



Hughenden Primary School
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Headteacher Mrs Sarah Leighton
Chair of Governors Mr David Sparks

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, 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,

Sarah Leighton
Headteacher

David Sparks
Chair of Governors

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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.

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

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.

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. Our four 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. The hall is also home to our After School Club each evening. Food technology takes place in a recently equipped kitchen area.

Our large, spacious Learning Resources Room boasts 15 regularly upgraded computers as well as a television and DVD/video. Our modern, light airy conservatory houses our library and contains a wide variety of bright and attractive non-fiction and fiction books for both infants and juniors.

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 an additional small playground and grass area. Our Reception Class have sole use of a specially designed outside classroom comprising of both covered and open areas allowing them to take their learning outdoors.

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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 Primary School 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, supply further details about the school and provide an application form. You can phone to make a mutually convenient appointment.

Admission Procedure

Hughenden Primary 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. 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.

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 who have a Statement of Special Educational Needs which names our school.
2. Children in Public Care for whom the Local Authority decides that our school is the most appropriate.
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.

Our School Organisation

Children are organised into classes according to their age. We have four classes: Reception, Year One and Two, Year Three and Four, and Year Five and Six. Three of these classes are mixed age classes catering for two academic years with an assigned Class Teacher and Assistant Teacher. This enables us to group children so that we can effectively teach them at their point of learning. We are completely committed to stretching and challenging our more able pupils while supporting those that find learning more difficult and mixed age groups are an effective way of achieving this.

Teachers plan for a mixed age group by planning initially for the older year group. This ensures the older children cover the work necessary for them and that an aspirational tone is set. Teachers then differentiate, adapt, or change work to ensure that it is appropriate to the children across the whole age and ability range. They then look at the programmes for the younger year group and plan separately for any aspects not covered. Smaller groups are taught in our Riddell room and in learning resources classroom.

Foundation Stage (Reception Class)

In order to ensure the best start to their school life children begin in this small class of only foundation pupils. Their Class Teacher and Assistant 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. This class aims to enthuse children about learning by providing them with exciting first hand experiences across the whole of the national curriculum. Their literacy and numeracy skills develop rapidly through daily lessons with the aim that all children will be able to read, write and calculate (using numbers up to 100) 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)

At this stage the emphasis shifts to extending children's literacy and numeracy skills as their daily lessons continue. The quality and content of their written work becomes the focus as they are taught about structure and standard forms.

By providing a broad and balanced curriculum organised into a two year cycle the children are able to study topics in depth, developing essential learning skills while acquiring an ever increasing body of knowledge. Other challenges at this stage revolve around the introduction of French tuition, swimming lessons and the opportunity to learn to play musical instruments. Children have plenty of chance to find out about their own particular gifts and talents.

To nurture their growing independence we arrange residential trips beginning with a one night stay locally in Year Four prior to a week away in Year Six. Our academically rigorous curriculum teaches children how to learn, along with our emphasis on confidence, high self-esteem and independence prepare children for both the 11+ test and secondary education. At the end of Year Six the children take National Standard Assessment Tests. Our most recent results can be found in appendix 2.

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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 two year cycle appropriate for our mixed age classes. 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 as Teachers/Assistant Teachers ask children questions and mark work. Children have their own individual targets and progress towards these is reviewed with the children frequently. Each child's progress is tracked across the school twice a year using National Curriculum levels of attainment. 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; National Standard Assessment Procedures at the end of Years Two and Six; and Optional SATs in Years Three, Four and Five.

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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).

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, 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. We constantly update our books from the County Library.

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 fifteen 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. Initially children are taught to apply their phonetic knowledge as they begin in Reception Class to represent words on paper. Alongside this children are taught to spell common irregular words (or tricky words). From Year One onwards children are set spellings to learn from lists of key words. These are taken home to practise

with parents and then tested at a later date. In the junior years these words are supplemented by including spelling rules, patterns as well as words spelt incorrectly in everyday 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.

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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 Reception 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.

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

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, hypothesise, 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, as well as 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 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

Teaching our children efficient ICT skills is a central part of our curriculum. Using our laptops and computers regularly allows each class to learn ICT skills in their own right as well as using these skills to support their learning in other subjects. This includes word processing skills, data handling and the use of search engines. 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. Our recently acquired lap tops and wireless network enable us to use ICT within all subjects.

Internet safety is taken very seriously and all our computers are linked to the internet through the Bucks Grid for Learning with its rigorous screening and filtering systems and robust firewall. In the classroom Interactive Whiteboards linked to the internet are used extensively in our teaching to access inspiring resources and make learning interactive.

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 investigative skills are used when specific periods of history such as The Tudors are studied in depth by our junior children. Educational visits to relevant places of historical interest are arranged to bring classroom learning to life.

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 features of World and UK maps and how to use an atlas as an information source. They interpret maps and plans of the classroom, school, village and town of High Wycombe. Local field work is important to give children first hand knowledge of the local environment and consider improvements for the locality. During their final years with us the children undertake a residential visit to enable them to learn about a contrasting locality and carry out beach or river studies.

Art

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

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

Music

The children have opportunities to listen to, compose, and perform music. We use various schemes to ensure that all aspects of musical knowledge and understanding are covered in a progressive structure. Singing is taught once a week. Our children use a variety of high quality pitched and non-pitched percussion instruments for composing and investigating musical elements. In Year Three children are taught to play the recorder and read treble cleft music while in Year Five all children take part in a whole class project and learn to play a brass instrument such as a trumpet or baritone. In addition the school organises violin, piano, and guitar lessons.

PE

Each class has two timetabled sessions a 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. 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 in Year Three and Four travel by coach to a local school with a swimming pool for a half hour swimming lesson 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. The day begins with children winning points for their houses as they take part in four athletic events. This is followed by all children taking part in 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, Netball, Uni-hoc, Cricket, Country Dancing and Maypole. Our football and netball teams compete against other local schools.

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.

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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 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. Each year Christianity and one other world religion are studied often linking with an appropriate festival.

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 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.

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 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 an Education Plan that is shared with parents. This may include additional activities to be completed at home. When necessary we call upon our Educational Psychologist and Cognition and Learning Support Teacher for further advice, assessment, diagnosis 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. 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 agree a simple system of rewards and sanctions that is clearly laid out in our behavioural policy and are 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.

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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.

Our School Uniform

Our school uniform has been chosen for comfort and practicality. Sweatshirts, sweatcardigans and book bags with the school logo can all be purchased at the National Schoolwear Centre, 5 Church Square, High Wycombe. It is essential that all items are clearly named. This ensures they can be returned to the correct child.

All Children:

Navy school sweatshirt or cardigan

Pale Blue Polo Shirt

Sensible flat shoes

Wellington Boots

Navy short and T-shirt for PE

Trainers and Plimsolls

Named PE Bag: Navy tracksuit, top and bottoms, PE Socks
Bookbag
Drinking bottle for water
Lunchbox

Long hair should be tied back neatly away from the face. No extreme hairstyles or hair gel is permitted in school. No jewellery is permitted in school except for medical alert items.

Full time pupils need a well-balanced lunch. Please avoid fizzy drinks. We serve hot school lunches everyday at a cost of £2.50. Payment can be made directly to the school whilst your ParentPay account is being set up.

Girls:

Grey skirt or pinafore dress or smart grey trousers
Checked blue/white dresses during Summer
White socks and navy, grey or black tights

Boys

Grey trousers or shorts
White, grey, navy or black socks

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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 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.bucks.sch.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 during term-time.

Our School Day

Lunchtime is from 12:15 to 1:15

Afternoon session ends at 3:30 p.m.

There is an 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

The front door will open at 8.50 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.

Ending the Day

At home time children will leave through the conservatory and parents collect them from there.

Reception and Year 1 and 2 will use the first double doors and the junior's will leave by the door closest to the hall. Pupils 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 1st September 2013 and affect the authorisation of term-time holidays.

Previously, Head teachers 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.

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 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 10:00am. 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 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 p.m. 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 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.

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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.bucks.sch.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 Infant Production
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
May/June	Summer Assembly – when the Pre-school and younger brothers and sisters join us
July	Junior 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: 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 and be aware that you will need to complete a DBS check.

The Friends of Hughenden School

The Friends of Hughenden Primary School provide much needed help and support. They arrange both social and fund raising 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. 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 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.bucks.sch.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 fund raising 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

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.

We encourage children to walk to school through the “Go for Gold” scheme. Each time they walk to school their record card is stamped. Once their card is full they are entitled to a free swim or session at Moonbase.

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 Primary School After School Club opens its doors from 3:30 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, toast, fruit, and yogurts. Some families use this club as a regular childcare facility, others see it as a social activity for their children. Whatever the reason, 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 before school, after school or during the lunch hour to extend and develop children’s individual interests. Clubs have included: football, chess, art, environmental, netball, choir, country dancing, Maypole and chess. These will be communicated separately as and when they are planned.

In addition we organise for outside providers to run clubs although these usually incur commercial fees. The children enjoy these fun times and appreciate the opportunity to choose activities they are particularly interested in.

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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.buckscc.gov.uk for further details.

Our Educational Visits and Charging Policy

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, 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.

In Year Four the children have a visit to a local centre to take part in outdoor activities and stay overnight in the centre. 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 Governors' 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.

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, purchasing additional reading books, purchasing new library books and 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 £15 to £25 a family.

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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. We trust that this will be the start of a positive relationship between your family and our school.

Appendix 1

Our School Personnel

Headteacher	Mrs Sarah Leighton
Deputy Headteacher	Mr Nick Andrews
Class Teachers	Mrs Lizzie Allen Mrs Melanie Penfold Mrs Caroline Comber Mrs Jackie Churchman Mrs Beverley Accastello Mr Nick Andrews
HLTA	Mrs Linda O'Malley
School Secretary & Finance Office	Mrs Jenny Brinkworth Mrs Karen Brittin
Assistant Teachers	Mrs Ana Lane Mrs Sally Slade Mrs Jo Starkey Mrs Sue Suchowierchi Mrs Yvonne Zulu Mr Churchill Mrs Moira Andrews
Lunch Staff	Mrs Chris Birkett Mrs Wendy Free Mrs Ana Lane Mrs Jo Starkey Mr Colin Churchill
School Librarian	Mrs Charlotte Graham
Apprentices	Maya Tilling Adam Creech Fran Brinkworth
School Direct Teacher	Anita Pugh
Trainees	Rachael Burton

Our Governors

Chair	Mr David Sparks
Parent Governors	Mr Andy Cox Mr Mark Turnbull Mrs Catherine Miller Mr Simon Cook Vacancy
Staff Governors	Mrs Sarah Leighton Vacancy Mrs Linda O'Malley
LEA/Community	Mr David Carroll Mrs Pat Beveridge Mr Dylan Jones Rev Mike Hill Mr David Sparks Mr Richard Butler Ms Sara Rodrick

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

Our Attendance Record

Our attendance records for the last academic year show 0.1% unauthorised absences which were due to extended family holidays during term times and 4% authorised absences.

Appendix 2

Our School Holiday Dates 2013-2014

	Open on morning of	Close at end of afternoon of
Autumn Term	Thursday 5th September 2013	Friday 23rd October 2013
	Monday 4th November 2013	Friday 20th December 2013
Spring Term	Monday 6th January 2014	Friday 14th February 2014
	Monday 24th February 2014	Friday 4th April 2014
Summer Term	Wednesday 23rd April 2014	Friday 23rd May 2014
	Monday 2nd June 2014	Wednesday 23rd July 2014

School is closed for in-service training days: Tuesday 3rd September, Wednesday 4th September and Tuesday 22nd April.

School Holiday Dates 2014-2015

	Open on morning of	Close at end of afternoon of
Autumn Term	Thursday 4th September 2014	Friday 24th October 2014
	Monday 3rd November 2014	Friday 19th December 2014
Spring Term	Tuesday 6th January 2015	Friday 13th February 2014
	Monday 23rd February 2015	Friday 27th March 2015
Summer Term	Tuesday 14th April 2015	Friday 22nd May 2015
	Monday 1st June 2015	Wednesday 22nd July 2015

School is closed for in-service training days: Wednesday 3rd September, Monday 5th January and Monday 13th April.

We have had several parents commenting about the Parents Consultation times and the fact that they don't run later into the evening. As a Headteacher, I have an obligation to ensure that the teachers achieve a work/life balance and whilst I understand some parents may struggle to make these times, we have given more than sufficient notice in order that you may be able arrangements to attend in the given times. We are happy for parents to take their children's school books home over a weekend to view if that helps.

COMPARATIVE REPORT

This table shows a summary of the National Curriculum assessment results of pupils in the school (2013) and nationally (2012) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 15 Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT											
Percentage at each level											
			W	1	2C	2B	2A	3	4	Disapplied Children	Absent Children
Speaking & Listening	Boys	School	0	0	-	100	-	0	0	0	0
		National	2	13	.	67	.	18	0	0	0
	Girls	School	0	0	-	100	-	0	0	0	0
		National	1	7	.	65	.	26	0	0	0
	All	School	0	0	-	100	-	0	0	0	0
		National	2	10	.	66	.	22	0	0	0
Reading	Boys	School	0	11	11	11	33	33	0	0	0
		National	3	13	12	24	24	23	0	0	0
	Girls	School	0	0	17	33	17	33	0	0	0
		National	2	8	9	22	27	31	0	0	0
	All	School	0	7	13	20	27	33	0	0	0
		National	2	11	11	23	26	27	0	0	0
Writing	Boys	School	0	11	22	33	22	11	0	0	0
		National	4	18	22	29	18	10	0	0	0
	Girls	School	0	0	17	33	33	17	0	0	0
		National	2	10	16	30	25	18	0	0	0
	All	School	0	7	20	33	27	13	0	0	0
		National	3	14	19	29	21	14	0	0	0
Mathematics	Boys	School	0	0	22	22	22	33	0	0	0
		National	2	9	14	25	25	24	0	0	0
	Girls	School	0	0	33	17	50	0	0	0	0
		National	1	7	14	29	30	19	0	0	0
	All	School	0	0	27	20	33	20	0	0	0
		National	2	8	14	27	28	22	0	0	0
Science	Boys	School	0	0	-	100	-	0	0	0	-
		National	2	10	.	66	.	22	0	0	.
	Girls	School	0	0	-	100	-	0	0	0	-
		National	1	8	.	71	.	20	0	0	.
	All	School	0	0	-	100	-	0	0	0	-
		National	2	9	.	68	.	21	0	0	.

1. Includes 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.
2. Speaking and Listening and Science subjects do not report level 2A, 2B and 2C, only level 2. These are shown in the 2B column for the purposes of this table.
4. Absent and Disapplied are not reported in science main level but are reported as U (unable). These are shown in the disapplied column for the purposes of this table.
5. '-' represents 'Not Applicable'.
6. 'x' indicates a figure not shown in order to protect confidentiality.

COMPARATIVE REPORT

These tables show the percentage of Year 6 pupils achieving each level in 2013, compared to national end of Key Stage 2 Teacher Assessment Levels and Test Results for 2012.

The number of eligible children is: 14

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENTS										
		Percentage at each level								
		W	1	2	3	4	5	6	Pupils disappplied	Pupils absent
English	School	0	0	0	0	36	64	0	0	0
	National	1	1	3	11	49	35	1	0	0
Mathematics	School	0	0	0	7	36	57	0	0	0
	National	1	1	3	11	45	36	4	0	0
Science	School	0	0	0	0	50	50	0	0	0
	National	1	0	2	11	50	36	0	0	0

TEST RESULTS										
		Percentage at each level							Pupils not entered [#]	Pupils absent
		Below Level 3 ^{**}	3	4	5	6				
Grammar Punctuation & Spelling [*]	School	0	7	14	79	0	0	0	0	
	National	-	-	-	-	-	-	-	-	
Reading	School	0	7	29	64	0	0	0	0	
	National	6	7	38	48	0	0	0	0	
Mathematics	School	0	7	14	64	14	0	0	0	
	National	4	11	45	36	3	0	0	0	

W represents pupils who are working towards Level 1, but have not yet achieved the standards needed for Level 1.

* The result awarded in this test is indicative of a pupil working at the level reported rather than a true National Curriculum level as for other tests.

** This result represents children who were not entered for the tests because they were working below Level 3 in English or Mathematics, children awarded a compensatory level from the tests, and children entered for but not achieving a level from the tests.

Pupils working at the levels of the tests, but unable to access them.