

Hundon Community School BROCHURE



Laying the foundations for a bright future

Hundon and Thurlow Primary Federation

2018/2019

The Information and particulars contained in this prospectus relate to the school year indicated on the front cover and are correct at the time of publication.

It should not be assumed that there will be no change affecting the relevant arrangements or some matter particularised-

- a) before the start of, or during, the school year in question,***
or
- b) in relation to subsequent school years***

Hundon Community Primary School

INFORMATION FOR PARENTS

ACADEMIC YEAR September 2018 - July 2019

**Hundon CP School
North Street
Hundon
Suffolk CO10 8EE
Tel. (01440) 786217**

E-mail: admin@hundonschool.co.uk

Head Teacher - Mrs Sharon FitzGerald

Local Educational Authority

Western Area Office

**Suffolk County Council
Educational Department
Grimwade Street
Ipswich IP4 1LJ**

**Area Education Office
West Suffolk House
Western Way
Bury St. Edmunds
Suffolk IP33 3YU**

**Director Children & Young People
Sue Cook**

Hundon School is a Community Primary School for children aged four to eleven.

OUR SCHOOL

Hundon is a vibrant village primary school. We are a close knit community of children, staff, governors and parents. Our aim is for the time your child spends with us to be happy and successful and feel that it is essential that good relationships are developed between parents, staff and children.

You are always welcome in school, and teachers are available to talk with you on any matters involving your child. Please do not hesitate to contact myself or the class teacher about anything which concerns you and we will be happy to see you at the next mutually convenient time.

On the following pages you will find information about the school, its organisation, philosophy and aims, together with some practical details about daily routines.

Mrs S Fitzgerald
(Head Teacher)

Hundon Community Primary School

Hundon Primary School is for children aged 4 –11 years. It is federated with Thurlow CE VC Primary School which means it shares Headteacher and Governing Body.

It is centrally situated at the heart of Hundon Village. There are four classrooms with cloakrooms, a library and a Hall, which is used for assemblies, P.E., concerts, activities and school lunches. There are Headteacher's and Secretary's offices, a staff room and kitchen where hot and cold meals are provided. There is a hard play area, physical and imaginative play area, a grassed area and an enclosed Early Years Outdoor Classroom. We use the Astro turf, playing fields and hall in the village for sports.

Legally, children can start school at the beginning of the year in which they are five. There is a meeting, in the Summer term, for parents of all children who will be starting school in the September. At this meeting the Early Years Foundation Stage teacher, will tell parents about Acorn class and give you some idea about the work the children will be involved in when they start school. She will also offer suggestions, which will help you prepare your child for school and support them when they start.

The school serves the village of Hundon.

If you live in the village a place will be available to your child subject to Suffolk County council 's admission code of practise. If you do not live in the village but wish to send your child to Hundon School, please contact the Local Authority [LA] - this can be done online - and the school where we will make a note of your interest.

The website address for online admissions is:

www.suffolk.gov.uk/onlineadmissions

The School Admission Code of Practice prohibits all admission authorities from offering a catchment guarantee. However, priority is given to children living in the catchment area of the school. Applications for the catchment area school, which are received after the closing date (eg. from parents moving into the area) can only be accepted if there are places still available.

Hundon Hedgehogs Pre-school is independently run in the village hall. There is an excellent liaison between us. A programme of visits is organised in the Summer term, when Pre-school children join the Early Years class. Pre-school children are invited to many of the school's special occasions, such as theatre visits, church services, concerts, sports day and book fairs. Information about Pre-School can be obtained by ringing 01440 786638.

Working with other Schools

We work closely with Samuel Ward Academy, our Secondary 'feeder' school, and other local primary schools, Couplas, Thurlow, Kedington, New Cangle, Westfield and Wickhambrook. The main aim of this is to support each other in promoting outstanding teaching and learning in all schools.

OUR MISSION STATEMENT

We work together to provide our children with an environment and mindset for learning that develops confident, independent, caring and well behaved children who fulfil their potential.

Laying the foundations for a bright future

The School Day

8.45 a.m.	School opens
8.50 a.m.	Registration
9.05 – 10:30 a.m.	Teaching Session
10:30 – 10.45 a.m.	Assembly
10.45 – 11.00 a.m.	Playtime
11.00 - 12.10 p.m.	Teaching session
12.10 - 1.10 p.m.	Lunch & Playtime
1.10 – 1-15 p.m.	Registration
1.15 –3.10 p.m.	Teaching session
2.30 - 2.40 p.m.	EYFS and KS1 Playtime
3.15 p.m.	End of School Day

For children in Key Stage 2 the school week consists of 23.25 teaching hours. For the children in Early Years Foundation Stage [EYFS] and Key Stage 1 the school week consists of 22.50 teaching hours.

Registration is at 8.50 a.m. When children arrive late it is disconcerting for them and disrupts the registration period. Late arrivals need to go to the reception foyer and sign the 'Late' book. They then will be taken to class by the Administrative Assistant.

At the end of the school day children should be collected from the playground. If, for any reason, you are unable to collect your child please let the class teacher know what alternative arrangements have been made. In the interest of the child's safety, **no child will be allowed to go home with another person unless parents have informed the school.** Please let your child know of alternative arrangements also. If you need to speak to your child's class teacher please try to do so after school unless it is a matter of some urgency.

STAFF AT HUNDON SCHOOL

Head Teacher
Deputy Head
SENCo

Mrs S FitzGerald
Miss C Buckle/Hawthorn Class
Mrs E Budinger

Teaching Staff

Mrs J Schwager
Mrs L Copping
Mrs E Thompson
Mr R Simpson
Mrs M Carter

Acorn Class
Willow Class
Hawthorn Class
Oak Class
Hawthorn Class (Maternity cover)

Mrs S Keyte
Mrs A Shilling
Mrs C Harding
Mrs C Everitt
Mrs S Preston
Mrs S Barthorpe

Teaching Assistant
Teaching Assistant
Higher Level Teaching Assistant
Higher Level Teaching Assistant
Teaching Assistant
Cover Supervisor

Non-teaching Staff

Mrs A Price
Mrs L Mitson
Mrs G Cox
Mrs C Lange

Finance Officer
Administration Assistant
Cook
Kitchen Assistant

HUNDON AND THURLOW SCHOOL GOVERNORS

Chair of Governors

Mrs Emma Pitt (Foundation)

Vice-Chairman

Mrs Kirsty Kleczkowski

Other Governors

Mrs Sharon FitzGerald (Head Teacher)

Mr Derek Hollis (Foundation)

Mrs K Kleczkowski

Mrs Emma Pitt (Foundation)

Miss Sarah Upson (LEA)

Mrs Anne Crawley

Miss Claire Buckle (Teacher)

Mrs Zena Chalmers

Mrs Penny Smith

Term Dates for the Academic Year 2018-2019

Autumn Term 2018

Begins 5 September 2018
Ends 19 December 2018
5 and 6 September PD days

Autumn Half Term

Begins 22 October 2018
Ends 26 October 2018

Christmas Holiday

Begins 20 December 2018
Ends 1 January 2019

Spring Term 2019

Begins 2 January 2019
Ends 5 April 2019
2nd January PD day

Spring Half Term

Begins 18 February 2019
Ends 22 February 2019

Spring Easter Break

Begins 8 April 2019
Ends 22 April 2019

Summer Term 2019

Begins 23 April 2019
Ends 24 July 2019
23rd April & 24th May PD days

Summer Half Term

Begins 27 May 2019
Ends 31 May 2019

Teaching Arrangements

At present the children are grouped in four classes

Acorn Class	Reception
Willow Class	Years 1 & 2
Oak Class	Years 3 & 4
Hawthorn Class	Years 5 & 6

In each class the teaching will depend upon the task being undertaken and children at any time may be engaged in individual, small group, or whole class work.

Assembly

The whole school meets together in the hall for stories, songs, celebrations, reflection and prayers.

We follow themes, which are based on Christian values. These are taught through a range of stories, discussion and songs. They are complemented by stories that illustrate the Social and Emotional Aspects of Learning [SEAL] curriculum which we use in our classrooms.

A teacher will take the assembly for the day and explore each theme in a range of ways and from different viewpoints. Children learn a number of different songs, which they sing during assembly.

We encourage visitors to join us in school for our assemblies, and these have included representatives from 'Rev Stuart Mitchell', 'The Police', 'Haverhill Library', among others.

Parents have the right to withdraw their children from collective worship. Please let us know if you wish to do this.

The Curriculum

Our curriculum is broad, balanced and differentiated [ie plans for the different ability range within each class]. It incorporates Personal, Social and Health Education [PSHE] and Social and Emotional Aspects of Learning [SEAL]. The core subjects Mathematics, English and I.C.T. are taught across all areas of the curriculum as well as in their own right. R.E., History, Geography, Art, Music, Design/Technology and Physical Education are covered throughout the week through a topic based approach.

Early Years Foundation Stage [EYFS] children receive a curriculum based on the EYFS Curriculum and have well resourced Indoor and Outdoor classrooms.

Each class covers a variety of topics during the year, which may be art, history/geography or science based and, where possible, teachers will integrate most subject areas, to provide broad and balanced curriculum coverage and make clear links between subjects. Children's own ideas are incorporated into the planning where it is sensible to do so.

The school operates a two year rolling programme so that all the Key Stage curriculum is covered.

Whilst ensuring coverage of the National Curriculum we aim to teach in a creative and exciting way via a curriculum which is enlivened by 'first hand' experiences, use of ICT, visits and visitors enabling children to develop and progress to a very high level. We encourage children to investigate, discover and become active participants in their own learning. It is our belief that teaching children how to learn is of the utmost importance and develops in them a love of learning which is necessary for their academic, social and emotional development.

Numeracy

Mathematics is an exciting area of the curriculum and we encourage the children to appreciate its fascination and depth, as well as develop a love of calculation and problem solving. We want them to enjoy the subject and develop an ease with numbers. Our levels of expectation are high and we ensure that each child reaches their full potential and produces their best work, whilst taking pride in their ability and achievements.

The School uses the Maths Mastery framework. Supporting skills of mental methods of calculation is emphasized within an environment, which encourages the development of problem solving skills. Addition, subtraction, multiplication and division facts are learnt and practised so that they can be used quickly within activities. Oral/mental work which develops quick thinking and a rapid recall of number facts together with understanding the use of skills and knowledge in any given problem solving situation is emphasised. Developing flexibility with, and confidence in handling system numbers is important. Children need an understanding of 'place value' in order to have complete control over the number system and we ensure they have many experiences which will enable them to develop a strong foundation on which to build further understanding of mathematics concepts. The ability to use skills is fundamental to the enjoyment and development of Mathematics and consequently all learning is consolidated and children's ability to apply skills they have learnt is paramount.

We teach maths for approximately an hour every day. Children work independently, in groups and as part of a whole class with activities appropriate to their ability. The activities are carefully chosen and monitored by the teacher who will work with different groups throughout the week thus providing in-depth learning and ensuring that each child is being taught at a level that is appropriate for them.

Numbers as well as shape and space, data handling and measurement are taught within the Numeracy session and at other times, when a mathematical topic is being covered or when a number of curriculum areas overlap. ICT is frequently used during numeracy sessions as well as in these multi area sessions. Children are encouraged to use their knowledge to solve problems and become involved in investigations. At Hundon we aim to provide the children with a rounded view of Mathematics and a realisation of its importance and power in everyday life.

Literacy

Literacy extends into all areas of the curriculum and daily life at Hundon. The ability to read and write fluently, to express ourselves clearly and concisely affects every aspect of our lives. Emphasis is placed on the planning, teaching and assessing of this subject and giving children an appreciation of the creative aspects. We reflect positively on the way we teach English, and opportunities are given for all staff to further their skills through courses and staff meetings. Talk 4 Writing provides the basis for our programme which is enhanced through activities which are tailor-made to suit the beliefs and aims of our school and its people. Our approach to teaching and learning is flexible and reflects the needs of our children and our on going assessments.

Speaking and Listening

Speaking and Listening skills are taught as an integral part of all lessons. Pupils are encouraged to participate in class discussions and enjoy reading their own work to peers. They are also encouraged to retell stories through role-play activities, become involved in question and answer games and take part in class and school performances. As they progress into KS2 they are encouraged to take part in debates and in presentations on chosen subjects, which they prepare. During church services such as Christingle or assemblies they are taught to read passages clearly and with confidence and develop skills of reading to different audiences. Opportunities to demonstrate speaking and listening skills are given in our weekly 'best work' assemblies and in the school and class performances, which the children enjoy.

It is as important for children to learn to listen to others speak in discussion, as well as perform with respect for the audience and we take great pride in the achievements of our pupils in this area.

Literacy is used in all aspects of the curriculum and children are encouraged to record their work in a number of ways, use their skills in research and develop their speaking and listening in presentation, discussion and debate.

Reading

Pupils at Hundon School are encouraged to develop a love of literature in many ways, including shared reading, discussion, reviewing and storytelling. We have a good selection of enlarged texts, beautiful Big Books, classic children's literature, factual books, famous/popular authors which children can read for pleasure, and sets of group readers which they enjoy sharing with friends or formal groups. The books have been chosen carefully to develop pupils' individual reading skills and encourage greater fluency.

Alongside developing their love of books we teach phonics through the use of Jolly Phonics and the Letters and Sounds programme. We also have a range of resources, games and computer materials to develop and extend reading skills. Reading for information is a very important part of our English curriculum and children are encouraged to use our well-stocked library for reference material.

Pupils take a reading book home on a daily basis to share with their parents and carers, who are encouraged to share their comments with teachers through a reading record and home/school diary.

Each class is stocked with a good selection of books which includes various reading schemes as well as individual books. Our library has an excellent range of fiction and non-fiction books and children are encouraged to take books home as well as use them for researching any topics. Classroom libraries are chosen from the central stock and changed every half term thus giving children a constant changing source to choose from on a regular basis.

Writing

Pupils are encouraged to write independently from the start of their education at Hundon. Reception pupils write their own emergent text, which can be translated by the teacher orally, or by scribing. Children's writing will initially be a combination of symbols and pictures. This develops, as children learn more skills, into more recognisable words and letters. Pupils model their writing on the skills they have learnt, through shared writing sessions, which take place during the Literacy lessons and during specific creative extended writing sessions.

Handwriting is taught in every year group and pupils are taught correct letter formation. Spelling is taught in every class through a variety of activities and phonics is emphasised from the very first as well as letter patterns and whole words.

Hundon School strives to improve the standard of every child's spelling through a structured spelling programme and encouragement and praise. Children take home spellings to learn each week, along with reading books for parents to support their children and also as a means of making parents aware of how their child is progressing.

Science

We aim to develop scientific understanding and to stimulate children's natural curiosity and interest in the world.

The main emphasis in Science is on learning how to investigate scientific problems. Skills are developed in the topics: 'Forces'- including electricity, 'Light and Sound', 'Plants and Animals'- in different environments, 'Materials'- their properties and how they can be changed and more.

There is a strong emphasis on active experiments, investigations and collaborative group activities.

I.C.T

In this rapidly changing and exciting area of the curriculum we keep abreast of developments through in-service training, Internet research and by updating both software and hardware.

All classes have Interactive Whiteboards and a generous supply of laptops which can easily be accessed whenever necessary. Other ICT hardware includes iPads, Visual Eyes and class cameras.

Children use computers to research topics, process their work and play learning games.

Our Internet connection is provided by a Suffolk County Council approved and secure ISP that specialises in Education Services. The children use the internet under the supervision of staff.

Religious Education

In Hundon we teach R.E. in accordance with the Suffolk agreed syllabus and we sometimes use a programme called 'Themes and Schemes' in conjunction with this. This is a series of units which provide a vehicle for teaching 'R.E.' in the basic curriculum. Each unit is clearly based on specific objectives from the agreed syllabus and provides background information, teaching strategies and classroom activities to meet these. The materials used help pupils to understand important concepts and ideas and to develop skills and attitudes required by the syllabus. Children are taught about Christianity and other world faiths, within an atmosphere of sensitive enquiry. Making children aware of the other major religions, beliefs and celebrations gives them understanding and widens their perspectives. We use a very good range of artefacts from these major religions to bring our teaching to life. In order to teach children respect for a diverse range of cultures we hold several multicultural days each year such as Diwali and Chinese New Year.

Parents have the right to withdraw their children from Religious Education. Please let us know if you wish to do this.

P.S.H.E & Citizenship

We consider the personal, social and health education of our children of great importance. We use Social and Emotional Aspects of Learning [SEAL] studying one of its themes e.g.'Getting On and Falling Out', each half term.

The School encourage children to help others less fortunate than themselves. Throughout the year we may run fund raising days for charities such as Action for Children, Red Nose Day, Children in Need, Jeans for Genes, Sports Relief, Addenbrooke's Hospital Children's section, and others.

Design/Technology

In Design and Technology pupils have the opportunity to design, plan and construct using a variety of materials including wood, paper and fabric. They use various tools and are taught specific skills within each project. The children are encouraged to evaluate their own work and that of others, and to appreciate the designs of art of other cultures.

Technology is often integrated with other areas of the curriculum such as art, history and geography and forms an important aspect of learning within a given topic

Food technology takes place in each class at various times during the term. Children will make fruit salad, a healthy sandwich or may watch a member of staff toss a pancake on Shrove Tuesday!

Art

Art is an important part of the curriculum at Hundon School. Allowing pupils to explore the visual arts gives them a means of creative expression and understanding. Pupils are encouraged to study and discuss the art of various artists, when they lived and where they were born. Knowledge and understanding of the work of artists helps pupils model their own work. Hundon School continues to extend its' resources of prints and artefacts for pupils' study.

Hundon School celebrates the achievements of pupils by displaying work produced. We are proud of our colourful displays of artwork, which frequently decorate the school.

Music

Music is very important in Hundon School. We aim to develop a love of music and an appreciation of its many aspects. We base our music teaching on programmes such as the National Curriculum Scheme of work and 'Music Express'. Children learn to play tuned and untuned instruments, sing, listen and perform in their lessons, and have an opportunity to perform to an audience during assemblies and concerts. Our main concerts are held at Christmas, Easter, Harvest and in July. For several years now, children have been given the opportunity to learn guitar or violin.

In addition, we hold occasional musical workshops such as Steel Pan, African Drumming or Gamelan Days.

History

History is a very stimulating subject area for children. They are naturally inquisitive about the past and through the provision of the many resources, that we have in school, they are able to follow through with their lines of enquiry.

The history curriculum is wide and varied and the children acquire a good range and depth of historical knowledge and understanding. Young children are encouraged to develop a sense of chronology and are taught how to use historical sources, such as artefacts, pictures, books and people. When looking at British history younger children have studied a local saint - St Edmundsbury, whilst older ones learn about children in World War II.

Wherever possible history topics are brought to life by visits to places of historical significance. For example, Key Stage 1 children have visited Hedingham Castle in connection with their Castle Project; Key Stage 2 children have visited the Imperial War Museum when studying World War II.

Practical activities enhance our history programme and children may be involved in role play in a large model of a castle or the making of Egyptian jewellery. The internet is an excellent resource for historical research which children often take advantage of.

Geography

Geography provides an opportunity for children to develop a broader knowledge, understanding of and relationships to the world around them.

In their early years of schooling children develop basic map reading skills and an understanding of directional phrases, e.g. behind, far, left, west, etc. They also learn how to use geographical resources such as globes and maps and plans. As they grow older their geographical skills become more refined. They use co-ordinates for map reading and undertake field work experiments using a variety of measuring instruments, e.g. rain gauges.

The children in both Key Stage 1 and 2 will also study an overseas locality. Children are always keen to find out about other places and people and to compare the similarities and differences. They are also fascinated to discover facts about the weather and the Earth.

We encourage children to make geographical links on short outings that take place throughout the year. From Year 4 onwards children have annual visits to Activity Centres such as African Adventure or Kingswood Centres where they learn skills such as orienteering.

Key Stage 1 children learn about different places through 'Barnaby Bear' a teddy bear who travels with individual children on their visits and then 'tells' the class about the places he has travelled to.

Key Stage 2 children sometimes experience a topic called 'In the News' which studies places that are topical at the time.

P.E.

We are conscious of the need for children to exercise, keep healthy and play in teams. We cover dance, gym, swimming, individual skill activities and team games. All children take part and develop their skills. Children are taught the importance of keeping healthy and emphasis is placed on being a good sport and part of a team.

Children are offered a wealth of physical education opportunities. These include sports coach run clubs at lunchtime and afterschool. Our own PE curriculum includes units on Dance, Gymnastics and Games. We utilise the village facilities whenever possible. At various times they are also offered clubs such as Cricket, Rounders, Football skills, and Gymnastics. Hundon children represent the school at various sporting events in Haverhill and surrounding schools.

Key stage 2 children swim at Haverhill Leisure Centre in the Spring term every year.

During the summer term we have a Sports Day to which parents are invited.

Special Educational Needs [S.E.N.D]

At Hundon School we provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum.

Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential. Policy and practice reflects the philosophy and fundamental principles within the SEN Code

Close regard is paid to the three key principles of inclusive education:

- Setting suitable learning objectives
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning, closing gaps and assessment for individuals and groups of pupils.

Equal Opportunities

The staff of both schools believe that all members of the school should be treated with respect; have individual, diverse needs recognised, and be given the opportunity to reach their full potential, regardless of gender, ethnicity, disability,

religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

To achieve our aims we will:

- Ensure high quality teaching which is differentiated and personalised, is available for all pupils, with high expectations of progress and achievement.
- Identify need as early as possible and provide effective support
- Adopt a whole school approach to the identification, assessment and provision for children with special educational needs
- Use the graduated response to SEN
- View our special needs provision as an ongoing, developing process
- Provide appropriate in-class support which enables all children to have access to the whole curriculum, including the National Curriculum and Early Years Foundation Stage
- Plan for the use of support will have a clear set of expected outcomes that include stretching and relevant academic and developmental targets.
- Interventions will be evidence based.
- Incorporate special educational needs procedures including specific provision, EHC plans, and curriculum planning.
- Develop an effective partnership between school, parents and outside agencies.
- Encourage parents/carers to use their statutory right to participate in decision-making about provision to meet the special educational needs of their child and where possible to also involve the child in the process. (Person-centred Planning)
- Ensure that assessment and record-keeping systems provide adequate means of recording progress and attainment and gives sufficient information for carefully planned intervention so children make significant progress. (as well as providing evidence for the effectiveness of the intervention)
- Involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines
- Involve parents and children in the regular review, development and evaluation of policy and guidelines
- Ensure all those involved with children with special educational needs work as a team to support the child's learning.

Both the county policy statement on Special Educational Needs, our policy document and the Government document 'The Code of Practice' are available for parents to read should they wish. We are happy to discuss any concerns you may have about your children so please do not hesitate to get in touch with us.

Safeguarding

At Hundon School, we are committed to safeguarding all children registered at our school. We believe that each and every child has a right to be protected from harm and their safety and welfare is paramount in all that we do.

Our Safeguarding policy applies to all Staff, Pupils, Visitors, Volunteers and Parents at our school and provides a secure safeguarding framework in which to work. Other guidance, provision and policies are also in place to enable both staff and pupils to feel safe and adopt safe practices.

We are committed to safe recruitment, selection and vetting and take all necessary steps to ensure that all staff and personnel are safe to work with children.

Our staff and personnel receive regular safeguarding training and they are fully aware of expected behaviours and the schools legal responsibility in relation to its pupils. The leaflet '*Your Safeguarding Responsibilities to Children and Young People*' can be found in our reception area and our full Safeguarding Policy and procedures are available for any parent or carer that requests a copy.

Sex & Relationships

The Governors and staff have revised the school's policy with regard to Sex and Relationships Education [SRE] and it is available on the School Website. At Hundon we teach sex education within the context of relationships. We treat children's questions with sensitivity and in a manner appropriate to the age and maturity of the child. Parents have the right to withdraw their children from all parts of the Sex and Relationships Education programme provided at school except for those parts included in the statutory N.C. Science curriculum. The DfES can offer a standard pack of information for parents who choose to withdraw their child from S.R.E.

Visits

Visits, relating to the topic being studied, are arranged during the school year. For example, we have recently visited London Science Museum, Colne Vally Railway and Daws Hall as well as other places. We also make good use of our immediate locality with younger children going for 'Wellie' walks on a weekly basis.

We do ask parents to make a voluntary contribution towards the cost of school visits. If you are unable to do so your child will still be able to take part. The main costs are borne by the school but any contribution from parents is greatly appreciated and means that the school budget can extend to other things.

Inter-School and Transition Events

Inter-school sporting events have been mentioned in the PE section of this brochure. Apart from the educational benefits, these events help the children to become accustomed to being part of, and working within, a larger group. They also have the opportunity to get to know children from other schools.

We have an effective induction programme for children starting school with us and for those moving into new classes.

A comprehensive transition procedure has been designed by Samuel Ward Academy which begins when children are in Year 5. This involves amongst other things, presentations by Samuel Ward staff for both children and parents, a week's Summer School, Open Evening, visits to the school, sporting events, a Maths Circus, the writing of Pupil Passports [basic information on friendship groups, subject likes/dislikes] and interviews.

Extra Curricular Activities

These change from term to term but the following list gives an idea of some of those that have been offered at different times:-

- Tennis
- Football
- Violin
- Guitar
- Breakfast Club
- Dance Club

Any extra parental help is always welcome in our clubs and we welcome ideas from parents for any new ones

Homework

Children will be given approximately 1 hour a week in Key Stage 1 and 1.5 hours in Key Stage 2.

Homework consists of research, extending a topic at home, spellings and number facts/tables weekly. Children take home their reading books every evening and we have a home/school diary which enables parents and teachers to keep in touch. A record of children's' spelling, reading and number progress, is kept in this diary.

Your child can choose a fiction or non-fiction book from the school library. We ask that these be returned the following week or brought back for restamping if the child wants to keep the book out longer.

All parents are welcome to see a copy of our homework policy, if you would like to see a copy please ask at the school office.

A Code of Good Practice

Good order and discipline are essential to the life of our school community. Learning takes place when pupils understand the need for appropriate behaviour. Children are actively encouraged to be responsible for their own discipline.

Acceptable behaviour is always encouraged. That which is considered acceptable includes:

- * Acting with courtesy and consideration to others at all times.
- * Valuing others, their work and their opinions.
- * Trying to understand other people's point of view, being kind and sensitive to each other's needs.
- * Working hard and doing one's best.
- * Behaving responsibly and appropriately.
- * Always speaking politely to everyone.

The School has a policy with regard to acceptable and unacceptable behaviour. This is our **Reward and Behaviour policy**. It outlines clear strategies for rewarding acceptable behaviour as well as dealing with unacceptable behaviour.

It is based on three simple rules:-

- 1. CARE FOR EVERYONE AND EVERYTHING**
- 2. HAVE GOOD MANNERS AT ALL TIMES**
- 3. FOLLOW INSTRUCTIONS**

First and foremost the policy emphasises appropriate behaviour and good attitudes to learning. This is rewarded by one or a combination of the following:-

**Praise
Stickers
Certificates**

Every week two pupils from each class are awarded the Headteacher's award and celebrated in assembly.

For children who disregard the rules there are some consequences that become increasingly serious!

- 1. A spoken reminder.**
- 2. A second spoken reminder and name written down.**
- 3. 1-11 minutes missed from playtime and Class Teacher speaks to parents.**
- 4. All playtime missed and Head teacher speaks to parents.**

The key to the success of this policy is a consistent approach from everyone. The three simple rules are just as relevant for home as school so we ask that you discuss them with your child.

Parents in School

Successful schools are those where parents, governors, teachers and children work together. Parents are welcomed into school and we encourage your participation in school and class activities. If you would like to help in class please let your child's teacher know.

Parental Consultation Days are held three times a year – one each term. These provide a formal opportunity to discuss your child's progress. As well as parents and teacher the teaching assistant and child may also be present. Also, in the Summer Term there is an 'Open Evening' where parents come to look at the work their child is doing and the class your child will be moving into. This is an informal evening where children can show parents around and teachers are available for a short chat. Informal discussion is on-going. We feel that good communication between the parents and teachers is essential in promoting the all round development of each child. Staff will keep you informed of your child's life and activities at school but we also consider it your responsibility to keep us informed and up to date about changes, concerns, problems and developments. Please remember discussion with teachers should not only be when there are problems.

Parents are welcome in the school to help in a variety of ways. This is particularly valued with reading, educational games, computer work and art. If you feel able to give some time please contact us.

General Information

School Uniform

Our Uniform policy is as follows :-

- * Official school red v-neck jumper or cardigan with school logo, clip on tie and white shirt
- * Grey skirt/dress, trousers or shorts.
- * Red checked summer dress.
- * Shoes (NOT TRAINERS)

P.E.

Indoor P.E.

- * Shorts with elasticated waist (no zips)
- * P.E. T shirt (no buttons or zips)

Most P.E. lessons are done in bare feet so alternative footwear is unnecessary.

Outdoor P.E.

- * Track suit bottom and tops.
- * Trainers, which are not also worn indoors.

Swimming

- * A one piece costume or trunks
- * A towel for drying
- * A swimming hat

All items should be named and in a clearly marked P.E. or swimming bag.

For all P.E. activities shoulder length hair must be tied back and earrings removed. If, for any reason, earrings cannot be removed for P.E. lessons, they must be taped over. A swim hat must be worn for swimming.

All our school uniform is available to order from :-
www.pbparentsonline.co.uk/hundonprimary

Book bags, Ties, and Water Bottles are kept in stock in school.

Jewellery must not be worn

Health and Safety

Medicines

We only administer medicines in school in exceptional circumstances. If the child needs medicine during the day, and the parent is unavailable to administer it please contact the Headteacher.

If a child becomes ill, parents need to collect them as soon as possible. It is, therefore, of paramount importance that we have work, home and an emergency contact number of a person who parents have elected to pick up their child, if they cannot be contacted.

Medical Inspections

The School Health Service aims to promote and support the health of children in school. The School Nurse is available to advise staff, pupils and parents on health issues. She is the prime link between the school and other health services, and has direct access to a Senior Clinical Medical Officer who serves as a School Doctor.

Family Doctors are responsible for the health of the whole family at all times and our school services complement those provided by your G.P. by helping pupils to take care of their health at school.

School Nurses are responsible for screening children at school entry, when they ensure that the child's vision, hearing, height and weight are satisfactory. Parents are asked to complete a questionnaire about their child's health and can request an appointment to see the School Nurse if there are problems they wish to discuss. The School Nurse may ask to see parents if she feels that there are health issues she needs to clarify or assess. Our aim, at this time, is to ensure your child has a healthy start to their school life.

Most children are healthy and no further routine screening will be carried out during school years, however, teachers, pupils and parents may seek advice from the School Nurse at any time.

*Children should have regular vision screening (which is free), in particular around adolescence when changes in eyesight often occur.
Regular dental checks are also essential to maintain health.*

School Nurses are available to help with any health needs and disabilities and will work with families should this be useful.

All childhood immunisations are given by the Family Doctors. If your child has missed out on a course, please talk to the Practice Nurse.

School Nurses are involved in health promotion. All nurses work towards achieving the national targets set by the Government and in school may work in the classroom alongside teachers, or through health fairs, displays and meetings. They may also offer confidential drop-in sessions where pupils may seek individual advice.

Accessibility

The Governors are conscious of the need for the school to be accessible to all pupils/visitors with disabilities. Support may involve specialist teaching staff and modifications of the school environment.

Our single-storey building structure means only minor modifications have so far been necessary. We now have an entrance ramp and disabled toilet facilities.

The SEN policy is regularly updated and is fully implemented. A copy is available from the school. We also have a Disability Equality Plan.

Children's needs are always fully assessed and actions taken to ensure that they are provided with the necessary initial and long-term support.

Absences

Illness

Please contact the school on the morning of your child's absence by 9.30am.

Holidays

Family holidays should be taken during school holidays. In line with Government guidelines– the school will authorise absences for holidays only under exceptional circumstances. Please make an appointment to see Mrs. Hogg to discuss your situation. Absence has been shown to have a derogatory effect on a child's education and it is important to keep it to a minimum.

The school is required to publish the previous years absences. Unauthorised absences will remain on your child's records throughout their education.

The percentage of absence for the last school year was 3.1%

Emergencies

Parents should ensure that the school knows where to contact them in case of illness or accident to their child whilst in school. In case of an emergency the Head teacher will endeavour to contact the parents concerned, but if this is not possible she will act upon the advice of the Medical Officer consulted.

An emergency name (of an adult to be contacted if parents can't be reached) must be given to the school office. Please name a person who can pick up

your child from school if you are unable to or cannot contact us. We will not allow your child to leave school with another adult unless we and they have been informed. In certain circumstances the child will be allowed to leave school with the named emergency adult.

Severe Weather

In severe weather, road conditions have, very occasionally, made it impossible for the staff to get to school and dangerous for pupils to travel. If school is closed an announcement will be made on local radio and information published on the Suffolk Local Authority website and the School website.

Photography of Children

Parents are asked to fill in a form when their child first comes to school, giving permission for photographs to be taken or not taken. One will be sent to you. During the school year there may be times when children are photographed as part of a normal school activity. The local press is often asked into school to report on specific activities and events. Your child may be photographed on these occasions. If you have indicated that you do not want your child to be photographed or named in newspaper articles, we will ensure your wishes are kept. If you do not want photographs taken for school activities please let us know. Parents may wish to video a school performance. If you object to this please let us know.

Insurance

Children who have accidents during school activities are **not** covered by County Council Insurance. Suffolk County Council insurers only become involved when it is suggested that the accident or injury may be the result of negligence by the County Council or its employees. It is possible to arrange personal accident cover for your child through a master policy held by the County Council. Further details are available from the School Office.

School Meals

Meals, served at the school, are prepared on the premises by our cook. The price of a meal is currently £2.30 per day for Key Stage 2 children. Please send the correct amount of lunch money (cash or cheque) for the week, in a named, sealed envelope, on Monday morning. If your child is absent later in the week, the money will automatically be credited. A pre-booked meal will have to be paid for if not cancelled by 10.30 a.m. that day. You may pay by cheque for the whole term or half term. Cheques should be made payable to 'SCC Hundon CP School' and have your child's name and your name and address on the back.

Some children may qualify for a free school meal. If you think this may apply to you, please contact the school office.

Drinks may be brought to have with lunch but these **must not be fizzy**. Children whose parents do not wish them to have a school meal may bring a packed lunch. Please **do not send sweets** in packed lunches.

Snacks

For a number of reasons we ask you not to send any sweets, snacks or drinks to school with your child to be eaten at mid-morning break. At present due to a Government initiative, children in class 1/2 and Reception are offered a free piece of fruit at playtime each day. Key stage 2 children may bring a piece of fruit to eat at breaktime.

Water

Please give your child a plastic bottle to use in school for water. It is important that they drink water throughout the day and we want it available to them. The bottles can be filled at home if you wish. Bottles need to be taken home in the evening and washed. Water bottles are available for purchase from the school office.

School Policies

These policies have been agreed by Governors and staff. They are intended to serve the best interests of our school community.

- a) The school is a smoke free zone. Please do not smoke inside the school, in the school grounds or when accompanying children on school trips.
- b) The school is a dog free zone. Please do not bring dogs into school or onto the school grounds. (Except guide dogs)
- c) Sweets are not allowed in school. Please do not give children sweets to bring to school. It is embarrassing for them and unfair to other children.
- d) Children are not allowed to wear jewellery in school, unless they NEED small studs in pierced ears.
- e) Toys are not allowed in school. Please do not allow your child to bring in toys or valuables.

If you have any questions about these policies please see Mrs Hogg.

Parents' Association

We have a thriving '**Hundon Parent Teacher Association – HSA**', which works hard to support the school in many ways.

All parents are automatically members and are encouraged to attend meetings and help with fund raising social events.

During a typical year the Association will organise such events as a Christmas Disco, Christmas Cards and Book Fairs and contribute to the purchase of computers, books, equipment and special visitors.

Complaints Procedures

The governing body has adopted two separate Complaints Procedures.

1. Curriculum Complaints Procedure

The Governing Body is required under Section 23 of the Education Reform Act, 1988, to adopt a procedure for the consideration of complaints about the school curriculum and related matters. Such a procedure has been operating in this school since 1989. It covers issues relating to the National Curriculum, religious education and worship, the operation of charging policies, regulations about the provision of information and other statutory curriculum issues.

2. School Complaints Procedure

The General Complaints Procedure for Parents and Others, adopted by the governing body in 1992, has now been revised and re-named the School Complaints Procedure for Parents and Carers. This revised procedure took effect on 1 April 2005. It covers all issues falling outside the scope of the Curriculum Complaints Procedure, except where there are other statutory procedures e.g. pupil admission process and is as follows:-

School Complaints Procedure for Parents and Carers Raising a concern about a school or your child's education.

Schools are required under the Education Act 2002 to have a procedure for dealing with complaints relating to the school. At present all schools in Suffolk have adopted the county council's model procedure.

The purpose of the procedure is to resolve complaints brought against Suffolk schools. The procedure explains how to make a complaint and what to expect from the school in response. It also tells complainants what they can do if they are unable to settle the complaint with the school.

In practice, the procedure is as follows:

- the person making the complaint should contact the school to lodge their complaint;
- a member of school staff [class teacher in first instance, then Headteacher] will meet or speak with the person making the complaint. They will undertake an investigation into the complaint and try to reach a resolution

If the school fails to resolve the complaint:

- an officer from the local Area Education Office will then ask the complainant what outcome they are seeking and then decide on the level of investigation;
- for most complaints, the officer will check that a thorough investigation has been fairly undertaken by the school and that the school has responded

appropriately, although there may be some instances where it is appropriate for the county council to conduct a further investigation, including interviewing the complainant and witnesses;

- the complainant can write to the Local Area Education Office Authority;
- the complainant will receive a written response from the council, usually within 15 school days.

If the complainant remains dissatisfied, they can ask a committee of the school's governing body to formally consider their complaint.

School Support Officer
Western Area Education Office
West Suffolk House
Western Way
Bury St Edmunds
IP33 3YA
Telephone: 01284 758541

Please note that it is the policy of the school to deal with all complaints as quickly, effectively and informally as possible. And remember:-

When you are pleased with something the school has done – do let them know.

Public Access to Documents and Information

Many documents are available in the school for you to read and most of these are also on our website. Among these are:

1. Safeguarding Policy
2. Anti-Bullying Policy
3. S.E.N. Policy
4. Dealing with Racist Incidents Policy
5. Disability Equality Scheme
6. Gender Equality Scheme
7. Racial Equality Scheme
8. Single Equalities Policy
9. Marking Policy
10. Rewards and Behaviour Policy
11. Health and Safety Policy
12. A full copy of arrangements for consideration of complaints about the curriculum made by Suffolk County Council
13. OFSTED reports
14. The Code of Practice
15. Attendance Policy
16. Charging and remissions Policy
17. Educational visits Policy

Hundon Community Primary School Results 2018

Phonics Screening Test	2016	2017	2018
Pupils passed (32+ correct)	80%	94%	83%

End of KS1 2018

	Expected +	Greater Depth
Reading	81%	25%
Writing	75%	25%
Maths	88%	25%

End of KS2 2018

	Expected +	Greater Depth
Reading	100%	50%
Writing	90%	30%
Maths	90%	10%
RWM	80%	30%

Our last OFSTED inspection was in July 2015. Copies are available from the school office and the report may be viewed on the OFSTED WEBSITE.