

Widmer End Community Combined School & Pre-School

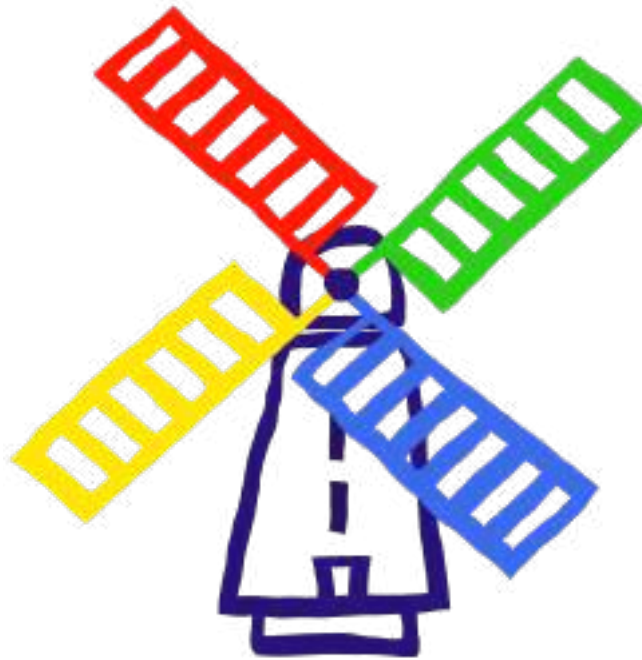
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office@widmerend.bucks.sch.uk

School Prospectus 2024-25



Headteacher: Mrs Gemma Hillier

Chair of Governors: Mr Sundesh Hemraj

Welcome to Widmer End Community Combined School & Pre-School

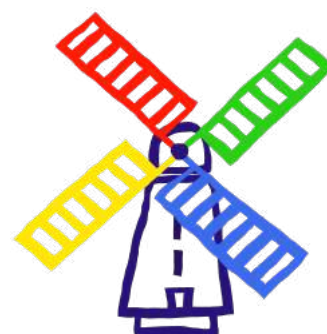
Widmer End Community Combined School & Pre-School caters for children aged 2 to 11 years. It is a happy, hard-working school where teachers and parents strive to ensure that each child achieves their full potential in a calm and purposeful environment.

We hope you enjoy your visit with us today and that you choose our school for your child. Our School Prospectus will give you a wealth of information about our school and you may also look at the School's website for further insight into the day to day activities that take place at our thriving village school.
www.widmerend.bucks.sch.uk

Kind regards,



Mrs Gemma Hillier
Headteacher



Widmer End School is:

 "A Community for Learning"

 Raising expectations

 Fulfilling high standards

 Valuing achievements

In our most recent Ofsted Report (July 2023) we were judged to still be a Good school.

Ofsted stated that we:

'...This is a happy school where pupils are confident and motivated to learn.'

That ...

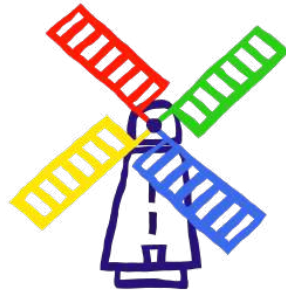
'... Pupils feel safe and secure because nurturing staff work closely together as a dedicated team.'

And that...

'The school is flourishing. As soon as the headteacher joined, she put in place a programme of rapid improvements.'


The full report can be found on our website:

www.widmerend.bucks.sch.uk/ofsted-reports



Widmer End Combined School Aims

Our School Aims were written after discussion with children, parents and staff.

 To develop our independence as learners, eager and motivated to achieve our potential.

 To investigate and explore the world around us through the provision teachers make.

 To value and respect ourselves and others.

 To provide a secure and happy environment for everyone in our community.

 To nurture the skills we need for life and develop a love of learning.



Our Vision and Ethos

At Widmer End we believe that teaching and learning are intricately interrelated. We accept that the most significant impact on learning comes from excellent teaching. Our teachers aim to inspire confidence with a passion for, and sound knowledge of, the subject and every child's stage of development. All of our teachers have clear expectations, are enthusiastic, well organised and consistent.

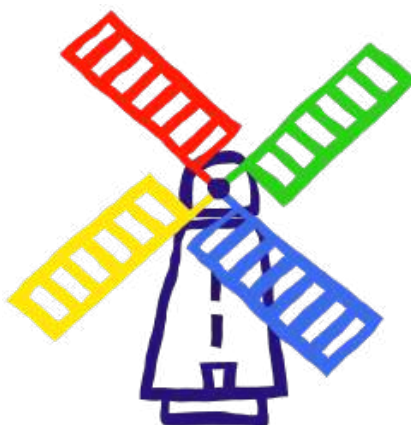


We believe that children learn best in a stimulating environment conducive to learning, where they feel valued and secure. This develops confidence, independence and mutual respect within a calm and positive atmosphere.

We believe that children learn best when they have a clear understanding of the objectives and expectations of the lesson or group of lessons; when faced with challenging but achievable tasks; when motivated by and interested in the subject and when their self-esteem is high, thus enabling them to reach their full potential.

We believe that children benefit greatly from being totally involved in the process of learning through formative assessment and excellent feedback. The use of self-assessment and peer evaluations enhances the children's understanding of the learning journey.

We believe that every child should have an equal opportunity to achieve their full potential regardless of race, colour, gender, religion, disabilities, special educational needs or socio-economic background. The curriculum of the school has a broad, practical base and caters for the needs and abilities of *all* children.



Admissions

Area Served by the School

The school serves the Windmill Estate, which is the area bounded by the triangle of Windmill Lane, Primrose Hill and Brimmers Hill. In addition, children living in the eastern half of Cryers Hill Lane, some of North Road, Grange Road, Copes Road and parts of Spurlands End Road are in the reserved areas of the school.

We also admit children from outside the area as numbers allow.

Admission to School - Buckinghamshire Policy

Places are now allocated according to the following criteria, in order of priority if there are more preferences for a particular school than can be met.

This list of criteria for admission to a school is applied firstly to those pupils who live in the reserved area of the school who have stated the school as a first preference and then to those pupils living out of that area who have stated the school as a first preference.

1. A 'looked after child' or a child who was previously looked after but immediately after being looked after became the subject of an adoption, residence or special guardianship order.
2. Children who have exceptional medical or social needs, which can only be met at that school, supported by written evidence from an appropriate professional person.
3. Children living within the catchment area of the school.
4. For the main point of entry: Siblings of children who are attending the school or a 'linked primary' school in Year R – Year 5 at the time allocations are made, and are expected to be on the school roll or linked school roll at the time of the proposed admission, or who have already been offered a place to start in the current academic year at the school or a 'linked primary school'. For immediate in year admission after the normal point of entry: Siblings of children who are in Year R to Year 6 at the time of admission to the school.
5. Children attending a primary school linked to the school named in the list of 'linked primary' schools at the time allocations are made.

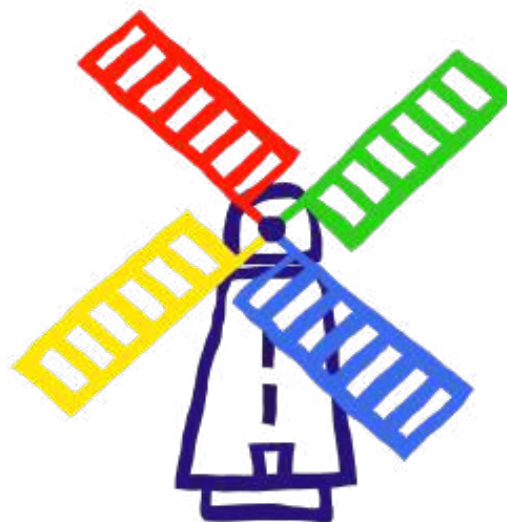
6. Once the above rules have been applied then any further places will be offered in distance order; using the distance between the family's Normal Home Address and the school's nearest open entrance gate offering the closest first. We use a straight line distance.
7. Where a school can take some, but not all, of the children who qualify under one of these rules, we will give priority to children by taking account of the next rule (or rules) in the numbered list to decide who has priority for places.
8. If it is still not possible to decide between two applicants who are equidistant then an independently scrutinised random allocation will be made to allocate the final place. An explanation of the method of making random allocations is on the council website at:
http://www.buckscc.gov.uk/assets/content/bcc/docs/schools/admissions/random_allocation_template.pdf

If places remain after first preferences have been met then second preferences are considered in the same way and then third preferences.


The intended admission number for 2025/26 is 30 pupils.


The admissions procedure is administered by the Local Education Authority.


Parents are encouraged to consult the Guide for Parents entitled 'Admissions to Buckinghamshire Schools' for the date by which the Registration and Preference Forms must be sent to the Education Authority in order to be fully eligible for the implementation of the admissions criteria. Proof of residence must also be sent with the admission form.



Arrangements for the Reception Class, September 2025

 The class will be taught by Mrs Watson, our Early Years Lead, and the Teaching Assistant will be Mrs Tye.

 The children will have an appropriate 'Early Years' foundation stage curriculum to prepare them for the National Curriculum at age 5. The work will be differentiated for the age, experience and ability of the pupils.

 The children will be provided with a safe and secure environment and equipment for both work and play.

Arrangements for the Pre-School - 2 to 4 year olds

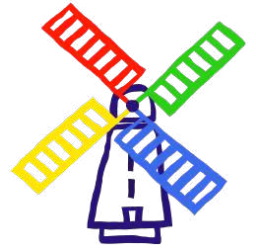
The Pre-School has a large school classroom with a lovely outdoor area, shared with our Reception class. Our Pre-school is very popular and provides a valuable resource and preparation for young children. Sessions run during the morning or a full day and provide a stimulating and engaging environment for children before they start school. Our Early Years department provides all the enrichment and learning you'd hope for. The children enter the main school environment confidently if/when they begin their journey in Reception.

Please note that our admissions for Pre-School are handled internally, you will need to reapply for your child's place in Reception, through Bucks Local Education Authority.



Pastoral Care

There is an expectation of excellent behaviour in the school. Emphasis is placed on good manners and consideration for other people and their property. School rules are brought to the attention of pupils in assemblies and to parents in the newsletters which are sent home weekly.



The home-school agreement encourages parents, children and staff to work together to build good relationships in a caring environment.

Parents are requested to cooperate in upholding the school rules which have been formulated to encourage caring, considerate, fair and tolerant behaviour and thus permit the smooth organisation of the school as stated in the 'Parent Code of Conduct' document.

The Class Teacher and Pastoral Lead Miss Allen are responsible for pastoral care with help from the head teacher, if required.

Positive behaviour



We have a whole school anti-bullying and positive behaviour management policy, which ensures a consistent approach for children, staff and parents. Children are taught to live our school values and understand the rewards we use to praise positive behaviour as well as the consequences for poor behaviour. It is always our aim to use consequences to teach children how to behave positively and to regulate their behaviour in different situations.

Values Based Education

Values-based Education provides the backbone of our school and is an approach to teaching that works with values such as respect, love and honesty. It creates a strong learning environment that enhances academic attainment and develops pupils' social and relationship skills that last throughout their lives. The positive learning environment is achieved through the positive values modelled by staff throughout the school. It also provides social capacity to pupils, equipping them with social and relationship skills, intelligence and attitudes to succeed at school and throughout their lives.

School becomes a place where pupils experience positive values in context. They learn how to apply and talk about values appropriately. They become self-motivated, and their behaviour becomes calm and purposeful. Division in school reduces, collaboration between pupils increases and values underpin a sense of unity and positive direction.

We have 6 core values that we focus on each year:

Unity

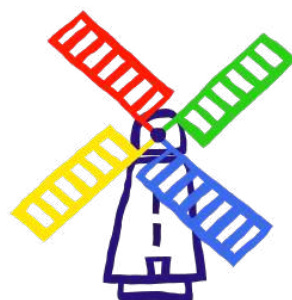
Trust

Courage

Curiosity

Kindness

Respect



Safeguarding children

At Widmer End Community Combined School & Pre-School, the health, safety and well-being of every child is our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is that children will enjoy their time as pupils in this school. All staff, governors and volunteers who work in the school complete an Enhanced DBS check (Disclosure and Barring Service).

We want to work in partnership with you to help your child to achieve their full potential and make a positive contribution.

On rare occasions our concern about a child may mean that we have to consult other agencies even before we contact you. The procedures, which we follow, have been laid down by the Buckinghamshire Safeguarding Board, and the school has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures or the policy, please speak to the Headteacher or your child's class teacher.

School Times

Children are allowed on to the school premises from 8.30am onwards when adult supervision is provided. The school gates are locked at 8.43am.

Reception & Key Stage 1 plus Key Stage 2 have a separate fifteen-minute break in the morning session.

Children eat their lunch between midday and 1.00pm. There are hot meals provided and parents pay for these via the Kids Lunch Company website. Universal Infant Free School Meals are available for all children in



Reception, Year 1 and Year 2 and are also ordered by the Kids Lunch Company website. All meals are prepared in a nut free environment and with nut free ingredients. Children are not allowed to have fizzy drinks or sweets as part of their lunch.

In both Key Stage 1 and Key Stage 2, children have 24 hours and 15 minutes spent on teaching during the week. These figures do not include registration, assembly, playtimes and the lunch-hour, which make up a complete working week at school.

Playground and Field



A hard surfaced playground area is used by all the children. It is marked for various ball and playground games. A wooden activity trail and climbing frame have been provided by the PTA to extend the recreational facilities. We also have a quiet area and a gated pond area.

We have a good-sized field providing space for outdoor games and activities, a nature area, a woodland path, a Forest School area, a den and a copse. We have also developed a sensory garden including a storyteller's chair, willow whale and an Outdoor Learning Area.

School Uniform & P.E. Kit



The school colours are royal blue and grey. Children should wear charcoal grey trousers, skirts or pinafores and white shirts (KS2) or polo shirts (KS1). Children in Key Stage 2 (Years 3, 4, 5 and 6) are expected to wear ties. Summer uniform should be charcoal grey shorts with a white short sleeved shirt (KS2) or polo shirt (KS1), or gingham dresses / skirt and blouse / culottes (royal blue and white gingham). A School-branded sweatshirt or cardigan is required.

Socks can be black, grey or white. Shoes should be black leather or leather alternative. No heels, trainers, boots or open toed sandals.














We have redesigned our P.E. uniform as children will wear this for the whole day on P.E. days. Children should wear black shorts, skort, jogging bottoms or leggings (with or without logo), a white T-shirt (with or without logo), royal blue PE hoodie with logo, plain black or white trainers and appropriate sport socks.



Most local stores, such as Marks & Spencer, Matalan, Next and supermarkets such as Tesco, Asda and Sainsburys, stock plain uniform of the appropriate colour and design. The following items: school ties, royal blue cardigans, sweatshirts and P.E. hoodies, t-shirts, skorts, shorts and joggers with the school name are available via Earth Uniform www.earthuniform.com. They also stock bookbags and rucksacks with the Widmer End School logo. You will find a link to the Earth Uniform website and more information on our uniform, on our school website www.widmerend.bucks.sch.uk.

Our School Curriculum

Widmer End Community Combined School & Pre-School curriculum includes all of the statutory National Curriculum subjects.

-  English (Reading & Writing)
-  Maths
-  Science
-  Design & Technology
-  History
-  Geography
-  Art & Design
-  Music
-  Physical Education (P.E.) including swimming
-  Computing
-  Modern Foreign Languages (KS2)
-  Relationships, Sex & Health Education (RSE)
-  Religious Education (R.E.)

We also include the non-statutory Personal, Social, Health and Economic education (PSHE).

The subject areas of the curriculum are taught as an interrelated whole, wherever possible, based on pupils' first-hand experiences, both natural and structured. A variety of teaching and organisational strategies are used to meet both the needs of the individual and the demands of the new National Curriculum. Careful curriculum planning ensures learning is based on direct experience appropriate for the child's stage of development and for the demands of end of Key Stage assessments for children aged five, seven and eleven.

A detailed Curriculum Guide can be found on our school website. Each class also shares a curriculum map for each term via the class pages.

School Council/ Roles of Responsibility

The School Council meet on a regular basis with the Head or Deputy Head. There are representatives from each class from Reception to Year 6. Children discuss the school environment, playtimes, behaviour and learning opportunities. The minutes are fed back to our Senior Leadership Team. Other roles of responsibility held by children in the school include House Captains, Eco-warriors, Junior Road Safety Officers, Rights Reps and Ambassadors; all of whom are voted in by the children in school in our Democracy Week in September.



Trips & Visits



Residential Visits

Pupils in Years 5 and 6 gain valuable experience of staying for several days away from home at an activity camp. Children learn team building and social skills which they will need in later life. Visits to Woodrow or PGL camps and venues are our regular choice with pupils experiencing activities such as rock climbing, water sports, team building exercises and more.

Educational Day Visits

The study of the aspects of the National Curriculum is enhanced through classes visiting appropriate and relevant places of interest outside the school community. Pupils studying Science and Geography may visit local environmental study centres and the open-air museum. Visits can include museums, national trust properties, theatre shows, farms, zoos or wildlife areas, and exhibitions. We have at least one trip or workshop (from an external company) per class, per term.



We use a cashless system called ParentPay in school to enable parents to pay for workshops, trips and clubs, meaning children do not need to bring cash or cheques into school.

Extra-curricular Activities



Children may join a variety of clubs and other activities, hosted by both our staff and external operators at lunchtime and after school. Activities led by school staff may include choir, netball, knitting, Indian dance, Lego club, Makaton, Gardening plus many more. The external operators' clubs feature kickboxing, football, drama and dance, plus our peripatetic music teachers run instrumental & singing lessons. We also have a band club called Rocksteady, who rehearse in our dedicated music room.








Wrap-around Care

We are privileged to have Friends At Play run a breakfast and after school club to provide wrap-around care for working parents and guardians. You can find more information about them on our website [here](#). They are Ofsted registered, so you may use childcare vouchers to pay.



Charging for Educational Activities

The 1988 Education Act requires that each Governing Body shall have a stated policy on charging. The Governors of Widmer End Community Combined School have adopted the following policy:

-  The school will continue to invite parents to make a contribution for activities in school time and for certain materials on the strict understanding that no individual pupil will be excluded from an activity for which his/her parents cannot or will not pay.
-  The school will charge a minimal fee for optional activities outside school hours, to cover the cost of materials and premises. School staff-led activities are non-profit and the member of staff volunteers their time and expertise.
-  Special cases for full or partial remission of any charges should be referred to the Headteacher.
-  Parents may be asked to provide ingredients or materials for articles produced in school for home consumption, wear or use.
-  Parents will be charged for any breakages and damages which occur as a direct result of their child's negligence or misbehaviour.
-  Where a voluntary contribution is requested there will be no compulsion to pay and the child of parents unable or unwilling to pay will not be disadvantaged or differentiated against. However, If insufficient voluntary contributions are received it may not always be possible for the activity in question to take place.
-  Those children in receipt of Free School Meals will only be asked to offer a donation towards educational trips and visits (excluding residential) as this cost will be subsidised by the Pupil Premium Grant.

Children with Special Educational Needs

Children who are experiencing learning difficulties may be identified as having Special Educational Needs. Their difficulties may be of a physical nature, sight, hearing, speech, emotional or behavioural problems, or related to particular literacy/language or mathematical aspects of the curriculum.

We keep a register of pupils with Special Educational Needs using the New Code of Practice, via our School management system 'Arbor'.

Children identified as having a Special Educational Need and needing a Support Plan are the school's responsibility and they will follow carefully planned and monitored individual programmes of work. Parents are kept fully informed and consulted and will often be asked to help their child at home.

Should a child's needs be of a more complex nature which require a greater degree of support than the school can provide, the Local Education Authority will consider making a formal assessment and statement of need through an Education Health Care Plan. We maintain close links with the Educational Support Agencies such as the School Nurse, the Educational Psychologist and Social Services.

Concerns about Special Educational Needs should be discussed with your child's class teacher who may then consult the Special Educational Needs Co-ordinator and the Headteacher.

Wheelchair Access: Access to parts of the school would be difficult for some pupils with physical disabilities as there are a number of steps to negotiate in both the Infant and Junior areas. Please discuss your child's needs with the Headteacher so that provision may be adjusted.

Equal Opportunities

Widmer End is an equal opportunity school where we value each child regardless of sex, gender, race, colour or belief. Caring relationships are fostered through an understanding of the home and school community.



Home Learning

Activities to be completed at home will vary with the age of the child. Parents will be advised by teachers of their expectations for their child each September.

Home learning fosters the development of independent learning and work study skills. It is important that the children learn how to organise, complete and hand in home learning at the appropriate time. Home learning activities will be based on work studied in school and will also include the committing to memory of spellings, number bonds and tables.

We believe that after a hard day's work and intense involvement in school life children need time for recreation home with the family, developing personal interests and reading extensively for pleasure.



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Assessment

A number of screening and assessment activities are undertaken throughout the school to help teachers recognise pupil progress and strengths and to diagnose areas of development. Appropriate plans can then be made to match the needs of the individual group of pupils or class. The assessment results are shared live via our School management system 'Arbor'; at the end of the year in the form of an Annual School Report; as well as discussed and shared during Parents' Evenings.

Each year group has termly assessments to monitor progress and adapt each child's learning.

Reception class

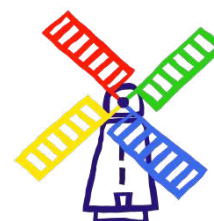
As well as informal ongoing assessment throughout the year to identify gaps in learning, we also have Baseline Assessments, enabling teachers to establish a baseline of achievement from which future progress can be measured.

Year 1

Phonics Check.

Year 4

Multiplication Tables Check.



Year 6

End of Key Stage 1 National Curriculum Standard Attainment Tasks and Tests (SATS).

When children have reached the end of a National Curriculum Key Stage they are assessed according to statutory requirements. The results of these assessments are reported to the Education Authority and discussed with parents.

The results of recent tests are available for viewing via the school website and a report sent home to parents at the end of each academic year.

11+ Selection Procedure / Transfer Tests

At the age of 11+ children transfer to the secondary stage of schooling. A series of selection procedures based around maths, verbal reasoning and non-verbal reasoning are set for all children. According to the results of these tests, children transfer to grammar or secondary schools in the High Wycombe, Beaconsfield, Hazlemere, Great Missenden and Holmer Green areas. Meetings are arranged for parents of children in Year 5 to inform them of the details of the selection procedures.

NAHT (National Association of Head Teachers) Curriculum Assessment Ongoing assessment of children's progress and development is recorded using statements from the NAHT. Targets and objectives for each year group or stage of a child's education are saved onto our School management system 'Arbor'. Children are encouraged to understand where they are with their learning and what they need to do to improve and reach the next step.

Parents have access to their child's attainment and progress via 'Arbor', or Tapestry in Early Years.

Contact with Parents

The school recognises the need for close co-operation between home and school. Normally, parents are offered individual appointments three times during the year for them to discuss their child's progress with their teacher.

In addition to formal invitations to meet the child's teacher virtually or in person, we are always pleased to meet with parents. If it is an emergency, do not hesitate to come in or telephone the school. Normally though it is advisable to email / telephone or ask for an appointment as the teachers may have meetings or clubs after school.

All enquiries from parents can be sent to office@widmerend.bucks.sch.uk or call the school office directly. All emails will be responded to within 24 hours.

Parents and Teachers Association



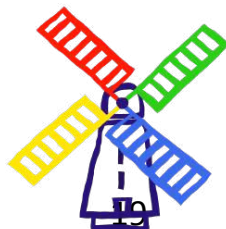
All parents of children attending the school are automatically members of the PTA. Newsletters are circulated to all parents informing them of activities via email or paper copies in book bags. There is also a Facebook page for Widmer End PTA. Our events are always so enjoyable as you can see from the school's recent '50th' Birthday party!

Governors

The Governing Body plays a vital role in the management of the school. Through regular meetings they develop school policies and respond to the demands of the current changes in education. They are an active, supportive Governing body who take a keen interest in all aspects of school life.

Photographs

The school may on occasions use photographs of the children to promote the school. You will be invited to indicate whether you agree to your child's image being used in this way via the 'parent portal' on 'Arbor'.



Leave of absence

Amendments to the 2006 Education Pupil Registration Regulations remove references to family holiday and extended leave as well as the statutory threshold of ten school days. The amendments make clear that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. A leave of absence form must be completed and submitted to the Headteacher and Governors 4 weeks prior to the requested dates.

Children's consistent attendance directly impacts not only their academic progress but also their friendships and personal development. It is paramount that parents give attendance the highest priority.

Complaints

In most cases it is expected that any concerns or complaints expressed by parents and others about the school, our curriculum or religious education will be considered and dealt with through informal discussions with the headteacher. However, parents may wish to follow the Formal Complaints procedure. Information and guidance about this procedure is available via the school website.

