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Dear Parents,

On behalf of the Governing Body and the Staff of Heronshaw School, I would like to welcome you and your child to our School and hope that the information in this prospectus will tell you what you want to know and answer most of your questions. If you want more information at any time, please ask at reception and the staff will do their best to provide this information for you.

I have been a Governor here for many years starting as a Parent Governor when my own daughter was a pupil here. I have seen the school progress and develop as schools do as new initiatives and new technologies change the way we do things. However, what remains the same are the caring ethos of the school and the dedication of the staff who will always do their best for you and your child.

We are very proud of our school and we hope that your child will benefit from the excellent staff and superb resources that we have. Every Child certainly does matter to us and our aim is for every child to achieve his or her potential and beyond.

We also hope very much that you will support us as your child embarks on this very important early journey into school life and that you will be able to share with us some of the many exciting adventures the children undertake.

We pride ourselves on our friendly and open approach and hope that you will always feel comfortable talking to us. We would always like to hear from you if you think we can improve anything that we do and we welcome suggestions and comments at any time.

I look forward to meeting you at some time during your child's career at Heronshaw and wish you and your child every success.

Yours sincerely,

Darryl Wright  
Chair of Governors



## Welcome

Heronshaw is a co-educational community Infants School for pupils aged from 4+ to 7, (Foundation to Year 2), after which, children transfer to Heronsgate School, which is right next door and with whom we have very close ties.

Heronshaw is an attractive, open plan design on a small site. There are 6 home bases all equipped with interactive whiteboards and all with shared areas for art and craft activities; in addition, we have a superbly equipped ICT suite and additional wireless laptops throughout the school; a small library; a music room; and a large multi purpose hall. We are very well resourced and believe in providing the best quality equipment and materials for children and staff to work with.

The school provides for the area of Walnut Tree south of Walton Road, Hindhead Knoll, Fyfield Barrow, Walton Park, Caldecotte and Browns Wood. Children are admitted to the school in accordance with Milton Keynes LA procedures.

The children are taught in year groups in six mixed ability classes with a cross-curricular approach to delivering the National Curriculum and a commitment to high standards. There are 6 full-time teachers, 3 part time teachers and 10 teaching assistants.

The Governors are committed to school improvement and work closely with the staff to ensure that policies and procedures are continually updated and improved through the School Improvement Plan.

The school places great emphasis on parental relations and values the contributions made by parents to the school. We want to hear from you if you think we have made a mistake, we can improve our procedures in any way or just if you are pleased with something. Please talk to us and we will always listen carefully to what you have to say.

We have a thoughtfully planned induction programme for our rising 5s, which includes liaising closely with our nursery and playgroup feeder establishments in the term before the children join us.

We benefit from a number of voluntary helpers who come in to school and help in so many different ways such as reading with children, helping in the library, and helping with visits out of school. We are very grateful to all of our helpers and the children benefit so much from the time that is given. If you would like to volunteer to help in school, please see your child's class teacher or speak to the staff at Reception.

## School Details

**Address:**

**Heronshaw School  
Lichfield Down  
Walnut Tree  
Milton Keynes  
MK7 7PG**

**Telephone:** 01908 608380

**Fax:** 01908 242025

**Website:** [www.heronshawschool.co.uk](http://www.heronshawschool.co.uk)

**Email:** [heronshawf@milton-keynes.gov.uk](mailto:heronshawf@milton-keynes.gov.uk)

**School Day:**

<b>Breakfast Club</b>	<b>From 8.00am</b>
<b>Open Door</b>	<b>8.40am</b>
<b>Registration</b>	<b>8.55am</b>
<b>Lunchtimes (between)</b>	<b>11.45 – 1.15pm</b>
<b>Home time</b>	<b>3.10pm</b>

### **Breakfast Club**

A charge operates for Breakfast Club as it operates outside normal school hours (currently £2.00 per session) and is part of our extended childcare arrangements. Any parent requiring their child to attend our Breakfast Club needs to read, sign and return the agreement available from reception. Attendance may be on a daily or weekly basis according to need. Please ask at reception if you would like further details.

### **After School Clubs**

After School Clubs (also part of our commitment to extended schools) operate after 3.10pm but these are run by private providers and the children are taken off the premises at the end of the day. Parents will need to make arrangements directly with the after school clubs themselves. Details of all after school clubs are kept at reception and are available on request.

## **ATTENDANCE – IMPORTANT INFORMATION**

### **PLEASE READ CAREFULLY**

It is the responsibility of all parents to ensure that their child is in school for registration in the morning and collected **on time** at the end of the day. The school has a duty to report **continued lateness, absence and late collection of children** to the Education Welfare Officer. Regular lateness impacts considerably on a child's education and is to be avoided please.

**If your child is absent from school, please ring the school office on the first day of absence. Failing this, you must confirm the reason for the absence as soon as possible and no later than on your child's return to school.** Failure to do so may result in the absence being recorded on your child's records as unauthorised. These absences remain on pupils records throughout their school life and may affect admission to some secondary schools in future.

Requests for 'Leave of Absence' will be considered by the Headteacher, on completion of the appropriate form available from the school office. Please note that the school requires that 'Leave of Absence' forms be completed at least two weeks prior to the absence unless the absence is unscheduled. In line with Government advice, **the Headteacher strongly discourages parents from taking their children out of school for holidays** but will consider each application on its own merits. It is school policy that any pupil with an attendance rate below 90% will not be granted leave for holidays or other such circumstances. Please indicate on the form the reason for the request. This section must be completed in all cases. The information will not be used to decide if authorisation can be granted but statistics compiled from the forms will be used as evidence to show Ofsted the main reasons for leave of absence requests. **Please note that time off for birthdays, trips to theme parks, shopping etc cannot be authorised.**

If for any reason you are unable to collect your child promptly at 3.10pm you must ring the school office and inform the staff of the alternative arrangements you have made for the collection of your child as soon as you can.

The school has to set targets for attendance (which are sent to the DfES) and report all cases of poor attendance or regularly late pupils to the Education Welfare Officer. If your child's attendance is lower than expected or he or she is regularly late to school, you will be sent a letter by the Headteacher to inform you that attendance is low or that the number of late arrivals is too high. This will be reported to the EWO who may also contact you. For your information, we would normally expect an attendance rate of at least 95% over the year for all children of compulsory school age. Missing 10 days from school in a year would result in an overall attendance rate of 94.8%, slightly below the expected level.

## OPEN DOOR

We operate an 'Open Door' policy first thing in the morning and we hope that parents find it useful to be able to bring children into school 15 minutes earlier than the official start time of the school day. There is no obligation on your part to get your child to school before 8.55am, which is the official time for registration, and you do not need to do so everyday. The facility is there as and when you wish to use it.

The idea of the early start is to allow parents to change reading books with their children; sit and listen to their children read in one of the shared areas; talk to the teacher or teaching assistant if there is a particular need; or just to leave their children at school to engage in some quiet and calm activities before the official day starts. Please remember that there will not be time for in-depth discussions at this time, but important messages can be passed on. To help us get the day off to a good start, please help us by observing the following rules:

- **The classrooms themselves are closed to parents and small children.** Teachers and teaching assistants have to set things up for the day and so there just isn't space in our small classrooms for all of our early morning visitors. When the children come into the classroom, they will be expected to sit down and engage in a quiet activity; they will not be allowed to wander in and out. This is very important because we need to know which children have arrived at school and we need to ensure they are safe. **Towards the end of Year 2, parents will be asked to leave the children at the door to make their own way in to school in preparation for when they move on to Heronsgate the following term.** Parents are not allowed in to the school first thing in the morning with the children at Heronsgate and we have found that a short transition period at Heronshaw helps to prepare the children (and parents) for the different system that operates next door.
- With so many people in the building, it can take quite a long time for everyone to leave and we do need to begin registration promptly at 8.55. Please help us so that teachers and pupils can begin their day in a calm manner.
- Please acquaint yourself with our fire procedures which are posted at various points around the school. Should the fire alarm sound during this time (a continuous ringing bell), please leave the building immediately as quickly and calmly as you can via the nearest exit and assemble in the playground away from the building. Please take young siblings with you but leave your children of school age to exit by themselves in the manner they have been taught. It will cause confusion and possible obstruction if you start looking for your own child instead of immediately leaving the building. For this reason, please keep any younger children with you at all times when you are in the building and do not let them wander away from you.
- As space is at a premium, please try to avoid bringing buggies or prams into the school unless absolutely necessary – you may leave them in the playground so that they do not block the doorways. Please try to avoid wheeling buggies in carpeted areas.



## **AIMS OF THE SCHOOL**

Our aims for the children are:

- To be caring, thoughtful and considerate
- To acquire a wide range of skills that will enable them to develop as individuals
- To foster a joy for learning
- To be responsible and caring members of our multi cultural society
- To have the confidence to make informed choices and be independent learners
- To rise to the challenge of individual goals and to fulfil their potential
- To encourage and celebrate achievement in themselves and others

## **WE ACHIEVE THESE AIMS BY PROVIDING**

- A caring and co-operative environment enabling children to feel happy, safe and secure
- A broad and challenging curriculum for all children
- A stimulating learning environment
- Varied, high quality and up-to-date learning resources
- Innovative teaching and an investigative approach to learning
- An ethos of support, challenge and encouragement to succeed
- A programme of extra-curricular activities and visits that enrich learning
- A learning partnership between school, home and the community

## **Behaviour**

We calmly but firmly insist on the highest standards of behaviour so that all children are able to enjoy school and feel safe and happy. This is extremely important to us and underpins everything we do. We have a positive approach in which the children are able to achieve success and we aim to develop positive self-esteem. We plan for and reward good behaviour. All incidents of unacceptable behaviour, whether reported by children or adults, are taken very seriously and investigated. Wherever possible, parents will be informed at the end of the day if their children have not behaved well. In serious cases, parents will be telephoned at home or at work and asked to come in to school.

When children behave in an inappropriate way we try to establish the facts and help the children to understand why their behaviour is not acceptable. Unkind or inappropriate behaviour will not be tolerated, is strongly discouraged and may incur a system of sanctions including loss of Golden Time (children's choice of activity time), loss of play time and in the most serious cases, possible exclusion from school.

A copy of our *Policy for Good Behaviour* is available for parents to read. Please support us in our efforts and insist on good behaviour at all times. There is a very important partnership between school and home and we very much hope that you as parents will share and support our high expectations. This partnership forms the basis of our *Home/School Agreement*. The children are asked to follow our *Golden Rules* at all times; showing care, consideration and respect for others. The rules are very important to us and we would ask that you talk about them with your child from time to time and help us to reinforce them.

## **Golden Rules**

At Heronshaw, the happiness and safety of all of our children is of paramount importance. We teach all of our children about our Golden Rules (a copy of which accompanies the Home School agreement), which we invite all parents to read, sign and return to this to school and to reinforce with your children how important our rules are to make everyone's time in school a happy one.

## **How to enrol your child**

Parents wishing their child to attend Heronshaw School should contact the school office, who will record your details. Approximately nine months before your child is due to start school, you will be sent a letter asking you to call into the school office to collect an LEA Admission pack. This pack contains the application form, which must be completed and returned to the school office by the due date. The LA then allocates the places within the school and preference is given to those who live within the designated catchment area and also those who have children already in the school. The LA will inform parents of their application result by letter. The Headteacher and Governing Body will consider requests for children to transfer to Heronshaw from other schools and for children who do not live in the school's catchment area, according to the LA Admissions Policy. Please contact the school for details if you wish to transfer your child to Heronshaw from another school.

## Healthy Schools

The staff and Governors are fully committed to the Healthy Schools Programme and we hold the Gold Award and The National Healthy Schools Standard. The programme is very wide-ranging but includes such things as promoting healthy eating; encouraging exercise; teaching children how to look after themselves through a comprehensive Personal, Social and Health Education (PSHE) curriculum which includes programmes on general health, diet, exercise, general and dental hygiene.

Our hot lunch providers are committed to providing healthy meals using fresh produce as far as possible. Similarly, we encourage parents to provide children with healthy packed lunches (we can provide information on request) if children don't take hot meals. Please avoid large chocolate bars and try to encourage your child to eat fruit or yoghurt as much as possible instead of biscuits and cake.

We encourage the children to bring a water bottle (*see "Drinks" on p17*) to keep at school during the day so that they can have a drink of water (not juice please) at any time. We also subscribe to the Government's fresh fruit programme which provides children with two portions of fruit each day. The children can of course bring their own healthy snacks (fruit or vegetables) if you prefer.

We encourage children and parents to be 'sun safe' during the summer months by wearing sunglasses, hats and other suitable clothing and we aim to teach the children of the dangers posed by too much exposure to the sun.

Our objective is to teach children how to look after themselves now and how to achieve and maintain a healthy lifestyle. We hope to equip them with skills and knowledge that they can take with them into the next stage of their education and beyond into adult life.

## The School Day

Doors open at 8.40 am and will remain open until 8.55am after which time, access to the school will only be available through the main reception area, via the school office.

The times for Foundation Stage and Key Stage 1 children do vary as follows:

Foundation Stage Morning session: 8.55 am– 11.45am This includes a 15 minute break

Key Stage 1 Morning session: 8.55 am – 12.15pm This includes a 15 minute break

Foundation Stage lunch break: 11.45am – 12.45 pm

Key Stage 1 lunch break: 12.15pm – 1.15 pm

Foundation Stage Afternoon session: 12.45 – 3.10 This includes a 15 minute break

Key Stage 1 Afternoon session: 1.15 – 3.10 This includes a 10 minute break

Parents are expected to either collect or make arrangements for their children to be collected at 3.10 pm. If you are changing your arrangements, **even for one day, please inform the school**. Please ensure you collect your child on time. If for any reason you are delayed, please telephone to let us know.

## School Uniform

### **All children at Heronshaw are expected to wear school uniform.**

The uniform consists of:

#### Girls

Gold polo shirt Navy sweatshirt/cardigan  
Grey/Navy skirt, pinafore or trousers. Flat shoes (not trainers)

#### Boys

Gold polo shirt Navy sweatshirt  
Grey/Black trousers or shorts flat shoes (not trainers)

#### PE

T-shirt in school colours, shorts and plimsolls. **Please ensure that your child has the correct PE kit and suitable footwear available in school at all times.**

Fleeces are also available and are very popular with both boys and girls.

**Heronshaw School** clothing can be bought from the Children's Department in John Lewis & Partners in central Milton Keynes, although school clothing without the school logo may be purchased from many reputable outlets.

Second hand items that have been given to the school can be obtained from the office for a small donation to the school fund.

## Jewellery

Children are allowed to wear a sensible sized, named watch and if they have pierced ears, **small studs are the only form acceptable in school.** Children are **not** allowed to wear necklaces, bracelets or other items of jewellery (including 'sleepers') in case of breakage or injury.

## Hairstyles

Please help us by ensuring your child has a sensible and appropriate hair style for school. We do not allow shaved patterns on children's heads, 'Mohican' type styles or dyed hair of any kind. If in any doubt, please consult the school before any new hairstyle is considered.

## How is the School Organised?

Children are grouped in mixed ability classes according to age. Class size may vary according to the number of children in any one year group. In Key stage one and Foundation, all classes are restricted to a maximum of 30 children by Government legislation.

There may be times when some of the older children are taught in ability sets; for example, in year 2 for numeracy. Children may therefore be taught by another teacher other than their class teacher at certain times. Other children may work with a support assistant at times, usually individually or in small groups.

## The School Curriculum

The curriculum of the school is what is taught and how it is taught. Within this is the National Curriculum which is laid down by government legislation and includes provision for the core subjects – literacy, numeracy and science – and the foundation subjects and

Religious Education (RE). Within this framework, we seek to enrich the school day wherever possible by including additional activities and to make children's experiences both challenging and rewarding. Curriculum Policies exist for all subjects in school and can be viewed on request. Please ask at reception.

We believe that the education of young children is best seen as a whole and much of our planning and teaching centres on themes and modules. We use technology whenever appropriate to enhance and enrich the children's learning and we are fully committed to the Government's concept of 'Enjoyment and Excellence'.

We view the children very much as individuals: we recognise that all children have their own needs, personalities and behaviour patterns. We take this fully into account when we intend to help all children to achieve their full potential.

We are committed to providing a curriculum that promotes racial harmony, tolerance and equal opportunities for all. For this reason, our curriculum includes different personal, social, health and multi-cultural opportunities. It is our wish to provide a broad and balanced curriculum that will enrich children's lives now and prepare them for the future.

Within each class, a range of teaching methods is used to address the various needs and learning styles of different children and to ensure diversity of the curriculum. Work may be presented to the whole class, to small groups or to individual children. At different times and for different subjects, there will be opportunities for practical experiences, visits out of school and visitors to school. We believe in providing children with opportunities to participate in a broad and enriched curriculum whilst recognising the importance of the basic skills of literacy, numeracy and communication.

## English

Vitally important to the whole curriculum, children's skills of reading and writing are formally developed through literacy lessons. We give a high priority to the teaching and development of literacy skills through carefully planned and structured programmes of work based on the primary framework for literacy.

We employ a reading scheme in the early stages of reading to provide a thorough programme for each individual child. Children develop their skills and consolidate at each level before achieving targets and moving on to the next level. Much of the reading is done in small groups, with a teacher or support assistant, but we also try to hear individual children as often as we can. However, we are very keen for children to have access to many different books and they are allowed to take any book home from our library to share with you at home.

We use a comprehensive system to teach phonics throughout the school and all children have a graded series of key rings containing words to help with their learning of spellings. We are very much in line with the recommendations in the Rose report and have been teaching phonics in this way for several years. All children also have a series of spelling key rings to help them with key words and it would be very helpful if you could help your child to learn to read and spell these words at home.

Our partnership with parents is vital in the development of children's reading. Parents are encouraged to help their children change their reading books when they come into school, but also to read with them at home on a regular basis. **Regular practice is the**

**key to achieving high standards in reading from an early age.** (Please see our *'Information for Parents'* booklet on how to help your child with reading at home for further details). The more you can share books with your child at home the better as it will enhance their development as readers enormously. Please don't worry about what 'level' your child is on at any one time and remember to try and read to your child as much as possible as well as listening to them. Early readers need to hear text read to them and have the opportunity to engage with texts that would be beyond their own reading capability at any one time.

The children have writing targets which have been designed to help with the process of writing by breaking it down into small, measurable units. The children are helped and encouraged to work towards these targets which are constantly reviewed and include spelling and handwriting in addition to grammar and punctuation.

## **Mathematics**

All classes have a daily maths lesson based on the primary framework for mathematics. This is a carefully structured teaching programme containing practical activities and games with an emphasis on developing counting, mental calculation skills and recall of number facts. The children experience a wide range of activities designed to help their understanding of number, shape, space and measures, problem solving and data handling. Children are encouraged to discuss their strategies, express their ideas and explain what they are doing as this helps to further their understanding, promotes an engaging and interactive approach and helps them to become independent learners able to select appropriate mathematical strategies.

## **Science**

Right from the start, when our children are in Reception, they are encouraged to develop an interest and fascination in the world around them. We want the children to ask questions and to wonder why and what if...? We teach them how and why things work and happen and place great emphasis on the development of investigative skills. The children learn to make observations, devise fair tests, make predictions and draw conclusions; they communicate their ideas and findings using scientific language, through drawings, tables, diagrams and graphs.

## **Information and Communications Technology (ICT)**

At Heronshaw, we have made substantial investments in hardware and software to give our children the best possible introduction to this ever increasing and rapidly developing area. The children are taught to use computers and other ICT equipment confidently; to know when and how to use the technology to enhance their learning and to recognise the importance of ICT in the world around us. Our suite has 16 computers all linked via the broadband network to the internet, but we also use laptops (with wireless technology) around the school as part of our everyday lessons so that all children have access to appropriate technology to use across the curriculum. Children also use our interactive whiteboards in the classrooms which are an exciting and effective learning resource. We are committed to providing the best resources for our children and to training staff to learn new technologies as they arrive to make the best use of the excellent facilities that we have.

We have a school website ([www.heronshawschool.co.uk](http://www.heronshawschool.co.uk)) that we hope you will use to find out more about the school, to see what your children have been learning, to find out what's on and what events are coming up and to look up information such as holiday dates and events.

## **Design and Technology (DT)**

Through DT we provide the children with the opportunity to develop a range of practical skills using a variety of tools and materials. They will learn to design and evaluate their work, consider safety implications and develop skills associated with other curriculum areas.

## **Personal, Social and Health Education (PSHE) and Citizenship**

In this subject area, we discuss issues such as friendships, relationships and keeping healthy and looking after our bodies. We also deal with more complex issues such as teasing and bullying as well as looking at our place in the wider community of a multi-ethnic society and how we can all play and work together to the benefit of us all. We seek to foster positive attitudes, reinforce our Golden Rules, emphasise the importance of individuals and their responsibilities within society and boost confidence and self esteem.

## **History and Geography**

We endeavour to encourage a curiosity about the past and much of our work in history centres on learning how and why things happened and how things compare with today. Children are asked to consider historical evidence and discuss what this tells us about the past. The children are taught these skills through a range of different topics in each year.

Geographical study inspires children to think about their own place in the world. There is an emphasis on investigative skills based on the local setting and the wider environment. We draw on a range of resources and recognise the importance of first hand information in developing geographical skills.

## **Special Educational Needs**

We are committed to giving every child the opportunity to succeed. Work is planned to cover the diversity of needs and to give additional support to children who may need it. Through assessments and observations, we try to identify any individual child's difficulties as early as possible and plan how these can be overcome. Whenever possible, we meet these needs within the context of the classroom. Parents are involved and consulted at all times and we have strong links with the LEA's support services and make good use of their advice and resources.

Any children with specific strengths are identified and are challenged at an appropriate level through extension tasks and differentiated programmes where appropriate. Parental support is always encouraged and highly valued.

## **Physical Education (PE)**

PE is vital to children's well-being and health and we aim for all children to experience a sense of achievement from PE; we want them to develop their enthusiasm for a healthy and active lifestyle. The children participate in dance, gymnastics and games activities to

develop skills, improve co-ordination and fitness and develop their ability to work co-operatively with others.

## **Art**

Art heightens a child's imagination and develops their perception of the world. The children are encouraged to make choices, to experiment and to discuss their work and that of others. A wide range of materials are used and we aim to teach the children the necessary technical skills appropriate to their age to enable them to express themselves creatively. The children have the opportunity to appreciate different art forms from different cultures and learn about the work of well known artists.

## **Music**

Music includes listening, singing, playing and composing. Children learn about music from different periods and cultures and are encouraged to discuss their opinions. We aim to foster an interest in and enjoyment of music and hopefully engender a lifelong interest in listening to music; hopefully we can also foster a desire to play musical instruments and to sing.

## **Homework Support Policy**

At this age, we believe that it is extremely important for children to read as much as possible at home and to learn how to **read and spell** some key words. All children will have a reading book to bring home each day and a key ring with their words to learn. Please try to help your child with these words and encourage them to practise by themselves as well. We strive for any homework activity to be useful and relevant to what the children are currently doing in class. Parents are able to share the work that has been happening in the classroom and it gives the children a little more practice to reinforce this learning. We do not believe in giving young children excessive amounts of homework; we do however offer parents the opportunity of purchasing, for a small fee, access to our **Education City homework module** (via an internet broadband connection at home) which supports some of the work we do in school. You will receive a separate letter explaining this in your welcome pack.

As reading is the most important part of the whole curriculum, we would ask you to read with your child everyday (*see under "English" on p11*). Any time that you can put aside to listen to your child read, talk about their book with them and read to them yourself will be invaluable. A little reading at home everyday goes a long way towards making your child a proficient reader. Do read different books with your child in addition to the book(s) that they bring home from school. Exposure to a wide variety of literature is very important and helps to develop children into good readers. Our spelling key rings are also designed to be used at home and at school and we would ask you to spend some time helping your child to learn the letter sounds and spellings of the words on the key rings. Your child will be assessed with these on an individual basis and they will be given new words to learn as they progress.

## **Religious Education**

Heronshaw is a non-denominational school and our work is based on to the newly agreed syllabus for Milton Keynes. Children share knowledge and understanding of Christianity and other world religions. We teach the children about religious traditions and beliefs and

give them the opportunity to reflect and develop personal values. Very importantly, we encourage a caring attitude to one another, respect for all and a tolerance and understanding towards all faiths and beliefs. Our Daily Act of Worship develops this philosophy of caring and respect for others.

### **Assessment, Reporting and Record Keeping**

In assessment, recording and reporting, we aim to reflect the whole development and success of each pupil at Heronshaw.

We set targets in different subject areas and share these targets with the children; we mark work sensitively, trying to show children how their work could be improved next time. We assess the children continually and we aim for parents and the child's next teacher to find information clear, relevant and useful. Parents receive information about their children's progress during informal discussions, at Open Evenings and in a written report in the summer term.

Your child's first year in school is encompassed within the Foundation Stage Profile. This is a national requirement which enables teachers to assess each individual's development across a range of areas measured against the 'Early Learning Goals' - criteria introduced by the Government. In Year 2, the children undertake the Statutory Assessments (Sats) in English, Mathematics and Science. During the summer term, children in Years R (Reception) and 1 undertake short assessments in reading, spelling, handwriting and numeracy to aid our assessment process and provide us with objective data on children's progress and attainment.

### **Extra curricular activities**

Many children have the opportunity to be involved in activities after school or at lunchtime. The school currently runs these clubs: -

#### ***ICT Club***

The ICT lunchtime club further develops the children's ICT skills. This club offers the opportunity for the children to spend more supervised time on the Internet researching for school projects or pursuing individual interests.

#### ***Recorder Club***

This is run for children in year 2 who wish to participate. They are taught the basics of reading music, rhythm and playing simple tunes together. This is a lunchtime activity.

#### ***Choir***

This is run during the lunch hour and seeks to teach the children new, lively songs in an active and enjoyable way.

#### ***Football Skills***

A popular club which is operated by coaches from MK Dons in the autumn and summer terms. There is a charge for this activity.

#### ***Dance Club***

Operated after school on Fridays by Julie's Dance Class in the school hall. There is a charge for this activity.

## **General Sports**

During the spring and summer months, we operate a range of other sporting activities such as athletics, dodge ball and cheer leading.

## **Break Times**

We aim to make break times an enjoyable, social and relaxing time for both children and staff. We provide the children with a variety of small play equipment during lunch breaks and the children are taught and encouraged to share and play together. We do expect that they will care for this equipment. We don't encourage children to bring toys or games of any kind from home in case they get lost or broken.

When the weather permits the children can use the Heronsgate field for various activities. In order to do this we do need you to return annually the slip allowing us to take your child onto the field.

## **Caring for Your Child**

### **Health and Safety**

We have a comprehensive *Health and Safety Policy*. As with all of our policies, you may ask at the office if you would like to see a copy.

We ask that children remove any items of jewellery for Physical Education (P.E.) lessons. The only jewellery allowed in school is a named watch and if the child has pierced ears, then small studs are acceptable (*see "Jewellery" on p9*). If parents wish, they can send tape for their children to cover studs with; however, the children must do this themselves, as staff are not allowed to.

There is a strict **NO SMOKING** policy within the school and **the school grounds**. Smoking at events such as Sports Day is **not** permitted.

**Dogs must not be brought into the school grounds at any time.** If you have a dog, we would ask you not to bring it near the school gates at all when the children are entering or leaving because many children (and some adults) are frightened of them and we want to ensure the safety of everyone using the school. Please do not bring dogs to school and tie them up outside as they become distressed. Thank you very much for your cooperation.

**Timekeeping** (*see also "ATTENDANCE" on p5*)

**Please try to ensure that your child arrives at school by 8.55am at the latest.** We have to record incidents of lateness and report these figures to the appropriate authority. It will aid the smooth running of the school if everyone arrives on time. Occasionally you may be delayed and arrive late. Access to the school after 8.55am will only be via the main entrance where you will be required to complete the late book at reception (this is required to collate our attendance figures).

**It is equally important that you collect your child promptly at 3.10pm.** If you are detained for any reason, please try to arrange for someone else to collect your child and let us know who the person will be.

If you are delayed and cannot arrange for your child to be collected, it is essential that you inform the school office. We will do our best to supervise your child until you arrive, but we do not have the resources to do this except in exceptional circumstances.

Although the junior school does not finish until 3.20pm, we still require our children to be collected at 3.10pm please because we cannot supervise large numbers of children waiting for their brother or sister to collect them.

### **Lunchtimes**

The children may have a hot dinner (provided by outside caterers and paid for in advance by parents), stay for packed lunches or go home. The children who stay for lunch are supervised and reasonable time is allowed for the children to finish their meal. Please ensure that lunchboxes are named and that drinks containers do not leak. We are a 'Healthy School' (see p8), so please try to provide your child with a healthy and balanced meal. No large bars of chocolate please.

In the interests of health and safety we cannot allow fizzy drinks, glass bottles, sweets or nuts.

### **Drinks**

We believe that it is important for children to have access to a drink of water at any time. We are happy for children to bring their own (named) drinking bottle (see also "**Healthy Schools**" on p8) in to school. They will be able to have access to this in the playground and during lessons if they need it. This will depend on individual children behaving sensibly and responsibly. **Please only fill these bottles with water** (not any kind of juice or fizzy drinks).

### **Illness and Infections in School**

If a child falls ill we will care for them until the emergency numbers can be contacted during the school day. It is therefore important that you inform us of any changes in circumstances or contact numbers.

If your child is sick or has diarrhoea **they must not return to school until 48 hours** after the final bout to help prevent the condition from spreading to others. For infectious diseases such as chicken pox, please consult your GP.

Although we do not actively search for head lice, should we see them we will inform you and ask you to initiate treatment. Head lice are common in schools (especially amongst younger children who often have head contact) and girls with long hair are especially vulnerable. It is better if long hair can be tied back rather than left loose. Careful combing everyday with a special 'nit' comb (best done when the hair is wet) will keep your child free of lice and prevent eggs being hatched. Treatments applied may well get rid of them but there is nothing to stop re-infection the next day. **Regular, careful combing is the only successful long-term treatment and the best prevention. It is important to do this as a matter of course, not just when you suspect head lice may be present.**

Cuts and bumps are dealt with in the medical room, 'bumped head' letters are sent home where appropriate and a log of injuries is kept.

If you need to take your child out of school they must be signed out in the book outside the office. Upon returning to school we ask that you sign your child back in.

## **Health Inspections**

Each term the school nurse visits to carry out health inspections. You will be informed if your child is affected by this and you will be invited to attend if you wish.

You may also request sight or hearing checks to be made by the school nurse on her visits. Staff may also make these requests in response to events in the classroom although you will be informed if this occurs.

Our school nurse is Mrs Helen Welch and she can be contacted at 01908 379371.

## **Medications**

Unless there are exceptional circumstances (agreed by the Governors) we can only administer prescribed medications to the children at 12.15pm. If your child requires this, please complete a medication request form available from the office and arrange for an adult to collect the medication at the end of the day.

Named inhalers are kept in the children's own classroom and are available on demand.

## **Journey to School**

We are trying to reduce the number of cars in the 'school run' and wherever possible, we would ask that you walk your child to and from school. It is healthier for you and your child and better for the environment. Racks for bikes and scooters are available if you would like to cycle to school as an alternative.

If you do have to bring your child to school by car at any time, please be aware that the road is very busy both in the morning and the afternoon and there are **very few** car parking spaces outside the school. There are two car parks available just across the road from the school (only 2 minutes walk) and we would ask you to park here rather than on the road outside the school which reduces visibility, adds to congestion and increases the danger for all road users.

Please, never park in a dangerous or illegal place; don't park on the crossing humps, near or on the grass verges or blocking our neighbours' driveways. The local police do regularly patrol the road and have been asked to be informed if any vehicles are parked dangerously or illegally. The registration numbers of offending cars will therefore be sent to the police. **Parents' cars are not allowed on school premises for safety reasons.** On arrival at school, **please do not walk through our car park** as there may be cars entering and leaving and small children are not easily seen.

Please help us to make the roads and school grounds safer for the children and reduce the amount of traffic outside our school. Together, you can all make a difference. Thank you.

## **WISH**

(Willing Investors in Heronshaw School) is all the friends, parents, staff and governors who organise and support the school's activities to raise extra funds to spend on the children.

It is a hard working and dedicated parents' association who work tirelessly to provide extra financial support to the children at the school. WISH buy new books and equipment, subsidise the cost of visits out of school and subsidise the cost of visitors (such as theatre groups and musicians) to the school. The WISH committee is always looking for new people to join or offer help, so do look out for their letters and posters advertising meetings and events.

Fund raising events are organised by a committee that meets regularly throughout the year. **New members are always most welcome to join and everyone's help at events is always much appreciated even if you cannot spare the time to be on the committee.**

Our biggest events are our Christmas Bazaar held in early December, our Christmas fund raising event usually involving the sale of school calendars or tea towels etc and our Easter raffle. Events change from time to time and the committee is always on the lookout for new ideas.

The School is very grateful for the support of WISH and we would urge you to try and support their activities in any way you can. Thank you.

## Heronshaw School Staff 2009-2010

**Headteacher:** Mr Tim Kirtley

**Deputy Head:** Mrs Lynne Davies

**Reception:** Miss Annabelle Lawson                      Mrs Jo Goldsmith/Mrs Emma Brindle

**Year 1:** Mrs Caroline Sweeting/Mrs Karen Chilton    Mrs Pam Ridley

**Year 2:** Mrs Lynne Davies                                      Miss Nicole Stewart

**Additional Teaching Staff:** Mrs Madeleine Pilcher, Mrs Barbara Wasserberg (SENCO)  
Mrs Jo Roe

<b>Teaching Assistants:</b>	Mrs Carol Miller	Mrs Sam Pratt
	Mrs Helen Pearce	Mrs Michelle Tyler
	Mrs Lin McCarthy	Mrs Lynn Funnell
	Mrs Marnie Bruce	Mrs Sam Savage
	Mrs Margaret Metcalfe	

**Office Manager:** Mrs Jennie Smith

**Site Supervisor:** Mrs Jean Kibby                      **Cleaner:** Mrs Val Craig

<b>Lunchtime Supervisors:</b>	Mrs Jean Kibby	Mrs Marie Alder	Mrs Lynn Labrum
	Mrs Lin McCarthy	Ms Holly Groom	
	Mrs Val Craig	Mrs Christine Collins	

**Breakfast Club:** Mrs Jean Kibby                      Mrs Lynn Labrum



## **Constitution of the Governing Body**

<b>LEA Rep:</b>	Dr Uwe Grimm Mr Ian Northover
<b>Parent Governors:</b>	Mrs Jo Miller (Vice Chair) Mrs Bridget Nicholls Vacancy Vacancy
<b>Minor Authority:</b>	Mrs Jeanette Green
<b>Teacher Governor:</b>	Mrs Lynne Davies (Deputy Headteacher)
<b>Community:</b>	Mr Darryl Wright (Chair) Mr Andrew Thomas Mr Jayesh Vadgama Mr John Graham
<b>Non-teaching:</b>	Mrs Jean Kibby
<b>Headteacher:</b>	Mr Tim Kirtley

### **Governors' Charging Policy**

The 1988 Education Act requires the Governing Body to state its policy on charging for educational activities.

Where activities take place during school time, such as a visit to a museum or environmental study centre, or where outside professionals come into school such as theatres groups or musicians etc., parents may be invited to make voluntary contributions towards the cost of the visit. A pupil will not be excluded from such an activity because parents cannot or will not contribute. However, if there is insufficient financial support, the activity may have to be cancelled.

### **Out of School Activities**

Some extra curricular activities are provided by outside professionals and a charge is made by these groups.

## **Breakages and Damage**

In exceptional circumstances, parents will be required to meet the cost of breakages and damage where this is the result of their children's inappropriate behaviour.

Any request for full or partial remission of charges will be considered in line with the Milton Keynes Council Policy. Parents should get in touch with the Headteacher. All such requests will be treated in confidence.

## **Complaints Procedure**

We hope that both you and your child will be happy with us. We will always do our best to resolve any problems that may arise. If you have cause to complain please do not hesitate to speak to your child's teacher in the first instance. If the matter is not resolved to your satisfaction then it should be brought to the attention of the Headteacher and then the Chair of Governors using the procedures in our Complaints policy which is available on request.

A Governors' Appeal panel exists should you remain unhappy with the Chair's decision. In compliance with Local Authority (LA) policy, there is no appeal stage beyond the Governing Body, although you may pursue the matter with the Secretary of State for Education and Skills. Please ask for our 'How to Complain' leaflet.



### ***Term dates for 2009/10***

#### **Autumn Term 2009**

	Open on morning of:	Monday 7 <sup>th</sup> September
<b>Half term:</b>	Close end of afternoon:	Friday, 23 <sup>rd</sup> October
	Re-open morning of:	Monday, 2 <sup>nd</sup> November
<b>Christmas:</b>	Close end of afternoon:	Friday 18 <sup>th</sup> December

#### **Spring Term 2010**

	Open on morning of:	Monday 4 <sup>th</sup> January
<b>Half term:</b>	Close end of afternoon:	Thursday 11 <sup>th</sup> February
	Re-open morning of:	Monday 22 <sup>nd</sup> February
<b>Easter:</b>	Close end of afternoon:	Wednesday 31 <sup>st</sup> March

#### **Summer Term 2010**

	Open on morning of:	Monday 19 <sup>th</sup> April
<b>May Day Bank Holiday</b>		Monday 3 <sup>rd</sup> May
<b>Half term:</b>	Close end of afternoon:	Friday 28 <sup>th</sup> May
	Re-open morning of:	Tuesday 8 <sup>th</sup> June
<b>Summer:</b>	Close end of afternoon:	Friday 23 <sup>rd</sup> July

#### **STAFF TRAINING DAYS:** (The school is closed on these days)

Thursday	3 <sup>rd</sup>	September 2009
Friday	4 <sup>th</sup>	September 2009
Friday	12 <sup>th</sup>	February 2010
Thursday	1 <sup>st</sup>	April 2010
Monday	7 <sup>th</sup>	June 2010



**Sats Results 2006 - 2008:**

Percentages of children achieving each level

	2006				2007				2008			
	W	L1	L 2	L 3	W	L1	L2	L3	W	L1	L2	L3
<b>Reading</b>	0	25	35	40	7	8	66	19	2	4	67	28
<b>Writing</b>	5	12	58	25	5	8	75	12	2	2	84	12
<b>Maths</b>	0	7	58	35	2	7	83	8	0	0	80	21
<b>Science</b>	0	12	39	49	2	10	63	25	0	2	75	23

W = Working towards level 1

Most children would be expected to achieve Level 2 at the end of Year 2. Those working at Level 3 are working above the expected level for this age; those at Level W or Level 1 are working below the expected level.

Percentages may not total 100% due to rounding.