



# Sherwell Valley Primary School

Headteacher information pack

[www.sherwell-valley-primary.torbay.sch.uk](http://www.sherwell-valley-primary.torbay.sch.uk)

SVPS

# Welcome

Welcome to Sherwell Valley Primary School (SVPS) and thank you for finding out more about the Headship in our amazing school. Sherwell Valley is a large and vibrant place where children enjoy learning and teachers love to teach them. We are a happy school that prides itself on providing outstanding learning opportunities for all of our children.



Welcome

# Providing outstanding learning opportunities for our children

## Nurture and support

We believe strongly that children learn best when they are nurtured and supported to become confident members of our community.

The role of Headteacher is an absolutely crucial one and finding a strong leader to help move our school forward is of vital importance to us. Our new Headteacher will be joining us at a time where we are looking towards creating an even brighter future for the fabulous children in our care. We acknowledge that now, more than ever, our school needs to adapt and grow. The impact of the pandemic, along with changes to our local demographic, mean that we need to make positive changes so that we can continue to meet the needs of our children in the best possible way.

If you are passionate about inclusive practice, you are a resilient, hard working, and a problem-solver with a positive outlook, then this could be the right role for you. We are looking for a Headteacher that has considerable experience and feels confident playing an active role in the operational leadership of the school as well as supporting the strategic development of education at Sherwell Valley.

We hope that you find the following information informative and that it gives you a taste of all that our school has to offer.

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**Kelly Bremridge and Maria Beer**

*Co-chairs of the Governing Board*



About Us

# A snapshot of our school

Challenge partners

**Area of excellence in middle leadership**

May 2020

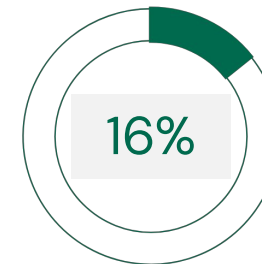
**Torbay Local Authority maintained school**

**704**  
**Students on roll 2-11yr**

Ofsted

**GOOD**

June 2018



**117**  
Pupil Premium

Our Vision

**We have three clear vision statements for our children. These are:**



**Our children have a love of learning and an aspiration to be the best they can be.**

**Our children feel valued, safe, accepted, respected and confident. That they treat others well.**

**Our children are ready for the next stage of their development and are given the very best of chances to go on and achieve.**

**"Leaders across the school are committed to the school's vision, founded on the school's values of enjoyment, cooperation, respect and resilience, that pupils should leave the school very well prepared for the next stage of their education; the aspiration to be the best they can be; and with a love of learning. They have created a warm, welcoming ethos and a culture of respect and relationship building."**

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**Challenge Partner Report, May 21**

Our Vision

# Embedding our vision and values

## A catalyst for opportunities

Everything that we do within our school and the community is aimed at ensuring that these vision statements are realised for every single one of our precious children. We refer back to these statements often and they create the backbone to the assemblies that we plan and the curriculum that we deliver. Our vision statements also act as a catalyst for the huge range of enrichment and pastoral opportunities that we provide for our pupils.





Governance

# The Governing Board

## **Diverse experience and skills**

We have a full governing board that is supportive, loyal and proactive. The Governors come from a diverse background with a range of experience and skills to support the Headteacher and the school. We operate a co-chair model and have Governors assigned to oversee finance, safeguarding, SEND and Health and Safety. Governors also play an active role in overseeing the quality of education by taking part in subject reviews focusing on the quality of curriculum being received by our children.

Our Staff

# Meet Our Leadership Team



**Matthew Briant**  
Deputy  
Headteacher

MIDDLE LEADERSHIP



**Debbie Gaywood**  
Assistant  
Headteacher

PROVISION



**Andrew Robinson**  
Assistant  
Headteacher

CURRICULUM



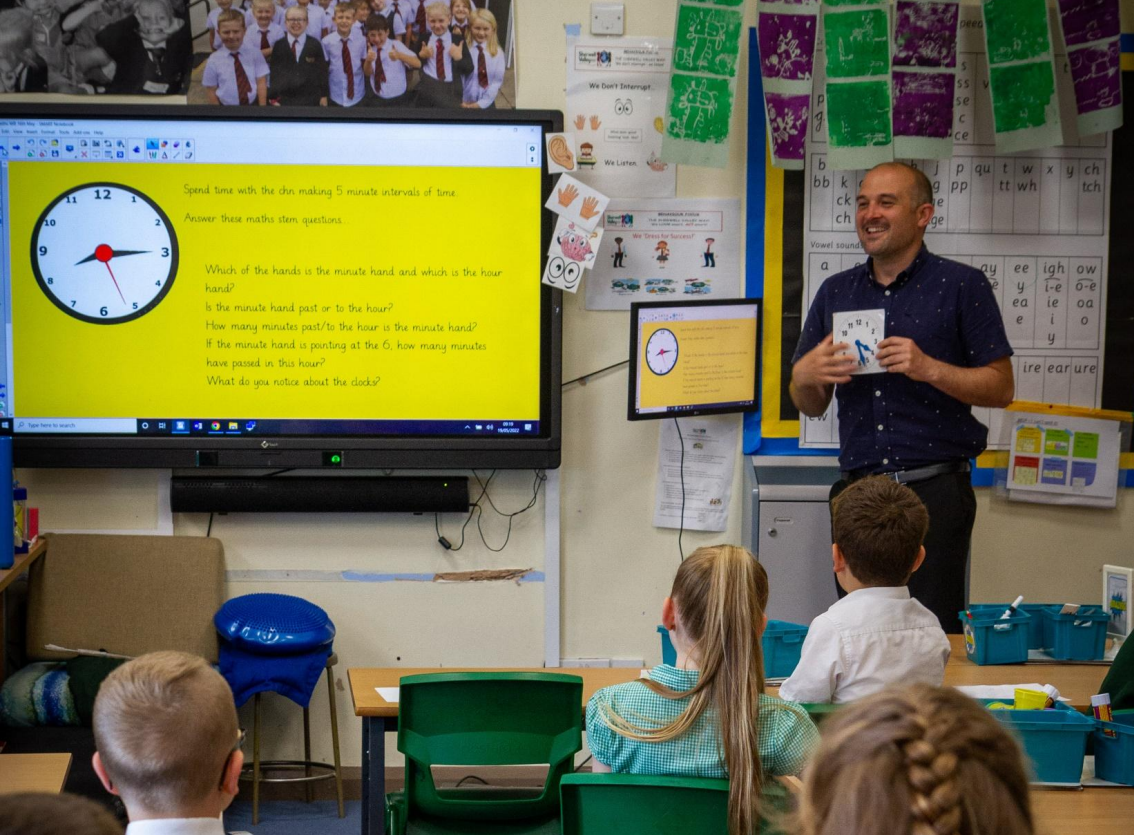
**Kate Sharp**  
Business  
Manager

FINANCE & PREMISES

**“Leaders are learners themselves. Training, personal research and looking at other schools helps them make sure new initiatives, such as the restorative work for the behaviour policy, are based on effective practice. They are good role models for both pupils and staff. Some leaders also support other schools, such as in developing teachers’ skills in mathematics mastery.”**

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**Challenge Partner Report, May 21**



Entrance

# Mixed three form entry

## Organisational structure

Each of our year groups has approximately 90 pupils in them and where spaces do arise they tend to be quickly filled by a child on our waiting list. Each year group is then split into three classes and is overseen by a year leader who is one of our UPS staff. These classes are mixed in terms of gender, ability and other social factors.

At the end of each academic year, staff review these groupings and may decide to alter the class groupings for the next year. This is done to ensure that classes remain balanced and so that the most positive outcomes for all children are prioritised.



Settings

# Nursery

## 50 children per day

We also have a nursery setting which caters for about 50 children each day aged two, three and four. Children in our nursery have access to an exciting outdoor space as well as two indoor spaces enabling staff to be creative when planning for each individual child's needs. Every nursery child has a key worker who is the first contact for parents and who really gets to know that child. The nursery is overseen by a qualified teacher who is also on hand for any concerns or questions that parents may have.

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# School hours

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Children also have a morning break of 20 minutes and a lunch break of one hour. These are staggered in order to maximise the use of our playground spaces and to ensure that children are able to eat in one of our two halls.

At school pick up time parents are able to come on to site to collect their children. This time offers parents the opportunity to meet with their child's class teacher and ask any questions that they might have.



## Normal school day timings

### 8:40am

Our school gates open at 8.40am and children walk up to their classes with their friends and classmates.

### 8:50am

Registration.

### 3:25pm

School finishes.

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Members of the SLT play an active role in meeting and greeting parents each day and we all try to be present, whenever possible, for gate duty.

# Care Bears childcare service



We provide a childcare service from 7.45–8.45am and 3:25–6:00pm each day.  
The service is popular amongst the children who attend.  
Our provision both before and after school is also open to nursery aged children.

Curriculum

# Updated and enhanced curriculum

## Topic based approach

Over the last three years we have been working incredibly hard to update and enhance the curriculum that all of our children at Sherwell Valley receive. Our curriculum is based on the National Curriculum for England and we have been systematically reviewing the impact of the work that we have been doing in each of the subject areas.

Having previously had a topic based approach, we teach each curriculum subject discretely and in a sequenced way that enables children to know more and remember more.

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Our planning documents clearly identify the curriculum outcomes that we expect in all subject areas. Planning then ensures that subject knowledge is carefully broken down into component parts and these are revisited so that pupils can retain and develop their understanding. Each unit of work is supported by a knowledge organiser which sets out the fundamental knowledge and vocabulary which the children will learn. The knowledge organisers are shared with parents and frequently referred to during lessons.



**"The curriculum is enhanced by a rich set of exciting and memorable learning experiences that build pupils' self-confidence and add to their cultural capital. Leaders ensure all disadvantaged pupils come first in any opportunity, such as joining a school club or embarking on music lessons. Appropriate financial support ensures disadvantaged pupils can benefit from these opportunities."**

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**Challenge Partner Report, May 21**

## Curriculum

# Resources to deliver

### Published planning resources

In addition to the National Curriculum document we also currently use a number of published planning resources to aid us in the delivery of specific subjects:

**Phonics** teaching for the children in Early Years and Key Stage One is based on the Read Write Inc programme which provides planning and resources for the systematic teaching of letters and their sounds. In addition to our daily phonics sessions in school, children also have scheme-published books that they take home to read to parents and carers each evening. The books are matched exactly to the sounds that the children have been taught in school so that they can become increasingly fluent readers.

The teaching of **writing** across the school is supported by the 'Power of Reading' materials which use high quality texts to aid children in their development of good level written communication. We also ensure that the children have a wide variety of opportunities to write for purpose in subjects across the curriculum.

Teachers use White Rose materials to plan **Maths** lessons. They also use various other resources and apparatus (manipulatives) to support children in mastering mathematical concepts.

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In addition, we also base teaching in PE, music, RE and PSHE on published schemes.





Bienvenue a la salle des ordinateurs

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Our internet, our choice

ICT Suite

Software

# PiXL

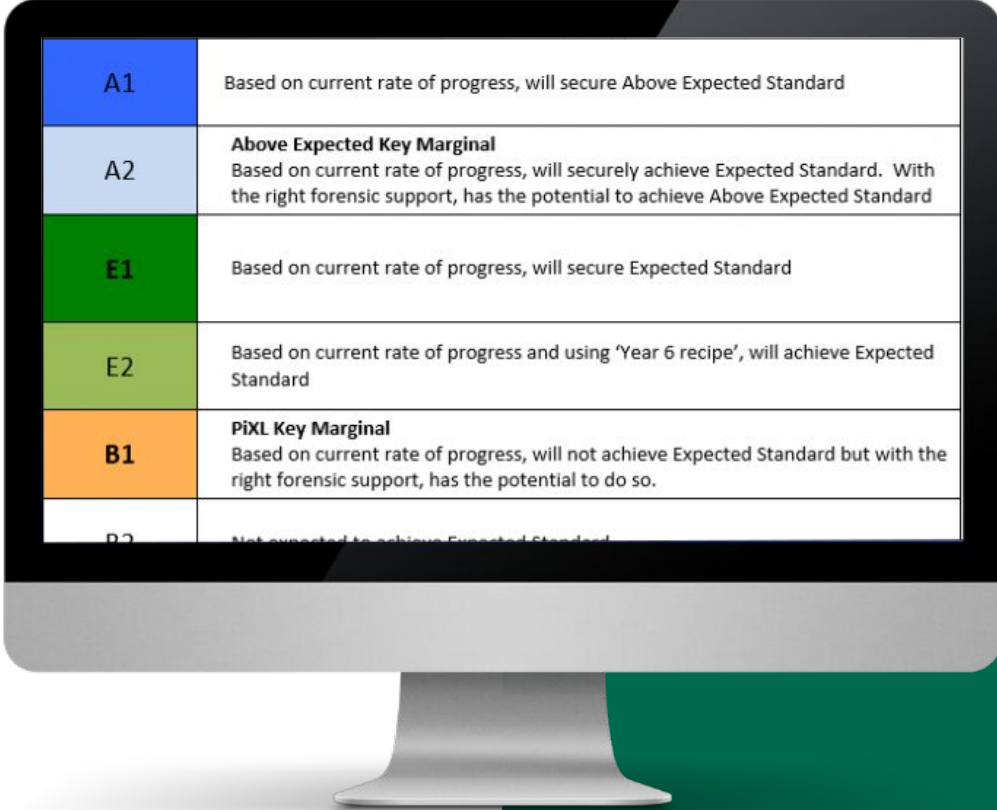
Partners in excellence

## Assessment tasks and therapies

We assess reading, writing and maths half termly and input this information into Insight. Year leaders then work with their teams to analyse the data and create focus groups for additional intervention. We are a PiXL school and use their assessment tasks and therapies to support gap filling and catchup. We also assess writing once each year using Comparative Judgement.

Foundation subjects are assessed each term and again this information is inputted into Insight. Curriculum Champions analyse this data and highlight areas for further development.

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A1	Based on current rate of progress, will secure Above Expected Standard
A2	<b>Above Expected Key Marginal</b> Based on current rate of progress, will securely achieve Expected Standard. With the right forensic support, has the potential to achieve Above Expected Standard
E1	Based on current rate of progress, will secure Expected Standard
E2	Based on current rate of progress and using 'Year 6 recipe', will achieve Expected Standard
B1	<b>PiXL Key Marginal</b> Based on current rate of progress, will not achieve Expected Standard but with the right forensic support, has the potential to do so.
B2	Not expected to achieve Expected Standard

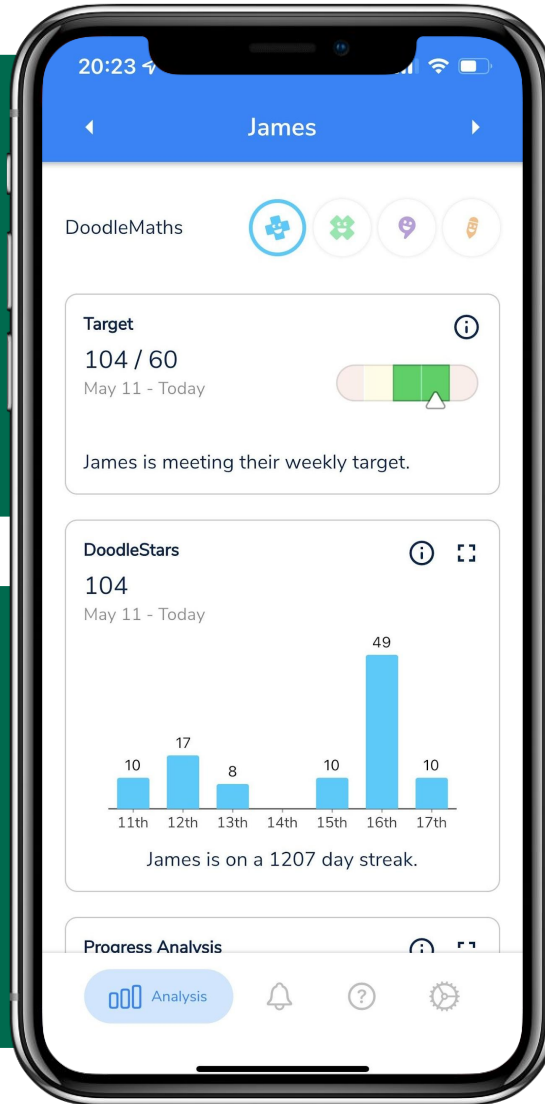
Headteacher information pack

## 10 mins a day

With daily practice Doodle fills each child's learning gaps and consolidates their knowledge

## Measurable Impact

We see a boost in confidence and ability in just six weeks!



Software

# Doodles

Home learning is regularly provided to support the child's learning at school. Children will be expected to learn tables and to read their set book or read for pleasure at home. There are other online learning platforms that the school uses including DoodleMaths, DoodleTables, DoodleEnglish and DoodleSpell.



**"Leaders make strategic and timely use of information gathered through regular robust monitoring that leads to effective forward planning. For example, sharp recovery planning by the Reception leader to ensure children catch up on their speech and language has enabled them to make rapid progress since their return after lockdown."**

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**Challenge Partner Report, May 21**

# Visits and residential trips



We believe that having first-hand experiences really brings children's learning to life and our program of trips and residential has been designed with this in mind.

These trips and residentials are subject to change but have, in the past, included staying at Pixies' Holt on Dartmoor, in major cities such as London, Bristol and Paris, and going on adventure-based residentials by the coast.

Pupils

# Extra Curricular Activities

## A variety of clubs

We really value the wider opportunities that we are able to offer our pupils and work hard to give all children a chance to join a range of extra-curricular clubs, either at lunchtime or after school.

Each half term a list of clubs is published and children are able to sign up for those that most interest them. Places at our clubs fill up fast..

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Devon and South West  
Regional Champions  
& National Finalists 2022



SHERWELL VALLEY PRIMARY SCHOOL  
PROUDLY PRESENTS

LIONEL BART'S

# OLIVER!

27<sup>th</sup>, 28<sup>th</sup> & 29<sup>th</sup>  
April 2022

TICKETS ON SALE NOW FROM THE  
SCHOOL OFFICE £3 EACH  
DOORS OPEN 6PM FOR REFRESHMENTS  
**SHOWTIME 6.30PM**



Production of Oliver!, 2022

Pupils

# Children's leadership opportunities

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## Developing future leaders

We know that our children are future leaders. In order to help prepare them for the leadership roles that they may one day have, we provide them with a range of leadership opportunities in school.

Many children also take on responsibilities which help adults with the smooth running of the school such as setting up for lessons; delivering post; setting up for assembly and keeping resources tidy.

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## Some examples are:

- **Being a School Prefect**

Year 6 children are invited to apply each September. They carry out a range of tasks including sharing information about the school with new parents or children, speaking to parents at school meetings, sitting in on important meetings including Governors or SLT meetings, liaising with teachers and office staff, contributing to the school website and newsletter, supporting younger children at lunchtimes.

- **Being a school councillor**

The School Council meets regularly to share the views of the children.

- **Being a Head Prefect**

The children elect a Head Prefect and Deputy Head Prefect for each house.

- **Being a Digital Leader**

Digital Leaders support the development and delivery of computing across the school and are particularly mindful of helping children to stay safe whilst online.

Pupils

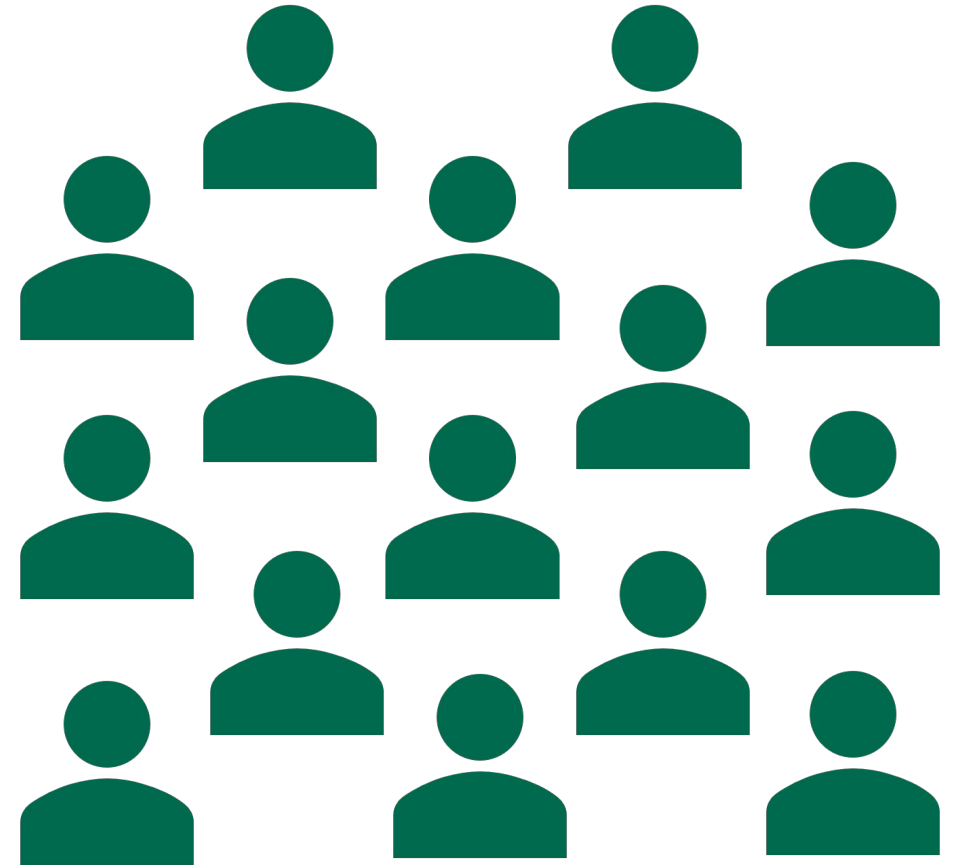
# Student Council

## 15 student council

We operate a very successful School Council. Each class (Y2 – Y6) elects one child to serve for the year on the School Council.

The discussions and actions at Council meetings ensure that the views of the pupils are taken into consideration on issues of school development and resourcing.

The School Council also helps us to teach the children about modern British values and the importance of our democratic system.



**“Pupils’ character and their positive attitudes are well developed. Pupils spoken to were articulate, had good vocabularies and plenty of self-confidence. They described a school culture of respect and inclusiveness and said that they like their teachers and enjoy school and learning. They feel valued and listened to and know what to do if they get stuck on a problem. They were eager to explain the good leadership opportunities they had, for example, as members of the school council, as prefects, digital or sports leaders.”**

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**Challenge Partner Report, May 21**



Play area

Comms

# Communication with parents

Our school works well because of the partnership between parents, children and the school. All parents have direct communication with their child's teacher through our online messaging apps, Tapestry and Dojo. These apps enable us to share photos and information about children's time in school. The apps also enable parents to let teachers know any relevant information or to ask any questions that they might have about a particular day's events.

On a wider basis, we actively listen to the views of parents and children and take these into account when planning for school improvement. Regular surveys, both general and specific, are used to assist with this. We also take great care to listen to feedback through day-to-day conversations with children, parents and carers. Members of SLT are on gate duty every day to provide opportunities for these conversations to take place and there is very much an open door policy across the school. The school newsletter is published every Friday and we also update our website with current information and news about developments.

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Care

# Pastoral care

## Mental health

The mental health and well-being of our children and their families is something that we take very seriously at Sherwell Valley.

We have a number of staff who are trained to work with children and families in this area and, in addition to this, we also directly teach the children strategies to cope with their emotions in designated lessons.



Care

# The Burrow – nurture unit

## A wealth of activities

At Sherwell Valley we are incredibly fortunate to have a nurture unit called The Burrow. The unit is staffed by experienced practitioners who work with a small and consistent group of children each morning. They provide these children with a wealth of activities that enable them to increase their readiness for successfully accessing the business of the mainstream classroom environment.

Speech and language activities, role play, cookery, forest school, craft, drama and other hands-on tasks enable the children in The Burrow to increase their confidence whilst also keeping up with the objectives being covered in their class.

Placements in The Burrow tend to last for a term and the children who attend each morning spend each afternoon back in their classroom. This supports them in making a smooth transition back into class full time once the intervention has come to an end.





Our Woodlands



About Us

# Child Protection and Safeguarding

## **Safeguarding team**

Keeping children safe is a fundamental part of what we do at Sherwell Valley. We have a safeguarding team made up of several leaders and support staff who are formally trained in dealing with child protection issues. Our Designated Safeguarding Lead (DSL) oversees provision in this area. In addition, all staff members and volunteers working in school are given training in what to do if they have concerns about a child. Adults working with children all undergo DBS and other professional checks as appropriate.

Headteacher information pack

Care

# Specific Needs and Disabilities

## Inclusive school

Sherwell Valley Primary School is an inclusive school and we work tremendously hard to meet the individual needs of our pupils. Within the school we have clear systems to aid us in identifying, and then planning for, the educational needs that individual children may have.

Our Special Educational Needs Coordinator is Hannah Sennett and she supports and assists teachers and teaching assistants in providing the best possible learning opportunities for children on our SEND register.

She also liaises with external agencies in order that we utilise their support and advice when dealing with the more complex needs experienced by some of our children.



Fireworks  
night



FOSV  
members



PTA

# Friends of Sherwell Valley

We have an active and dedicated PTA known as FOSV (Friends of Sherwell Valley). They tirelessly support the school by raising funds and organising spectacular events that include our annual firework display. FOSV plays an important part in engaging our local community with the school. .

[www.facebook.com/SVPSfosv](https://www.facebook.com/SVPSfosv)



Fireworks night

## Location

# Living and working in Torbay

Torbay is made up of three towns – Torquay, Paignton and Brixham – and a number of other small settlements. It is physically centred on and looks down upon Tor Bay itself which acts both as a focus for the community and also a unifying feature. The three towns have their separate characters and unique selling points.

Each town has its own harbour and a rich history of coastal heritage. The borough of Torbay is surrounded by areas of outstanding natural beauty and was designated a global UNESCO Geopark in 2007 for its spectacular geology and natural environment.

Torbay is one of the most successful tourist resorts in the country with probably the largest number of staying visitors of any of the resorts. Its base population is 129,700 (2001 census) but its summertime resident population rises to well over 200,000 for the peak summer weeks. Marketed as the 'English Riviera', visitors enjoy the warm climate, beaches and beautiful scenery.

Torbay is 15 miles from the beautiful Dartmoor National Park, 25 miles from the capital City of Devon – Exeter, and 35 miles from the maritime City of Plymouth.









## Location

# Travel

### Good connections



Road connections via the A380 provide access to the M5 and the UK motorway network



Torbay enjoys rail links via nearby Newton Abbot to London and to the Midlands, the North and Scotland



Local and regional bus routes run throughout Torbay and are managed by Stagecoach SouthWest

Contacts

# School contact details

**Current Headteacher:** Mrs Jayne Keller

**SENDCo:** Mrs Hannah Sennett

**Designated Safeguarding Lead:** Mrs Claire Jones

**Clerk to Governors:** Mrs Julie Garswood

**School Address:** Sherwell Valley Primary School, Hawkins Avenue, Chelston Torquay. TQ2 6ES

**Telephone:** 01803 613296

**Email:** [admin@svps1.com](mailto:admin@svps1.com)

**Website address:** [www.sherwell-valley-primary.torbay.sch.uk](http://www.sherwell-valley-primary.torbay.sch.uk)





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arrange a visit, please contact:  
[recruitment@svps1.com](mailto:recruitment@svps1.com)**