



**HAWRIDGE AND CHOLESBURY
CHURCH OF ENGLAND SCHOOL**

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**SCHOOL PROSPECTUS
2017/2018**

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CHURCH OF ENGLAND SCHOOL

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Chair of Governors

Ms Sue Walton

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The school is a Voluntary Aided Church of England Primary School for children between the ages of 4 and 11.

We hope you will find this prospectus gives you some of the information you will need when considering choosing a school for your child. It is however, important for you to visit the school to get a real feel for the ethos, facilities and approach to learning, as well as seeing the children at work and meeting staff.

At Hawridge and Cholesbury we help children to develop good work habits, a genuine interest in learning and to be proud as they achieve their full potential. All children are valued in a Christian atmosphere; and personal, social and community skills are valued alongside academic progress and achievement.

The school has a fabulous peaceful setting, with extensive grounds and good indoor and outdoor facilities. There is a very well equipped ICT suite with additional computers in each classroom. Reception and Year 1 classes have 'year-round' gardens with weather shelters.

Parents are children's first and most influential teachers and as such we believe a close partnership between school and parents is essential in helping every child reach their full potential.

Visitors are always welcome and the Headteacher will be happy to make an appointment for you to meet her to be shown around the school. Please telephone to arrange an appointment.

The school was founded in 1874. Two further classrooms and lavatories were completed in 2000, a new classroom for Year 6 in 2006 and a new classroom for Year 5 in 2009. The original school building was sold in 2011 to provide funding for the building of a new library, music room, staffroom, kitchen and storage area.

The school is a combined school for children aged 4 -11 years. In September 2003 the school was changed from voluntary controlled to voluntary aided status. We have close links with St Mary's, St Laurence and St Leonard's churches and with the Oxford Diocese.

Hawridge and Cholesbury prides itself on having a Christian, happy, caring and hard working environment for your child to fulfil his/her potential. Self confidence, self discipline, tolerance, responsibility, courtesy and respect for others are all encouraged.

To achieve our aims the school has to be a partnership between pupils, parents, governors and staff. Hawridge and Cholesbury has close links with the local churches and community. Parental involvement is encouraged and there is a supportive Parent School Association group.

Area served by the school

The school serves an area including Cholesbury, St Leonard's, Buckland Common, Hawridge, the western side of The Vale south to and including Woodview Farm, Bellington south to and including Johnson's Farm and Huge Farm.

Admissions

In Buckinghamshire the current policy is for children to start school in the autumn term on a full-time basis.

Parents are able to defer admission until the term immediately before a child's fifth birthday.

The admission number for 2017/2018 is 30

Admissions criteria can be found at the back of this prospectus.

General Organisation

Classes are organised by the ages of the children, who are then grouped for different areas of learning. There are seven classes in the school, one for each age group.

The children are allocated to one of the School Houses. These are Putnams (red), Dinnetts (blue) and Orchard (green). The house trophy is awarded on a weekly basis.

The School Day

Children should arrive at school between 8:40am and 8:50am and should go straight to the classroom. To ease traffic congestion outside the school in the mornings, parents are able to drop children off in the 'drop off' zone. A member of staff will ensure that your child walks through the path to the playground.

We expect all children to arrive on time, however if your child is late please bring them into school via the main reception area and sign your child into the 'late book'.

School sessions are as follows:

Key Stage 1	8:50am - 12.00noon and 1.00pm - 3:00pm
Key Stage 2	8.50am - 12.00noon and 1:00pm - 3:15pm

Teaching time per week for Key Stage 1 is 21 hours 40 minutes. Key Stage 2 is 23 hours 20 minutes. The teaching hours exclude the daily act of worship, registration and all breaks.

There is a short morning break for all children.

There may be a short break if needed, during the afternoon for the youngest children

Lunch is eaten in two sittings in the school hall during the midday break. Children in Key Stage 1 are provided with a hot lunch (free to all KS1 children) or can bring in their own packed lunch. Children in Key Stage 2 can pre order hot lunches at a cost of £2.60 per day or bring packed lunch. All packed lunches need to be healthy, packed in a suitable lunchbox, with a separate drink of water or juice. (No fizzy drinks please). A piece of fruit or vegetable is allowed to be eaten in the playground during morning break. Children are encouraged to bring a named water bottle filled with water for use during the day (no flavoured water or squash please).

Attendance and Holidays

For the year 2015/2016 attendance at the school was 95.2% with 0.4% unauthorised absence.

Leave of Absence and Extended Leave: Parents do not have an automatic right to remove their child from school during term time for the purpose of a holiday and are strongly advised not to do so. Parents should be aware that if their child is absent for 10 school days they will miss 5% of their education during that academic year.

Parents wishing to take their child out of school during term time must send a written request to the Headteacher before arrangements are made. Documentary evidence of leave and return dates may be required in order to process your request. Retrospective requests will not be considered and therefore will result in the absence being categorised as unauthorised. It is also viewed negatively by OFSTED and could affect the overall grade of your child's school.

If the permission to take leave is not granted and the pupil is absent, the absence will be **unauthorised**. In such cases the school may refer the matter to the Education Welfare Service who may issue a Penalty Notice.

Mission Statement

We aim to offer education of the highest quality in a caring and Christian environment and to encourage and enable pupils to achieve their full potential.

Aims

We aim to provide a happy, stable and stimulating environment where every opportunity exists for all pupils to develop and reach his/her potential. The school encourages excellence and equality of opportunity.

We aim to provide an education which has a Christian basis whilst developing respect for religious and moral values and tolerance of other races, religions and ways of life.

We aim to foster an atmosphere where the education of the pupil is a shared responsibility between the child, parents and the school.

We aim to ensure that all pupils can read fluently and use spoken and written language effectively.

We aim to develop appropriate skills to make all pupils numerate.

We help children to learn about the past and present and appreciate human achievements.

We aim to provide a broad, balanced curriculum which is enjoyable, stimulating and carefully planned to meet the needs of each individual and the requirements of the National Curriculum.

We help pupils to acquire knowledge and skills relevant to adult life and employment in a fast changing world.

We help children to develop independently, encouraging high self-esteem, self-discipline, courtesy and responsibility.

We foster the values of honesty, understanding, peace, team work, responsibility and mutual respect. We aim to help all pupils to develop a lively, enquiring mind, the ability to question and argue rationally and to apply themselves to tasks and physical skills, to be capable of individual thought and to experience the enjoyment and excitement of learning.

The School Curriculum

The school curriculum meets the requirements of the National Curriculum (2014) in the core subjects (English, Mathematics and Science) and non-core subjects (Geography, History, Music, Art, Physical Education, Design Technology and Personal, Social and Health Education). Religious Education is also studied and the school follows the Oxford Diocesan Board of Education scheme which is in line with the Bucks Agreed Syllabus. At Key Stage 2 French is taught. In Reception, the children follow the Early Years Foundation (EYFS) Curriculum. In years 1 and 2 pupils follow the Key Stage 1 programme of study. Years 3, 4, 5 and 6 pupils follow the Key Stage 2 programme.

Early Years Foundation Curriculum

This covers three prime areas-

Communication and Language including listening and attention, understanding and speaking.

Physical Development including moving and handling of large objects (gross motor control: balls, climbing frames, ride on toys etc.) and small objects (fine motor control: pencils, scissors, threading etc.) Also included is health and self-care where children learn about eating healthily, keeping fit through exercise and the importance of hygiene and safety considerations.

Personal, Social and Emotional Development including making relationships, self-confidence and self-awareness, managing feelings and behaviour.

And four specific areas-

Literacy including reading and writing. There is a strong emphasis on phonics. Children learn to tune in to and discriminate between sounds, to blend sounds to make words and to recognise and use letter sounds. It is essential that children learn the correct pronunciation of sounds and staff are happy to help parents if they are unsure.

Mathematics including numbers (up to 20 and beyond), shape (2D and 3D), space and measure.

Understanding of the World including people and communities, the world and technology.

Expressive Arts and Design including exploring and using media and materials and being imaginative. Children learn through dance, music, art/ craft and design technology.

Throughout their Reception year staff will be observing how the children learn. They will be looking for **Characteristics of Effective Learning** which include:

Playing and exploring – engagement: Finding out and exploring, playing with what they know, being willing to ‘have a go’.

Active learning – motivation: Being involved and concentrating, keeping trying, enjoying achieving what they set out to do.

Creating and thinking critically – thinking: Having their own ideas, making links, choosing ways to do things.

English

Reading: Children are invited to share a book with an adult both at home and at school as soon as they start in Reception. Children choose from a range of graded reading scheme and real books which are suitable for their age and ability. Books are colour coded according to the nationally recognised Book Bands scheme. In addition to individual reading children are taught through guided reading lessons in groups of no more than 6 children. Class texts are also used to teach reading and in Reception/ Key Stage 1 class stories are read daily.

Phonics: Reception and Key Stage 1 children are taught phonics daily for short highly focussed lessons. This is done in ability groups during parts of the lessons and children may move to work with a group in another class if beneficial. We follow the DFE Letters and Sounds Programme for teaching phonics and supplementary schemes are also used for re-enforcement. Children in KS2 who require it are also taught phonics in small groups or individually.

Spelling: Spellings are set by all classes from Year 1 when children are deemed to be ready. Initially spellings follow the phonics phase children are working at and will also include some irregular words each week. As children move beyond Letters and Sounds, spellings are taught following spelling patterns and rules. Spellings are assessed in school regularly.

Handwriting: The school follows the Cambridge Penpals handwriting scheme which is a non-cursive script. Letters are taught individually initially and when this is secure joining patterns are taught. For most children this will be towards the end of Year 1 and in Year 2. Daily handwriting practise takes place in Year 1 and initially in Year 2.

Mathematics

Children are taught to investigate and explore number, shape, space and measure. They are expected to apply their skills to real life problems and investigations in each of these areas. From Year 2 or as appropriate children participate in ‘Terrific Times Tables’. Children practise their times tables most days at their own individual level and are assessed weekly. They progress through the levels as their accuracy, confidence and speed develops.

Science

The children are encouraged to observe, classify, investigate, experiment and draw conclusions about the world around them. As children progress they will be given the opportunity to develop their own investigations, choose their own equipment and actively pursue their own hypotheses. Pupils will be encouraged to present their information in an ordered, logical manner and will be introduced to the techniques involved in carrying out accurate scientific work.

Religious Education

Religious Education is taught in addition to the National Curriculum and has high status in our church school. Christian values are taught. We aim to further the moral, spiritual, social and cultural development of each child. RE reflects the school's Christian foundation but at the same time gives due weight to all faiths. We aim to give pupils an understanding of other religions and beliefs. The school follows the Oxford Diocesan Board of Education Syllabus which is in line with Buckinghamshire Agreed Religious Education Syllabus. The syllabus is based on key themes and questions e.g. *How should people care for the world? Christianity/Judaism/Creation* Long term plans are available on our school website.

I.C.T.

Information Communication Technology (ICT) is recognised as a necessary tool in today's world. Children are taught to use IT equipment confidently and purposefully to communicate and retrieve information. The school has a specially equipped computer area with thirty computers linked to the internet. Additional computers are also in all classrooms. Please see the e-safety section, under 'Safeguarding Our Pupils'.

History and Geography

History and geography are taught throughout the school. Children are encouraged to build good study skills through the use of resources as well as to acquire a clear specific area of knowledge, skill and concept.

Art and Design

Children engage in a variety of art and craft activities which may be linked to other curriculum areas. There are opportunities to develop skills, techniques and creativity using a range of materials and different starting points. A wider knowledge and appreciation of art and design is developed through the work of a variety of artists and craftspeople from different cultures and ages.

Music

Children are encouraged to listen to and enjoy music. They are given opportunities to perform, compose and listen to a wide range of music. The children have the opportunity to learn to play the recorder, guitar, violin, clarinet and flute. All the children are involved in musical performances.

Physical Education

Sport plays an important part in the life of the school. The school has excellent facilities and there are many opportunities to develop skills in various sports outside class lessons. An annual sports day is attended by parents. Every two years key stage 2 children are taken to swimming lessons at the local pool during the summer term. In addition to class activities children are encouraged to take part in football, netball, tag rugby, mini tennis after school sports clubs. Any temporary withdrawal from PE on medical grounds must be in writing please.

PSHE

Personal, Social and Health education focuses on the children's awareness of themselves. Each class has a class council, feeding information to the school council. Circle time is used in all classes.

Sex and Relationships Education

We define SRE as lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

SRE will usually be taught during PSHE at the time shown on the class timetable. Where Science or RE coverage overlaps with SRE, some SRE content may be delivered in Science lessons.

Pupils will be taught in mixed gender and ability groups. Where religious, cultural and ethnic differences are concerned, arrangements will be made.

SRE is not a task for the school in isolation, and we seek to work in partnership with parents to ensure that the teaching of sex education reflects their expectations and complements teaching at home. Parents have the right to withdraw their children from all or part of SRE except for those parts included in the statutory National Science Curriculum. Parents wishing to exercise this right are invited to discuss their concerns with the Headteacher. Once a child has been withdrawn they cannot take part in SRE until the request for withdrawal has been removed. The SRE Policy is available on our school website.

Modern Foreign Languages: French

From Key Stage 2, children are encouraged to explore the new language collaboratively through games, songs and rhymes and to show what they have learned through simple conversations, role-plays and short performances. They learn the alphabet, how to count about money and time as well as learning about French culture and tradition. Pupils are helped to learn correct pronunciation and intonation. Lessons are practical and relevant to their likely experiences with a strong emphasis on fun.

Collective Worship

Collective worship is an important part of our day and includes hymns, prayers and reflection. It is predominantly of a Christian nature, including an element of moral education and multicultural education through stories and festivals. The vicar leads worship each Tuesday which parents are invited to attend.

If, because of religious convictions, you wish to withdraw your child from our usual worship and religious education lessons would you please inform the school in writing.

Special services such as Harvest, Christmas and Christingle take place in the school hall.

Educational Visits

Out of school visits are arranged to enrich classroom work.

Considerable use is made of the natural environment surrounding the school, which is set in a magnificent rural setting. Children also have many opportunities to undertake school visits and to explore a wider area.

Recently day visits have been to Butterfly World, Tiggywinkles Animal Hospital, The Tower of London, and places of worship. Residential visits to the Isle of Wight and an Activities Centre are organised for pupils in Years 5 and 6.

These trips are only possible if parents agree to make a voluntary contribution to help cover the cost of the trip, however, no child shall be excluded on financial grounds. You may wish to view the Charging Policy at the back of this booklet.

Extra Curricular Activities

The following out of school hours activities are provided for the children with the help of local sports agencies and parents.

Football, Netball, Mini Tennis, Tae Kwondo, French and Recorder.

Home Learning

Regular home learning is set for all children. For the younger children this involves reading, with the addition of spelling and mathematics for Years 1, 2 and 3. Work started in class may also be sent home for completion. Homework of an increasing length is given to older children who will also be expected to complete work on projects. Full details are given in the school Home Learning Policy. Parental help and support is encouraged and support for the homework policy is expected.

Special Needs Provision

Hawridge and Cholesbury School's special needs policy reflects the requirements of the most recent Code of Practice on the identification and assessment of special educational needs. A member of the teaching staff is appointed as the special needs coordinator who is responsible for the special needs of children throughout the school. Children's needs are catered for on an individual basis. Pupils' needs

are met wherever possible within the classroom. There is regular communication with the parents of these children and termly reviews keep parents and staff working closely together. If it is necessary, outside agencies are invited in to offer advice and guidance.

A copy of the Special Educational Needs (SEN) policy may be seen at the school.

Inclusion

At Hawridge and Cholesbury inclusion recognises a child's right to participate fully in the school and community. A child has access to a broad, balanced, relevant and challenging education which is appropriate to individual abilities, talents, personal qualities and needs.

Multicultural Policy

Many aspects of our curriculum are multicultural and, within this, we aim to promote self-respect, self-esteem, self-discipline and inter-racial understanding in all our pupils by positively representing minority ethnic groups and individual cultures, religions and viewpoints. We aim to present pupils with an accurate picture of the society in which they are being raised and within this context it is vitally important that pupils understand and accept other races and cultures.

Equal Opportunities

We provide an environment that does not tolerate sexist, racist, homophobic or other discriminatory behaviour. The school equalities and cohesion policy is based on accepting and responding to the strengths, needs and experience of each individual. Through this, we believe that everyone should have the opportunity to develop their full potential. Staff appreciate how factors such as gender, size, ethnicity, bilingualism, disability, exceptional ability and social circumstances may affect learning and self-esteem, and plan to take these needs into account.

Assessment

We carry out informal assessment as part of the daily activities and record our findings. We make plans to provide each child with experience and activities at appropriate levels to allow progress according to their full potential. Assessment and targets for improvement will be shared with parents. Children are involved in the evaluation of their work, progress and target setting.

The school has parent consultations during the autumn and spring terms. The consultations are in private and the child's progress will be discussed and targets renewed. In the summer term, an end of year report is written for every child and sent home to parents. Parents may make an appointment to discuss this alongside end of key stage assessment results if they feel a discussion would be helpful.

The headteacher also has an 'open door' policy to encourage good communications between parents and the school.

Assessment without levels

As you may be aware, the Government has made a big change in the way children at school are to be assessed. This runs alongside changes to the National Curriculum, which we started implementing in September 2014.

You may have heard of 'assessment without levels' and this refers to the announcement from the Department for Education (DfE) last year that there would no longer be national curriculum levels.

Why are levels changing? *“As part of our reforms to the national curriculum, the current system of ‘levels’ used to report children’s attainment and progress will be removed. It will not be replaced. We believe this system is complicated and difficult to understand, especially for parents. It also encourages teachers to focus on a pupil’s current level, rather than consider more broadly what the pupil can do.”*
DfE June 2013

Will there still be National tests at the end of Year 6? The simple answer to this is ‘Yes.’ There will still be tests in Year 6 where the DfE will use the results for national benchmarking. Instead of receiving a national curriculum level, pupils will receive a score for Reading, Maths and Grammar, Spelling and Punctuation with the national average being 100. Writing will be teacher assessed.

What are Learning Ladders? Learning Ladders, recommended by the Bucks Learning Trust are a series of booklets (for reading, writing and maths) which contain a series of broadly hierarchical skills linked to the September 2014 National Curriculum. These are arranged in a ladder type format, with each skill being a rung on the ladder and each child will have their own 'Learning Ladders' booklet for reading, writing and maths.

Further information will be added to our school website.

Parental and Volunteer Help

Hawridge and Cholesbury encourages and welcomes voluntary help, both in the classroom and other areas. Many volunteers help in the classroom with subjects such as reading, art and cooking. We frequently need help in transporting children to sports fixtures and educational visits and also volunteers to join in so that a visit can be as purposeful and instructive as possible. Please find enclosed our Parent and Volunteer form including a Disclosure and Barring Service Check (DBS) which needs to be completed in order to help at our school.

Community Links

It is hoped that strong community links will continue to be fostered and regular visits from the dentist, nurse, local police and librarian are used to support this. We also have strong links with the local churches.

Uniform

A uniform list is available when your child is ready to start school.

Behaviour

At Hawridge & Cholesbury C of E School we notice when children are being good and praise positive behaviour. We talk to the children about what 'good' behaviour looks like. Children are supported to be thoughtful, considerate and polite, to have regard for their own and others' safety, to respect their surroundings and other cultures.

The school operates a set of simple **rules** which also form part of the home school agreement:

- Be kind, helpful and think of others
- Be polite and respectful to all adults in the school.
- Be respectful during prayers and hymns.
- Take pride in my appearance and in my school uniform
- Do all my schoolwork as well as I can
- Respect other people's property
- Walk inside the building
- Keep my hands and feet to myself

Rewards for positive behaviour range from stickers/ stamps to a Special award in Celebration Worship or a letter home.

Unacceptable behaviour is managed fairly and consistently. We always talk to children about their actions and the consequences. Sanctions for poor behaviour include 5 minutes loss of golden time or referral to the Headteacher for example.

It is essential that parents and the school work closely together to resolve any behaviour concerns and we support your child in developing positive social skills along with a motivation to learn.

For further details about behaviour, please see our Behaviour Policy available at the school office or on our school website.

Bullying

Bullying incidents are rare at Hawridge and Cholesbury C of E School, but are taken very seriously and will not be tolerated. "Bullying" is defined as "a persistent, wilful, conscious desire to hurt, threaten or frighten someone". All children are encouraged to speak up and time is taken to investigate incidents carefully. Parents can help their child by listening to what they say, being vigilant about any changes in their behaviour and reporting any factual information or worries to the school at the earliest opportunity. Please see our Anti Bullying Policy for further details. (available at the school office or our school website)

Pastoral Care

Pastoral care of the children rests primarily with the class teacher who is most aware of day to day needs. Teachers, pupils and parents all have a part to play in creating a supportive caring environment. Parents are encouraged to speak to their child's teacher as soon as possible if there are any difficulties. Use is made of the specialist advice available through the County's Advisory Services.

Safeguarding our Pupils

At Hawridge and Cholesbury CE School the health, safety and well-being of every child are our paramount concern. Our aim is for children to enjoy their time as pupils in this school. We want to work in partnership with you to help your child achieve their full potential and make a positive contribution.

To promote a safe environment for pupils, our selection and recruitment policy includes all checks on staff and regular volunteers' suitability, including Disclosure and Barring Service checks, as recommended by Buckinghamshire County Council in accordance with current legislation.

In accordance with our responsibilities under section 175/157 of the Education Act 2002, and in line with "Keeping Children Safe in Education" 2016, we have a Designated Safeguarding Lead for Child Protection (Mrs Rosie Phillips) who is the Headteacher and has received appropriate training for this role. It is their responsibility to ensure all staff in contact with children receive child protection awareness training on a regular basis. We believe safeguarding and promoting our students' welfare is everyone's responsibility, we work together as a team to achieve this. We listen to our pupils and take seriously what they tell us

There are occasions that our concern about a child may mean that we have to consult other agencies. Whilst we would always aim to work in partnership with parents, there may be exceptions to this when concerns are raised for the protection of a child.

On very rare occasions Social Care, whilst undertaking an investigation under S47 of the Children Act 1989, may want to speak to a child without parents' knowledge. This would be a decision made in collaboration with partner agencies and would only be done in situations where a child might be at immediate risk of harm. To gain consent at this point may increase the level of risk to the child or cause evidence of a crime to be lost.

The procedures, which we follow, have been laid down by the Local Safeguarding Children's Board, and the school has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures, please speak to the Headteacher or your child's class teacher: the Policy can be found on the school's website

E-Safety

Increasing provision of the internet in and out of schools brings with it the need to ensure that learners remain safe.

Children at Hawridge & Cholesbury C of E School use the internet on a regular basis as part of their learning. The school's internet is protected very thoroughly through the county filter system. In school, we have regular 'e-safety' activities to remind children of the importance of keeping themselves safe online.

Parents, carers and adults in schools should be aware of the potential dangers and be taking measures to ensure safe usage by all.

Tips to help for e-safety at home:

- Talk to your child about what they are doing online and, if possible, set up your computer in a shared area at home so that you can always see what sites are being visited.
- Facebook and all other Social Media Sites - Are you aware that many of these sites have a minimum age limit of 13, so our pupils should NOT be using them?
- Google Safe Search - This is designed to screen sites that contain sexually explicit content and remove them from your search results. While no filter is 100% accurate, SafeSearch helps you avoid content you may prefer not to see or would rather your children did not stumble across.

Parent School Association

All parents and staff are welcomed by this group run for and by parents and staff. Your abilities and support will be appreciated.

Its chief aim is to provide a focus for people to meet and get to know one another, but they also manage to generate considerable sums of money which are of great value to the school.

The Parent School Association also operates a Gift Aid Scheme to provide further funds for the school. In this way donations, from parents, to the school are augmented by a refund of paid income tax. Further details are available from the school office.

Governing Body

The full governing body meets at least once a term. Employees, parents and pupils of the school may ask to see a signed copy of the minutes of the governors' meeting and agendas of forthcoming meetings.

Access to school documents

Access to a range of documents relating to the school and its educational provision may be obtained by giving prior notice to the Headteacher. Many are placed on the school website.

Complaints Procedure

Hawridge and Cholesbury CE School follows the complaints and resolutions procedure as laid down by the Local Authority. If a parent has a complaint, they should first bring the matter to the attention of the class teacher who will inform the headteacher. If the outcome is not satisfactory, the matter should then be referred to the Chair of Governors.

Term Dates

Term	Open on morning of	Close at end of afternoon of
Autumn	Wednesday 6 September 2017	Friday 20 October 2017
	Monday 30 October 2017	Tuesday 19 December 2017
Spring	Thursday 4 January 2018	Friday 9 February 2018
	Monday 19 February 2018	Thursday 29 March 2018
Summer	Monday 16 April 2018	Friday 25 May 2018
	Monday 4 June 2018	Tuesday 24 July 2017

Recommended in-service training days for teachers:

- Monday 4 September 2017
- Tuesday 5 September 2017
- Wednesday 3 January 2018
- The 2 additional in-service training days will be decided by each school

Schools will be closed on Bank Holiday Monday 7 May 2018.

ADMISSIONS ARRANGEMENTS

Hawridge and Cholesbury CE School has a distinctive Christian ethos which is at the centre of school life. We provide an inclusive, supportive and caring environment, shaped by Christian values in which children can learn and flourish. We welcome applications from all members of the community without reference to ability or aptitude, and irrespective of whether they are of the Christian faith, another faith or no faith, but we expect parents to respect the Christian ethos of our school.

The governors have made every effort to ensure that these arrangements comply with the School Admissions Code 2012 and all relevant legislation, including that on infant class sizes and equal opportunities.

Admission arrangements to the Reception Year in September 2017

At our school, pupils are normally admitted at the beginning of the school year (1 September – 31 August) in which they reach their fifth birthday. Parents whose children were born between 1 September 2012 and 31 August 2013 may apply for them to be admitted to the Reception Year in September 2017. There are 30 places available. Our policy is not to offer admission in September 2017 to children who were born on or after 1 September 2013.

Parents of children younger than five may request that their child is not admitted until later in the school year 2017/18 (no later than the term after the child's fifth birthday, when s/he reaches compulsory school age). The school will hold any deferred place for the child, although, in the majority of cases, we find that children benefit from starting at the beginning of the school year, rather than part way through it. For children whose fifth birthday falls between 1 April 2018 and 31 August 2019 parents cannot defer entry until September 2018 because that would mean admission to a different school year. If the child has not been admitted to the Reception Year in school year 2017/2018, a separate application should be made in the second half of the summer term 2018 for a Year 1 place in September 2018. In almost all cases, the Year 1 group will have no available places as it will have 30 children transferring from the 2017/2018 Reception Year.

The school will implement a staggered intake for reception based on a number of factors including but not exclusive to the age of the child.

Until the child reaches compulsory school age, parents may also request that s/he attends part-time. In such cases, detailed arrangements should be discussed with the Headteacher.

Parents (see Note 1) wishing to apply for the Reception [Foundation] Year in September 2017 must complete the common application form provided by their home local authority (the home LA). The home LA is the LA in whose area the parents live at the time of the application. The form must be returned to that LA no later than 15 January 2018. Applications received after this date will normally only be considered after all those received on or before the cut-off date. Offers and refusals of places will be posted by the home LA on 16 April 2017.

Over-subscription criteria

Children with a Statement of Special Educational Need naming Hawridge and Cholesbury CE School will always be offered places. If there is then greater demand for admission than there are places available, the following criteria will be applied in the order set out below:

- i Looked-after children and children who were previously looked after, but ceased to be so because, immediately after being looked after they were adopted or became subject to a residence order or special guardianship order. (See Note 2)
- ii Children (or a parent) who have exceptional medical or social needs that make it essential that they attend Hawridge and Cholesbury CE School rather than any other. These needs must be fully supported by written evidence from the appropriate professional person involved with the family. (See Note 3)
- iii Children with a normal home address (See Note 4) in our catchment area (see attached map) and with a sibling (see Note 5) on the roll of the school at the time of application or whose parent has accepted an offer of a place at the school and who is expected still to be in attendance at the time of entry to the school.
- iv Children with a normal home address in our catchment area (see attached map.)
- v Children with a normal home address outside the [catchment area description] and with a sibling on the roll of the school at the time of application or whose parent has accepted an offer of a place at the school and who is expected still to be in attendance at the time of entry to the school.
- vi “Children with a parent who regularly attends Church worship at a Church in the school catchment area (See Note 7). In the case of a parent having moved into the area, confirmation of regular Church attendance at his or her previous Church together with that at the new Church will be acceptable.”
- vii Other children

Proximity of the child’s home, as measured by the straight line distance (see Note 6) between the home and the school with those living nearer being accorded the higher priority, will serve to differentiate between children in criteria i to vii should the need arise. In the event that two distance measurements are identical, the school will use random allocation to decide which child should be offered the place. The process will be conducted in the presence of a person independent of the school.

All Other Admissions

Admission to the school during the school year depends on whether or not there are places available. All year groups at the school have 30 places. Applications must be made directly to the school on a form available from the school. Admissions outside the normal age group will be dealt with as indicated below.

If there is a vacancy, and there is no child on the relevant waiting list with a higher priority (according to the over-subscription criteria i – vii above), a place will be offered.

In-year admissions or admissions at the beginning of school years other than Reception will only be considered by the Governing Body up to half a term in advance of the desired date for entry. For example for entry in January, the application will not be considered until after the October half term break. (Please note that the school does not have a normal point of entry to Year 3 – applications for entry at the beginning of Year 3 are treated as indicated in this section.)

If parents are moving house, the school will ask for evidence of the move, before considering any application for a place. Documentary evidence in the form of a solicitor's letter to confirm exchange of contracts, a rental agreement for at least a period of six months will be required (Armed Forces personnel are exempt). If you are returning from elsewhere, to live in a home that you own, we will require evidence to show that you have returned. We will also ask for evidence that any previous house owned has been sold or is being sold. We would not accept an address where the one given is that of a second home with the main home being elsewhere. If there are two or more homes, we will check which is the main home, and may refuse to base an allocation of a place on an address which might be considered only temporary. Nor would we accept an address where the child was resident other than with a parent or carer unless this was part of a fostering or formal care arrangement. We would not normally accept an address where only part of a family had moved, unless connected with a divorce or permanent separation arrangement, in which case we would require proof.

Admission outside normal age group

Requests from parents for places outside a normal age group will be considered carefully e.g. for those who have missed education due to ill health. Each case will be considered on its own merits and circumstances. However, such admissions will not normally be agreed without a consensus that to do so would be in the pupil's interests. The governors will ask relevant professionals for their opinion on the case. Those refused places outside the normal age group will be informed of their statutory right to appeal.

Waiting Lists

The school maintains waiting lists for those children who are not offered a place, and the parents ask for the child's name to be added to the waiting list. The order of priority on the waiting list is the same as the list of criteria for over-subscription, and does not depend on the date on which an application is received. No account is taken of length of time on a waiting list. The school periodically seeks confirmation that parents wish a child to be kept on the waiting list.

Multiple Births

In cases where there is one place available, and the next child on the list is a twin, triplet, etc., we would admit both twins (and all the children in the case of other multiple births) even if this meant exceeding the agreed admission number of 30 for Reception 2017-18 or the number of places (30) in other year groups.

Fair Access

The school participates in Buckinghamshire LA's Fair Access Protocol. This covers, for example, children who have moved into our area after the normal admission round, or who need to move school as a result of severe bullying or social issues. Children qualifying under the Fair Access Protocol may be offered a place even if there are no places available in the relevant year group and also take priority for admission over any child on the waiting list.

Appeals

There are established arrangements for appeals against non-admission. Details are available from the school, including the date by which an appeal should be submitted. It should be noted that, in the event of an unsuccessful appeal against non-admission to the school, the school does not consider any further application in the same school year (1 September – 31 August), unless there has been a material change in circumstances, for example a change of address which results in a move from outside the catchment area to inside it.

Parents who wish their children to attend the school are most welcome to visit. Arrangements can be made through the Admissions Secretary at the school.

Admissions in September 2016

The school received 47 applications expressing a preference for admission to the Reception Year in 2016 by the closing date in January 2016. These were ranked as follows:

Children with statements naming the school

Criterion i

Criterion ii

Criterion iii

Criterion iv 3

Criterion v 14

Criterion vi

Criterion vii 30

30 places were offered, with the cut-off coming under criterion vii at a distance of 2.479 miles

Further information

Further information can be obtained from the Admissions Secretary at the school - telephone: 01494-758368 – email: office@hawridge-cholesbury.bucks.sch.uk.

Notes

Note 1 “Parent” is defined in law (The Education Act 1996) as either:

- any person who has ‘parental responsibility’ (defined in the Children Act 1989) for the child or young person; or
- any person who has care of the child or young person.

If you are in any doubt, please contact the school for advice.

Note 2 By a “looked-after child” we mean one in the care of a local authority or being provided with accommodation by a local authority in the exercise of its social services function. Adoption orders come under the terms of the Adoption and Children Act 2002, Section 46. A ‘residence order’ is one settling the arrangements to be made as to the person with whom the child is to live (Children Act 1989, Section 8). A ‘special guardianship order’ is one appointing one or more individuals to be a child’s special guardian/s (Children Act 1989, Section 14A).

Applications under this criterion must be accompanied by evidence to show that the child is looked after or was previously looked after (e.g. a copy of the adoption, residence or special guardianship order).

Note 3 When applying under criterion ii (exceptional medical or social needs), you must include supporting evidence from an independent professional person who is aware of the situation and supports your reasons for preferring Hawridge and Cholesbury CE School. This supporting evidence must clearly demonstrate why the school is the most suitable and must illustrate the difficulties that would be caused if your child had to attend another school. The person supplying the evidence should be a doctor, health visitor, social worker, etc. who is aware of your child’s or your own case. The school reserves the right to ask for further evidence or clarification where necessary and may seek the advice of appropriate educational professionals where necessary.

Note 4 By normal home address, we mean the child’s home address. This must be where the parent or legal carer of the child lives with the child unless it is proved that the child is resident elsewhere with someone else who has legal care and control of the child. The address should be a residential property that is owned, leased or rented by the child’s parent/s or person with legal care and control of the child.

To avoid doubt, where a child lives with parents with shared responsibility, each for part of a week or month, the address where the child lives will be determined having regard to a joint declaration from the parents stating the exact pattern of residence. If the residence is not split equally, then the relevant address used will be that at which we are satisfied that the child spends the majority of the school week. Where there is an equal split or there is any doubt about residence, we will make the judgment about which address to use for the purpose of determining whether or not to offer a place.

We will take into account, for example, the following:

- any legal documentation confirming residence
- the pattern of the residence
- the period of time over which the current arrangement has been in place
- confirmation from any previous school of the contact details and home address supplied to it by the parents
- where the child is registered with his/her GP
- any other evidence the parents may supply to verify the position.

We may ask for evidence of the normal home address in the form of a recent bill. This could be, for example, the most recent Council Tax bill, utility bill no more than three months old, a current TV licence, buildings and contents insurance, mortgage statement or rent book which shows the address concerned. Parents who are unable to provide this evidence should contact the school to discuss what evidence might be acceptable. If it becomes clear or if there is any doubt that the parents and child are not living at the address given on the application form, the school may seek further evidence. The school works closely with the LA to ensure that places are not obtained at the school on the basis of false addresses, and, in cases of doubt, will take steps to verify the information provided. If a place at the school is offered, and it later becomes clear that the offer was made on fraudulent or misleading information (e.g. a false claim to living in the catchment area), and the school has denied a place to a child with a stronger claim, the school will withdraw the offer of a place. The offer can also be withdrawn even after the child has started at the school.

We regard a child's home address to be where he or she sleeps for the majority of the school week (Monday to Friday). We may ask to see official documentation, such as a child benefit book or medical card if there are reasons why a child does not live at his or her parent's address. For example, if he or she is resident with a grandparent, this needs to be made clear on the application form. If such arrangements are not declared or a relative's address is used on the application, we may consider that a false declaration has been made, and withdraw the offer of a place. Childcare arrangements are not sufficient reason for listing another address.

If parents move house after the application has been made, but before any offer of a place has been made, the home LA must be informed.

If parents are moving, we will ask for evidence of the move, before considering any application for a place under the co-ordinated scheme.

We would not accept an address where the one given is that of a second home with the main home being elsewhere. If there are two or more homes, we will check which is the main home, and may refuse to base an allocation of a place on an address which might be considered only temporary. Nor would we accept an address where the child was resident other than with a parent or carer unless this was part of a fostering or formal care arrangement. We would not normally accept an address where only part of a family had moved, unless connected with a divorce or permanent separation arrangement, in which case we would require proof.

Note 5 By sibling we mean a brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent's/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling. It is helpful if parents make it clear on the application form where the sibling has a different family name. Where there is more than one sibling at the school, only the youngest should be listed on the application form.

Note 6 The straight line distance used to determine proximity of the home to the school will be measured by Buckinghamshire LA's Geographical Information System as described in the Buckinghamshire LA admissions booklet (see catchment area map).

Note 7 Parents seeking a place at the school on the grounds that one of them is a regular worshipper at a Christian Church should arrange for a Supplementary Information form SF1 (available from the school office to be completed by the Priest or Vicar. For the purposes of the Admissions Policy references to 'Church' applies to a Christian Church which is a member of 'Churches Together in the Britain and Ireland'. By 'regularly attend' we mean you must have attended church at least once a month over the two years immediately preceding the date of the application. Form SF1 should be returned to the School by 15 January 2016 or with the application form for an 'in year' application. Where there is aggregate attendance at more than one Church, two separate SF1 forms should be provided.

Charging and Remissions Policy for Educational Activities

The Governing Body recognises the valuable contribution that the wide range of additional activities, including clubs and visits, can make towards a pupils education. The Governing Body aims to promote and provide such activities as part of a broad and balanced curriculum for the pupils of the school and as additional optional activities.

The relevant statutory provisions are contained in Chapter III of Pt VI of the Education Act 1996. This requires the Governing Body to determine and keep under review a Charging and Remissions Policy.

There are two types of financial contributions for which parents can be asked in relation to educational activities:

- Voluntary contributions
- Permitted charges

They have different limitations as set out below.

Voluntary Contributions:

Nothing in legislation prevents a school governing body or local authority from asking for voluntary contributions for the benefit of the school or any school activities. However, if the activity cannot be funded without voluntary contributions, the governing body or head teacher should make this clear to parents at the outset. The governing body or head teacher must also make it clear to parents that there is no obligation to make any contribution.

It is important to note that no child should be excluded from an activity simply because his or her parents are unwilling or unable to pay. If insufficient voluntary contributions are raised to fund a visit, then it is likely to be cancelled. Schools must make sure that they make this clear to parents. If a parent is unwilling or unable to pay, their child must still be given an equal chance to go on the visit. Schools should make it clear to parents at the outset what their policy for allocating places on school visits will be.

When making requests for voluntary contributions to the school funds, parents must not be made to feel pressurised into paying as it is voluntary and not compulsory. Schools should avoid sending colour coded letters to parents as a reminder to make payments into the school or maintenance funds. Schools should also ensure that direct debit or standing order mandates are not sent to parents when requesting for contributions.

There is no limit to the level of voluntary contribution, nor is there any restriction on the way in which such contributions may be used. Thus voluntary contributions may

be used to subsidise pupils of lesser means and to pay the travel and accommodation costs of accompanying teachers.

Permitted Charges:

Permitted charges are a direct request to cover certain costs involved with a school activity or visit. No charge can be made in respect of education provided during school hours (which excludes the midday break). Furthermore, no charge can be made for any education provided outside of school hours if this forms part of the syllabus for a public exam, or as part of the National Curriculum or religious education (non-chargeable education). A charge may be made however for board and lodgings on any residential educational visit (subject to the provisions of the LA and school's remissions policy).

Further details can be found within the school's Charging and Remissions Policy which is available on the school website.