have:

- A language difficulty
- A general learning difficulty
- A specific learning difficulty
- A medical condition with educational implications
- A physical or mental disability
- A visual or hearing impairment
- An emotional or behavioural difficulty
- An above average ability in a particular area of the curriculum

Principles

We recognise that, during their time with us, some children may need extra help and support for a wide variety of reasons and for different periods of time. The Head teacher, staff and Governors at Pembridge are committed to the full integration of children with Special Needs. The overall aim of our SEND policy is to provide structures within school which will enable each child to reach their own individual potential, and full access to the National Curriculum in line with our statutory requirements.

As a Church school, we aim to develop an ethos of care, empathy, and understanding. This is essential when dealing with children with additional needs. All children are valued as individuals and we aim for all children to experience success, to achieve across the curriculum and to reach their full potential.

Parents Involvement in Supporting Children with Special Educational Needs and Disabilities

We recognise the importance of effective partnership with parents and that they understand the procedures for SEND in school. We are always ready to listen to their concerns and worries, and provide opportunities for both formal and informal discussion of all aspects of children's academic and social development. Consideration of the child's special educational needs fits naturally into this approach.

Informing parents that special educational provision is being made for their child is a duty of the school. We aim to inform parents in a way that encourages them to contribute their knowledge and understanding of their child, but also offers a forum to discuss individual, the provision being made and any other concerns.

Governors

The Governing Body supports the development and assessment of SEND provision through reports of visits from the Governor with responsibility for SEND, and updates to the Curriculum Committee from the SENCo. The Head Teacher's report to the Governing Body also covers SEND developments. Further and more detailed information can be found on the school's website.



School Performance 2024

We are *very* proud of our latest results of formal assessments:

Pembridge CE Primary School: Summary of Official Data 2023-2024				
EYFS 'good' level of development (6/7 children)	86% (National 67%)			
Y1 Phonics (10/12 children)	83% (National 80%)			
KS2 (9 children)	Reading	Grammar, Punctuation and Spelling	Writing (Teacher Assessment)	Maths
At Expected Standard and above	100% GDS: 56% (74%/29% National)	89% GDS: 67% (72%/30% National)	89% GDS: 33% (72%/14% National)	100% GDS: 22% (73%/24% National)
Average Scaled Score	109 (105 National)	110 (105 National)		107 (104 National)
Combined Reading, Writing and Maths	89% (61% National)			



The School Day:

Arriving in School

The morning routine is an important part of the school day. It is the moment when responsibility for children's well-being is handed over from parents or other carers to the school. Like all schools, we take this responsibility very seriously. We have a difficult balance to strike between providing a **warm welcome for parents** and on the other hand operating a **safe**, efficient start to the school day.

Our main school entrance is designed to be the secure entry point into the body of the school. We ensure we follow statutory regulations on child protection in schools, which require this separation of 'children in our care' and the 'general public'.

A member of staff is on duty at the main gate and the side gate from the New Inn car park each morning from 8:45am so that, if they wish, children can safely make their way into school from there.

We ask children in **class 3 and 4** to enter in the morning **via the school office** and say farewell to parents at this point. We believe this system encourages independence and valuable organisational skills for life.

Children in **class 1 and 2** can enter their classrooms in the morning directly through the doors facing the playground. Parents of these younger children should bring them to the steps before 'waving them off'.

Parents and carers are asked **not to bring children to school before 8:45am**.

Our office administrator, Mrs Targett will be on duty in the main reception to receive any information; however, an email or telephone call can be very effective.

It is very important that children arrive in time to be seated for the morning register at 9:00am.

If you are late in arriving to school **all children** must arrive through the main entrance and report to Mrs Targett.

If your child is ill or unable to attend school please inform school **before 9.00am**. If a child is absent at registration and communication has not been received from home, a call to establish the absence will be made from school to the parents concerned.



The School Timetable:

- The official school day for children begins at 9:00am and ends at 3:15pm.
- Daily worship usually takes place at 9:30 am or at a time to suit in classrooms.
- A 15-minute morning playtime begins at 11.00am.
- Lunchtime is from 12:15pm until 1:15pm.
- There is also an afternoon playtime for Class 1 and 2 at a time to suit.
- The normal school day ends by 3:15pm.

Wraparound Care

An opportunity to drop your child off at 8.00am is available for those children interested in an early morning 'Pembroke Active' led by our PE teacher, Mr Cheshire. Current charges are £2.50 per child per session or £10 per week. An after-school club runs from 3.20pm-5pm (Mon-Thu), 3.20pm-4.30pm on a Friday which costs £24 a week or £6 per session. This is in addition to any sporting or drama clubs your child may attend.

Home time

This is obviously the moment when responsibility for children's well-being is handed back to parents or other carers and it also requires careful management to ensure our children are kept safe as they make their way home.

Children should generally be collected from school at 3:15pm. The most common exception is when they attend an after-school club which will typically end at 4:30pm. Arrangements to attend these clubs will need to be made well in advance. When attending an after-school club, as far as possible, parents and children should follow the same collection procedures as on a normal day. The school needs an **up-to-date and clear understanding** of the home time arrangements for each child and we ask that any changes to the 'normal' home time arrangements are communicated to us and the child in plenty of time and preferably in writing. We hope parents and carers will understand, that if there is **any doubt** about the correct home time arrangements, **we will choose to keep children with us in school**, until we are sure they will be safe.

Class 1 and 2 parents can wait on the playground for children to be sent out directly from the classroom. **Class 3 and 4 parents** should wait for children outside the main entrance.

Please try to collect your child promptly, if due to unforeseen circumstances, you are unable to collect on time please **inform school** and we can make arrangements to keep your child safe and happy until you arrive.

Parking:

As in many primary schools, parking is very limited around the school campus. There is **no parent parking allowed on the school site** because the car park we have is not big enough to provide a safe facility for this to happen. However, there is one designated disabled parking bay nearest to the school pedestrian gate. Parking is also **not permitted** on the 'apron' near the main entrance. This area is marked with a yellow No Parking notice.

The **New Inn** kindly allow their car park to be used by parents at the beginning and end of the school day. It is important for parents and carers to be aware, though, that **we must not use this car park at other times of day**, such as lunchtimes, during the evenings or special events such as Sports Day or productions, as we then make life more difficult for New Inn customers, which could ultimately result in us losing this 'goodwill' agreement. The Village Hall nearby has ample parking spaces.

Transport:

Free transport is currently provided for children less than 8 years of age and living 2 miles or more from their **nearest school** (for older children - 3 miles). The school does not organise transport and cannot accept any responsibility for any issue arising from this.

Further information can be found here: <https://www.herefordshire.gov.uk/public-transport-1/school-college-transport>

Policies and Procedures:

All school policies are available in full from the school office. Alternatively, many can be accessed via our web site (www.pembridgeprimary.org.uk) .

Food and Drink in School

We encourage the children to lead a healthy lifestyle. There are clear links between health, behaviour and achievement. We aim to support the creation of healthy and happy children and young people, who do better in learning and in life. **We are a nut-free school.**

Healthy Eating Snack Policy

We encourage healthy eating in school as much as possible at Pembridge. The School Council pupils have a Healthy Snack Policy which encourages all pupils to bring healthy snacks to school for break time and allows one treat day on Treat Tuesday. Healthy alternatives to chocolate and crisps include, fresh fruit, dried fruit, cereal bars (not chocolate coated).

Drinks

We actively encourage children to drink lots of water during the school day, including in class. It is helpful if children have a drinks bottle which they can fill up when they need to. Children's hydration levels are extremely important to their health and to their ability to concentrate and there is no substitute for water. Children are allowed to bring squash or juice in their bottles for lunch but no fizzy drinks are allowed in school and only water is allowed to be drunk during lesson time. Children also have the option of a cup of semi-skimmed milk (free for under five-year-olds). This must be ordered in advance from 'Cool Milk' - please contact the school office for details.



School Dinners

We offer our children a hot school meal every day. Our lunch provider is catering firm AiP (Alliance in Partnership). An example of the menu can be seen on our website.

Universal Infant Free School Meals means that **all** children in Reception, Year 1 and Year 2 are entitled to a free school meal every day. If you wish to take up this option, meals need to be ordered from our caterers. There are delicious choices of cooked main meal, vegetarian meal, jacket potato, or salad lunch box.

Medical Care:

Parents are requested to inform the school of any relevant medical history that may affect their child's general development and education in school.

From time to time children will receive routine vision and hearing tests. A consent form is issued by the Child Health Department asking permission for these. Parents are not usually involved in the tests unless the results require further action to be taken.

Infectious Illnesses

Please inform the class teacher if your child has an infectious condition such as head lice, impetigo, threadworms etc. All information will be treated in the strictest confidence.

The Local Authority have an informed list of **Notifiable Diseases**: chicken pox, diphtheria, food poisoning, German measles, hepatitis, measles, mumps, poliomyelitis, smallpox, whooping cough.

In the event of contraction of one of these or any other serious infection, please contact the school as soon as possible to establish exclusion periods.

Head lice

It is **very important** to inform the class teacher if your child has head lice. Parents are advised to carry out the appropriate treatment as recommended in the Health Authority guidance. School will notify parents of any instance of head lice in school.

Medication in School

Almost all short-term medication should be given at home and we do not usually give any medicines to children in school. Please let us know if this may be difficult for you. If your child requires 'on-going' medication (for asthma etc.) up-to-date details must be given to the school administrator and parents must ensure medication is 'in date'.

First Aid in school

If your child requires First Aid during school hours, treatment will be carried out by a trained First Aider. Parents will be informed, usually by letter for minor accidents, or telephone for more serious incidents. Should emergency action be necessary, parents will be contacted immediately by telephone, if possible, to be fully informed of the situation. Every effort will be made to contact parents, but if contact cannot be made the Headteacher will take action to seek medical aid for the

welfare of your child. In case of emergency, we do ask for **two** emergency telephone contact numbers for every child.

It is extremely important that parents let us know promptly of any changes of telephone numbers and that someone on the list of contacts for your child is always contactable.

Holidays During Term Time

Taking holidays in term time will affect your child's schooling as much as any other absence. All schools are only permitted to authorise holidays during term time in exceptional circumstances and the Government states in its guidance that it does not view family holidays as an exceptional circumstance. **We ask that parents support the school by not booking holidays during term time.** A copy of our Attendance policy is available on the school website www.pembridgeprimary.org.uk if you wish to view it. All unauthorised absences are referred to the Local Authority who may issue a penalty notice.



School Uniform

We believe a smart, practical uniform is helpful and sets us apart from the crowd! Please ensure that **all** items of uniform are clearly labelled with your child's name.

The uniform is:

- black school shoes (no trainers, boots or heels);
- dark grey socks or tights – white socks may be worn with summer dresses;
- dark grey trousers, tailored shorts, pinafore dress or school skirt;
- a plain white shirt (long or short sleeved);
- a royal blue knitted Pembridge School jumper or cardigan with an embroidered logo;
- an optional blue gingham summer dress which can be worn with white ankle socks and the school cardigan during the summer term;
- A school tie.



PE & Games:

We would like all children to wear black shorts/skorts for PE /Games. These need to be plain and must not be 'cycling' shorts or 'fashion shorts'.

KS1 and KS2 have a blue-t-shirt with the school logo

KS2 have a 'rugby' style shirt for PE / Games.

In the colder weather it is useful for children to have a dark coloured (navy blue or black) track suit. 'Branded' wear should **not** be worn. Sport specific equipment will be needed for some sessions e.g. shin pads, football boots. Staff will advise when this is required.

Swimming

Children may wear their choice of trunks or costume and will need a towel. **Written permission** must be given for goggles to be permitted.

Suppliers

Our jumpers and cardigans are currently available online from School Trends: www.stparent.co.uk or School Bells Uniforms: www.schoolbellsuniforms.co.uk/primary-schools/pembridge-ce-primary-school.html

With the exception of jumpers, cardigans and ties, the uniform can be purchased from any supplier and this provides more flexibility for parents to make their own decisions and find their own 'good deals' and make their own choices about suppliers, quality etc. If any family finds the cost of uniform excessive, they should, in confidence, speak to staff in school.

Optional Extras

There are 'optional extras' on the School Trends website e.g. book bags; school caps; additional PE kit; outdoor wet weather gear for Forest Schools, coats and fleeces.

Health & Safety Issues - Hair and Jewellery –

Long hair (on boys or girls) should be **tied back** at all times. Hair bands, bows and clips should be in school colours.

In the interest of children's safety, **no jewellery** is permitted in school. PE and playtime activities have resulted in quite serious injuries in some schools as a result of jewellery and it is better that it is left at home.

Recycled Uniform

The PTFA occasionally run a 'Recycled Uniform Shop', where parents are able to purchase second hand uniform. **Please do not hesitate to ask if purchasing uniform is difficult for you.**

Lost Property

The lost property bin can be found in the reception area of school and parents are welcome to sort through it for any lost items at the end of the school day. Lost items will be kept in school for one month after which items will be recycled or given to charity. We do not have space to keep items for any longer than this.

Transfer to Secondary School:

Pupils completing their primary education at the school transfer to secondary school at the beginning of the Autumn term following their eleventh birthday. Historically, **Lady Hawkins' School, Kington** (7 miles away) was the preferred option, but we have a choice of other excellent schools which our children move on to: **Weobley High School** (6.4 miles away), **Earl Mortimer College, Leominster** (7.7 miles away) and private schools such as **Lucton, Moor Park, Hereford Cathedral School** and **Bedstone**. Parents are able to choose which secondary school to apply to for a place and are not limited to one on the basis of which primary school children attended.

Parent Partnership:

Parents', Teachers' and Friends' Association

The school has a very active group of parents, teachers and friends of the school, which serves a number of purposes which are both social and charitable. Parents are automatically members when their children are on roll and are warmly encouraged to get involved in all school 'Friends' events.



Parental Help in School

Parents are also warmly invited to help in school with classroom activities or at lunchtime. Anyone able to offer some support should contact the school office. It is our policy to avoid instances where parents work with classes containing their own children as this can cause disruption.



Homework

We recognise the integral part homework can have in learning and an active educational partnership between home and school; however, we believe that quality family time is essential too. A range of different types of homework is offered with our minimum expectation that **every child reads daily, completes spelling activities and practises maths facts (times tables and/or number bonds)**. Each term, each class provides a web of topic-related tasks to complete at certain times; these aim to be family-friendly and help extend learning into the home.

GDPR

We take your data protection seriously and will only share your data if you ask us to or if it is our duty to do so. Each year, we will ask you how you wish for data we collect such as photographs of your children in school to be used for publicity. We do ask, however, that you only take photographs of your children at 'open' events such as sports days and productions. **No other children's images** should be shared on social media without the permission of other parents.

Home-School Agreement

The Home-School Agreement is republished each year in September. We encourage all parents and children to sign this agreement and to maintain a commitment to it throughout the school year.

Pembridge School News

We keep all friends of the school up to date with school news and events with a weekly newsletter called 'Ad Lucem' (To the Light). It includes reminders of dates for the diary, reports on events such as sporting fixtures, updates on the 'Value of the Month' and information about the all round development of the school.

Reports

Teachers send out reports on children's progress and attainment every term. Parents are then invited to attend a discussion with the class teacher at a meeting soon afterwards. A fuller report is written in the Summer Term.

Parent & Teacher Meetings

There is a meet the teacher meeting at the start of each academic year which is then followed by Parents Meetings which are held twice a year. It is really important that parents or carers attend these meetings as they are a very valuable communication tool and instrumental to ensuring that your child makes good progress too.

Parents and Carers of Younger Children

The school's Governor-run Nursery provides an excellent transition into Reception. However, we recognise children may come from other nurseries in the locality. In the half term before children join us in Reception, these children are invited to co-ordinated play sessions within the school day. These give them the opportunity to meet the class teacher and members of their group, as well as enabling them to familiarise themselves with the layout of the classroom, and general classroom procedures. There is an opportunity to join together for lunch in school.

In addition to all these consultation sessions, information meetings may be held where aspects of the National Curriculum and general school issues are discussed.



If at any time you have concerns about your child academically or socially, we are only too happy to arrange an appointment when those concerns can be discussed with the class teacher or head teacher.

Pastoral Care

Our major aim is to generate a feeling of worth and mutual respect within our school family, and we base our general approach on the reinforcement of good behaviour, attitudes and values, rather than the punishment of negative behaviour. We aim to build on any success, however small. Staff expect the best of all children and promote care, consideration and courtesy by example. We use a Restorative Practice approach to help all children consider each other's feelings.

Our Behaviour Code states that all members of Pembridge School have the right to:

- be safe;
- have an opportunity to learn;
- be treated with respect.

We encourage the children to behave well by always....

- Speaking kindly and respectfully to each other;
- Keeping their hands, feet and objects to themselves;
- Following instructions carefully;
- Having a good attitude towards learning.

Behaviour that 'gets in the way' of our rights, is '**unacceptable**'.

- Behaviour that could hurt themselves or others;
- Behaviour that could stop learning;
- Behaviour that shows lack of respect.

Parents will be informed if there is a serious problem with their child's behaviour, and invited to discuss the issues with the class teacher or the head teacher.



Emotional and Behavioural Support

We have a range of support available for children and families who require help and advice. Mrs Devereaux is the school's Emotional Literacy Support Assistant and is available for 1:1 counselling. If you have any concerns, do let staff know.

"Bespoke provision for individuals is pivotal and ensures that even those identified as the most vulnerable reach their full potential." SIAMS 2023

Pupils quickly develop key values, such as respect and tolerance, and the school provides a happy, family atmosphere." Ofsted 2014

PEMBRIDGE CE PRIMARY SCHOOL NURSERY

Run by a dedicated team of Governors and professionals, the nursery is open Monday-Friday from 8.45am-11.45pm, and from 12.15pm-3.15pm. Nursery Education Funding vouchers can be used within these times for 15 or 30 hours. Additional times (for example, the half hour between morning and afternoon sessions) can be purchased separately.



We take children from the age of 3 and can currently accommodate eight children at any one time. These children work alongside others in the Reception year in a dedicated space which includes a secure safe play area outside. Children also make use of the extensive grounds. We work hard to provide a curriculum which promotes curiosity and a rich level of language so that they are 'school-ready'.



Children wear a similar uniform to the older pupils in school. They eat lunch in the hall alongside those in Class 1 and 2. When they are ready, they have opportunities to join the rest of the school for worship and other wider-school events. The nursery shares the same high expectations we have of all children in school.

Whilst Mrs Williams is the Manager for Early Years, she is supported by her deputy, Miss Morris and a team of qualified staff. You are more than welcome to visit the setting to see what we can offer your child.

We think being part of the Pembridge family is rather special; do come and join us!

If there is any further information you require, please ask.

Freedom of Information Act

The Freedom of Information Act requires publicly funded bodies, including schools, to be clear about the information they publish. We have produced a publication scheme setting out all the information we publish on a regular basis, and where to find it. You can ask the school office to let you see the scheme, or provide you with a copy free of charge.