



# Hughenden Primary School

Working Together, Empowering Lives, Enriching Minds

Welcome

Dear Parents,

Welcome to Hughenden Primary School. I hope that you will find us friendly, responsive and approachable.

We are a growing, caring village school moving to single form entry with an outstanding team of skilled and dedicated staff. We are proud of the excellent academic results, the mature attitudes and very good behaviour of all our children.

As a staff and governor team, we are committed to providing a calm, happy and stimulating environment in which each individual child is valued. We support and encourage our children to play and work very hard. We have the highest expectations for each and every one of our children.

We have become very practiced in adapting and monitoring our teaching arrangements in line with our robust Covid Risk Assessment which has been written in conjunction with Governors. We firmly believe that by keeping our approach to uniform flexible, it allows parents to change and wash their children's clothes daily. This not only adheres to our guidelines, but also helps keep it affordable for everyone.

As parents, you play a crucial role with us in the education of your child. I hope this enquiry will be the start of a happy and rewarding partnership with your family.

This brochure will provide you with a wealth of information about our aims, ethos, curriculum and activities. I hope you enjoy reading it and that it inspires you to look at our website and find out more. Unfortunately, due to Covid, we are unable to welcome visitors into school. Instead, we are preparing a short film about Hughenden and what makes us special – this will be uploaded to the website in November.

Yours sincerely,

Sarah Leighton  
Headteacher

David Sparks  
Chair of Governors

**Headteacher: Mrs Sarah Leighton**

Spring Valley Drive, Hughenden Valley, Bucks, HP14 4LR Tel No: 01494 562501

Email: [office@hughendenprimary.co.uk](mailto:office@hughendenprimary.co.uk)

[www.hughenden.eschools.co.uk](http://www.hughenden.eschools.co.uk)



## **Contents**

### **School Aims**

### **School Buildings and Locality**

### **Prospective Parents**

### **Admissions to Our School**

### **Our School Organisation**

### **Our Curriculum**

### **Able Pupils and those with Special Educational Needs**

### **Our Approach to Behaviour**

### **Hot Lunches**

### **School Uniform**

### **Keeping Our Children Safe and Secure**

### **Our School Day**

### **Our Parents**

### **Home/School Links**

### **Our Extended School**

### **Our Extra-Curricular Activities**

### **Transfer to Secondary School**

### **Educational Visits and Charging Policy**

### **Appendix 1: School Personnel, Governors & Sports Coaches**

### **Appendix 2: Attendance Data**

### **Appendix 3: Holiday Dates**

### **Appendix 4: Comparative Reports KS1 2019**

### **Appendix 5: Comparative Reports KS2 2019**

## Aims of Our School

All our children are special. We will always do our best to promote each individual child's academic, social and personal development. We aim for our children to:

### **Be Happy**

Feel comfortable, safe and secure.

Like coming into our school.

Find school a fun place to make and be with friends.

Find enjoyment in ordinary life.

### **Be Enthusiastic**

Do their very best.

Enjoy and celebrate success.

Be busy, energetic and engrossed.

Have a thirst for learning.

Join in and be involved.

### **Be Responsible**

Look after belongings, property & the school.

Do things even when they don't want to.

Look after themselves.

Say sorry when they are wrong.

Be punctual and follow the school rules.

### **Be Confident**

Seek advice and ask for help.

Be brave, speak up and smile.

Accept the need to make mistakes but to have a go anyway.

Tell someone when they are upset.

### **Be Kind and Respectful**

Listen to each other.

Look after and help each other.

Be polite well mannered and self controlled.

Enjoy each person's individuality.

### **Learn Together**

Be involved in the learning process.

Learn from each other.

Strive for the highest standards.

Work comfortably and individually, in pairs and groups.

Try new things and enjoy working hard.

***"I like this school because.....there are nice things to do"***

CHEER: Cooperation, honesty, empathy, enthusiasm, respect

## Our School Building and its Locality

Hughenden Primary School is situated in Hughenden Valley and serves this village and surrounding environs from the bottom of Cryers Hill to part way up Coombe Lane. Its catchment area also includes Bryants Bottom. A detailed map and postcode checker is available at [www.buckscc.gov.uk](http://www.buckscc.gov.uk).

As a small village school we have a strong sense of local community and take an active part in village life. Many of our assemblies and fundraising activities reflect this local involvement and we greatly appreciate the help and support given by many of our local residents.

The school itself opened in 1973 and is spacious with sufficient room to meet all the demands of a modern education. Our seven classrooms all have the advantage of good natural light and are equipped with interactive whiteboards. Quiet rooms and cloakrooms adjoin each classroom. Our large, well-equipped hall is used for PE, singing, music, assemblies and social events. Food technology takes place in our equipped kitchen area and our Wrap Around Care provider uses the Knowledge Hub and Riddell Room every day.

ICT starts with Nabi's in Foundation moving onto our computers in the KS1 classrooms and laptops enable us to be flexible in our ICT lessons. The library is now located in the Knowledge Hub providing an excellent choice of fiction and non-fiction books.

Adjoining the south side of the building we have two large playground areas giving plenty of space for playground games extending to a large playing field with shady trees. There are 2 adventure play areas at each end of the school field, one especially for KS1. A fenced wildlife area includes two ponds and is home to a whole range of plants, insects, flowers and butterflies. Our Foundation Class have sole use of a specially designed outside classroom comprising of both covered and open areas allowing them to take their learning outdoors.

***"I like this school because...there is a big playground to run about in"***

# Admission to Our School

## Prospective Parents

Prior to Covid, we would have been that anyone considering Hughenden Primary School as a potential school for their child came to see us in action. As this isn't possible in the current climate, instead we are working hard to prepare a short film about what makes Hughenden special. We are always happy to chat about individual circumstances, explain our policies and supply further details about the school. Links to the Admissions Team to apply for a school place are on our website.

## Admission Procedure

Hughenden Primary School caters for boys and girls aged from four to eleven. Our official admission number is currently 15 although we are a growing school moving towards a single form entry over the next few years and now have the capacity for 30 children.

We admit all children who will be five during an academic year (1st September to 31<sup>st</sup> August) into our Foundation Class at the beginning of September. We believe that parents are the best judges of when their children are ready to begin full time education. For this reason, we offer all children the option of a full time place from September with a slightly staggered start in the first 2 weeks to aid their transition.

If you are moving to another Buckinghamshire school mid-year, you will need to complete an 'In-Year application' form online which can be accessed from your child's current school and must be signed by the Headteacher. For families moving into Buckinghamshire, applications are made online.

By submitting this to the Admissions Team at County, it will add you to the waiting list for the year group you requested at that school. You will be contacted when a place is available and the school will make contact with you in order to send you the relevant admission paperwork.

Pupils are allocated to schools according to the Bucks Local Education Authority (LEA) Admission Policy which is as follows. Parents are invited to express three preferences but do not have an absolute right to a place at their preferred school. The LEA does try very hard to place as many children as possible at the school of their parents' preference.

If a school is over-subscribed the following criteria are applied in order to allocate places:

1. Children in Public Care for whom the Local Authority decides that our school is the most appropriate.
2. Children who have a Statement of Special Educational Needs which names our school.
3. Children living within the catchment area of the school.
4. Siblings of children who will still be in attendance at the school on the date of admission.
5. Children with exceptional medical, educational or social needs, which can only be met at our school supported by written evidence from an appropriate professional.
6. Once the above criteria have been applied then further places will be awarded according to the distance between the family's normal home address and the school's nearest entrance gate, offering the closest first. The shortest route is a public route with a proper made up surface such as tarmac or concrete. If it is a road it does not have to have a separate pavement.

For further details please see "Admission to Buckinghamshire Primary Schools- Guide for Parents" available from the Local Authority web site at [www.buckscc.gov.uk](http://www.buckscc.gov.uk).

## **County Transition Day**

The transition dates are proposed dates only and individual school's date(s) may vary, please check the school's website for details. Usually the transition day is set on the first Tuesday of the month as the preferred option to ensure consistency across the County. The Transition day provides an opportunity for every child to experience a day in the year they will be moving up to. As a school we place a huge importance on transition and we work closely with the children's existing setting to support and nurture all children whilst they settle into our school environment. It is equally important for children moving to new year groups and those moving onto Secondary School.

## **Our School Organisation**

Children are organised into classes according to their age. We have seven classes: Foundation, Year One, Year Two, Year Three, Year Four, and Year Five and Year Six. We are completely committed to stretching and challenging our abler pupils while supporting those that find learning more difficult.

Our new preschool, Hughenden Hoppers opened it's doors in September 2018 and provides for up to 16 children aged 3-4 years old. They work very closely with our Foundation staff.

## **Hughenden Hoppers Preschool**

Our successful preschool, Hughenden Hoppers offers flexible childcare for 3 and 4 year olds for up to 16 children per session (up to a maximum of 30 hours funding per child). Working closely with our Foundation Team, the provision caters for a range of needs and enables the children to start working on achieving their Early Learning Goals in a traditional preschool setting.

Sessions are available for mornings, afternoons or full days with the option of booking hot lunches at an additional charge. We are pleased to be working in collaboration with Hughenden Village Pre-School who are a popular oversubscribed preschool offering places from aged 2.

## **Foundation Stage**

In order to ensure the best start to their school life children begin in school in Foundation. Their Class Teacher will build on each child's previous learning by teaching them according to their stage of development.

Children follow the Foundation Stage Curriculum and work in a very practical environment where the emphasis is on active learning. Our priority for the children at this stage is that they have a happy start to school; settle into the routines and expectations of school life; and begin learning to read, write and become numerate. Children's knowledge and understanding of the world, as well as their creative and physical development are also nurtured. All this is achieved within a practical, lively and interactive environment where children are encouraged to initiate their own learning as well as completing teacher led tasks. There is plenty of space for imaginative, creative and large apparatus play.

The department has its own, self-contained, fenced, outside classroom area. Here the children can complete learning experiences outdoors using the role play area, sand pit, water tank, garden, and outdoor tables and seating. Trikes, scooters and push-along toys, as well as other PE and playground equipment are used on the expanse of the lower playground.

## **Key Stage One (Years One and Two)**

These are years when we nurture the development of children's confidence and concentration. We aim to enthuse children about learning by providing them with exciting first hand experiences across the whole of the national curriculum. Their English and Maths skills develop rapidly through daily lessons with the aim that all children will be able to read, write and calculate (using numbers up to 1000) by the end of Year Two.

During the last term in Year Two the National Assessment Procedures or “SATs” are followed and the results of this teacher based assessment are reported to parents during July. Please see appendix 2 for our most recent results.

### **Key Stage Two (Years Three to Six)**

In Key Stage Two, we look for our pupils to consolidate and build on many of the linguistic and numerical skills that they have previously acquired or explored. Children will now be encouraged to find links between subjects and create synergy in their learning. The expectation in both the quantity and quality also continues to an area of focus, with children given more time to reflect, edit and improve their own work. By providing a deep and rich curriculum, children are given the opportunity to explore ‘the best that has been thought and said and to help them engender an appreciation of human creativity and achievement.’ Learning is regularly extended beyond the classroom with engaging day trips, activity weeks and culminating in Year 6 with a week-long residential. The carefully planned nature of our curriculum exploits opportunities for children to become proactive, conscientious and resilient learners who are ready for their potential Transfer test, their KS2 SATS and of course, their Secondary school career. Built on the foundation of the National Curriculum, at Hughenden Primary, we strive to go beyond the statutory and seek to promote and propagate that most important of skills, a lifelong love of learning.

At the end of Year Six the children take National Standard Assessment Tests. Our most recent results can be found in appendix 2.

*“I like this school because.....my friends are here”*

## **Our Curriculum**

### **CHEER**

At Hughenden Primary, we value an integrated, cross-curricular, creative curriculum, which allows children to develop emotionally and socially, as well as academically. These values are embedded at the heart of the school as our Hughenden C.H.E.E.R - Cooperation, Honesty, Enthusiasm, Empathy and Respect.

Throughout the school day, these values are embedded in our lessons and celebrated through pupil’s Hughenden C.H.E.E.R. wheels, where pupils are recognised for their personal progress in these areas. Pupil’s efforts and progress are celebrated each half term in dedicated assemblies, with those pupils who have shown the most Hughenden C.H.E.E.R. receiving rewards.

At the end of the year, each class nominates the pupil that has shown the most progress on their Hughenden C.H.E.E.R. wheel and from all of the nominees, an overall winner, who has demonstrated the most about what it means to be a Hughenden pupil, is chosen and receives the Yearly Hughenden Primary C.H.E.E.R. Award.

Hughenden C.H.E.E.R. is at the heart of what we do; preparing our pupils to be resilient, to make the world a kindlier, friendlier and enjoyable place for everyone to live in.

### **Effective Teaching and Learning**

At Hughenden Primary, we believe that our children should be involved in all aspects of the curriculum. All our staff have high expectations for our pupils, whilst recognising that each and every child is unique. Consequently, we employ a wide variety of teaching strategies to help differentiate and encourage effective learning for all our pupils. These include individual, group and whole-class teaching. We place a

strong emphasis on first-hand experience and aim to make our lessons as collaborative and interactive as possible.

As a staff, we are continually monitoring and evaluating our teaching strategies and results. Our policy documents and schemes of work are the results of collaborative discussion between all personnel involved with the education of our children. Staff work co-operatively on whole-school planning to meet the needs of our children and to ensure that progression, differentiation, and assessment are carried out appropriately.

Each subject is carefully timetabled and links, wherever possible, are made to ensure that a pupil's learning is holistic and purposeful. Learning environments are carefully designed to stimulate children's appetite for learning, promote pride in their work and consolidate strategies.

Children's progress is monitored and assessed continuously as Teachers/Assistant Teachers use verbal and written feedback on children's work to gather evidence for our summative assessment tool, Learning ladders. This online tool allows teachers to track children's progress against national expectations, provide next steps for pupils and promotes parent partnership through a dedicated parent portal – Ladders at Home.

To ensure that children are reaching their full potential and receiving the support they need in a timely manner, we make use of a variety of subject-specific and standardised assessments throughout the academic year. Through careful and regular monitoring, children become confident resilient learners who enjoy school and see the reward in their efforts.

## **English**

We teach English each day for a minimum of an hour, frequently with additional sessions linked to topic work.

### **Speaking and Listening**

Talking is one of the most effective means of learning and is a very important way for children to make sense of what they see and do. Children are encouraged to talk clearly and audibly and methods such as circle time, response partners and drama enable children to develop and use language appropriately - often as a forerunner to written tasks. Productions, class assemblies and whole school festivals give children the opportunity to speak more formally to a larger audience. Various role play/home corner environments allow infant children to practise language specific to a given situation e.g. working or visiting a library, while junior children give presentations to their classes on their hobbies and interests.

### **Reading**

We aim to teach our children to read fluently, and with understanding, for knowledge, enjoyment and enrichment. Teachers teach reading skills on a daily basis. We teach our youngest children phonics, using the Read Write Inc. Phonics scheme. With our infant children we use a variety of reading schemes, both as group reading books and for individual readers to take home. These are organised according to their level of difficulty. As the children move through the junior school they leave the reading scheme behind and select books to read from a wide range of authors and genres housed in our library. They are also taught study skills including the use of non-fiction texts and how to skim and scan a passage for information.

Pupils bring their reading books home each day to share with their parents. Reading, discussing and enjoying books at home is essential homework throughout our school. Children requiring additional challenge with reading, or a boost to move them on to the next stage of development, work with assistant teachers on carefully designed programmes.



## **Phonics**

Daily structured focussed phonic teaching is a vital part of teaching children to read and write. Each day, infant children move to their phonic groups for a dedicated thirty-minute session of phonics teaching. Children are taught the individual sounds and how to blend them together to make words. This synthetic method of teaching phonics is effective and enables children to make rapid progress.

## **Writing**

Our children write confidently with high quality content due to the work we do on extending children's vocabulary and teaching them to make excellent word and grammatical choices. They write both factually and imaginatively, communicating clearly what they feel and know to others. With their developing maturity they are taught to structure writing and match format and style to purpose. Grammar and punctuation are taught throughout the school.

## **Spelling**

Accurate spelling is a priority as it enables children to write fluently and freely. In Foundation Class, children are taught to apply their phonetic knowledge as they begin to represent words on paper. From Year One onwards children are set spellings to learn from lists of key words which include common exception words for each year group as set out in the National Curriculum. These spellings are taken home to practise with parents and then tested at a later date, usually in the form of a Phonics dictation. These words are supplemented by including spelling rules and patterns. From Year 3 onwards, children will be asked to learn how to spell words that they have spelt incorrectly in their work.

When writing, children are encouraged to 'have a go' at spelling words for themselves, as well as using word books, lists and dictionaries to ensure accuracy.

***" I like this school because they help me spell words when I am doing my work"***

## **Handwriting**

Our children are taught to write in a clear, joined cursive style. In their Foundation year children learn correct pencil grip and formation of lower case letters. This is reinforced through Key Stage One as they are taught to join letters. In Key Stage Two the emphasis is on speed and control as the children begin to develop their own style. Pens are introduced from Year Three.

## **Maths**

We teach maths through the framework provided by the National Numeracy Strategy and are keen that children should acquire an early confidence and fascination with numbers. The mathematical concepts we teach will be useful throughout the rest of a child's life. Number skills are not taught in isolation but are used and applied to real world situations and investigations.

## **Inspire**

We teach a challenging maths curriculum using the Inspire Maths program which is based on the successful Singapore style of teaching. The children adopt this approach using Concrete, Pictorial and Abstract techniques. This was introduced in 2017 and enables all children to understand concepts in depth. The KS2 results showed an increase of 14% of children achieving Expected Standard at the end of Year 6. Inspire Maths is a new scheme and therefore as the children move through the school, their results should also increase.

## **Number**

We develop fast mental calculation strategies through our daily ten minute mental maths slot. Children begin by practising counting skills and progress to adding two digit numbers in their head e.g.  $23+36$ . They are taught a variety of calculation strategies.

Our children learn the structure of our base 10 number system and develop an understanding of how numbers are constructed extending this knowledge to fractions, decimals and negative numbers. The school has developed the “Cracking Times Tables” programme to ensure children learn their tables both for multiplication and division and know how to use these facts to find both square roots and square numbers.

## **Measures and Shape**

Children begin by learning to compare objects for length, weight or size. They progress to using simple units e.g. hand spans, before moving on to using standard measures such as centimetres, metres, litres, and kilograms. Children are taught to convert between units such as millimetres, centimetres, metres and kilometres so that they can accurately select an appropriate measure and use vocabulary correctly when estimating and measuring.

Children enjoy the challenge of learning the names of 2D and 3D shapes and investigating their properties including rotational and reflective symmetry. They learn to draw nets for different 3D shapes and are introduced to angles and the correct use of protractors.

## **Science**

At Hughenden Primary, we value learning that makes connections between ideas. Our science curriculum is carefully planned to promote the skills needed to find those links and to help pupils being to find the answers to the questions they have about the world around them. With a firm foundation in practical and observable science, children are encouraged to watch, hypothesise, investigate, draw conclusions about their findings and evaluate the accuracy of their method and results. Our learning takes place both in and out of the classroom and, where appropriate, collaborate with external partners to bringing the subject matter into the real world. By exploring a wide range of areas such as materials, the natural world, light, electricity, space, and evolution, children are able to apply the tools they have learnt to all areas of life. Evidence of our learning is recorded in a variety of manners, with the aim of developing both the formal and creative skills of their ongoing English and Mathematical curriculums. We also provide a growing stock of scientific resources and regularly partner with professional organisations to help provide children with the equipment they need to investigate in a safe and stimulating environment.

## **Technology**

Children are taught various techniques necessary to design make and evaluate models of their own. They learn to use materials and handle tools correctly and safely. They have fun examining objects and taking them apart to see how they are made and function. They are taught specific skills such as sewing stitches, sawing techniques or how to make levers. They use all this experience when they design, make and evaluate objects of their own such as purses, pop up books, or vehicles.

## **Information Technology**

The ever-evolving nature of our digital world means that children need to have the skills and knowledge so they can be flexible, resilient and safe within it. At Hughenden Primary, our computing curriculum is built upon a foundation of respect, collaboration, and safety. With a growing a suite of digital tools including laptops, tablets, digital cameras, Nabi's, OZO/Bee-Bots and now a 3D printer, children will have the opportunity research, create, design and review content on a variety of platforms. With strong external support from our IT specialists, Turn It On, children can feel free to discover a plethora of programs and content with appropriate levels of protection and filtering to help them feel safe as they explore. Our

computing curriculum is not limited to dedicated sessions, but is an intrinsic part of all our subjects, whether creating 3D models in Design technology, creating blogs in our English lessons or designing landscapes in our Geography sessions, the skills and our expectations are all linked. The technology in our classrooms is more than just a tool for learning, at Hughenden Primary it is a means to stimulate, collaborate and appreciate the world around us.

## **Humanities**

A topic-based approach is used to teach Humanities. The History and Geography topics we teach are defined by the Primary Curriculum 2014 and are organised into study units. The skills the children are taught include: comparison, observation, research, map reading, interpreting data and distinguishing between fact and opinion. In addition to this, all children are given the opportunity to visit museums and places of interest. Through the topics taught, pupils gain an awareness of themselves and their places in the world.

## **History**

History is taught as a coherent, chronological narrative, from the earliest times to the present day. The nature of ancient civilisations is covered, including the expansion and dissolution of empires. Other historical concepts, such as continuity and change, cause and consequence, similarity and difference are used to make connections, draw contrasts and analyse trends.

## **Geography**

The children are taught to locate the world's countries, using maps to focus on Europe and North/South America – concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. They are also taught to name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns as well as to understand how some of these aspects have changed over time.

Fieldwork is used to recognise the points of the compass, grid reference on maps and to observe, measure, record and present the human and physical features of an area by means of a range of methods, including sketch maps, plans, graphs and digital technologies.

## **Art**

Art and Design is taught throughout the school using a cross curricular approach to link lessons to each year groups topic. The work of famous artists, craft makers and designers is used to engage and inspire children and they are given opportunities to explore a range of media. Children are encouraged to express their individuality and creativity to produce unique pieces of art work that they feel proud of. As well as fulfilling an important part of the curriculum at Hughenden Primary School, we believe Art also contributes to children's emotional development by helping to build self-esteem and providing them with opportunities to be mindful. All children take part in whole school themed art days and their work is celebrated in displays around school.

***"I like this school because of the messy paintings"***

## **Music**

At Hughenden Primary, we aim to provide a high-quality music education that provides all pupils with the opportunity to participate in a wide variety of musical opportunities. Pupils will leave school with an appreciation of how music is composed and performed. At Hughenden Primary we foster a love for music. We encourage children to learn and share their musical talents throughout the year.

We know that music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people.

Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

At Key Stage 1 music is taught through the Music Express Scheme and cross curricular themes. Children develop their skills of listening, performing, composing and appraising through different topics.

#### Key Stage 2

In Key Stage 2 music is taught to whole class groups using in part the Music Express Scheme of work and the BBC Ten Pieces Project to develop their understanding of composers from Europe and Britain and the study of pieces of music in more depth. Listening is an important skill which is developed through KS2.

Year 3 and 4 children also have an opportunity to learn either the ukulele or recorder during their whole class music lessons. This is a fantastic opportunity and often leads to children taking up individual music lessons for that instrument or another.

All children also take part in a Key Stage singing assembly once a week where they learn songs related to the season or important festivals. This is also an opportunity for us to listen and appraise a range of music.

To support our music teaching and provide engaging opportunities for our pupils, we often invite guests into our school. Recently we have had visits from the New Mozart Orchestra and taken pupils to hear students performing in the Watford Youth Sinfonia. We also take groups of children out of school to take part in local and national music making. Year 3 performed at The Royal Albert Hall this year and Year 6 at the O2 Arena for Young Voices. We work closely with local musicians and children have many experiences to enhance their love of music.

#### PE

Each class has timetabled sessions each week for PE and games. These sessions allow our children to develop physical skills, stamina, strength and suppleness. The school boasts a large sized school hall, modern large gym apparatus, and a wealth of small games apparatus. Whenever possible, PE takes place outdoors either on the playground or our large field. During the summer we also include athletics. Children in Year Three travel by coach to a local school, with a swimming pool for swimming lessons, with the aim that all children will be able to swim 25 metres.

Our annual Sports Day is held during the summer term and our four houses compete with each other for the Sports Day Cup. KS1 and KS2 have separate sports day events (AM/PM) and they support each other. The children win points for their houses as they take part in athletic events and competitive races. Families picnic on the field and the event ends with the Sports Day Cup being presented to the winning house.

We run extra-curricular clubs throughout the year and these have included Football, Cookery, Active Gamers, Kickboxing, Activ Kids and Forest School.

Our school field is used on Saturday mornings by Hughenden Valley Football Club. This is open to both boys and girls and is affiliated to the F.A. For further details, please contact the school.

The Russian School hire our school premises every Saturday during term time to offer private tuition to children.

***"I like this school because.....I can play football with my friends"***



## **Religious Education**

Hughenden Primary School is a non-denominational school. We follow the Buckinghamshire Agreed Syllabus for Religious Education and teach R.E. whenever possible and through a cross curricular approach. R.E. is taught within the class setting and allows children time for reflection while developing personal values and a moral code. Each year Christianity and other world religions are studied often linking with an appropriate festival.

We have a daily 15-minute assembly where we come together as a community to share, reflect and celebrate. Children learn about the major festivals associated with Christianity as well as those from other major religions. We seek to enhance the children's learning through experiences of visiting places of worship and by meeting people of different faiths. Parents can withdraw their child from assemblies and Religious Education. Any parent wishing to do so should come and talk with the Headteacher and Pastoral member of staff.

## **Sex and Relationships Education**

In Hughenden Primary School, we believe in the importance of education for the development of the whole child. Sex and Relationship Education (SRE) gives the children the opportunity to develop physically, morally and emotionally within the safe and caring environment of our school. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. We begin by teaching children the correct names for parts of the body, the importance of loving, caring relationships and the basic life cycle of living things. During their final years in the junior school the children are taught about physical changes during puberty, feelings during puberty, personal hygiene, fertilisation in humans while understanding that each person has a choice and developing the confidence to articulate choices.

Parents have the right to withdraw their children from SRE lessons that fall outside those aspects covered in the National Curriculum science lessons. Any parent wishing to withdraw their children from Sex and Relationships Education are encouraged to discuss this with the Headteacher.

## **Languages**

We deliver French once a week to all classes in line with the National Curriculum requirements. Our specialist provider also hosts an International Day of Language every year giving some taste to the children about lots of different languages around the world. We also have links to a school in France who the children write to as well as our other connections to schools in Greece, Egypt and Italy.

## **Our Able Pupils and Those with Special Educational Needs**

A key principle which underpins the ethos of the school is that all children are valued and are entitled to an education appropriate to their stage of development. Provision is made for pupils of all abilities within each class by adapting work to provide different levels of difficulty and challenge. Pupils experiencing learning difficulties or particularly able pupils receive additional support from their teachers. When necessary these pupils will work on individual programmes with a teaching assistant.

We challenge our able pupils by providing tasks with a greater degree of complexity by and having high expectations as to the quality of thought evidenced in their work. Our varied curriculum will present them with new areas of knowledge and extend their horizons.

Children who find learning difficult are closely monitored by their teacher and parents are kept informed of progress. When children do not make expected progress, individual programmes designed to boost

learning are delivered either individually or in small groups. This is documented on a Termly Support Plan that is shared with parents. This may include additional activities to be completed at home. When necessary we call upon Specialist Teachers and other outside Professionals for further advice, assessment, diagnosis and discussion with parents.

Hughenden welcomes children of all abilities and needs, in recent years we have enjoyed teaching children with Cerebral Palsy, Autism and Downs Syndrome. The inclusion of these children is carefully planned and additional help is provided by the LEA in order to meet their needs. The whole school benefits greatly from having these children with us and other pupils learn to care, make allowances, help and admire them.

## **Our Approach to Behaviour**

We firmly believe that children thrive in a secure environment where regular routines and consistent expectations are reinforced by the careful use of positive rewards. Our six simple class rules reflect our aims and were created by children, staff, parents and Governors. They are:

- Smile but tell someone if you are unhappy
- Fit more in, have more fun.
- Be polite.
- Look after everybody and everything
- Be brave and do things you haven't done before
- Help each other and try your best

We teach children the reasons for rules so that they can become self-disciplined. Our children were very proactive in helping us devise a simple system of rewards and sanctions, that is clearly laid out in our behavioural policy and which is shared with children through assemblies.

The size and caring atmosphere at Hughenden enables all children to build exceptionally good relationships with their own teacher, Headteacher, and other members of staff. Parents are always the first to be consulted if we feel that a child requires help with his/her behaviour.

***"I like this school because....Mrs Leighton runs it and keeps it open all the time!"***

### **Developing Responsibility**

As the children mature through the school they take on increased positions of responsibility. This begins in Year Three and Four with the children helping to tidy the dining hall. In Year Five they take on the role of Playground Leaders, teaching and organising positive playground games. In Year Six they become prefects, lunch monitors and Junior Road Safety Officers. Year Five and Six pupils also help serve salads and desserts following hygiene training.

In Year 5 and 6 we help to develop areas of responsibility and the children take an annual vote on who become our Head Boy and Head Girl. This is an extremely prestigious role and taken very seriously.

## Mental Health Support Team – Trailblazer

We were delighted to be selected in the first number of schools to be a part of the Trailblazer MHST initiative run by Oxford NHS. This is not a pilot as it will become an integral part of the services available for children and young people to protect, bolster and repair their self-esteem, emotional wellbeing and overall resilience. All vital factors for them as they progress through their primary years and on into secondary education, which we would all agree can be a rocky road even with resilience. Without it, it could become a disaster with poor or even drastic outcomes.

The practitioners work hand in glove with school staff and each referral with parental consent is comprehensive because of the good working relationship between the MHST service and school staff. This combination also gives parents confidence and the children a sense of continuity.

Working collaboratively has ensured that the practitioners are part of our school team.

## Peer Mentors

Working in collaboration with Bucks Mind, our Year 6 Peer Mentors provide a greater opportunity for children to talk about their worries and emotions, thus aiding emotional well-being. Pupils who have benefitted from speaking to a Peer Mentor have feedback that it has been helpful and beneficial. The Peer Mentors work together as a team which is managed by one of our Middle Leaders. They receive training from Bucks Mind to help and support them in their role.

## Hot Lunches

Our hot lunches are delivered daily by Dolce who are based in Bourne End. They provide a server every day to work alongside our lunchtime team. The staff help facilitate a smooth and happy lunchtime environment.

Lunches can be ordered daily up to 9.30am although it is easier for parents to order in advance either weekly, half termly or termly. Menus change each full term and work on a 3 week rolling menu.

All parents are issued with a login to School Grid which enables you to order your children's lunches, check balances, download the Direct Debit form (currently for KS2 only as Foundation and KS1 are funded by the Government). We encourage all Foundation and KS1 children to take hot lunches but will work with you and do what is best for the child. For more information, please view our school website and go to 'Hot School Meals' tab.

***"I like hot lunches because..... they make my tummy happy!"***  
***"I like this school because.....they open things I can't at lunch time"***



## Guidelines for Lunch Boxes

Hughenden Primary School has produced these guidelines to help parents decide what to put in their children's lunchbox. They **are** guidelines and still allow parents the right to choose what their children eat at lunchtime. We hope guidelines may help with any "peer pressure" parents experience either now or in the future. Research suggests that a healthy lunchbox will improve a child's attention, behaviour and learning in the afternoon!

**No food is banned from lunchboxes but we do ask parents to consider the nutritional value of the food they include.**

**Nutritionists recommend that a child's lunchbox should include on portion of each of the following:**

- **Fruit or vegetables, cut up for younger children to prevent choking**
- **Milk or dairy item**
- **Meat, Fish or other protein source**
- **Starchy food such as bread, rice or pasta**
- **Consider limiting treats such as crisps, chocolate, cakes, etc, to one item a day.**

**Please do not include whole nuts or any food with a nut content for example peanut butter, cereal bars containing nuts, Nutella etc in your children's lunchboxes as they are a potential choking hazard.**

Allergies seem to be on the increase and over the last five years we have always had at least one child with an allergy to nuts or some other type of food. To combat this, we educate the children about diversity and have a no swapping or sharing of food from lunch boxes rule in place.

We really appreciate your help in educating the children in the importance of a healthy lifestyle of which a healthy and balanced diet is crucial.

## Our School Uniform

Due to Covid, we have stayed with a relaxed uniform to ensure children's clothes can be changed and washed daily in line with our robust Risk Assessment. We will revert back to wearing school uniform when we deem it appropriate to do so giving parents sufficient notice.

From September 2017 all our school uniform will be supplied by Ultimate Incentives Ltd, Missenden Road, High Wycombe HP15, 6ED. Details of how to order can be found on our school website under the 'uniform tab', scroll to the bottom to click onto the uniform ordering website, care of Ultimate Incentives Limited. Orders can be placed online or you can visit them in person.

Our school uniform has been chosen for comfort and practicality. Sweatshirts, cardigans, jumpers and book bags all bear the school logo. Other items can be purchased in department stores. It is essential that all items are clearly named. This ensures they can be returned to the correct child.

<b>Hughenden Hoppers Preschool – all children</b>	
White or pale blue polo shirt Preschool logo cardigan or sweatshirt Preschool logo book bag	
<b>KS1 Girls (Foundation - Year 2)</b>	<b>KS1 Boys (Foundation - Year 2)</b>
Pale blue polo shirt School logo sweatshirt or cardigan Grey skirt or grey pinafore dress or smart grey	Pale blue polo shirt Grey trousers or shorts White, grey, navy or black socks



trousers Checked blue/white dresses during the Summer Term White or navy socks, grey or black tights	School logo sweatshirt
<b>KS2 Girls (Years 3-6)</b>	<b>KS2 Boys (Years 3-6)</b>
White shirt (long or short sleeved) School tie Navy blue v-neck jumper with the school logo Grey trousers, skirt or pinafore dress White, grey, navy or black socks Blue/white checked dress in the Summer	White shirt (long or short sleeved) School tie Navy blue v-neck jumper with the school logo Grey trousers or shorts in the Summer White, grey, navy or black socks
<p><b>All Children:</b> Sensible shoes – black Wellington boots Trainers, plimsolls and socks Named drawstring PE Bag Navy tracksuit, top and bottoms, navy shorts, white t-shirt, PE socks School book bag with logo (for preschool, Foundation and KS1 only) Drinking bottle for water Lunchbox for KS2 Children if not taking a hot lunch</p> <p><b><u>ALL ITEMS MUST BE LABELLED AND NAMED PLEASE</u></b> Long hair should be tied back neatly away from the face. No extreme hairstyles or hair gel is permitted. Any hair accessories should be in school colours. Nail varnish is not permitted.</p> <p><b>Jewellery</b> No jewellery is permitted in school except for medical alert items.</p>	

## Keeping our Children Safe and Secure

The safety of all our children is our top priority. The school gates are kept locked while the school is in session. Access to the school is only available through the main Reception area with its security entrance system. All visitors to school MUST sign the visitor's book.

### Child Protection

The school is committed to protecting children from all forms of abuse and believes that the needs of the child are paramount. We understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children. All staff are trained in recognising signs of abuse and report any concerns to the Designated Child Protection Teacher who in this school is the Headteacher. Parents also need to contact the Headteacher if they have any concerns about a child's safety. For further details, please see our policy and procedures document available on our web site at [www.hughenden.eschools.co.uk](http://www.hughenden.eschools.co.uk) or come into school and request a copy.

### Parking & School Crossing Patroller

When walking to or from school, paths must always be used. Parents are not permitted to drive onto the school site at any time. We ask parents to always park with consideration for our neighbours by ensuring entrances are kept free and access for emergency vehicles is always maintained. Parking within school grounds is for staff and visitors only. We have a school crossing patroller on Valley Road every morning and afternoon during term-time.

## School Travel Plans

School Travel Plans (STP) are developed, maintained and monitored by the whole school community, to promote and facilitate sustainable travel for the school journey. A STP sets out practical initiatives (Walk to school week, Walk to school month, Cycle week, Road safety week) and measures to encourage active, healthy, safe and sustainable travel as an alternative to single occupancy car use.

Hughenden Primary School promotes walking, scootering and cycling to school. All new parents are asked to sign Parents Parking Promise as a part of considerate parking. The road safety lessons such as Footsteps - pedestrian skills training and Bikeability – cycle training for pupils, are incorporated in the school's curriculum.

Our school has achieved their Gold ModeshiftSTARS Award (a national organisation for Sustainable Travel Accreditation and Recognition for Schools) for efforts to encourage pupils to travel to school in greener, healthier and safer ways which is something we can all be proud of.

## Our School Day

We have adjusted the school day in line with our Covid Risk Assessment to ensure our bubbles don't mix. Registration remains open for longer and children start to leave school from 3pm instead. Below is a typical day in non-Covid times.

### Beginning the Day

The gate will open at 8.40 am for pupils to go through to their classrooms. By entering the school this way, the school is secure which is always important when considering the health and safety of the pupils.

Break time is from 10.30 to 11.00am (KS1 10:45 – 11:00, KS2 10:30 – 10:45)

Lunchtime is from 12.00 to 1.00 (1.15 pm for KS1)

Afternoon session ends at 3.30 pm (3.20pm for Preschool and Foundation)

There is an afternoon playtime for infants.

Children who arrive late need to report to the school office to register.

If a child is absent, please inform the school of the reason before 10.00 am on the first day of absence or leave a message on our Absence Service on the school answer phone. When your child returns to school, please send a note stating clearly the reason for absence.

### Ending the Day

At home time children will leave school either through the front door or side gate and meet their parents in the Courtyard at the front of school. Pupils from KS2 can walk to and from school once a permission slip has been completed by a parent or guardian.

## Holidays

There have been changes to the Education (Pupil Registration) (England) Regulations 2006 which came into effect on the 1<sup>st</sup> September 2013 and affect the authorisation of term-time holidays.

Previously, Headteachers have been able to authorise leave for a family holiday during term-time in special circumstances of up to 10 days in a year. However, the new regulations do not contain this provision. Any requests for leave must be put in writing addressed to the Chair of Governors.

National Standard Assessments are administered during the month of May. It is essential that holidays are avoided during this month.

## Use of Children's' Photographs

The school may occasionally use photographs containing our children to promote the school. You will be invited to sign a consent form to indicate whether you agree with your child's image being used in this way.

### **Keeping Our Children Healthy**

When children are unwell it is important that they remain at home until they are fully recovered. When children are unable to come to school because they are unwell, please notify us on the first morning of their absence before 10.00 am. If we have not heard from you, we will try to contact you to ensure all children are safe. If children become unwell during the day we take great care of them and contact you. Please ensure that emergency contact details are kept up to date.

### **Medicines**

If a child has a course of prescribed medicine to complete that requires four doses a day then it may be possible to administer a dose at 12.15 pm. Parents need to complete the appropriate form and provide the medicine in its original container. It is the parent's responsibility to ensure medicines are collected at the end of the day. Parents are of course welcome to come to school at other times to administer medicine as necessary.

Asthma inhalers are kept close at hand and are administered whenever needed. Parents need to complete a Request for School to Administer Medication Form and Healthcare Form for their child outlining all their medical needs. Other medical needs should be discussed initially with the Headteacher.

### **Infectious Diseases**

Please inform the school of any infectious disease that your child may have contracted. This is especially important in the case of German Measles. If your child should have a tummy bug please keep him/her at home until 24 hours has elapsed without sickness or diarrhoea. This will help to contain the spread of illness.

## Medical Procedures

If your child undergoes an operation or medical procedure which means they are signed off from school, it must be discussed with the Head teacher regarding when they can return. To allow a child to return to school, we must see evidence that they have been signed back and the child is ready to return. This practice is put in place as it might be necessary for a Risk Assessment to be put in place.

## General Health

Our School Nurse frequently visits school to carry out routine vision and hearing tests. Children with specific medical problems will be monitored by our School Doctor. If you suspect your child may have a health related problem please see your child's teacher, doctor, or request a chat with our School Nurse. Medical problems can interfere with your child's ability to learn.

*"I like this school because.....teachers help me when I fall over"*

## Our Parents

### Our Approach to Homework

We greatly value the help and support parents give their children. We know that a good partnership between home and school enables children to learn most effectively. We believe that homework allows parents to join in with the education of their children and use it regularly to reinforce classroom work, often by giving it an application in the real world. Homework tasks are designed to be as practical as possible to increase children's enthusiasm for the activity.

The amount of homework and type of task set increases as the children progress through the school. Reading at home is considered to be so crucial for children's development that it is set as homework across the school. Other homework includes learning spellings and tables, with a formal homework task set once a week in Years One to Four and twice a week in Years Five and Six. Activities parents can do to enhance learning are included in the homework policy on our web site: [www.hughenden.eschools.co.uk](http://www.hughenden.eschools.co.uk).

### Home School Links

Good relationships between home and school are crucial for children to be happy and thrive. We take every opportunity to involve parents in their child's learning and the life of the school.

The following calendar of events is planned to enable you to participate in school life:

September	Meet the Teacher Information Session Home School Agreements are issued and signed
October/November	Harvest Assembly Parent/Teacher confidential discussions – your chance to view your child's work and talk confidentially with the teacher
December	Christmas Carols Service and Nativity
February	Parent/Teacher confidential discussions – your chance to view your child's work and talk confidentially with the teacher

March	Class Assemblies – when children share with you the work they are doing in their classes
March/April	Easter Assembly
July	Year 6 Production Annual Reports to Parents Open Evening with the opportunity for a confidential discussion.

In addition to this, teachers are always happy to talk to parents on an informal basis at the end of the day and appointments can be made for a confidential chat if needed. The Headteacher is available to discuss concerns or worries and parents only need to come to the office to find a mutually convenient time.

### **Teaching School**

We are part of the Wycombe and Marlow Teaching School Alliance which encourages schools to work in collaboration and share best practice. The aim of the alliance is to make every lesson taught a good or outstanding lesson. In addition to this we are working with the Bucks Adult Learning team who are supporting our Apprentices in school, both in the classroom and in the school office.

Our senior leadership team are trained mentors and are working closely with Reading University with our School Direct teachers and trainees from teacher training universities and colleges.

### **Helping Parents**

Parents are welcome to assist in classes in a variety of ways such as: listening to children read, playing educational games, sewing, changing library books, putting up displays, and working with children on our computers. This help is greatly valued and enhances the children's learning tremendously. If you would like to help please see your child's class teacher and be aware that you will need to complete an enhanced DBS check.

### **The Friends of Hughenden Primary School**

The Friends of Hughenden Primary School provide much needed help and support. They arrange both social and fundraising events and have contributed to: purchasing maths resources, purchasing additional reading books, furnishing our conservatory, purchasing our dining room tables, providing outside play equipment and purchasing additional classroom equipment. The committee is always keen to welcome new people and new ideas and of course needs families to support their events.

### **Our Governors**

Our school is led and managed by a team of Governors from various walks of life. They are there to ensure the school runs correctly and smoothly and their main concern is for the safety and education of the children. They make regular visits to see the school in action, ensure policies and practice are up to date, challenge decisions, set budgets, and are always ready to help in the day to day running of the school. Being a Parent Governor is both worthwhile and rewarding. It provides the opportunity to become involved with school decision making while working closely with a team of people who care about our school.

All parents are eligible to stand for election as a Parent Governor with full voting rights. The term of office is four years and parents may remain in office after their children have moved to their next school.

## **Complaints Procedure**

We aim to provide a happy, effective education for all our children and satisfy the needs of all parents and pupils. However, if you do have a problem that needs resolving, please discuss it with the class teacher or Headteacher in the first instance. Difficulties are then usually settled, but if you are still unhappy you can contact a Governor and your concern will be considered by the Governing Body. For further details please see our full complaints policy on our web site [www.hughenden.eschools.co.uk](http://www.hughenden.eschools.co.uk).

## **Rewards and Prize Giving**

We believe children progress most rapidly when their efforts are recognised and rewarded. Children are constantly being praised and encouraged. All children visit the Headteacher to show her particularly good work and are given a special sticker. Once a week we have a celebration assembly when children who have particularly impressed their teacher are presented with a certificate. This assembly is also an opportunity for us to recognise children's achievements outside of school and we enjoy celebrating with them the awards they receive from the various clubs and societies they attend.

## **Our School Council**

We are very proud of the work our School Council does. It exists to give the children a forum in which to discuss ways the school can be improved and enables us to obtain a child perspective on such issues as marking and homework. It also entails the careful spending of the annual School Council budget on items the children want as well as organising fundraising to support our sponsorship of a street child in Guatemala. In September two children from each year group are elected to the School Council following hustings and a secret ballot.

## **Our Extended School**

### **Road Safety and our Walk to School Crocodile**

Unfortunately, due to Covid, we are unable to run our Walking Crocodile, we hope to resume this when it is safe to do so.

We are very keen for our children to develop a working understanding of road safety. To this end we offer each child the opportunity to receive Footsteps training. Children are given two ten minute sessions with a trained helper raising their road safety awareness. Regular walking to school has raised the fitness level of our children and they arrive alert and ready to learn. Chatting to friends and escorts on the way makes this a valuable social occasion.

### **Wrap Around Care Club – Sport4Kids**

Here at Hughenden Primary our wrap around care provision is run by an external company Sport4Kids. Sport4Kids offer a fun, active and great way for your child to unwind after a day at school. This is an exciting opportunity for your children to enjoy a wide range of play, craft and leisure activities within a safe and secure environment.

Breakfast club opens from 7.30am, the children will be offered Breakfast consisting of a choice of cereal, along with toast with various toppings, yogurt and fruit. Once finished eating the children are free to play games and take part in art and craft activities, or just sit down and read a book. After School Club commences at 3:30pm and finishes at 6:00pm.

All their information and details of how to book can be found on our school website under 'Wrap Around Care'.

### **Our Extra Curricular Activities**

There are various breakfast clubs before school and after school run by outside providers to extend and develop children's individual interests. The children enjoy these fun times and appreciate the opportunity to choose activities they are particularly interested in.

*"I like this school because.....we do messy things in art club"*

### **Transfer to Secondary School**

By the time the children leave us at the end of Year Six we aim for them to be independent learners capable of asking for help when they need it. We expect them to be literate and numerate, confident and responsible. We have developed links with many of the local secondary schools so that children have visited them, or worked with secondary school pupils for various activities. This means they will thrive in any of the many secondary schools parents select.

We follow the 11+ selection procedures as laid down by Bucks County Council and have briefing sessions for parents as well as confidential discussions to help parents decide which school will suit their children best. Please see the Bucks web site [www.bucksccl.gov.uk](http://www.bucksccl.gov.uk) for further details.

### **Our Educational Visits and Charging Policy**

It is unfortunate that we can't run any school trips that require coach transport at present. However, teachers are instead using the local vicinity to organise walks to enhance the children's learning. We also take every opportunity to invite companies in with the appropriate risk assessments in place to run educational sessions for separate bubbles. Children also learn virtually and we sign up to online resources to further support learning in the classroom.

Classes may go on educational visits to places of interest to enhance and enrich the classroom curriculum. These are often very locally based such as field trips around the village of Hughenden Valley to look at land use, types of buildings, building materials etc. Trips further afield to Environmental Study Centres and places of interest such as Sulgrave Manor, The British Museum, Hazard Alley, Ashmolean Museum, or The Look Out Centre require the use of a coach. We aim use coaches that have been fitted with three point seat belts.

Educational visits arouse children's interest and imagination, expand their general knowledge, and teach them how to look for and find information. Parents are welcome to accompany us on these visits providing they have a DBS check.

In Year Four the children have a visit to a local centre to take part in outdoor activities. In Year Six the children have the opportunity to go away for a week (Monday-Friday) to a contrasting locality to complete field work.

In order to cover the cost of coaches, activities and entry fees, voluntary contributions are requested in accordance with the Governor's policy. In the case of a residential visit costs associated with board and lodging are charged to parents and are not voluntary. Parents are under no obligation to pay for these visits and may request financial support from the Headteacher in complete confidence. All children undertake these activities irrespective of their parent's ability to contribute. However, the school retains the right to cancel a journey if enough money is not forthcoming. Similar requests may also be made to cover the cost of visiting theatre groups, musicians etc.

### **Supporting the Community**

We work closely with local supermarkets, The Watch Out Charity and the foodbank to help families who require a helping hand from time to time.

## **School Fund**

In September we invite parents to make a contribution to School Fund to help us finance a specific project to improve the school. Recent projects have included, the purchase of a new assessment programme called Learning Ladders. We are also constantly upgrading our ICT equipment.

Donations are given in complete confidence and children are completely unaffected by whether their parents choose to give or not. Gift Aid forms are available for parents who pay tax and allow us to re-claim tax on donations. The amount is left entirely to parental discretion and all contributions are greatly valued. However, some parents have requested a guide and each September the Governors suggest an annual amount in the region of £20 to £25 a family.

***“I like this school because.....I have a boy friend and a best friend”***

## **And Finally**

We hope you have enjoyed reading about our school and that the information in this prospectus has been helpful. Please do not hesitate to contact the school if you would like further details about any aspect of our school. Our website will provide you with a host of information too and the ‘News’ tab will give you a flavour of what we get up to. We trust that this will be the start of a positive relationship between your family and our school and we look forward to meeting you.



## Appendix 1

### OUR SCHOOL PERSONNEL

Headteacher (SLT)	Mrs Sarah Leighton
Executive Senior Leader(SLT)	Mrs Linda O'Malley
Senior Leader (SLT, Curriculum, Assessment and Learning)	Mr Jonathan Meatyard
Office Manager (Finance SLT)	Mrs Jenny Brinkworth
SENDCOS (SLT)	Mrs Julie Wainwright & Mrs Tracey Hogan
Mental Health Support Team	Mrs Linda O'Malley, Mrs Tracey Hogan, Miss Chloe Brooke-Read and Mrs Sarah Williams
School Administrator	Mrs Karen Brittin
School Admin Officer	Miss Stacey Orr
Class Teachers	Mrs Melanie Penfold (EYFS Lead/Middle Leader) Mrs Tracey Hogan (Sendco) Mrs Julie Wainwright (Sendco) Mrs Jackie Churchman (Middle Leader) Mrs Aneela Ali Mrs Heather Kittler Mr Jonathan Meatyard (Senior Leader, Curriculum, Assessment and Learning) Mrs Samantha Hooper
Preschool Lead	Miss Sam Shafique
Hughenden Hoppers	
Senior Teaching Assistant	Mr Colin Churchill
Cover Supervisor	Mrs Lynn Bartley
HLTA	Miss Imelda Barlow
Teaching Assistants	Mr Adam Creech Mrs Mandeep Kaur Athwal Mr Tim Strzelecki Mrs Ana Lane Mrs Sally Slade Mrs Sue Suchowierchi Miss Fozia Khan Mrs Naima Naveed Miss Chloe Brooke-Read Miss Greta Stone Mrs Uzma Mirza Mrs Jackie Ralphs Miss Kate Jackson

Teaching Assistant Sports Coach  
Learning Support Apprentices

Ms Tanya Jackson  
Miss Katie Brinkworth  
Miss Bethany Bravington  
Mrs Sarah Harris

Caretaker  
Site Maintenance Supervisor

Vacancy  
Mr John Beveridge

Lunch Staff

Mrs Julie Ward (Hot Meals Supervisor)  
Miss Gabriella Fulgoni  
Mrs Naima Naveed  
Mr Colin Churchill  
Mrs Sarah Williams  
Dolce

Supply Staff

Mr Tom Baskerville

Volunteers

Mrs Lesley Mcleod  
Mr David Griffin  
Mrs Caroline Sole  
Mrs Ethel Vine  
Mrs Val Bate

#### **SPORTS COACHES, MUSIC AND FRENCH PROVISION**

Sports Teacher

Mr David Joy (Outside Sports Provider – Sports4Kidz)

Music and Singing

Mrs Helen Sumner  
(Outside Music Provider – Little Strummers)  
Music Tutors 4 U (Outside Music Provider)

Piano/ Singing/ Brass

French

Madame Alani

#### **SCHOOL GOVERNORS**

Chair

Mr David Sparks

Parent Governors

Mrs Julia Smith  
Mrs Shazia Younas

Staff Governors

Mrs Sarah Leighton (Headteacher)  
Mrs Linda O'Malley

Local Authority  
Co-opted

Mr David Sparks  
Mr David Carroll  
Mrs Pat Beveridge  
Mr Tim Fossey  
Mrs Lin Smith  
Mrs Catherine Hinds  
Mrs Kathryn Edmands  
Mr Simon Cook

Associate Governor

All Governors can be contacted through the school, telephone 01494 562501

## Appendix 2

### School Prospectus Attendance Analysis 2019/2020

Group	Total No of Pupils	Authorised Absences			Unauthorised Absences		
		No of Pupils	% of Pupils	% of Sessions	No of Pupils	% of Pupils	% of Sessions
Totals	202	185	91.6	9.1	65	32.2	0.7

## Appendix 3

### School Term Dates 2020 – 2021

#### Inset Days - school closed to children:

School training days:

Tuesday 1st September 2020

Monday 2nd November 2020

Tuesday 3rd November 2020

Monday 4th January 2021

1 more date will be set in due course and parents will be advised shortly.

**Autumn Term:** 2nd September to 18th December 2020 (1.30pm finish on 18th December)

**Half Term:** 26-30th October 2020

**Christmas Holidays:** 21st December 1st January 2021

**Spring Term:** 5th January 2021 to 1st April 2021 (1.30pm finish on 1st April)

**Half Term:** 15-19 February 2021

**Easter Holidays:** 2nd April to 16th April 2021

**Summer Term:** 19th April to 21st July 2021 (1.30pm finish on 21st July)

**Half Term:** 31 May to 4th June (Bank Holiday on Monday 31st May)

**Summer Holidays:** 22nd July to 1st September 2021

Please refer to the school website under 'Term Dates' and Calendar' to view all the inset days.

## Appendix 4: Comparative Reports KS1 2019

### KS1 TEACHER ASSESSMENT COMPARATIVE REPORT

We are an improving school with a nurturing ethos and subsequently, we do have a higher than average proportion of children with emotional and educational needs. Year on year this can affect our data.

This table shows a summary of the National Curriculum assessment results of pupils in the school (2019) and nationally (2018) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 25 Figures may not total 100 per cent because of rounding.

Reading						
	All		Boys		Girls	
Result	School	National	School	National	School	National
GDS	0	26	0	22	0	29
EXS	0	50	0	49	0	51
WTS	0	17	0	19	0	15
PK4	0	5	0	6	0	3
PK3	0		0		0	
PK2	0		0		0	
PK1	0		0		0	
BLW	0	2	0	3	0	1
D	0	0	0	0	0	0
A	0	0	0	0	0	0

Writing						
	All		Boys		Girls	
Result	School	National	School	National	School	National
GDS	0	16	0	12	0	20
EXS	0	54	0	52	0	57
WTS	0	22	0	26	0	18
PK4	0	5	0	7	0	4
PK3	0		0		0	
PK2	0		0		0	
PK1	0		0		0	
BLW	0	2	0	3	0	1
D	0	0	0	0	0	0
A	0	0	0	0	0	0

Mathematics						
	All		Boys		Girls	
Result	School	National	School	National	School	National
GDS	0	22	0	24	0	20
EXS	0	54	0	51	0	58
WTS	0	18	0	17	0	18
PK4	0	4	0	5	0	3
PK3	0		0		0	
PK2	0		0		0	
PK1	0		0		0	
BLW	0	2	0	3	0	1
D	0	0	0	0	0	0
A	0	0	0	0	0	0

Science						
	All		Boys		Girls	
Result	School	National	School	National	School	National
EXS	0	83	0	80	0	85
HNM	0	17	0	19	0	14
D	0	0	0	0	0	0
A	0	0	0	0	0	0

National figures include all schools with pupils eligible for assessment at key stage 1. Participation by independent schools is voluntary, therefore only includes results from those independent schools which chose to make a return, and which met the statutory standards for assessment and moderation.

#### Key to Teacher Assessment Results:

*Note: not all results are valid for all Areas of Learning*

GDS is awarded if the pupil is working at greater depth at the expected standard.

EXS is awarded if the pupil is working at the expected standard.

WTS is awarded if the pupil is working towards the expected standard.

HNM is awarded if the pupil has not met the standard (Science only).

PK4 is awarded if the pupil is working at a Pre Key Stage Standard 4.\*

PK3 is awarded if the pupil is working at a Pre Key Stage Standard 3.\*

PK2 is awarded if the pupil is working at a Pre Key Stage Standard 2.\*

PK1 is awarded if the pupil is working at a Pre Key Stage Standard 1.\*

BLW is awarded if the pupil is below the standard of the tests.

A is awarded if the pupil was absent.

D is awarded if the pupil is disappled in Reading, Writing, Mathematics or Science.

\*Was formally categorised as either PKF, PKE or PKG

## Appendix 5: Comparative Reports KS2 2019

### KS2 TEACHER ASSESSMENT and TESTS COMPARATIVE REPORT

These tables show the percentage of Year 6 pupils achieving each outcome in 2019, compared to national end of Key Stage 2 Teacher Assessment Levels and Test Results for 2018.

The number of eligible children is: 22

Figures may not total 100 per cent because of rounding.

Teacher Assessments				
	Reading		Writing	
Result	School	National	School	National
GDS	-	-	14	20
EXS	-	80	68	58
WTS/HNM	-	16	14	17
PK6	0	4	0	4
PK5	0		5	
PK4	0		0	
PK3	0		0	
PK2	0		0	
PK1	0		0	
BLW	0	1	0	1
D	0	0	0	0
A	0	0	0	0

Teacher Assessments				
	Mathematics		Science	
Result	School	National	School	National
GDS	-	-	-	-
EXS	-	79	86	82
WTS/HNM	-	17	14	17
PK6	0	4	-	-
PK5	0		-	
PK4	0		-	
PK3	0		-	
PK2	0		-	
PK1	0		-	
BLW	0	1	-	-
D	0	0	0	0
A	0	0	0	0

TEST RESULTS								
		Percentage at outcome						
		B	Not Achieved Standard	Achieved Standard	Exceeded Standard		U	A
Grammar Punctuation & Spelling*	School	0	23	68	23		0	0
	National	3	19	44	34		0	0
Reading	School	0	5	86	32		0	0
	National	3	21	47	28		0	0
Mathematics	School	0	32	59	32		0	0
	National	3	21	52	24		0	0

National figures include all schools with pupils eligible for assessment at key stage 1. Participation by independent schools is voluntary, therefore only includes results from those independent schools which chose to make a return, and which met the statutory standards for assessment and moderation.

#### Key to Teacher Assessment Results:

GDS is awarded if the pupil is working at greater depth at the expected standard.

EXS is awarded if the pupil is working at the expected standard.

WTS is awarded if the pupil is working towards the expected standard.

HNM is awarded if the pupil has not met the standard (Science only).

PK6 is awarded if the pupil is working at a Pre Key Stage Standard 6.\*

PK5 is awarded if the pupil is working at a Pre Key Stage Standard 5.\*

PK4 is awarded if the pupil is working at a Pre Key Stage Standard 4.\*

PK3 is awarded if the pupil is working at a Pre Key Stage Standard 3.\*

PK2 is awarded if the pupil is working at a Pre Key Stage Standard 2.\*

PK1 is awarded if the pupil is working at a Pre Key Stage Standard 1.\*

BLW is awarded if the pupil is below the standard of the tests.

B is awarded if the pupil is working below the level of the test.

U is awarded if the pupil is unable to access the test.

A is awarded if the pupil was absent.

D is awarded if the pupil is disapplied in Reading, Writing, Mathematics or Science.

\*Was formally categorised as either PKF, PKE or PKG