



Hughenden Primary School
Spring Valley Drive, Hughenden Valley,
High Wycombe, Bucks HP14 4LR
Telephone 01494 562501

Headteacher: Mrs Sandy McClelland

Welcome

Dear Parents,

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

We are a small, caring village school with an outstanding team of skilled and dedicated staff. We are proud of the excellent academic results and 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 work and play very hard. We have the highest expectations for each and every one of our children.

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 come and see us in action. We are always delighted to welcome visitors and prospective parents to our school.

I look forward to meeting you and your child in the near future.

Yours sincerely,

Sandy McClelland.

Sandy McClelland
Headteacher

Catherine A Hinds

Catherine Hinds
Chair of Governors

Contents

Our Mission Statement and School Aims

School Buildings and Locality

Prospective Parents

Admissions To Our School

Our School Organisation

Our Curriculum

Able Pupils and Those With Special Needs

Our Approach To Behaviour

School Uniform

Keeping Children Safe and Secure

Our Parents, Home/School Links

Our Extended School

Our Extra- Curricular Activities

Educational Visits and Charging Policy

Appendix 1: School Personnel, Our Governors

Appendix 2: Assessment Results

Appendix 3: Holiday Dates

All Learning Together

Our Mission Statement

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

Aims Of Our School

We aim:

- To value each child as an individual, thus developing their confidence and nurturing a sense of respect for one another within a secure and happy environment.
- To provide an education that fulfils the potential of each child, supports each child's individual need, and gives equal opportunities to all children.
- To develop to the fullest each child's ability by:
 - Providing a secure foundation in basic skills,
 - Enabling the children to develop lively, enquiring minds by questioning and evaluating all things,
 - Encouraging them to take pride in their achievements,
 - Encouraging the highest standards of behaviour,
 - Ensuring that the highest expectations are made of each child.
- To provide good links between home and school and to involve parents in the process of education.
- To provide children with a knowledge of the Christian faith and the other principal religions represented in this country.
- To provide an education that widens the child's awareness of other people and other cultures both in the local community and the world in which we live, and thereby prepares him or her to become a responsible member of society.

“

”

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

Our School Building and its Locality

Hughenden Infant 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.

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 fund raising 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. We have 4 classrooms with shared quiet rooms and adjoining cloakrooms. Our large, well-equipped hall is used for PE, singing, music, assemblies and social events. Art, science, design and technology activities take place in our purpose designed activity room and food technology takes place in a recently equipped kitchen area.

The multi-purpose “Fun Room” houses our computer suite, television and DVD/video. It is also home to our After School Club each evening. Our modern, light airy conservatory, houses our library and contains a wide variety of bright and attractive non-fiction and fiction for both infants and juniors. It also provides a safe, dry area for our “Walking Crocodile” to use on its arrival at school each morning.

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. A fenced wild life area includes two ponds and is home to a whole range of plants, insects, flowers and butterflies. On the north side of the school is a small playground used exclusively by our youngest children when they first join us.

“

”

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

Admission to Our School

Prospective Parents

We are keen that anyone considering Hughenden as a potential school for their child comes to see us in action. The Headteacher is always happy to meet you, chat about individual circumstances, show you around, explain our policies, and supply further details about the school. Just phone to make a mutually convenient appointment. If you then select this as your first choice we will be able to help you with the next step.

Admission Procedure

Hughenden Infant School caters for boys and girls aged from four to eleven. Our admission number is currently 15.

We admit all children who will be five during an academic year (1st September to 31st August) into our Reception Class at the beginning of September. Some of our children initially come on a mornings only basis and begin attending for the full day at the start of their “rising five” term (the term during which they have their fifth birthday).

Pupils are allocated to schools according to the Bucks Local Education Authority (LEA) Admission Policy which is as follows:

Parents are invited to express a preference 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 who have a Statement of Special Educational Needs which names the school.
2. Children in Public Care for whom there is an agreement between the designated officer acting on behalf of the County Council as Corporate Parent and a designated officer of the LEA that the school will more appropriately meet the child's needs
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 or social needs, supported by written evidence from a doctor, social worker, educational welfare officer or other appropriate professional.
6. Children with exceptional educational needs, supported by written evidence from an appropriate professional.
7. 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: 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.

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

Our Early Years Group

Children who have had their fourth birthday by 30th April may come to our morning Early Years group. This provision is created for the summer term only for these slightly older children who wish to attend five mornings a week. It provides a gentle, fun introduction to school life. Places in this group are allocated after parents have been notified of their school place as a place in this class does not guarantee a place in our main school. If this Early Years group is over-subscribed then the school's admission criteria will be applied to assign places.

Our School Organisation

Children are organised into classes according to their age. We have four classes each catering for two academic years this enable us to group children so that we can effectively teach them at their point of learning Each class has an assigned class teacher, and teaching assistant on a full time basis.

Reception and Early Years

We greatly value all the learning experiences children have already had at home with their parents and at other pre-school centres. We aim to continue from the excellent start you have provided, and will teach each child according to their stage of development. Children in these classes follow the Foundation Stage Curriculum and work in a very practical environment where the emphasis is on learning through play. They have access to the books and resources they need to ensure they are developed and challenged according to their ability. Repetition and reinforcement materials are also readily available. All this we achieve within a practical, lively and interactive environment.

The children use two classrooms and a Quiet Room, allowing plenty of space for them to work on tasks suitable for them. Children are grouped as they progress through their Reception Year and begin working towards a more formal literacy and numeracy curriculum. There is plenty of space for imaginative, creative and large apparatus play.

The department has its own, self-contained, fenced, outside play area. Here the children can play with trikes, push-along toys, a play house, sandpit etc on grass and tarmac areas.

Year One and Year Two

At this stage we begin encouraging our children to become more independent by coming into school on their own and taking greater responsibility for their own property, equipment, and clothing.

Each class is the responsibility of its own class teacher and works together for all areas of the curriculum. Teachers differentiate, adapt, or change work to ensure that it is appropriate to children with a range of ability and we are committed to stretching and challenging our more able pupils. Each class has a full time teaching assistant working with it and they give extra help to any children that may be experiencing difficulties or need more challenge. During Year Two the children take National Standard Assessment Tasks and Tests (SATs).

The classes share a Quiet Room, extensive reading resources and toilet area.

“

”

I like this school because.....my friends are here

Our Curriculum

Effective Teaching and Learning

Our children are involved in all aspects of the curriculum. Staff have high expectations for the children whilst recognising that each and every child is different. Consequently, a wide variety of teaching strategies and techniques are used to enable children to learn effectively. These include individual, group and whole class teaching. We place a strong emphasis on first hand experience and try to make our lessons as 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 result 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. We have adopted the national schemes of work but have adapted them to fit into a broad balanced topic structure. Each subject is timetabled and certain skills are taught separately to ensure that basic concepts are taught and understood.

We use corridors and classroom walls to display children's work. This stimulates their appetite for learning and shows our children how proud we are of their work.

Children's progress is monitored and assessed continuously. In Years One and Two pupils have their own individual targets and progress towards these is measured weekly. In addition we make use of various formal assessments to help us teach and support each child effectively. These include: The Foundation Stage Profile in Reception; Reading and Spelling Ages in Year One and Two; and

National Standard Assessment Procedures at the end of Year 2. SAT results for recent years can be found in Appendix 2.

“

”

I like this school because.....the teachers teach us

English

We teach English each day for a minimum of an hour (frequently with additional sessions) using the national Literacy Strategy.

Reading

We aim to teach our children to read fluently and with understanding, not just for knowledge but also for enjoyment and enrichment. Teachers teach reading skills on a daily basis. 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. We teach children sight vocabulary using flash cards and children often bring home these essential everyday words to practise with their parents. Pupils bring their reading books home daily to share with their parents. We warmly invite parents in to school to assist by listening to the children read.

Teachers assess reading individually each month and write a note in each child's record book to inform parents of the skills being worked on. Children requiring additional challenge with reading, or a boost to move them on to the next stage of development, work with teaching assistants on carefully designed programmes.

Phonics

We use two schemes for teaching phonics: Progression In Phonics and “Jolly Phonics” (an imaginative action/sound system for teaching letter sounds). The children learn the initial sounds and then progress to blends and vowel combinations using this scheme. This forms a really valuable part of the daily Literacy Hour.

Writing

We aim to help our children develop good clear written English. They write both factually and imaginatively, communicating clearly what they feel and know to others. The children acquire writing skills initially by dictating what they wish to say to the teacher. At an appropriate stage they will begin to copy this writing and subsequently begin writing independently. Word cards and word books are used but all children are encouraged to “have a go” at spelling words for themselves. Grammar and punctuation are taught throughout the school. Children are taught to use, a variety of styles for writing factual and non-factual prose, and poetry.

Spelling

In addition to using the phonetic approach we also teach children to spell common irregular words. Children in Years One and Two are taught to spell a set number of words each week. These are taken home to practise with parents and then tested at a later date. Rewards are given weekly in assembly to children who correctly spell all set words.

“

”

I like this school because.....they help me spell words when I'm doing my work

Handwriting

In order to teach children to move their hands smoothly across the page and have a fluency to their writing we teach a joined up handwriting style from day one. The children learn correct pencil grip and formation of lower case letters during their Reception Year. This is reinforced in Year One when the capital letters are also taught. Year Two sees an emphasis on speed and control over letter size as the children begin to develop their own style.

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 during activities such as: sharing news, showing special objects to their class, role play, circle time, and drama sessions. 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 children to practise language specific to a given situation e.g. working or visiting a library.

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. We use the Oxford Maths Zone as our core scheme but extend and adapt this to meet the learning stage and needs of our children.

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. $23+36$, begin with the larger number (36), add on two tens (56), add on three more (59).

Our children learn the structure of our base 10 number system and develop an understanding of how numbers are constructed. Maths work involves a wide range of practical activities where children use a wide variety of apparatus to reinforce their learning. Our children are taught various aspects of addition and subtraction and they learn to recall instantly simple number facts ($8-3=5$). In Year Two multiplication and division become important themes and our children begin learning tables.

Measures and Shape

Children begin by learning to compare objects for length, weight or size. They progress to using simple units to measure, weigh or fill objects e.g. hand spans, cubes, straws. Eventually standard measures such as centimetres, metres, litres, and kilograms are used. We aim for children to use measures and the appropriate vocabulary accurately when estimating and measuring.

Children enjoy the challenge of learning the names of 2D and 3D shapes. Through pattern making, play and structured investigation they learn the properties of these shapes.

Science

In our school science is taught through practical investigations. These carefully constructed experiments help explain the world in which we live. Children are encouraged to observe, investigate, predict, draw conclusions, look for patterns, and consider the fairness of a test. This happens in a wide range of contexts including the natural world, materials, and physical phenomena such as light, sounds and forces. Work is recorded in the style and language appropriate to the children's emerging literacy and numeracy skills.

We have a well-stocked resource area and children are taught to treat equipment with respect and to be aware of the safety of themselves and others.

Technology

Children are taught various techniques necessary for design and making. 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 work. They use all this experience when they design, make and evaluate objects of their own.

Information Technology

Teaching our children efficient ICT skills is a central part of our curriculum. Using our computer suite twice a week allows each class to learn ICT skills as part of a subject in its own right but then uses and applies them to support the teaching of other subjects. The children are very motivated by using computers and it enables them to present work to a very high standard as well as making the practice of basic skills exciting and attractive. In addition to our suite each class has two computers so that they can be used at any time for children to support, practice and reinforce their learning. We also plan to keep abreast of new technological developments including the use of interactive whiteboards.

History

Through looking at pictures, paintings, artefacts, and documents children learn to ask questions about the past and identify similarities and differences with the present day. Through historical stories they are encouraged to consider the reasons people acted as they did. By placing events on timelines they learn to use vocabulary associated with chronology e.g. before, after, century, BC, AD etc. These skills are taught during a timetabled lesson and take their context from an overall topic.

Geography

Children learn about both physical and human features of the world as they carry out local studies and look at places further afield. They are taught basic features of World and UK maps as well as interpreting maps and plans of the classroom/school/Hughenden Valley. Local walks are important to give children first hand knowledge of an environment and bring classroom learning alive.

Art

Children develop an appreciation of form, texture, colour and shading through drawing, painting, printing, modelling and needlework. We use a wide variety of media for both 2D and 3D work. By studying the work of artists, children begin to develop an understanding of art appreciation and of how a visual medium can be used as a means of communication.

“

”

I like this school because.....of the messy paintings

Music

The children have opportunities to listen to, compose, and perform music. Singing forms a large part of this area of the curriculum and we are fortunate to have a local resident who comes to school and plays the piano for us twice a week. We also use the “Sounds of Music” scheme to ensure that all aspects of musical knowledge and understanding are covered in a progressive structure. Our children use a variety of high quality pitched and non-pitched percussion instruments for composing and investigating musical elements.

PE

Each class has three timetabled sessions a week for gym, games and dance. These sessions allow our children to develop physical skills and maintain fitness. The school boasts a large sized school hall, modern large gym apparatus, and a wealth of small games apparatus. Our music centre provides high quality music for movement and dance lessons. Whenever possible PE takes place outdoors either on the playground or our large field. During the summer we also include athletics.

Children change into a PE kit consisting of white shorts and T shirt. Plimsolls are needed for walking to and from the hall although most PE is performed in bare feet.

Our annual Sports Day is held during the summer term and the children compete in flat and novelty races. The day usually begins with parents and friends joining us for a picnic. The main focus of the afternoon is fun with gently competitive races. Stickers are awarded to children who come 1st, 2nd and 3rd, but effort and participation are also greatly valued and similarly rewarded.

We run extra-curricular clubs throughout the year and these have included Uni-hoc, Rounders and Country Dancing. They are open to any of our children who are interested and many participate enthusiastically.

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

“

”

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

Religious Education

Hughenden Infant School is a non-denominational school. We follow the Buckinghamshire Agreed Syllabus for Religious Education and teach R.E. whenever possible through a topic approach. R.E. is taught within the class setting and allows children time for reflection while developing personal values and a moral code.

We have a daily 15 minute assembly. Our assemblies are mostly Christian in nature and concentrate on Christian values and morals such as caring for one another, truth, forgiveness, being thankful etc. We also explain the major festivals associated with the Church year as well as those from other major religions.

Parents can withdraw their child from assemblies and Religious Education if they feel their own religious beliefs are in conflict with those of the school. Any parent wishing to do so should come and talk with the Headteacher.

Sex Education

Some aspects of sex education are taught as part of the science or PHSE curriculum. We teach our children about the human life cycle by considering growth from birth to adulthood within the context of family life and animals. No other formal instruction is given although staff discuss other aspects as they arise, for instance with the arrival of a new baby, or a child's pet giving birth. Children's questions are answered in a sensitive, natural, simple manner according to the child's level of maturity.

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 and having high expectations as to the quality of thought evidenced in their work. Our varied curriculum will open to them new areas of knowledge and extend their horizons. In Years One and Two we set aside specific time for these children to work in small groups on tasks designed to develop thinking skills so that they think creatively and laterally.

Children who find learning difficult are closely monitored by their teacher and parents are kept informed of progress. Additional activities may be sent home to further boost progress. When necessary we call upon our Educational Psychologist and Special Needs Support Teacher for further advice, assessment and discussion with parents.

An important part of our work has been to include a small number of children with particular Special Needs in our school. We have enjoyed teaching children with physical disabilities such as Cerebral Palsy as well as children who have 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 have a clear behaviour policy written by pupils, teachers, and support assistants and this includes a booklet "How to Behave the Hughenden Way". These rules have been written by the children themselves and are expressed in clear, simple language as used and understood by young children. 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. Children need to recognise both the boundaries and the sanctions which will be applied if rules are broken. We teach them the reasons for these rules so that they can become self-disciplined.

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 McClelland runs it and keeps it open all the time

Our School Uniform

Our school uniform has been chosen for comfort and practicality. Sweatshirts, sweatcardigans, polo shirts and book bags can all be purchased at school. It is essential that all items are clearly named. This ensures they can be returned to the correct child.

All children:

Navy school sweatshirt
Pale blue polo shirt
Sensible flat shoes

Navy shorts and white T-shirt for PE
Plimsolls (slip on or velcro)
Named PE bag

Bookbag

Lunch box

Full time pupils need a well-balanced lunch. Please avoid fizzy drinks and include prepared fruit that can be eaten at morning playtime.

Girls

Grey skirt or pinafore dress or smart grey trousers
Striped or checked pale blue/white dresses during the summer

Boys

Grey trousers or shorts

“

”

I like this school because.....they open things I can't at lunch time

Keeping our Children Safe and Secure

The safety of all our children is our top priority. The playground gate is kept closed while the school is in session. External cloakroom doors are bolted from the inside to prevent access during lesson times. Access to the school is only available through the main entrance. All visitors to school MUST sign the visitors book and are only permitted entrance to classrooms through a combination controlled security door by a member of staff.

Parking

When walking to or from the playground paths must be used. Where the path ends the children need to follow the painted paw prints safely avoiding any moving cars. The roundabout is a turning circle only. Parents driving to school are welcome to use the roundabout to turn, exit the school grounds and

park in adjacent roads. Always park with consideration for entrances, access and safety so that local residents are not inconvenienced. Parking within school grounds is for staff and visitors only.

Our School Day

The day begins at 9:00 a.m. when classes are collected from the playground. Lessons begin promptly and any children that are late will miss vital work.

Lunchtime is from 12:15 to 1:15 for juniors, 1:30 for infants
Afternoon session ends at 3:30 p.m.
There is a short afternoon playtime for infants

Children who arrive late need to report to the office to register with the school secretary. If a child is absent please inform the school of the reason before 10:00 a.m. on the first day of absence. When your child returns to school, please send a note stating clearly the reason for absence.

Beginning the Day

Children are welcome to wait with their parents or carer in the playground from 8:45 a.m. As this time is not supervised by staff, children remain the responsibility of their parents. Children in Year One and Two need to say goodbye in the playground. They develop skills of independence by carrying and caring for their own equipment in the cloakrooms. Parents of children in Reception and Pre-Reception classes are welcome to come into the classroom and see their child happily settled.

Ending the Day

At the end of the day teachers accompany their classes to the top of the slope at the rear of the playground. The children wait here until they see the adult they are expecting to collect them. Please inform the school if you are likely to be late or you would like someone else to collect your child.

Holidays

The school Governors are extremely reluctant to authorise leave of absence during term time. However, in exceptional circumstances they may authorise up to ten days. Parents need to write to the Governors explaining clearly why holiday is necessary outside regular school vacations.

Year Two children undertake National Standard Assessments during the month of May. It is essential that holidays are avoided during this month.

Jewellery

For safety reasons children are not allowed to wear jewellery including ear-rings to school. Children having their ears pierced need to do so at the beginning of the summer holidays so that ear-rings can be removed for the start of term.

Use of Children's Photographs

The school may on occasion use photographs containing our children to promote the school (as in this prospectus for example). 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 10:00am. 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 care for them tenderly 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 12:00 noon. Parents need to complete the appropriate form and provide the exact measured dose in a clearly labelled container. Parents are of course welcome to come to school at other times to administer medicine as necessary.

Asthma inhalers are kept in the classrooms and are administered whenever needed. Parents need to read the Asthma Code of Practice and complete a Request for School to Administer Medication Form.

Other medical needs should be discussed initially with the Headteacher.

Infectious Diseases

Please inform the school of any infectious disease that your child may contract. 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.

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.

Children have reading books to practise and share with parents and these are changed up to three times a week. Reception children are asked to bring in items from home for various interest tables and also have word cards to learn to read. Children in Years One and Two have a weekly list of words to learn to spell. They also have a weekly maths task. Examples include: learn to count backwards from 100 in tens, or measure your bed to find out how big it is. In addition to these regular tasks teachers may set occasional tasks related to topic work, for example finding out how your house is heated. Further suggestions are included on our Termly Outlines issued at the beginning of each term.

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 Governors and Friends Annual Meeting Home School Agreements are issued and signed
October	Harvest Assembly followed by an informal chance to view your child's work, chat informally or have a confidential discussion.
December	Christmas Carols, and Concert
January/February	Formal Parent Consultation with confidential appointments
February/March	Class Assemblies
March/April	Easter Assembly followed by an informal chance to view your child's work.
May/June	Summer assembly
June/July	Annual Reports To Parents
July	Open Evening with the opportunity for a confidential discussion. Leavers Assembly

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 always available to discuss concerns or worries and parents only need to come to the office to find a mutually convenient time.

Helping Parents

Parents are welcome to assist in classes in a variety of ways such as: hearing 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.

The Friends of Hughenden School

The Friends of Hughenden Infant School provide much needed help and support. They arrange both social and fund raising events and have contributed to: setting up our computer suite, furnishing our conservatory, 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. One third of our Governors are Parent Governors and have children in the school. Being a Parent Governor is both worthwhile and rewarding. It provides the opportunity to become involved with the running of the school 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 trust we 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.

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. Children who learn their spellings are praised as Star Spellers during assembly.

At the end of term assembly two trophies, The Blacklaws Awards, are presented (along with certificates) to the boy and girl who have worked particularly hard and made good progress.

In July The Kingfisher trophy is presented to a child for outstanding academic achievement.

Our Extended School

Road Safety and our Walk To School Crocodile

We are very keen to develop in our children 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. Following this training children can join our "Walking Crocodile".

Our Walking Crocodile begins at the Village Stores at 8:30 a.m. and walks along Valley Road to school. Children can join the crocodile at the end of Trees Road, Trees Avenue and Orchard Close. Parents can leave their children with the team of trained escorts at any of these "Bus Stops". When the children arrive at school they have their crocodile card stamped and these stamps build towards rewards and a free swim when 100 walks have been completed.

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.

Our After School Club

Each evening the Hughenden Infant School After School Club opens its doors from 3:00 p.m. until 6:00 p.m. Children enjoy a wide range of play, craft and leisure activities within a safe and secure environment. They sit together to enjoy a light tea consisting of sandwiches, beans/cheese on toast, fruit, and cakes/biscuits. Some families use this club as a regular childcare facility. Others see it as a social activity for their children - whichever the children have lots of fun and enjoy coming! The club is run by its own management committee and is a separate (although closely linked) organisation. Consequently there is a charge for each evening. For a registration form and further details contact the school.

Our Extra Curricular Activities

We run various clubs usually during the lunch hour to extend and develop children's individual interests. We do request a contribution of £1 each term to cover the cost of materials and equipment needed for these sessions. The clubs are run voluntarily by teachers, parents or friends and the range available depends on current offers of help. Clubs have included:

Uni-hoc
Rounders
Chess
Art
Drawing
Singing and Percussion

In addition we organise for outside providers to run clubs although these usually incur commercial fees. Clubs currently running are:

French
Keyboard
Football
Tennis

The children enjoy these fun times and appreciate the opportunity to choose activities they are particularly interested in.

“

”

I like this school because.....Mrs Lawes does hockey club

“

”

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

What Comes Next?

Children transfer at the end of their time with us to a variety of Junior or Combined Schools. It gives parents the opportunity to choose the next school for their child taking into account their personality and interests. Great Kingshill Combined School at the top of Cryers Hill serves our catchment area at 7+ and is its own admission authority. Please contact Great Kingshill or any other school you are interested in your child attending for further details.

Our Educational Visits and Charging Policy

Classes may go on educational visits to places of interest bringing the classroom curriculum to life. 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. Nearby Hughenden Park provides plenty of opportunity for environmental and nature study while Hughenden Manor is an obvious choice for historical study.

Trips further afield to Environmental Study Centres and places of interest such as Chiltern Open Air Museum require the use of a coach. We only use coaches that have been fitted with lap 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.

In order to cover the cost of coaches and entry fees, voluntary contributions are requested in accordance with the Governors' policy. 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.

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, refurbishment of the library, carpeting classrooms, purchasing additional reading books, purchasing new large Gym apparatus and setting up our computer suite.

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 reclaim 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 the Governors have suggested a termly amount of between £5 and £10 a family.

“

”

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

Appendix 1

Our School Personnel

Headteacher	Mrs Sandy McClelland
Reception Class Teacher	Mrs Jean Batchelor
Year 1 Class Teacher	Mrs Alison Lawes
Year 2 Class Teacher	Mrs Beverly Accestello
Year 3 Class Teacher	Mr Tom Baskerville
School Secretary	Mrs Margaret Keats
Support Assistants	Mrs Sue Suchowierchi Mrs Linda O'Malley Mrs Pat Robins Mrs Sally Slade Mrs Phillippa Baker
Mid-day Supervisor	Mrs Linda O'Malley Mrs Sally Slade Mrs Phillippa Baker

Our Governors

Chair	Mr Eric Powell
Parent Governors	Mrs Rachelle Fountain Mr Ian Spence Mr Jeremy Wild Mrs Jane Goodall
Staff Governors	Mrs Sandy McClelland Mrs Linda O'Malley Mrs Alison Lawes
LEA/Community	Mr John Hazledene Mrs Jenny McGee Mrs Virginia Roden Mr Roy Pullen Mrs Linda Hicks

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

Appendix 2

Our Assessment Results 2006 - Key Stage 1

These tables show the percentages of Year 2 children achieving each level.

The figures for Reading Task, Reading Comprehension Tests and Spelling may not total 100% since these tasks or tests do not apply at every level. Other rows might not total 100% because of rounding. There were 29 children in this cohort so each child is represented by 3.3%. There was one child with a Statement of Special Educational Needs.

Appendix 3

Our School Holiday Dates 2003-2005

Open in the morning of: Close at the end of the afternoon of:

Our Attendance Record

Last year we had just 0% unauthorised absences and these were due to extended family holidays during term times and 3.8% authorised absence.