



Louise Prywata  
Headteacher  
Bovey Tracey Primary School

**Dear Parents**

**At Bovey Tracey Primary School we aim to provide a positive, happy and secure learning environment where everyone will be encouraged to do their best.**

**Staff work together to ensure that the children in our care gain the best possible start to school life. Parents and governors give support, and we also welcome the officers and advisers of the local education authority who assist and monitor the school to help us achieve high standards.**

**The school provides the full range of national curriculum subjects, plus a range of other subjects and activities, in and out of school hours.**

**A child's primary education is important and we need to get it right, first time - there is no second chance. In partnership with yourselves, we look forward to giving your child an exciting and stimulating education.**

**If you would like to visit the school, please contact the administrator, who will make the necessary arrangements. I would be very pleased to show you around.**

**I hope this booklet of information will be useful. If you have any further queries, please feel welcome to contact the school.**

**Yours sincerely**

**Louise Prywata  
Headteacher**

## **Introduction**

We are proud of our school and have pleasure in sharing with you some of the things that make us special. If you would like to find out more, please read on!

### **The Town**

Bovey Tracey is a small but expanding town just outside the south eastern edge of the Dartmoor National Park. The South Devon coast a few miles away, coupled with the moors, make this an attractive area in which to live and work.

There is a good range of small shops, restaurants and pubs, and a dominant feature of the town is the exhibition centre for the Devon Guild of Craftsmen, housed in the old riverside mill.

### **The School**

There are ten classes. There is a strong emphasis on teamwork, with staff helping and supporting one another, both in and out of classrooms. The staff are enthusiastic, and work hard to ensure a high standard of learning and teaching. The school had successful OFSTED inspections in February 2010 and most recently in June 2015. The most recent inspection graded the school as 'good'.

The original buildings date from 1910, but in 1986 they were remodelled and refurbished. Further major remodelling and extensions were carried out in 1995 due to rising numbers of children on roll. The accommodation currently comprises ten classrooms, a good level of resource areas, library, hall, ICT suite, music tuition room, kitchen, Befriending room and an administrative wing consisting of a staff room, meeting room, administrators' office, reception area and head's office.

In 2004, the hall was extended and refurbished. Stage lighting, an air cooling system and roof lights were installed, creating a large, inviting and well equipped teaching space.

The school playground is divided into four discreet areas:

- an adventure playground
- a creative playground with an extensive range of stimulating playground markings
- a ball games area
- a decked area and 'chill-out hubs' for activities such as drawing, board games and construction.

As well as the play areas on site, there is a school field a few minutes walk away. Facilities there were extended and improved in 2008 and now include:

- a pavilion which accommodates the Thrive Hive, toilet facilities and storage area
- a fenced hard court area with flood lighting
- a field and amphi-theatre
- a wildlife / eco area

There are two new areas which opened since September 2015. The Early Years now have a fantastic outside area which enables children to create, explore and discover, developing their curiosity and imagination. The newly opened 'Thrive Hive' helps develop children's emotional needs more clearly. The 'Thrive Hive' is not a short term fix to life's ups and downs but more a long term investment in preparing children for the future.

## **Opportunities for Children**

### **The Curriculum**

Children entering school in the Reception Year follow the Early Years Foundation Stage (EYFS) curriculum. The overarching aim of the EYFS is to help young children achieve the outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.

Every child deserves the best possible start in life with support to fulfil their potential. A child's experiences in the early years have a major impact on their future life chances. A secure, safe and

happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.

### **The Foundation Stage**

There are 7 areas of learning and development.

Children should mostly develop the 3 prime areas first. These are:

- Communication and Language
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

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

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

- English
- Maths
- Science
- Computing
- Design Technology
- History
- Geography
- Art
- Music
- PE
- PSHE / Citizenship
- A Modern Foreign Language (Years 3 – 6)

Teachers use a range of teaching styles to tailor the provision for all learners. This includes leading tutorials and running progress groups to address specific barriers to learning and maximise the progress for all learners.

Staff have worked together to develop an integrated curriculum that is lively, creative and engaging for all our pupils. We believe that there are opportunities for creativity in all 'subjects' and recognise that creative thinking and independence improves motivation and achievement and develops life skills.

Staff identify a 'context for learning' or theme for each term on which work will be based. Key skills for each subject are taught thematically within this context.

This integrated, skills based approach allows children to immerse themselves in a theme and to transfer and develop their skills across the curriculum.

RE is a statutory subject and schools are also required to hold a daily act of Collective Worship. The RE curriculum follows Devon's Agreed Syllabus.

Personal, Social and Health Education (PSHE) Citizenship and Sex Education are also taught.

Parents have the right to withdraw children from RE, Collective Worship and Sex Education should they so wish, with the exception of the element of Sex Education which is part of the Science National Curriculum.

### **PSHE**

We place a strong emphasis on children's personal, social and emotional development. Our Personal, Social and Health Education (PSHE) and Social Emotional Aspects of Learning (SEAL)

curriculum is central to the aims of our school. It enables pupils to become effective learners and supports them as they move from childhood through adolescence to become independent young people and responsible members of society.

We aim to provide a secure and caring framework that promotes a positive sense of self worth and good attitudes towards others. Our combined PSHE/SEAL curriculum provides children with opportunities to share and explore their experiences, difficulties and emotions. It encourages children to reflect on their actions and values and helps them to make informed choices and decisions that will prepare them for the adult world.

There is an active School Council which meets fortnightly and includes representatives from classes across the school. In consultation with their classes the School Council reps make decisions about school projects and charities they would like to support.

We have a qualified school counsellor, or 'Befriender', who offers timetabled and drop-in 'befriending' sessions to pupils needing time and space to reflect on issues or emotions that are troubling them. This invaluable support forms an integral part of our PSHE/SEAL provision.

### **Playtimes and Lunchtimes**

We aim to ensure that our playground is a place where children can feel happy, safe and secure in an environment that promotes positive relationships and play at playtimes. This includes the provision of specific activities for quiet play, ball games and creative play. Playtimes and lunchtimes are staggered so that only either the older or younger children are using the playground at any one time. Children are able to choose which of the four play areas they would like to use.

Our Playground Co-ordinator is supported by our enthusiastic Lunchtime Team who meet fortnightly to review and develop our playground provision. Some of our older pupils are trained as lunchtime helpers, play leaders, peer mediators or referees and work together alongside the Lunchtime Team to develop positive play. Year 6 children are also "Buddies" to Reception children and are available to help their lunchtimes run smoothly.

### **Lunchtime Clubs**

There are a number of clubs held at lunchtime including: a range of sports, Lego, Art, recorders and Quiet Club.

### **Out of School Activities**

An extensive range of extra-curricular clubs and activities are offered to the children before school, at lunchtimes and at the end of the school day. These vary according to the interests, abilities and availability of teachers and coaches, as well as the time of year.

### **Music**

A number of peripatetic music instrumental teachers visit the school throughout the week to teach individuals and small groups of pupils. Currently, there are approximately 100 children learning to play a variety of instruments including:

Keyboard, piano, percussion, drums, guitar, violin, brass and woodwind.

There are also two school choirs, an orchestra, a Samba Band, Singing Ensemble and Year 6 Band.

## **School Organisation**

### **Class Structure**

There are ten classes organised into three Phases. Phase 1 includes Early Years, Years 1 and 2. Phase 2 includes Years 3 and 4 and Phase 3 includes Years 5 and 6. Our policy is to limit class sizes to 30 or less in Key Stage 1 and to 33 or less in Key Stage 2.

We have a dedicated team of Teaching Assistants who work across the three Phases to support teaching and learning.

Children transfer to a new class each September and much discussion takes place between members of staff the previous term before deciding which class children should be placed in. We endeavour to balance age, maturity, ability and friendship factors when organising new classes.

### **Induction / Admission to School**

#### Reception Year Group

Applications for school entry in the Reception Year are made directly to the Admissions Team at the Local Authority. Children normally start school in September at the beginning of the academic year when they reach 5 years of age.

Applications need to be made during the Autumn Term of the academic year before the child is due to start. The school office will be pleased to provide you with more information or parents can visit the admissions website at [www.devon.gov.uk/admissions](http://www.devon.gov.uk/admissions)

The school has good links with all the local feeder pre-schools and the Foundation Stage teachers visit each setting every term to liaise with the pre-school staff and begin to get to know the children who are likely to start with us in the Reception Year. This helps to ensure that there is a smooth transition to school for all children.

The term before a Reception Year child is due to start school he / she is invited to join our Pre-school club, "Thursday Club", which meets in the Foundation Stage classrooms on alternate Thursday afternoons.

This provides an ideal opportunity for children and parents to get to know the adults who work in school, the school environment and his / her future peers. The final Thursday Club of the term includes an information meeting for parents at which the Foundation Stage teachers talk about school routines and the curriculum and answers any questions or concerns that parents might have.

#### Year 1 to Year 6

Applications for a school place for all other year groups are also made directly to the Admissions Team at the Local Authority.

We encourage all new pupils and their parents to visit and look around the school prior to starting. New pupils are also very welcome to spend some time in their new class before officially starting, when circumstances make this possible.

### **School Routines**

#### The School Day

School begins at 8.55am and finishes at 3.15pm. We encourage children to arrive from 8.45am and go directly into class.

At the end of the school day, teachers of the Foundation Stage classes take their children to the Early Years courtyard gate to be met by parents. Teachers of Yarner and Kennick classes take their children to the ball court area. Children in Reddaford, Pullabrook & Hawkmoor classes are taken to the main playground via the front entrance, while the older children leave school by one of the small gates at the bottom of the site.

#### After School Club and Breakfast Club

Bovey Tracey After School Club and Breakfast Club are run independently from the school. They provide fun, affordable and safe child care and meet on the school site every day. Breakfast Club runs from 7.50am to 8.55am and After School Club from 3.15pm until 5.30pm, with an extended session available until 5.50pm.

#### Playtime Snacks / Lunch

The school has a healthy eating policy. Children are welcome to bring any of the following to school to eat at playtime:

A piece of fruit/vegetable, dried fruit, yoghurt raisins, a sandwich, a piece of cheese (not cheese dips), crackers/oatcakes, breadsticks or rice cake type biscuits.

The school is a Nut Free School so no nuts, sesame seeds, peanut butter, chocolate nut spread, or chocolates containing nuts should be brought in.

Children in Key Stage 1 classes are given a daily piece of fruit or vegetable under the government's Free Fruit Scheme.

The school is part of the 'Cool Milk' scheme which provides free milk each day for children under 5 years old and milk at a subsidised price for children aged 5 – 11 years.

School meals are cooked on the premises. There is always a daily choice and our canteen team are happy to cater for vegetarians or children on special diets if at all possible. Menus are sent home at the beginning of each term and are displayed at various points around the school and on the school website. Meals should be booked and paid for at the beginning of each week. Parents may also pay termly and can pay online if they wish. In the case of unexpected absences, credits are carried forward to the following week. Free school meals are available to families on certain benefits and also to all children in Year Reception, Year 1 and Year 2. Applications should be made through the school administrator, who will treat all enquiries in strict confidence.

An alternative to school meals is for children to bring packed lunches.

All the children eat in the hall on the same 'sitting' as their classmates. Children can have as long as they need to complete their meal. Good table manners are expected, tables are laid with attractive, brightly coloured tablecloths and mealtimes are promoted as a sociable activity.

The children are supervised in the hall and playground during the lunchtime by our Lunchtime Team of Mealtime Assistants and Playleader. When the weather is suitable, some children may be taken down to the school field for part of lunchtime.

#### Our Behaviour Policy

There is a strong emphasis on the re-inforcement of positive behaviour in school by the use of praise and rewards. Each child is a member of one of four 'houses' or 'teams' in school and can earn team points or stars for their team. These are awarded to recognise things such as effort, achievement, good behaviour, politeness or kindness to others. Merit certificates, stickers and 'thank you' tokens are also used as rewards.

There is a weekly Celebration Assembly when parents are invited to celebrate their child's achievements of obtaining 10 Merits and the subsequent award of a Certificate of Excellence.

Our four Golden Rules are: Respectful, Responsible, Safe and Kind.

Our school values are:

Compassion

High Aspirations

Equality

Excellence and Enjoyment

Resilience

Self Belief.

#### Absences

If children are ill, or unable to attend school for any reason, parents should contact the school office on the first day of the absence, either by emailing [absence@bovey-tracey-primary.devon.sch.uk](mailto:absence@bovey-tracey-primary.devon.sch.uk) or telephoning 01626 833257.

Schools are unable to authorise any requests for absence relating to holidays in term time, as a result of an amendment to the 'Education (Pupil Registration) (England) Regulations 2006', which has removed reference to parents being able to request absences of up to 10 days in any year for the purpose of holidays.

These changes reinforce the government's view that every minute of every school day is vital and that pupils should only be granted authorised absence by the school in "exceptional circumstances eg illness, exclusions or due to other unavoidable causes."

We hope that all parents will support their children by ensuring that they attend punctually for the 190 days in a school year that the law requires, unless prevented from doing so by unavoidable circumstances.

A completed S2 form which is available from the school office must be accompanied by a formal letter to the Headteacher and Governors detailing the reasons for the request for absence and the exceptional circumstances.

### Medical / Pastoral

While a child is with us he / she is legally in our care. We take that responsibility very seriously and try to fulfil it in the way a sensible, caring parent would.

However, despite our care, children can sometimes become ill and accidents can occasionally happen. Whilst we have members of staff trained to deal with such problems, it is our policy to contact parents as soon as possible. We therefore ask that parents ensure the school has up-to-date contact details, including mobile phone numbers.

If your child is allergic to anything (eg plasters, penicillin etc) has a food allergy or if you have any requests for, or objections to, possible courses of action in an emergency, please inform the school in writing, along with any medical condition that adults in school need to be aware of.

Occasionally, parents ask staff to administer / supervise the taking of medicine in school. eg when a child has returned to school after a period of illness and needs to complete a course of medication. In these circumstances, parents need to first complete an authorisation form, available from the school office. Local Authority regulations state that schools are only able to administer medicines obtained on a doctor's prescription.

Parents of children who need to use an asthma inhaler are asked to complete a form when their child first starts school / begins the medication. We ask parents of asthmatic children to ensure that an inhaler is kept in school in case it is needed.

The local health authority sends a confidential health questionnaire to the parents of each child during their first year in school and a nurse will also visit to carry out routine eyesight and hearing checks.

### School Uniform

We believe that it is important that children wear school uniform. It gives them a shared sense of identity and encourages them to take pride in being a member of our school community. It also helps to eliminate peer pressure and social differences.

The school colours are maroon, white and grey.

Boys should wear white polo shirts, grey trousers and dark shoes.

Girls should wear white polo shirts, grey skirts / pinafore dresses / trousers and dark shoes. In the summer girls may wear pink and white check dresses.

PE clothing (from Reddaford Class) comprises maroon shorts, yellow gold 'T' shirt with school logo and white socks. Children will need black plimsolls or trainers for outdoor PE. A navy tracksuit is optional from Reddaford Class onwards.

School uniform is supplied by:-

### **PMG Schoolwear**

online – [www.pmg-schoolwear.co.uk](http://www.pmg-schoolwear.co.uk)

by phone – 01895 809321

**Thomas Moore Toymaster**, 102/104 Fore Street, Exeter, EX4 3JB

online - [www.thomasmooretoymaster.com](http://www.thomasmooretoymaster.com)

by phone – 01392 255711

by fax – 01392 421406

email – [orders@thomasmooretoymaster.co.uk](mailto:orders@thomasmooretoymaster.co.uk)

## **Tesco's Uniform**

online – [www.clothingattesco.com/icat/embschoolwear](http://www.clothingattesco.com/icat/embschoolwear)

All PE kit should be kept in a PE bag to be left at school.

School PE kit only can be purchased from the PTA. Please contact the School Office for more information.

For health and safety reasons, jewellery should not be worn, except for 'sleepers' in the case of children whose ears have been pierced.

All items of clothing and personal possessions should be clearly named please.

## **Parents / Community**

### **Partnership**

A strong partnership with parents is very important to us. We encourage parents to talk to staff at an early stage if they have any queries about their child. Likewise, teachers are pro-active in contacting parents if there is any cause for concern or celebration! There are opportunities for a considerable amount of informal contact between parents and staff at the beginning and end of the school day but staff are happy to make an appointment to see any parent who would like to discuss anything more formally.

Curriculum workshops / information sharing meetings for parents are held from time to time, as well as Phase Sharing sessions where particular classes invite their parents in to share an aspect of their current curriculum work.

The school subscribes to an electronic communication system 'Schoolcomms' and wherever possible all letters are sent by email.

Whole school newsletters are sent out half termly and aim to keep parents up-to-date with general school events and achievements.

Each class teacher sends out a termly newsletter to their parents informing them of the planned areas of study for the coming term and ways in which children's learning can be enhanced and supported at home.

Separate letters are sent, to the whole school or targeted groups as appropriate, during the term to let parents know about particular activities such as class trips, special projects, events for parents etc.

Copies of all letters are kept in a ring binder in the foyer to enable parents to check anything or in the event of a break down in 'pupil post'.

### **Reporting to Parents / Monitoring Progress**

Open evenings, where parents can make a private appointment to see their child's teacher, are held in the Autumn and Spring terms. Written reports, indicating progress in all curriculum areas, are sent to parents towards the end of the Summer Term.

Reports for pupils at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6) will give the scaled scores achieved in the end of Key Stage SATS (Test / Teacher Assessment results) in English and Maths.

At the end of the Reception year a Foundation Stage Profile, which records children's attainment in relation to the age related expectations from the Foundation Stage Curriculum, is completed for each child and shared with parents.

These tests and assessments are statutory.

However, regularly assessing and checking children's progress is an integral part of teaching.

Teachers assess children and track their progress in a variety of ways throughout each term.

Assessment procedures ensure that children receive the right support and encouragement to build on strengths and improve on weaknesses.

### Homework

We believe that young children need relaxation and time to pursue interests and hobbies at the end of a school day during which they will have been very busy. However, some homework is set throughout the school in line with the school's Homework Policy.

Class teachers outline the homework for their class on the termly class newsletter. There may also be occasions when children will be asked to try to find out some information or resources to help with work on a topic, or when they take unfinished work home to complete.

Reading forms a key part of homework, particularly for the younger pupils. Reading is a good habit to encourage at home and the school is very pro-active in sending home books to enable parents to support their child's reading. We have recently introduced the Accelerated Reader which has included remodelling our library and setting up an electronic system.

### PTA

We are fortunate to have a very strong and active PTA that is an integral part of our school community. The PTA helps to strengthen home / school links and brings staff, parents and friends together in support of the school. All parents and members of the school community can become involved if they wish to and all parents are automatically entitled to become members when their child joins the school.

Each year, the PTA organise a variety of fundraising and social activities for children and adults. There is a Committee that meets three or four times a term, with smaller working parties meeting as necessary to organise some of the bigger events. New members are always very welcome.

The children benefit enormously from all the fundraising as, in general, PTA funds are used to buy the 'extras' that the school budget may not be able to afford.

### Community Links

The school is very much a part of the local community. Teachers use the town and the local environment to enhance the educational experiences of the pupils. For example, there are visits to local churches, the Heritage Centre and the fire station and the close proximity of the moors and coast provide numerous teaching opportunities. We have a number of Year 5 pupils who are the "Lunch Bunch" group who assist with serving lunch at a local church for older members of the community.

The school choir takes part in events in the town, sings in local residential homes and contributes to a Carol Service in the Parish Church every Christmas.

### Governors

The governing body assists the Headteacher and Senior Leadership Team in the management of the school and is made up of representatives:

- appointed by the Local Authority
- elected by parents
- elected by the staff

The Headteacher is also a governor.

The full governing body meets twice per term, with sub committees for Resources and Curriculum meeting termly.

A list of current governors is included in the prospectus pack and also on the website.

### School Improvement Plan

A School Improvement Plan is drawn up every year. Current strengths and areas for future development are identified and an action plan is written.

Consultation with parents in this process is carried out in a number of ways, eg questionnaires to all parents or a discussion with small groups.

Parents are very welcome to see the plan if they would like to.

### **Secondary School Transfer**

In the September following his / her 11<sup>th</sup> birthday, your child will leave primary school and transfer to secondary education. Parents will be given information from the Local Authority the previous September to enable them to express a preference for their chosen secondary school.

Children from Bovey Tracey Primary usually transfer to South Dartmoor Academy at Ashburton. Free transport from a convenient point near their home is provided to and from school.

There are very good links between our school and South Dartmoor and a range of liaison activities take place to ensure that transfer is as smooth as possible, in addition to the Induction Week that children spend at South Dartmoor the term before they transfer.

These activities include sports festivals, a dance performance and other themed days, such as a Language day, at the College. Year 6 children also attend a matinee performance of the annual college show. Specialist PE teachers also teach alongside Year 6 teachers in school throughout the year.

Discussions are held between the relevant staff in both schools, children make visits to South Dartmoor and parents are also invited to an Induction evening at South Dartmoor.

These activities have been built up over a number of years and have proved very successful in enabling a smooth transition for most pupils.

Alternative secondary schools are available, including selective education in grammar schools in Torquay, although places cannot be guaranteed.

Staff at Bovey Tracey would be pleased to discuss options for secondary transfer with any parent who is unsure about their choice of school.

### **South Dartmoor Learning Community**

The Learning Community consists of South Dartmoor Academy and the nine local primary schools that feed into it. Groups of teachers from across the schools meet on a regular basis. This helps to promote co-operation and continuity across and between the primary schools and with South Dartmoor. Groups that meet frequently include the Headteachers, Early Years teachers and Year 6 teachers.

Teachers from across the schools occasionally come together for in-service training if a common need is identified.

### **Special Educational Needs**

The school employs a part time member of staff who acts as the SENCO (Special Educational Needs Co-ordinator). She advises and supports staff and liaises with parents and outside agencies to ensure the needs of all children are met.

A copy of the governing body's policy on pupils with special educational needs is available on request from the school office.

The Local Authority employs advisory teachers for special needs and a team of educational psychologists. Schools can seek help and advice from them as required.

### **Pupils with Disabilities**

We believe that every child has by right an equal opportunity to succeed. In order to deliver this aim we embrace the principles of inclusion, of global citizenship and of community cohesion.

Arrangements for the admission of pupils with disabilities, including details of steps to prevent disabled pupils being treated less favourably than other pupils and facilities to assist access to the

school by pupils with disabilities are included in the Accessibility Plan and our Disability Equality Scheme. Copies of these documents are available on request from the school office.

### **Insurance**

The Local Authority is insured against its legal liability for any injury, loss or damage caused to its pupils as a result of negligence on its part or that of its employees, servants or agents.

Pupils attending the authority's schools and colleges are not insured for personal accident benefits while on education premises or taking part in recognised activities outside of school.

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

### **Complaints Procedure**

Often parents and other members of the public would like the school to know their views. Sometimes there are meetings when this is possible. On other occasions a personal comment is more appropriate. Communication, written or spoken, is valued as part of the partnership between home and school. Co-operation between parents, staff and governors leads to a shared sense of purpose and a good atmosphere in the school.

Parents are always very welcome to arrange to see a class teacher, the Headteacher or a governor if they have queries or concerns about any school matter.

In the unlikely event that a problem cannot be resolved in this way, parents can follow a formal complaints procedure which applies to all schools in the Local Authority. Information leaflets explaining the procedure are available from the school office.