

2020-2021

Stebbing Primary School

A SMALL SCHOOL. THAT MAKES

YOU FEEL **BIG!**

Stebbing Primary

High Street

Stebbing

ESSEX

CM6 3SH

01371 856260

www.stebbingprimary.co.uk


Ofsted

**Good
Provider**



Our school...

Stebbing Primary School, set in the heart of this pretty country village, is a fine example of Victorian architecture. The main building opened in 1878 and houses 3 classrooms, the office and two group rooms.

We are the first Montessori primary school to be accredited in the South East of England having adopted the approach back in 2006. Our principles are heavily embedded in our Montessori ethos. Every child is seen as an individual and the curriculum is planned to meet their learning needs.

Fundamental to these principles is the promotion of independence, which is encouraged as soon as the children begin their educational journey in Wrens.

Our ethos...

At Stebbing we offer children a safe, nurturing and supportive environment where they can grow and develop to fulfill their potential through a creative and fun learning journey. We encourage children to take ownership of their learning by providing engaging opportunities and equipping them with the skills and knowledge they need to face the challenges beyond primary school.

Our day...

- 8.30-8.45 Children arrive at school
- 8.45-8.55 Registration
- 8.55-9.40 Teaching time
- 9.40-10.40 Teaching time
- 10.40-10.55 Break time
- 10.55-12.00 Teaching time
- 12.00-1.00 Lunch time
- 1.00-2.30 Teaching time
- 2.30-2.45 Assembly
- 2.45-3.00 Reading in class

'Stebbing Primary is an exciting and safe place to learn. Pupils develop the key skills of resilience and empathy for others.'

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All about us...

Meet the team

Headteacher

Miss Mawson

Assistant Headteachers

Mrs Clayden

Mr Le Masurier

SENCO

Mrs Chamberlain

The Governing Body

Mrs Munson - Chair

Mrs Smith - Vice Chair

Miss Mawson - Headteacher

Mrs Cant

Mrs Clayden (Staff)

Mrs Corbett

Mr Foot

Mrs James

Mrs Merritt

Mrs S Taylor

Mr Le Masurier (Associate)

Mrs Roberts (Associate)

Mrs Radford (Clerk)

Teachers

Miss Summers- Wrens - reception

Miss Lonnen-Smith - Robins - year 1

Miss Langley - Kingfishers - (2 days) year 2

Mrs Hammond - Kingfishers - (3 days) year 2

Miss Fifield - Woodpeckers - year 3

Mrs Smith - Kestrels - year 4

Mrs Clayden - Ospreys (4 days) - year 5

Mrs Taylor - Ospreys (1 day) - year 5

Mrs Sando - SCITT trainee- Ospreys - year 5

Mr Le Masurier - Owls - year 6

Mr Bosch - Music teacher

Administration Assistants

Mrs James (Office Manager)

Mrs Gustavina (Admin Assistant)

*'Teachers' expectations
are high and pupils
respond accordingly.'*

Ofsted 2017

Midday Assistants

Miss Peacock (Cook)

Miss Bissett (Senior MDA)

Caretaker

Mr Radford

Teaching Assistants

Mrs Mayne

Mrs Mehmet

Miss Michael

Mrs Murphy

Miss C Osborne

Miss S Osborne

Mrs Pickering

Mrs Radford
(HLTA & French Teacher)

Miss Rodgers

Mrs Rodgers

Teaching Assistants

Miss Alger
(Forest School Leader)

Miss Bissett

Ms Brandon

Mrs Brinkley

Mrs Capon (HLTA)

Mrs Cox

Miss Francis

Mrs Harrison

Dr Holland

Mrs Hutchinson

School Rabbits

Oreo & Caramel



School Dog

Woody



Our curriculum...

How we learn

In the past schooling has meant learning skills in literacy and numeracy and cultivating an ability to retain information. These skills were considered to be of higher value than creativity, independent thinking, discernment, communication skills, emotional intelligence and technological literacy.

But in a changing world, with technological advancement, and the globalised marketplace in which we must all now compete, we need our children to innovate, be intellectually curious and be revolutionary thinkers, all without losing their creativity, courage and motivation to succeed.

These are the principles which have underpinned our educational practice at Stebbing. We have created a syllabus of topics to be explored. It is a rigorous process of discovering, applying and communicating and its ultimate goal is to prepare our pupils for a lifetime of learning.



Montessori

Maria Montessori developed a highly effective method of teaching which could be used with great success with each and every child. Through research she found that children learn best by doing. Children who were given these opportunities became happy, self-motivated learners and formed positive self-images. Underpinning her philosophy is the importance that the child, practitioner and equipment play in a child's education. Fundamentally Montessori believed in giving children the ability to become independent learners. Alongside this, the practitioner facilitates their learning by presenting equipment and identifying ways in which the child could progress. The equipment is specially designed to teach a specific learning objective. Once a piece of equipment has been presented, children have an opportunity to explore it independently with the freedom and security of a control of error. Children are given opportunities to choose and repeat materials as they feel necessary. As stated in our Montessori Accreditation Report (2010): 'The Montessori approach is strongly adhered to in Reception and Year One where children benefit from a fully prepared learning environment and have access to the full range of Montessori materials...' The Montessori ethos, and in particular the Maths resources, are also evident in Key Stage Two.



'Pupils develop valuable skills, knowledge and understanding through regular French, Sport and Art lessons.'

Ofsted 2017

Early Years Foundation Stage

'Pupils behave very well both in the classroom and around school.'

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The Early Years Foundation Stage (EYFS) encompasses a statutory curriculum designed for children aged from birth to five. There are close observations of the child's learning and behaviour which are continuously evidenced. These assessments inform the Early Years Foundation Stage Profile (EYFSP) assessed termly. A topic-based approach takes the Development Matters objectives and uses these as starting points. Carefully planned adult-led and child-selected activities are incorporated into each topic. The Montessori materials are fundamental to developing the key skills. An indoor and outdoor curriculum is provided for, to effectively support children in their spontaneous, independent learning.

Our curriculum...



The National Curriculum

The National Curriculum is a statutory document introduced by the government to ensure all schools cover all areas of the Curriculum.

At Stebbing we have referred to the National Curriculum by creating topics that include the skills and knowledge required by the end of KS2. By designing our own curriculum, we have guaranteed that every child will encounter the required learning experiences by the end of their primary school journey. As a result we can guarantee our children leave with a well rounded education and are well prepared for their next stage of learning. As a school we have designed our own creative skills based approach to this, which we feel gives our children the important life skills needed to make them lifelong learners.

English

Our aim in English is to ensure that all children leave primary school as fluent, keen readers and effective writers. To support us in achieving our goals, we use a number of approaches to the teaching of English.

► Reading

Reading is a key foundation for learning about the world and we want our pupils to develop a great love of reading. We hope that they will enjoy exploring a wide range of stories and develop an enriched vocabulary. Reading and telling stories are key in our Foundation Stage and all classes enjoy a class book. Children are taught key reading skills through phonics sessions, book sharing, guided reading sessions and shared texts. KS2 children explicitly learn comprehension skills in whole-class reading sessions, where texts are studied in depth. In all year groups, children utilise reading VIPERS to help them develop their understanding of the key reading strands within the national curriculum.

► Phonics

As a school, we follow the Letters and Sounds programme and, in KS1, we have daily phonics lessons where children learn to identify sounds, sound out words (reading) and then put them back together (spelling). In this session, they also practice writing the sounds and reading 'tricky' and 'decodable' words. Phonics sessions continue in KS2 for pupils who need to continue to develop these skills.

► Writing

Through the school, children write in a variety of genres. In KS1, writing is usually based around the topic being studied. Writing is taught through specific text types in KS2. In all year groups, exciting sentences are utilised to help support the teaching of grammatical concepts within writing lessons. Grammar, punctuation and spelling skills are taught explicitly in all year groups and there is an expectation that children write accurately and neatly, taking a pride in the presentation of their work. It is also expected that children join their writing, particularly in KS2.

Mathematics

At Stebbing we are very proud of the Maths curriculum. There are 3 strands that underpin the curriculum and they are: fluency, reasoning and problem solving. To support our teaching of those key areas and the wide range of concepts the children have to learn, we use the White Rose documents. These documents help break down concepts into smaller steps and really fits in with the Montessori ethos of the school. During maths sessions teachers are developing the CPA approach (concrete, pictorial and abstract). This is to ensure that the children have a very clear understanding of a mathematical concept where they have been given time to play with physical manipulatives, draw and represent a concept in a number of ways, before then moving onto answering questions about that area of learning. This coincides with the belief that all children can achieve mastery in maths and learning should, where possible be kept together as a class. We offer all children the opportunity to 'Dive Deeper' where they can showcase their understanding of a concept in a variety of different ways. Alongside teacher assessment, we assess the children's level of understanding by asking them to complete an end of block assessment at the end of a unit of work. The score of this assessment is then logged and tracked across the year. We also use Flashback 4 a number of times a week at the beginning of a lesson. These will always include questions based around prior learning as well as what the children are currently learning about too. It is vitally important that children are constantly revisiting areas of the maths curriculum to allow them to continue to build on their knowledge. At Stebbing, we believe that Maths should be fun and engaging and linked to real life where possible to give the children a really solid foundation, love of learning and develop children with inquisitive minds.

'...high standards of teaching, learning and pastoral care.' Ofsted 2017

Forest School

We are very lucky to have an area of the school grounds dedicated to Forest School at Stebbing Primary. The site has mature trees, areas of grass/scrubland and a pond rich in fauna and flora. It provides a secure and enriching environment where children are happy to take risks, make choices and initiate their own learning.

Our qualified Forest School Practitioners', along with adult helpers, facilitate organic learning through real experiences. Our sessions are planned around and guided by the 6 principles of Forest School set out by the Forest School Association. (www.forestschoollassociation.org)

The children grow holistically in body, mind and soul, whilst understanding the world around them by exploration and discovery.



Assessment....

Statutory Assessment

There are currently five occasions throughout your child's primary schooling when he or she must be tested formally and the results reported to Essex County Council.

These are:

- The Reception Baseline Assessment (RBA) (Assessed on entry to reception within the first 6 weeks of Autumn term)
- The Early Years Foundation Stage Profile (Assessed in the Summer term of their Reception year)
- The Year 1 phonics screening check (Assessed in the Summer term of Year 1)
- End of Key Stage 1 Standard Assessment Tests (SATs) (Assessed in the Summer term of Year 2)
- Times Table check (Assessed in the summer term of Year 4)
- End of Key Stage 2 Standard Assessment Tests (SATs) (Assessed in the Summer term of Year 6)

During these assessment periods it is our aim to ensure a calm and productive working environment is created and that children feel fully prepared and eager to fulfill their own personal goals. During every year of your child's schooling there are regular assessments undertaken by your child's teacher and support staff to ascertain your child's progress and attainment. These are closely monitored by the leadership team and the governing body.

Family and parent consultations

Formal family consultations are held in the Autumn and Spring term. These meetings give you and your child's class teacher, alongside support staff, the opportunity to discuss your child's general progress and attainment. There may also be access to your child's class work.

If you wish to see a teacher about your child at other times during the year, please contact the school office. Usually teachers are available after school to meet with you to discuss any queries you may have. Teachers may not be able to meet with you immediately but will always arrange a mutually convenient appointment as soon as possible. Please note that teachers are not available during class time. We pride ourselves in having an 'open door' policy. For more informal chats, teachers can often be found on the playground at the end of the school day.

Reports

Each year, a written report of your child's progress is sent to you towards the end of the Summer term. The report contains information regarding your child's personal and academic achievements and also highlights areas for your child to work on in the coming year. A number of adults contribute to this written report including staff who work with your children on a regular basis. By involving a number of adults in this process enables us to create a well rounded picture of your child.

Ofsted

Our latest Ofsted report is available on our website www.stebbingprimary.co.uk or can be found on the Ofsted website. Ofsted visited our school in October 2017 and we have maintained our ratings from last time with 'Good' overall and 'Outstanding' for behaviour.



Looking after us...

Behaviour and discipline

We follow the DOJO system for behaviour and rewards. This is used throughout the whole school.

Pupils are encouraged to work towards one of our 7 key skills and earn DOJOs towards their overall total. DOJOs can then be spent on rewards.



If a child displays persistent unacceptable behaviour, a consultation will be arranged between the teacher, parent and sometimes pupil to ensure steps can be put in place to help manage the situation and find solutions to the problem.

Absence from school

Please report your child's absence as soon as possible, this can be done through your Parentmail account or by telephoning or emailing the school office. If you can give no return date, please contact us on each subsequent day. If the absence is due to sickness or diarrhoea then we require a clear period of 48 hours before your child returns to school.

The school follows a first day contact policy. This means that if we do not receive an explanation for your child's absence, our office staff will contact you soon after registration in order to ensure that your child is at home and safe. All planned absences must be submitted to the Headteacher (a form for this process is available in the school office). Unauthorised absences are entered on to your child's record and could be brought to the attention of the County Education Welfare Officer. Requests for holiday during term time will be dealt with individually. Guidance from the Department of Education states; that holidays should not be taken during term time. Only in 'exceptional circumstances' will authorisation be given.

Administering medicine

It is important that parents inform the school of any medical condition which may affect their child whilst they are at school. If medication needs to be administered, parents must complete an Admed 2 form. Medication should be prescribed by a doctor and must always be handed in to the office, marked clearly with your child's name. In certain circumstances we may administer medication which has not been prescribed but is required for a specific reason eg Piriton for hayfever. The school reserves the right to refuse to administer medicine.

If your child has been diagnosed with asthma, and requires the use of an inhaler during school time, an asthma card must be completed and the inhaler must be clearly labeled.

Injuries and First Aid

Staff are trained in first aid on a regular basis. All minor injuries are recorded by the person attending to the injury. Accidents which require a child to be taken to hospital are reported online to Essex County Council following their standard procedure. All injuries to the neck or above, including bumped heads, are recorded and a Parentmail message is sent home to advise parents. When your child starts school you will be asked for your permission to apply insect/bite/nettle sting cream. If your child suffers from any medical condition or allergies you must advise the school office.

Safeguarding children

Stebbing Primary is committed to safeguarding and looking after all children in our care. When recruiting new members of the team Essex recruitment procedures are followed. Staff receive regular training and necessary updates to ensure all are aware of the importance of safeguarding children and the procedures to follow if there are concerns for a child's health, safety and wellbeing.

Special Educational Needs (SEN)

At Stebbing we are committed to ensuring that all children regardless of their needs are integrated into the school community and can access the curriculum. For more detailed information about the resources we can offer to children with a special educational need, please visit our website and read the SEN information report, which gives in depth details about our school's facilities, resources and arrangements for children with a special educational need.

Partnerships...

Montessori Nursery

We have a Montessori nursery on site which offers term time morning, afternoon and full day sessions. We have forged strong links with the nursery to ensure that transition to primary school is as smooth and familiar as possible.

DEEP Partnership

We work closely with the local primary schools and secondary school, Helena Romanes. We plan numerous activities which we jointly take part in over the year and look at ways to further improve and continuously develop our schools. Our teachers work closely on different projects, including subject leader work and moderating assessments made.

AFSS (Our Friends/PTA)

The AFSS have, for many years, organised enjoyable events for families, friends and local villagers. These successful events raise money to help fund a variety of different activities in school. The AFSS meet regularly to discuss new ideas for the future as well as the annual traditional ones. In order to make these events successful the AFSS require both members and those willing to help out. They are always looking for eager volunteers as well as new ideas. All funds raised by the AFSS are used to help enrich and support your child's educational experiences. In recent years the AFSS have helped to fund a variety of different projects including: Annual Christmas panto, dance workshops, outdoor adventure play equipment, our sensory room and other curriculum focused activities.

Parents & families

The support from home is invaluable to your child's education. The home-school agreement outlines the responsibilities of the parents, child and school in order to make your child's education at Stebbing as successful as possible. We know how keen parents are to get involved with their child's education. The way we can support this is by holding regular parent workshops to keep you updated with curriculum developments. Often the focus of these workshops arises from valued parental feedback.

STEPS challenge

The *STEBbing Primary School* challenge was devised in consultation with parents and is made up of 13 different areas. It is worked towards in steps, over the course of the academic year. The areas covered aim to develop children's spiritual, moral, social and cultural understanding. On completion of these steps, pupils receive a badge to recognise their achievements.

Governors

There are positions for 12 Governors who work with the Headteacher to manage Stebbing Primary. Although there are different categories, they all perform the same role and the different titles reflect the different areas of the community they are drawn from.

- Headteacher
- 1 Teacher Governor
- 1 Local Authority Governor
- 2 Parent Governors
- 7 Co-opted Governors

The Full Governing Body meets at least 4 times a year (twice in the Autumn term and once in Spring & Summer terms). The governing body hears reports from the Headteacher and committees to assist in making decisions. There are 3 committees: Finance & Premises, Pupil & Community and Human Resources. The committees look in detail at their different areas of responsibility; probing and questioning the school as well as facilitating solutions, drawing on our wide experience outside Stebbing School.



'Pupils feel safe and protected at Stebbing Primary.'

'Pupils can define bullying accurately.'

Pupils told our inspector that it is *'extremely uncommon at the school and if it did happen staff would act swiftly and appropriately to resolve the issue.'*

Ofsted 2017

Partnerships...

Homework

Our expectation is that every child reads daily. Alongside this, further 'unhomework' tasks are set by the class teacher. Spelling activities are also sent home to enable children opportunities to practice the patterns they are learning at school. Children are also actively encouraged to practise their times tables. The Government expectation is that pupils are fluent in their times tables by the end of year 4.

Parking

Unfortunately we cannot offer parking places for parents in the school car park and can appreciate that it can sometimes be difficult to find a safe place to park outside the school. However by opening the school 15 minutes early, at 8.30am, the children can be dropped off ensuring that there is a steady flow of parking areas near the school. Due to the increase of traffic in and around Stebbing, a local group 'Safer Stebbing' has been formed to try and find solutions to some of the issues which exist in and around the village. In support of that, we please ask you to park responsibly, taking care to respect the wishes and driveways of our neighbours as well as ensuring the High Street is kept as accessible as possible for larger vehicles that may need to pass through.



SCITT

We have strong links with the School Centred Initial Teacher Training scheme (SCITT). This allows graduates to train to become a teacher in a school setting. We hold regular training sessions here as well as host trainees over the course of the year. This allows us to continue to develop strong links with other partnership schools and enables us to keep at the fore front of educational change.

Community

Being part of a small village community is very important to the ethos of our school. Every year we hold a community month which allows the school to foster new links with local societies as well as strengthening those already in place. In addition the children have the opportunity to engage with their local surroundings by taking part in regular activities. For example: singing and reading to the Over 60s Club, working in the village shop, visiting the church and utilising the beautiful water meadow.



Uniform...

Our school uniform is an integral part of our ethos and promotes positive attitudes and a sense of belonging to our school community.

A range of uniform items with the school logo can be purchased online. Please see our website for more details.

The AFSS kindly provide each new child to the school with a legionnaire's cap.

UNIFORM

- Grey smart trousers or shorts
- Blue and white summer dresses
- Grey, black, navy or white socks
 - Grey, or navy tights
- Flat heeled black shoes
- Pale blue shirt/blouse or polo shirt
- Navy (with school logo) sweatshirt or cardigan

'Pupils have access to a broad and balanced curriculum.'

Ofsted 2017



PE KIT

Indoor P.E

- Navy and yellow polo top with school logo.
- Navy shorts/skort

Outdoor P.E

- Navy and yellow polo top with school logo.
- Navy and yellow jumper with school logo.
- Navy shorts or tracksuit bottoms (weather dependent)
- Navy jumper
- Trainers



Due to the nature of the Sports curriculum at Stebbing, Essex health and safety guidance recommends that suitable footwear in the form of trainers is worn for all outdoor activities. Plimsolls do not provide the necessary support and protection for activities on uneven ground.

SWIMMING

Girls

- One piece swimming costume & towel

Boys

- Trunks & towel
- Swimming caps must be worn by all pupils and are available to buy from the office.

REMINDERS

- Watches and small studs may be worn to school. No other items of jewellery are permitted except for Religious reasons
- All children must be able to remove their own watches and studs for physical activities
- No clothes should have sports or designer logos
- All items of clothing MUST be named

Admissions...

Decisions, decisions...

Come and pay us a visit! We welcome visits anytime prior to your child starting school, but also hold open sessions which we encourage parents to attend. Here you will be able to meet with the Headteacher and have a tour of the school with members from year 6. Otherwise, please telephone the school office and make an appointment to come and see the school in action and have any of your questions answered.

Admission arrangements

We are a non selective school and do not choose our pupils on ability nor refuse admission to those with special needs. In an ideal world, we would be able to take every single child who wanted a place at our school, but unfortunately there may be times when applications for admission outnumber the places available. Priority for admission to the school in case of over subscription is based on the following criteria.

1. Looked After Children and previously looked after children;
2. children with a sibling attending the school;
3. children living in the priority admission area;
4. remaining applications.

In the event of over-subscription within any of the above criteria, priority will be determined by straight line distance from home to school, those living closest being given the highest priority.

All applications for a place at the school are dealt with by Essex County Council. You will be informed of the appeals procedure if you do not secure a place for your child at Stebbing Primary.

Joining us...

As the parents of children starting their school life with us, you will be invited to a meeting in the Summer term before your child starts, where you will be able to ask any questions you may have and meet other parents.

You will also be invited to bring your child to familiarisation sessions (messy play) at school during the term before their admission. This will provide an opportunity for parents and children to get to know their teacher and to spend some time in the class.

Our reception class teacher will try to visit the preschool your child may currently be attending. We also offer a home visit to support this important transition into the school.

We have 7 year groups and 7 class bases in single year group classes.

Leaving us...

Pupils transfer to a variety of different secondary schools in our local area, however many pupils will attend Helena Romanes School and Sixth Form Centre in Great Dunmow. Parents will be invited to Open Evenings the year before a child is due to transfer. We foster close links with the school to ensure the transition is as smooth as possible. They also offer taster days. If you choose a different secondary school for your child a number of transition activities will be planned into the term before your child leaves us.

