



**Children are the Future**

# PROSPECTUS

## Hamilton Primary School

Priory Road, High Wycombe, Buckinghamshire, HP13 6SG  
Telephone: 01494 52231 Facsimile: 01494 440576  
Headteacher: Mr Graeme Aldous

*April 2011*

## CONTENTS

### **SECTION A: HAMILTON SCHOOL (Green)**

	<b>Page</b>
1. Ethos, Mission Statement and Aims of the School	3
2. "Who's Who" at the School	4
3. Staffing	5
4. Constitution of Governing Body	6
5. Friends of Hamilton School	7

### **SECTION B: SCHOOL ORGANISATION (Yellow)**

6. School Organisation	8
7. School Hours	10
8. Holiday Dates	10
9. Curriculum	11
10. Curriculum Support	14
11. Additional Information: Absence, Access Fund, Assemblies, Charging, Pupils with Disabilities, Equal Opportunities, Extra-Curricular Activities, Health, House System, Instrumental Lessons, Lunchtime, Medicines, Parking, Pastoral Care, Residential Trips, Selection Test, Sport, Uniform Suppliers	16
12. Complaints	18
13. School Profile	18

### **SECTION C: SCHOOL POLICIES (Blue)**

14. Admissions Policies	19
15. Uniform	22
16. Code of Behaviour (attached)	
17. Anti-Bullying Policy	23
18. Home-Reading Policy	25
19. Homework Policy	27
20. Home-School Agreement	28
21. Complaints Procedure	29

### **SECTION D: ASSESSMENT RESULTS (Pink)**

22. Assessment, Recording and Reporting	32
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This information has been produced by the Governors of Hamilton School in accordance with the requirements of the Education (School Performance Information) (England) Regulations 1994 and amending regulations.

Any changes to existing arrangements which have already been decided and which are to take effect after 1 September 2008 are mentioned in this information. It may, however, be necessary to make other changes during the 2008/2009 academic year, which could affect the information. It should not be assumed that the arrangements and details will necessarily be the same for subsequent years.

## **THE ETHOS**

Quality  
Respect  
Opportunity  
Support  
Improvement

## **THE MISSION STATEMENT**

We will provide quality teaching within a disciplined, secure, stimulating community, and encourage individual development alongside mutual respect.

## **THE AIMS**

- ❑ To create a caring, supportive community, sympathetic to the needs of each individual, respecting other people's points of view and cultural beliefs.
- ❑ To foster self-discipline, self-confidence and self-esteem.
- ❑ To promote a quality work ethic, encouraging the pursuit of excellence within a positive learning environment.

To achieve our aims, the children are encouraged to:

- ❑ Develop lively, enquiring minds, using their imagination and ability to question rationally.
- ❑ Develop the ability to apply themselves to a variety of tasks.
- ❑ Acquire knowledge, skills and attitudes relevant to their future lives in a rapidly changing world.
- ❑ Develop Literacy and Numeracy skills.
- ❑ Develop the understanding and application of Information and Communications Technology.
- ❑ Develop respect for religious and moral values, and empathy for people of all races, religions, gender and ways of life.
- ❑ Develop an understanding of the world in which they live, and the interdependence of individuals, groups and nations.
- ❑ Learn to appreciate past and present human achievements and aspirations.
- ❑ Learn to appreciate and celebrate the diversity of culture that exists within the school.
- ❑ Develop self-confidence so that they can achieve personal fulfilment at each stage of their development.
- ❑ Develop an understanding of the importance of health and be aware of ways in which a healthy lifestyle can be achieved.
- ❑ Develop an aesthetic sensitivity and appreciation of the arts and develop skills and interests for leisure time.
- ❑ Develop the confidence to express their own original and innovative ideas.

The school will attempt to overcome the educational disadvantage that children may suffer through differences in home environment, levels of ability, disability or cultural background and at the same time work to encourage the pursuit of excellence.

2.

**WHO'S WHO AT HAMILTON SCHOOL**

<b>HEADTEACHER</b>	<b>Mr Graeme Aldous</b>
<b>DEPUTY HEADTEACHER</b>	<b>Priory Road site Miss Rachael Battersby</b>
<b>DEPUTY HEADTEACHER</b>	<b>Hampden Road site Mrs Jane Jefferson</b>
<b>CHAIRMAN OF GOVERNORS</b>	<b>Mr David Raleigh 34 Kingsley Crescent High Wycombe Bucks HP11 1UL Tel: 01494 445533</b>
<b>VICE CHAIRMAN OF GOVERNORS</b>	<b>Mr Paul Basham 63 Green Hill High Wycombe HP13 5QF Tel: 01494 531275</b>
<b>HEADTEACHER'S SECRETARY AND CLERK TO THE GOVERNING BODY</b>	<b>Mrs Rachael Bone Tel: 01494 522231</b>
<b>PRIORY ROAD SECRETARY</b>	<b>Mrs Sandy Hawkes 01494 522231</b>
<b>HAMPDEN ROAD SECRETARY</b>	<b>Mrs Sarah Emmett/Mrs Nazya Malik 01494 437317</b>
<b>SCHOOL NURSE</b>	<b>Mrs Liz Shone South Buckinghamshire NHS Trust Tel: 01296 565898</b>

## 3.

**Staffing – Spring Term 2011**

HEADTEACHER - MR GRAEME ALDOUS

<b>HAMPDEN ROAD</b>	<b>Responsibilities</b>	<b>PRIORY ROAD</b>	<b>Responsibilities</b>
<b>Deputy Headteacher</b> <b>Mrs Jane Jefferson</b>	Child protection / CPD Educational Visits / Staff supply Gifted & talented	<b>Deputy Headteacher</b> <b>Miss R Battersby</b>	Performance Management/ Assessment/ Health and Safety/
<b>Class Teachers</b>		<b>Class Teachers</b>	
6F Mrs S Flint*	MFL (French)	4G Miss D Galley-Buxton*	PE
6D Mrs S Davies	Numeracy	4S Miss A Sayers	
6C Mrs E Conway	Literacy 2 Read Write inc /Science 2	4W Miss Whichelow	School Council / Literacy 2
5B Mrs Boekee*	History	3B Mrs H Badhan*	D&T
5J Miss T Jackson	Literacy	3F Miss C Fulton	Science
5P Mr K Palmer	ICT Manager	3T Mrs K Barrett	
2E Miss S Evans	PSHCE	REA Mrs R Adams*	
2G Mrs D Ghosal*	RE	REB Mrs D Walker	Art
2K Mrs J Kershaw		REC Miss H Corbett	
1B Mr A Blackmore		NUR Mrs D Jervis	
1G Miss L Gillam		Mrs H McMorrow	PPA cover
1P Mrs A Pumfrey	Geography /Support Team Manager	Mrs R Walklin	temporary teacher Y5
Mrs S Maslen	Inclusion Co-ordinator	Mrs H Myers	PPA cover
		Mrs S Potts	PPA cover and PSHCE
		Mrs C Aris	PPA cover
		Mrs D-L Shepherd	PPA cover

\* Denotes Year Group Leader

Ms F McMillan

Specialist Music Co-ordinator

**Higher Level Teaching Assistants**

Miss C Anderson, Miss C Fraser, Miss Y Hussain, Mrs N Izzard, Mrs S Saunders, Mrs A Smyth (PR Office Assistant)

**Bilingual Learning Support Assistants**

Mrs R Ghani, Mrs N Osman

**Learning Support Assistants**

Mrs D Andrews, Mrs S Ayres, Mrs P Basham, Mrs P Battle, Mrs S Clayton, Mrs L Duncalf, Mrs J Gutteridge, Mrs A Hicks, Mrs K Junker-Siarey, Mrs K Lewin, Mrs N Meltonville, Mrs H Payne, Mrs M Letham (HR Office Assistant) Mrs N Ward, Mrs S Morris

<b>Administrative Staff</b>	Mr N Stewart-Long Mrs R Bone Mrs C Peterson	<b>Business Manager</b> <b>Headteacher's Secretary/Clerk to Governing Body</b> <b>Finance Officer</b>
<b>Hampden Road Secretary</b>	Mrs N Malik/Mrs S Emmett	<b>Priory Road Secretary</b> Mrs S Hawkes
<b>Sites Manager</b>	Mr T Kaye	
<b>Lunchtime staff</b>	Mrs S Clayton, Mr V Fraser, Mr K Levin, Mrs M Janed, Mrs R Mahmood, Mrs J Moss, Mrs T Nasreen, Mrs R Ralph, Mrs E Thompson, Mrs L Ryan	<b>Lunchtime staff</b> Mrs P Akram, Mrs N Begum, Mrs K Lewin, Mrs G Malanda, Mrs R Jahangir, Mrs Delia Tyllyer, Mrs Y Zulu, Miss A Gordon, Miss L Johnson, Mrs S Aslam
	<b>Breakfast Club</b> Supervisor: Mrs A Hicks, Deputy Supervisor: Mrs K Junker-Siarey, Assistant: Mrs R Jahangir, Mrs S Higgins	

**CONSTITUTION OF GOVERNING BODY***As at October 2010***Parent Governors (6)**

Mr Mohammed Akeil	50 Victoria Street, High Wycombe, HP11 2LT	452373
Mr Cecil Browne	21 Horsenden Road, High Wycombe, HP	444755
Mr Chris Gregory	67 Coningsby Road, High Wycombe, HP13 5NY	535619
Mr David Jefferies	14 Hampden Road, High Wycombe, HP13 6SX	436774
Mrs Kate Needham	27 Rectory Avenue, High Wycombe, HP13 6HN	437197
Mrs Mona Smith	via Hamilton Primary School	522231

**Associate Member**

Mrs Lindsey Jefferies	42 Chippendale Close, High Wycombe, HP13 6BT	439504
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**Community Governors (6)**

Mr Belal Ali	132 Totteridge Road, High Wycombe, HP13 6HZ	07712 762817
Mr Paul Basham	63 Green Hill, High Wycombe, HP13 5QF	531275
Mrs Sue Hynard	14 Priory Avenue, High Wycombe, HP13 6SH	511362
Mrs Ifath Nawaz	via Hamilton Primary School	522231
Dr Mohamed Rahim	133 Totteridge Road, High Wycombe, HP136HR	437336
Mr David Raleigh	34 Kingsley Crescent, High Wycombe, HP11 2UL	445533

**LEA Governors (1)**

Mr Ian Bates	6 Conegra Road, High Wycombe, HP13 6DY	459955
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**Partnership Governors (2)**

Mr Martin Ball	64 Baronsmead Rd, High Wycombe HP12 3PG	452656
Mr Ken Wade	3 Pinels Way, High Wycombe HP11 1TU	414284

**Staff Governors (3)**

Mrs S Davies	c/o Hamilton Primary School	437317
Mrs A Smyth	c/o Hamilton Primary School	522231
Mr Graeme Aldous (Headteacher)	c/o Hamilton Primary School	522231

**Headteacher's Secretary/  
Clerk to Governors**

Mrs Rachael Bone	c/o Hamilton Primary School, Priory Road site	522231
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The Governing Body meets twice termly. The governors choose to sit on various committees which meet at different intervals: Finance meets monthly, and Admissions, Buildings and Curriculum usually once per term. The other committees meet as and when required.

5.

**'FRIENDS OF HAMILTON'**

All parents and guardians automatically become members of the 'Friends of Hamilton School'. Information regarding this association will be circulated to everyone.

The Association exists to support the education provided by the school by assisting in the provision of facilities for education at the school. In addition, 'Friends of Hamilton' attempts to foster and extend relationships between the staff, parents and others associated with the school. The affairs of 'Friends of Hamilton' are organised by a committee of parents elected every year and supported by an extended committee of parent representatives for each of the classes in the school.

Each year a varied programme of events is planned which serves a social and fundraising purpose.

**Some of the annual events are**

Quiz for parents and friends

Auction of Favours and Promises

Early Years Fete

Present day in December

Ladies Night

Summer Fete

Bonfire and Fireworks

**Nursery**

Hamilton Primary School has a nursery available for children at the beginning of the term after they have become four years old. Places are allocated in line with the Nursery Admissions Policy. See Section 7.

**Admission to School**

Children are admitted to Hamilton Primary School during the year in which they become five years old. At the end of the Reception year the children are put into three classes of mixed gender, race and ability. These children are renamed Year 1 as they enter their second academic year of school in September, Year 2 the next September and so on. The classes are banded by ability for English and Mathematics in Years 3 and 4, with the addition of Science in Years 5 and 6. In Years 3 and 4 children can be in different ability bands for English and Mathematics. In Years 5 and 6 a child is in the same ability band for all three core subjects.

	<b>Key Stage</b>	<b>Ages</b>	
Reception		4 - 5	Priory Road
Year 1	1	5 - 6	Hampden Road
Year 2	1	6 - 7	Hampden Road
Year 3	2	7 - 8	Priory Road
Year 4	2	8 - 9	Priory Road
Year 5	2	9 - 10	Hampden Road
Year 6	2	10 - 11	Hampden Road

Hamilton Primary School is a self-governing primary day school for children aged 4 to 11+ and was officially formed in 1974 when the new building was opened in Hampden Road. It evolved from the old Priory Road School, which was one of the first Board Schools to be built after the 1870 Education Act. The original building is still in use. The school became a Foundation school on 1 September 1999.

**Admissions**

Parents who are considering sending their child to Hamilton Primary School are invited to contact the Headteacher's Secretary. An appointment will be made for parents to meet with the Headteacher, without their child/ren, when they will be given an opportunity to view the school. They will be given the relevant Buckinghamshire County Council Buckinghamshire Primary School Common Application Form (BCAF), to complete and return to Buckinghamshire County Council. Forms must be sent to the Admissions Team at Buckinghamshire County Council *in good time to allow the deadline mid January\* of the year of the child's entry to school to be met.* Children born between 1 September 2007 and 31 August 2008 would be due to start school in the school year starting September 2012 and all applications would have to be received by the County Council by the deadline in mid-January 2012 (date to be confirmed).

School governors sitting on the Admissions Committee will consider all applications in early March and places will be allocated to children by the Governing Body according to the criteria set out in the Admissions Policy. Parents will be notified of the outcome of their application via the County Council in February of the relevant year of entry. Current legislation means that the timings of applications may be subject to change.

Once places have been allocated, children are given the opportunity for a pre-school visit prior to starting school. All documents relating to the school and its educational provision are in the reception area of both buildings.

Parents who are unsuccessful in gaining a place for their child will be given information regarding an Appeal procedure which offers them the opportunity to appear personally before an independent Appeal panel to present their case

The following number of Rising 5 applications were received for the first round of applications:

for the 2008/09 academic year	for the 2009/10 academic year	for the 2010/11 academic year	for the 2011/12 academic year
0 statemented children	1 statemented child	1 statemented child	1 statemented child
44 in-catchment area children	57 in-catchment area children	31 in-catchment area children	60 in-catchment children
38 out of area siblings	38 siblings	28 siblings	20 siblings
137 out of area children	133 out of area children	156 out of area children	142 out of area children
Total applications received: 224	total applications received: 229	total applications received: 216	total applications received: 223
8 places were initially allocated to out of area children	9 places were initially allocated to out of area children	30 places were initially allocated to out of area children	9 places were initially allocated to out of area children

## Appeals

During the 2009-2010 academic year eight appeals were lodged for school places. Three of these appeals were upheld.

## Attendance - Analysis for 01/09/2008 to 17/07/2009

Pupils in date of birth range 01/09/93 to 31/08/04 (compulsory school age)

Group	Total No of Pupils	Authorised Absences			Unauthorised Absences		
		No of Pupils	% of Pupils	% of Sessions	No of Pupils	% of Pupils	% of Sessions
Totals	645	613	95.00	5.5	94	14.6	0.4

## 7.

SCHOOL HOURS**Priory Road Building (Tel: 01494 522231 Fax: 01494 440576)**

Nursery	8.45 am to 11.15 am or 12.45 pm to 3.15 pm
Reception, Years 3 and 4	8.45 am to 12.00 pm 1.00 pm to 3.15 pm

**Hampden Road Building (Tel: 01494 437317 Fax: 01494 442000)**

Years 1, 2, 5 and 6	9.00 am to 12.25 pm 1.25 pm to 3.30 pm
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The school has almost 700 pupils by the end of the academic year, most of whom live locally. Each site is administered and managed by either a Deputy Headteacher, and responsibility for pastoral care is delegated to senior staff in the separate buildings. **Nursery, Reception, Years 1, 2, 3 and 4 must be met at the end of their school day unless the school has been informed otherwise by the parents.** Pupils should **not** arrive until ten minutes before the start of the morning session as the school cannot accept responsibility for children who arrive before that time. However, they should be on the playground by 8.45 a.m. at Priory Road and 9.00 a.m. at Hampden Road when the whistle is blown for registration and the gates are locked. If children go home for lunch, they should arrive back ten minutes before the start of the afternoon session.

**'Safer Routes to School'**

Hamilton Primary School was Buckinghamshire's pilot school in the 'Safer Routes to School' project. Parents and children are asked, where possible, to walk or cycle **all or some of the way to school**. During 2000 physical changes were carried out to the roads around the school and a 20-mph zone created to discourage vehicles and improve the safety of pedestrians and cyclists. Parents who need to use cars have an opportunity every term to apply for parking permits to use in 'pay and display'/residential bays, or the Priory Road playground, at the end of the day.

## 8.

Term dates for 2011/12

	Open on the morning of	Close at end of afternoon on
Autumn term	Wednesday 7 September	Friday 21 October
	Monday 31 October	Friday 16 December
Spring term	Wednesday 4 January	Friday 10 February
	Monday 20 February	Friday 30 March
Summer term	Monday 16 April	Thursday 31 May
	Monday 11 June	Friday 20 July

194 days have been set for the term dates due to the Queen's Diamond Jubilee (5 June 2012).

Five in-service training days for teachers have been included.

Inset days when the school is closed to children:

Monday 5 and Tuesday 6 September 2011  
 Tuesday 3 January 2012  
 Friday 1 June 2012  
 Monday 23 July 2012

Bank holidays during the school year: 26 and 27 December, 2 January, 6 and 9 April, 7 May, 4 and 5 June

## THE CURRICULUM

Hamilton Primary School offers a broad and balanced curriculum which promotes the spiritual, moral, cultural, emotional and physical development of children. The school prepares all children for life in a society which is both multi-racial and culturally diverse. We seek to inform children about others, and encourage and promote a positive image of a broad range of cultures, through teaching and the whole school curriculum. The school has built its reputation on teaching and learning strategies that are proven to be successful. All children are given access to the Foundation Curriculum, National Curriculum and Primary Framework at appropriate levels to help them progress and develop their abilities to the full.

The school emphasises the importance of the core subjects of Literacy, Numeracy, Science, Information and Communications Technology and Religious Education. Children also learn French, History, Geography, Design & Technology, Art, Physical Education, Music, and Personal, Social & Health Education and Citizenship (PSHCE).

There is a systematic policy of screening, assessing and testing children's progress and parents are given regular information on the development of their child. Assessment is ongoing throughout Nursery and Reception based on the Foundation Stage Profile criteria. At the end of the Reception year, the 90 children are divided into three classes with a balance of academic ability, culture and gender. As they move through the year groups there is an increasing amount of teaching by ability which the school calls "banding". In Key Stage 1, ability grouping is both flexible and informal, however children begin to be taught in more formal bands for Literacy and Numeracy in Year 3 but can be in different bands for each subject. For periods of time during the day they move out of their register classes to be taught with children of similar ability. There is flexibility in the banding, with children assessed regularly and moved up or down a band accordingly. Initial placement is by teacher assessment and information gathered from Key Stage 1 National Assessments, National tests set by the Qualifications and Curriculum Authority are taken at the end of Year 6. In addition, the school uses annual tests developed by the National Foundation for Educational Research (NFER) and optional SATs in Year 3, 4 and 5 developed by QCA. In 6 the same teacher teaches a core subject to all three bands.

There are many opportunities in the school to learn a range of musical instruments. The school has two choirs, two recorder groups, a string orchestra, a windband, a brass group and a percussion ensemble. The children compete successfully in athletics, cricket, football, netball and chess. The chess teams have reached the national schools finals on many occasions and individuals chess players also compete effectively at county level, with the school having a number of age group champions.

The Curriculum Co-ordinators are as follows:-

<b>Art</b>	Mrs D Walker
<b>Assessment</b>	Miss R Battersby
<b>Design &amp; Technology</b>	Mrs H Badhan
<b>Early Years</b>	Mrs R Adams
<b>French</b>	Mrs S Flint
<b>Geography</b>	Mrs A Pumfrey
<b>History</b>	Mrs A Boekee
<b>Information and Communications Technology</b>	Mr K Palmer
<b>Library Hampden Road</b>	Mrs S Saunders/Mrs N Izzard
<b>Library Priory Road</b>	
<b>Literacy</b>	Miss T Jackson
<b>Minority Ethnic Achievement (MEA)</b>	Mr G Aldous
<b>Music</b>	Ms F McMillan
<b>Numeracy</b>	Mrs S Davies
<b>Performance Management</b>	Miss R Battersby
<b>PSHE &amp; Citizenship</b>	Mrs S Potts and Miss S Evans
<b>Physical Education</b>	Mrs D Galley-Buxton
<b>Religious Education</b>	Mrs D Ghosal
<b>Safer Routes to School</b>	Mr N Stewart-Long
<b>Science</b>	Miss C Fulton

**Literacy**

In the early years the focus is on the teaching of basic literacy skills through activities related to topic work or stories. This is followed by progression to more imaginative and accurate work that demonstrates an increasing understanding of English. As children reach the top of the school they are more competent at using more complex spoken and written language in a wide range of contexts.

**Numeracy**

Children develop the skills, knowledge, attitudes, creativity, imagination and sense of pleasure that can be gained from mathematics. They learn to use and apply mathematics within the context of number (including mental arithmetic) and algebra, shape space and measures and data handling.

**Science**

Science is a means by which children's curiosity and understanding of the world in which they live is developed. It enables children to develop their powers of observation and make carefully thought-out deductions from the facts available to them, so developing their powers of logic. It is treated as an integral part of all areas of the curriculum as well as a discipline in its own right. The Schemes of Work are organised on a 2-year cycle ensuring continuity and progression. Children carry out investigations in the context of life processes and living things, materials and their properties, and physical processes. They develop skills in planning, obtaining and considering evidence.

**Art**

Children develop visual and tactile perception and a language through which they can communicate their understanding of different art forms. They experience a wide range of art, craft and design activities such as drawing, painting, printmaking, fabric work and environmental studies in two and three dimensions. Examples of works of art are used throughout the school to develop an appreciation of art, to stimulate ideas and gain knowledge of techniques, and to understand different periods, cultures and traditions

**Design & Technology**

Design and technology is implemented in a cross curricular way with links to all other subject areas. Progression is ensured in accordance with ability and age, offering extension and development. Design & Technology plays a vital role in the real world and therefore classroom work is related to real problems and solutions. Enjoyment and aesthetic appreciation is also promoted.

**French**

French is taught to children in Years 3,4 5 and 6 in mixed ability class groups. The skills of listening, speaking, reading and writing are developed in an integrated programme through a variety of methods with an emphasis on conversational skills.

**Geography**

Children develop knowledge about the locality, region, country, continent and wider world in which they live. In their study of different places they learn about the human and physical processes which shape those places and about the people who live in them.

**History**

Children are encouraged to think critically to develop their own ideas about to why events have happened based upon the interpretation of evidence. They are helped to develop a concept of time and to recognise accomplishments of the past as well as discover why change has occurred.

**Information and Communications Technology**

Computers are an essential tool in today's society and children learn to appreciate their use. Each class has computers, with additional facilities available in general study areas and a computer suite in each building. From the moment children enter the school they are given the opportunity to develop the skills to enable them to become independent users of computers. From Reception, Information and Communications Technology is presented and developed in a cross-curricular context so that children

are taught to use the appropriate skills to effectively analyse, process and present information, manipulate data to model, measure and control external events.

### **Music**

Music is taught by a specialist teacher throughout the school. All children are encouraged to engage in many aspects of music in the hope that they will enjoy themselves whilst at the same time acquiring skills and knowledge. Activities within the music curriculum focus on the three main areas of: composition, performance skills; and listening and analytical skills. Music is present in assemblies and wider school events and celebrations as well as in music lessons. There are many opportunities for children to extend their musical interests through the extra-curricular programme (see Extra-Curricular Activities, p19)

### **Personal, Social Health and Citizenship Education.**

A curriculum is provided that enables pupils to make informed choices on a range of issues, e.g. healthy lifestyles. PSHCE supports the development of social skills, self-esteem and responsibility. It also promotes quality of life and the physical, spiritual, social and mental well-being of the individual.

### **Physical Education**

Younger children experience games, gymnastics and dance. Later they take part in athletics, outdoor activities, dance and swimming. Through all these activities children become more aware of the capabilities of their bodies, developing competence, agility and use of the body in practical tasks. They develop spatial awareness through an understanding and appreciation of objective and inventive movement. They participate in team games and develop the skills essential to accomplishing competitive, co-operative and sporting behaviour, as appropriate.

### **Religious Education**

The school promotes an enquiring, critical and sympathetic approach to the study of religion in accordance with the Buckinghamshire LEA agreed syllabus. Children are introduced to the challenging and varied nature of religion and the ways in which this is reflected in experience, belief and practice. Reflection on religious responses to moral issues is encouraged. Parents have the right to withdraw their children from this area of the curriculum, and should make an appointment to see the Headteacher if they wish to do so.

### **Sex and Relationships Education**

Children are provided with the knowledge, skills and understanding which enable them to make informed choices and decisions. The education is supportive and complementary to the role of parents and stresses the importance of family life, e.g. growing from young to old, naming body parts and in Year 6 the basic biology of human reproduction. Sex education is taught through PSHCE. Parents have the right to withdraw their children from this area of the curriculum, and should make an appointment to see the Headteacher if they wish to do so. Documents are available for parents to peruse on request in the Reception areas in both buildings. Please ask if you cannot find what you are looking for.

**Special Educational Needs**

There is a very clear system within the school for identifying children with a special educational need, which adheres to the Code of Practice for Special Educational Needs. Support for children of concern may be in one or more of five areas:

- Emotional and Behavioural Difficulties
- Learning Difficulties
- Physical Difficulties
- Hearing or Visual Impairment
- Speech and Language Difficulties

About 1 child in 5 will need extra help at school during their education. This may be due to specific educational needs, physical or behavioural difficulties. The progress of each child in the school is monitored carefully, and most intervention happens at classroom level. There are several children in each year group who need additional help. This is in the form of small group work and aimed at achieving specific targets. If it is felt over time that these targets are not being achieved, the school may seek advice from one of several outside agencies, depending on the nature of concern. The school has regular visits from the Specialist Teaching Service who come in to assess children of concern. In addition, we have limited access to an Educational Psychologist. A few children have difficulties which are so great that they are given a Statement of Educational Needs which entitles them to individual hours with a specially appointed Learning Support Assistant.

Hamilton also maintains an 'Gifted and Talented' register.

**Minority Ethnic Achievement (MEA)**

Within Hamilton School there are children from varied cultural and religious backgrounds. The school aims to equip all children irrespective of race, colour, creed or mother tongue with a good command of the skills necessary for effective communication in the English language. The school has some extra funding known as the 'Minority Ethnic Achievement Grant' which provides a significant proportion of the costs of three bilingual learning support assistants. This team of people work in the classrooms alongside the class teachers supporting children, whose first language is not English, to access the curriculum.

**Absence from School**

It is most important that you notify the school if your child is going to be away. A telephone message is essential and the telephones are manned from 8.15 am each morning. If no message is received by 9.30 am the school will, in the interests of safety, endeavour to ascertain the whereabouts of the child. If no information is received, then the child will be regarded as a truant.

Under Regulation 12 of the Education (Schools and Further Education) Regulations 1981, there is a discretionary power for leave to be granted for the purpose of an annual family holiday or an annual holiday during term time. Such permission is granted in accordance with arrangements made by the Governing Body of the school. Leave of Absence forms are available from the School Offices. Only in *exceptional circumstances* will leave be granted and then only to a maximum of ten school days in any one year. All requests for leave of absence should be submitted to the Headteacher *at least one month in advance.*

**Access Fund**

The school operates a support system for those parents who may need help financially. Parents who feel their children may be deprived of an activity because of hardship are requested to write to the school in a sealed envelope marked "Access Fund Committee - Private and Confidential". The request will then be processed confidentially by a committee which consists of the Headteacher, a Governor and the Year Leader. Further information about the fund may be obtained from the Headteacher.

**Charging**

The school does not charge for the majority of educational activities which happen in school hours, although voluntary contributions are sometimes sought to enable certain activities to take place. Events may be cancelled if not enough voluntary contributions are forthcoming, although no child will be excluded from an activity. Charges may however be levied for activities outside the normal school day, particularly where adults have been employed to teach particular skills, e.g. chess. Parents may also be asked to contribute towards the cost of materials used by children in school, if the children wish to take the items home. A charge is also levied to support the teaching of instruments by peripatetic musicians during the school day.

**Collective Worship**

The school has no particular religious affiliation, however school assemblies are an important part of our community life. Collective acts of worship are conducted daily, the majority of these being of a broadly Christian nature. Parents have the right to withdraw their children from assemblies and should make an appointment to see the Headteacher if they wish to do so.

**Pupils with Disabilities**

All pupils are welcome regardless of disability. Special arrangements can always be discussed.

**Equal Opportunities**

The Governing Body is committed to equality of employment and opportunity. It recruits and promotes staff solely on grounds of merit, ability and suitability for the work to be done, regardless of disability, colour, race, national origin, gender or religion, and regardless of membership or otherwise of any trade union. In doing so it seeks always to observe the provision and intent of any relevant legislation.

Discrimination on the basis of colour, culture, origin, gender or ability is unacceptable. Every child and adult endeavours to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals.

## **Extra-Curricular Activities**

After-school clubs are dependent on the time that teachers are able to give at the end of the school day. There are sports team practices, orchestral rehearsals, gymnastics, modern and country dancing, art, and chess clubs which are run after school.

Considerable success has been achieved in competitive sport and Hamilton is also involved with sport in the local community, football coaching from Wycombe Wanderers and cricket coaching.

Group music-making activities include choir, recorders, string orchestra, brass ensemble, percussion ensemble and windband. Children are advised when they are eligible to join one of these groups. There are two choirs (one for Year 4 children, the other for Years 5 and 6). Children who receive their instrumental lessons outside school are also welcome to play in these groups.

## **Health**

The School Nurse, Sheena Carson, is employed by the South Bucks NHS Trust. She routinely monitors the children's vision, hearing and development, and is available for advice on problems such as nutrition, sleeping patterns, etc. Questionnaires are sent home during a child's first term at school, as a result of which some entrants (and their parents) will be offered a health interview with the nurse when any problems can be discussed. Nurse may be contacted through the school via the secretaries, the class teacher or directly on 527663. If your child is taken ill during school time we immediately inform parents and it is therefore essential that we have a current daytime telephone number. In the meantime we will make your child as comfortable as possible which includes, if necessary, taking him/her to hospital.

## **House System**

During Year 3 each child is placed in one of four houses. Children are encouraged to contribute to the house by working for house points. The points are totalled regularly and a cup awarded to the winning house. Healthy competition is encouraged wherever possible.

## **Instrumental Lessons**

In Year 3 all children learn the recorder as a part of their curricular music. Throughout Year 3 children are continuously assessed during their regular class music lessons with a view to their suitability for instrumental tuition in Year 4, should they wish to take advantage of it. The number of places available for tuition is limited. These places are offered according to criteria of enthusiasm, diligence and the musical skills which children have demonstrated in class music lessons.

There is a team of visiting instrumental instructors offering tuition on violin, viola, cello, guitar, trumpet, trombone, French horn, baritone horn, percussion, flute, oboe, clarinet, bassoon and saxophone. Lessons are scheduled to happen during the school day, usually on rotating timetables and avoiding core subjects of the curriculum. Instrumental lessons are usually given in small groups. Tuition fees are part-subsidised by the school and, in the case of financial hardship, can be waived altogether with help from the school's Access Fund. After the first year of tuition, instrumentalists are strongly encouraged to join group instrumental activities to suit their abilities.

All of the school's extra-curricular music groups will get at least one chance in each academic year to perform in public, and there will also be plenty of other opportunities for performance within school.

## **Lunchtime**

Parents who do not wish their child to go home during the midday break should provide a healthy packed meal. Pupils who make use of this facility must remain in school during the whole of the break.

## **Medicines in School**

Following recent legislation and ensuing legal advice, the school has had to change its policy with regard to medication in school. Apart from special needs, asthma and anaphylaxis, no medication can be administered by school staff. Children on antibiotics requiring three treatments a day should have them before and after school, and at bedtime. The advice is that those children on four doses a day

should not normally be in school. Obviously individual cases can be discussed with the school, but if parents feel that medication is needed during the daytime, arrangements can be made for them to visit the school at a convenient time to give their child medicine personally.

### **Parking**

Parents need to be careful when using a car outside either school building. Please note that **NO CAR** should park on the yellow lines, which are marked for the safety of all the children, nor enter the staff car parks to collect or deliver children. As a 'Safer Routes to School' school, Hamilton Primary School encourages its parents and children to walk or cycle to school. Year 6 children who have passed a cycling proficiency course may cycle to school unaccompanied.

### **Residential Trips**

Year 5 children have the opportunity to take part in a week's residential trip in The Isle of Wight, whilst Year 6 pupils visit the county adventure centre at Green Park. In addition, educational day visits take place regularly during the school year for children of all ages.

### **Pastoral Care**

If parents have a concern about their child, they should contact their child's teacher. Each year group has a teacher leader responsible for the management of the year and these people will be happy to answer any queries parents may have regarding the work a child is undertaking. If parents wish to take their concerns further, each building has a Deputy Headteacher. If parents wish to contact the Headteacher, she is usually available on 522231 from 8.00 am until 8.30 am.

### **Safeguarding**

At this school, the health, safety and well-being of every child is our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is that children will enjoy their time as pupils in this school.

We want to work in partnership with you to help your child to achieve their full potential and make a positive contribution.

On rare occasions our concern about a child may mean that we have to consult other agencies even before we contact you. The procedures, which we follow, have been laid down by the Buckinghamshire Area Child Protection Committee, 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 or the policy, please speak to the Headteacher, Designated teacher for child protection or your child's class teacher.

### **Selection Test**

Children may take a selection test in their final year at the school as part of the procedure for allocating children to their secondary schools. Pupils not given places at a selective school usually go to the non-selective school nearest to their homes.

### **Sport**

The school competes in all primary school sports, taking part in football, netball and cricket leagues and the District athletic sports. Short Tennis, rounders, tag rugby, table tennis, unihoc, tri-golf and softball cricket are also played.

### **Uniform Suppliers**

The National Uniform Suppliers in, Church Square, High Wycombe or most high street clothing stockists (eg Marks & Spencer, etc) can supply most items, with the exception of the polo shirt, sweatshirt and tracksuit which are available from our own school shop. Nearly new uniform may also be obtained from our shop, which is located in the Priory Road hall. The shop is open every Monday between 3.30 - 4.00 p.m.

12.

### **COMPLAINTS**

The Governing Body expects that concerns expressed by anyone about the school curriculum and related matters will be considered and, so far as possible, dealt with in an informal discussion with the class teacher or the Deputy Headteacher on the site in the first instance. It is not the intention that all such expressions of concern should be considered as 'complaints' and dealt with under the approved arrangements. However there will be cases where such concerns cannot be resolved informally, and parents should address their complaints in writing to the Chairman of Governors in the first instance then ultimately to the Secretary of State for Education. See also under Section C: Policies, no 21 - Complaints Procedure on page 35.

13.

### **SCHOOL PROFILE**

Hamilton's School Profile is available on-line at the DfES ParentsCentre website, and will be updated each year. The web address for Hamilton's profile is:

<http://schoolsfinder.direct.gov.uk/8255202/school-profile/?d=1&d=1>

## 14.

## ADMISSIONS/WAITING LIST POLICIES

### 14.1 NURSERY ADMISSIONS POLICY

Subject to the criteria set out below, children will be admitted to the Nursery at the beginning of the term after their fourth birthday, without reference to gender, ability or aptitude. The number of children in the Nursery will normally be up to 25 in the morning and up to 25 in the afternoon.

**Applications must be received by the end of the term prior to the term in which the child becomes four.**

Once children with statements of special educational need have been admitted to the school then places are allocated in accordance with the following oversubscription rules:

- 1) Children in Public care 'Looked after children' (any child looked after by a local authority in accordance with section 22 of the Children Act 1989)
- 2) Children whose normal home address<sup>#</sup> is within the area normally served by the school, (catchment area)
- 3) Children who will have a sibling (brothers or sisters of whole or half blood, or any other child - including an adopted child - who resides at the same address and for whom the parent/guardian also has legal responsibility) in attendance at the school at the time of entry.
- 4) Children with exceptional medical or social needs, supported by written evidence from a medical doctor, social worker, education welfare officer or other appropriate person
- 5) All remaining applicants

If the school can offer places to some but not all applicants under any criterion, the school will use an electronic random allocation system to decide which of the children within the criterion in question should be offered the available places. The use of electronic random allocation will be independently monitored.

Late applications will not be processed until all timely applications have been allocated.

Once all places are allocated, children will be placed on a waiting list in priority order. Priorities are likely to change, subject to the criteria above, as new applications are made or individual circumstances change.

In the case of twins, triplets, etc, if the school is unable to offer places to all the siblings, the following would apply: the first born will be offered the available place, or if time of birth is not known, the places will be offered in first name alphabetical order.

\* Definition of "Parent" this is defined in law (the Education Act 1996) as either:

- o Any person who has parental responsibility for the child or young person or
- o Any person who has care of the child or young person

Application forms should be filled in by a person who is the child's "parent".

<sup>#</sup> Definition of "normal home address":

The address should be where the parent and the child live and evidence of this is required in the form of a utility bill, rent book or mortgage statement showing the address concerned. Where a child has two homes due to parental responsibility being shared by two people who live apart, the address used will be the one where he or she spends most of the school's week as confirmed by written evidence from both parents/guardians. If a false declaration of address is deemed to have been made, the offer of a place may be withdrawn, even after a child has started at Nursery.

It should be noted that a place in Hamilton Nursery does not automatically guarantee a place at Hamilton Primary School. Applications for school places should be made in line with the Admissions Policy for places at Hamilton Primary School.

March 2011

## ADMISSIONS POLICY FOR SEPTEMBER 2012 - AUGUST 2013

Hamilton Primary School (HPS) is a Foundation School and the Governing Body is the admissions authority.

This policy sets out the admissions arrangements for

1) **Reception entry in September 2012**

and for

2) **Casual 'In-Year' admissions**

In all cases the oversubscription criteria described in this policy will be applied.

1) **Admissions to the Reception Year**

Subject to the criteria set out below, children will be admitted in the September following their fourth birthday. The number of children admitted per year is 90.

Places will be allocated by the Governing Body on the basis of applications received through the Buckinghamshire Co-ordinated Scheme for Primary Admission. This allows parents \*/ guardians to apply for entry to any Buckinghamshire primary school by means of the Buckinghamshire Primary School Common Application Form (CAF) available in the Primary Guide for Parents published by Buckinghamshire County Council (BCC) and on-line via the BCC website. Parents may express up to three preferences, in ranked order. *In addition, parents wishing to apply for a place under criterion 4 of Hamilton's over-subscription criteria, set out below, must complete a supplementary information form available from the school office.* The closing date for return of applications is set by BCC and applications must be received by their deadline prior to the start of the academic year (September) in which the child becomes five. Applications, together with proof of residence, will be required in accordance with the guidance given by BCC. Letters offering a place at the school will be sent by BCC.

Late applications will not be processed until all timely applications have been allocated.

The school will offer places on a full time basis from the start of the Autumn Term. Parents of children younger than five have the right to defer entry or attend on a part time basis until no later than the start of the term after the child's fifth birthday and within the Reception academic year. Any parent who wishes to defer a place should discuss it first with the Headteacher. The school will hold a place for a child who defers within the academic year but deferment until the beginning of Year 1 is not permitted. If the child's entry is deferred to the September of the following academic year, a casual admission would need to be applied for, for entry into Year 1, as the school has a legal obligation to fill all available places during the Reception year. There is no guarantee that a place would be available in Year 1 as that year group could already have 90 children transferring from the Reception year group.

2) **Casual 'In-Year' admissions**

When a parent wishes to apply for a place at Hamilton Primary School at times other than the normal admissions periods these are considered to be casual or in-year applications. Such applications must be made through the BCC co-ordinated scheme. The CAF must be returned to BCC who will process the application in accordance with the co-ordinated admission scheme. Where there are more applications than places available, the applications will be ranked in accordance with the oversubscription criteria set out below, with the place(s) being allocated to the highest ranked applicant(s). Where no vacancy exists, parents will be informed by letter from BCC, under the co-ordinated admissions arrangements, which will explain why a place has been refused and the options available. If the year group is full, the child may, at the parents' request, go onto the waiting list in criteria order.

### **Oversubscription criteria**

Once children with statements of special educational need naming Hamilton Primary School have been admitted then places are allocated in accordance with the order of the following oversubscription rules:

- 6) Children in Public Care 'Looked after children' (any child looked after by a local authority in accordance with section 22 of the Children Act 1989)
- 7) Children whose normal home address<sup>#</sup> is within the area normally served by the school (catchment area).
- 8) Children who will have a sibling (brothers or sisters of whole or half blood, or any other child - including an adopted child - who resides at the same address and for whom the parent/guardian also has legal responsibility) in attendance at the school at the time of entry
- 9) Children with exceptional medical or social needs, supported by written evidence from a medical doctor, social worker, education welfare officer or other appropriate person
- 10) All remaining applicants

If the school can offer places to some but not all applicants under any criterion, the school will use an electronic random allocation system to decide which of the children within the criterion in question should be offered the available places. The use of electronic random allocation will be independently monitored.

### **Waiting List**

The Local Authority in conjunction with the School maintains a waiting list for those children who are not offered a place and parents are required to request a place on it by applying to the Admissions Team at County Hall. A child's position on the waiting list is determined according to the oversubscription criteria above, and does not depend on the date of application. No account is taken of length of time on a waiting list. The Local Authority or school will periodically seek confirmation that parents wish a child to be kept on the waiting list.

### **Fair Access Protocol**

The school observes and operates the Fair Access Protocol in consultation with BCC.

### **Right of Appeal**

In the event of an unsuccessful application, parents have the right to appeal against non-admission. Details of the appeal procedure are available from the school. Where a transfer application and subsequent appeal are unsuccessful and a child has been offered a place on the waiting list, the Admissions Committee will not consider a repeat application within the same academic year unless there has been a relevant change of circumstances relating to the application, or a place has become available in school. If a place becomes available it will be allocated according to the oversubscription criteria.

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\* Definition of "Parent" this is defined in law (the Education Act 1996) as either:

- o Any person who has parental responsibility for the child or young person or
- o Any person who has care of the child or young person

Application forms should be filled in by a person who is the child's "parent".

# Definition of "normal home address":

The address should be where the parent and the child live and evidence of this is required in the form of a utility bill, rent book or mortgage statement showing the address concerned. Where a child has two homes due to parental responsibility being shared by two people who live apart, the address used will be the one where he or she spends most of the school's week as confirmed by written evidence from both parents/guardians. If a false declaration of address is deemed to have been made, the offer of a place may be withdrawn, even after a child has started at school.

## 15.

### UNIFORM

The school has a regulation uniform and *the co-operation of parents is required to ensure that each child is provided with and wears the correct dress*. Details of the uniform are below. All items must be named.

#### **Nursery – Boys and Girls**

The only uniform item required for boys and girls is a Hamilton school sweatshirt\*.

#### **Boys – Years: Reception to Year 6**

- Grey shorts or trousers, with grey socks.
- Reception, Years 1 & 2: Hamilton school blue polo shirt (with embroidered crest)\*; alternatively, long or short sleeved conventional white shirt with school tie\*.
- Years 3 & above: White conventional long or short-sleeved school shirt with school tie\*.
- Dark green cardigan, dark green v-neck sweater or school sweatshirt\*.
- Black shoes (not boots). Dark, closed-toe sandals may be worn in summer.
- Sensible coat or anorak when weather dictates.

#### **Girls – Years: Reception to Year 6**

- Dark green pinafore dress or dark green pleated/kilted skirt of a sensible length, with green tights or plain white socks, short or long (not sports socks); alternatively, grey school trousers with grey socks.
- Reception, Years 1 & 2: Hamilton school blue polo shirt (with embroidered crest)\*; alternatively, long or short sleeved conventional white shirt with school tie\*.
- Years 3 & above: White conventional long or short-sleeved school shirt with school tie\*.
- Dark green cardigan, dark green v-neck sweater or school sweatshirt\*.
- Black sensible shoes with a low heel (not boots). Dark, closed-toe sandals may be worn in summer.
- Green or white cotton tailored trousers and/or a white shoulder-length Hijab may be worn for religious reasons.
- In the summer* girls may wear a green and white checked or striped dress.
- Sensible coat or anorak when weather dictates.

**PE and Games kit** *must be named* and will include:

- Plain white or school T-shirt.
- White or dark green shorts or dark green PE knickers.
- Plain black or plain white plimsolls.
- Plain white socks.

In addition in Years 3, 4, 5 and 6 children require:

- Training shoes for outdoor use.
- Dark green tracksuit.
- Dark green games skirt may be worn for some activities.
- Leotards and footless tights may be worn for religious reasons.

Shorts, skirts and tracksuit bottoms must not have pockets.

Long hair must be tied back using only soft hair ties.

Children may only take part in physical activity when correctly dressed.

#### **Dress Rules**

- Children with long hair must have it tied back at all times by green, black or white hair accessories.
- Hair styles must be conventional and indistinctive.
- Children wearing a white school shirt must wear a school tie.
- Children may wear school sun hats\* at the discretion of the school in summer.
- All articles of clothing should be named.
- A named watch and small plain ear studs may be worn. Jewellery necessary on religious or medical ground may only be worn at the request of parents and when written consent has been granted by the school.
- Children should wear sensible and safe school shoes. Fashion footwear is not allowed.

\*items available from the school shop

16. The Positive Behaviour Policy is attached.

17. ANTI-BULLYING POLICY

At Hamilton Primary School we do not tolerate bullying or harassment of any kind. All children and young people have the right to an educational environment where they feel safe and which is free from harassment and bullying. This right is enshrined in the United Nations Declaration of the Rights of the Child which encompasses a child's right to have an equal chance to be what they are and learn to be responsible and useful irrespective of their race, colour, sex, language, religion, political or other opinion or national or racial origin. A child also has the right not to be harmed and to be brought up in a spirit of peace and friendship.

At Hamilton School we believe that bullying:

- is the persistent and deliberate abuse of another person.
- comes in many different forms, physical, verbal and emotional.
- is always hurtful.
- is always unacceptable and at times can have serious consequences.

**Bullying is hard to identify, easy to overlook or misinterpret and dangerous to ignore so every effort must be made to deal promptly and effectively with incidents of bullying.**

**Bullying can take many forms:**

- Teasing, mocking or picking on someone.
- Exclusion, deliberately ignoring someone and/or encouraging others to do the same.
- Repeatedly "putting down" someone.
- Spreading rumours.
- Threatening.
- Using hurtful, racist names or any names which obviously upset.
- Sexist comments.
- Punching, hitting, kicking or pushing.
- Taking or damaging property.

**Children who feel that they are experiencing bullying should:**

- **Tell the bully to stop** - State quite clearly that the behaviour is unwelcome and offensive and, if possible, walk away from the situation.
- **Seek adult help** - if the bullying continues or they are afraid to tell the bully to stop.
- **Report it to their class teacher or any member of staff** -

**Children must feel confident that any incident can be resolved satisfactorily.**

**Strategies in place to prevent bullying:**

1. At Hamilton each class creates a set of class rules at the beginning of each term and this is when the children learn about the action they can take to prevent bullying.
2. The older children in Year 6 act as peer mediators to try and help set up a safer environment and provide an additional listening ear.
3. "We are a telling school," this message is regularly enforced by all members of staff. If children feel they are being bullied in or out of school they must tell an adult. The adult will then take appropriate action.

**All children must feel confident that any incident can be resolved satisfactorily.**

**All children should help to prevent bullying by:**

- **Respecting themselves** and others.
- **Working** to create a pleasant school environment for all.

- **Learning to tolerate** and accept individual differences.
- **Making sure** that others don't feel excluded.
- **Knowing and supporting** the school policy on bullying.

**Incidents of bullying will be dealt with appropriately in a variety of ways, which will include:**

- Referral to Year Leader
- Referral to Deputy Headteacher
- Referral to Headteacher
- Formal contact with the parents
- Placing on report
- Internal exclusion
- Temporary exclusion
- Permanent exclusion

Parents who feel that a child is being bullied **must alert the school** by writing to the class teacher or ringing the office. Any change in behaviour could be an indication that something is wrong.

Unwillingness to attend school, feigning illness, frequent loss or damage of personal property, loss of confidence, uncharacteristic mood changes, bad dreams, nightmares or withdrawal from social activities could be indicators that something is wrong.

Everyone at Hamilton Primary School works to create a happy and safe environment, where all feel valued, and where individual differences are appreciated, understood and accepted.

We all want our children to read. It is a vital skill for life today. The partnership of parents and teachers is a key to success. These guidelines are a means of helping this partnership work. We need to recognise that learning to read is not a race, some children need more time than others do. If you are anxious you will pass on this concern to your child. Encourage your child to read anything and everything, including shop signs, comics and cereal packets. If possible, take them to the public library regularly.

### **Nursery - Year 3**

#### **Taking Books Home**

Reading books may be taken home, protected in a book bag. Your child will bring home a variety of books, including "colour-coded books", "Oxford Reading Tree Books", "library books" and "non-fiction books". Sometimes your child may choose the book(s). Please respect this choice, even if you think the book is not suitable.

#### **Guidelines**

Depending on your child's reading ability and the type of book taken home, decide together which of the following activities is most appropriate.

- You read and discuss the book with your child.
- You and the child read the book at the same time (paired reading).
- Your child reads the book to you.
- Your child reads the book alone.

#### **Reading Together**

Try to make reading sessions regular, in a place which is comfortable and at a time when the child can be given your full attention.

- Talk about the book before you start (title, cover pictures, expectations, etc).
- Give lots of praise and encouragement.
- Talk about what you have read (unusual/difficult words, characters, illustrations, etc).

#### **Strategies**

Use of these will depend on the stage your child has reached and the difficulty of the book.

- Let your child hold the book.
- He/she may find it useful to point to the words.
- Encourage the use of a variety of techniques to overcome difficulties:
  - Go back to the start of the sentence and take another run at it (make a reasonable guess).
  - Read on to the end of the sentence and make a reasonable guess from the content, initial sounds or pictures.
  - Look at the word and try to build it up using knowledge of letter/sound relationships.
- Give the word to your child (always try to prevent anxiety or frustration creeping in).
- Give the word if you don't want to interrupt the flow of reading.
- When a difficulty has been overcome, read the sentence back through to your child.

#### **Recording Reading**

Written comments about reading sessions may be entered in the *Reading Diary*.

## Year 4 - Year 6

### **Becoming an Independent Reader**

As children master the mechanics of reading, they develop silent reading habits and increasingly understand more of what they read. They develop preferences and learn to use search-reading skills to find specific information.

### **Taking Books Home**

Children will bring home a variety of books which they should be encouraged to read. Depending on your child's reading ability and the type of book taken home, decide together which of the following activities is more appropriate.

- You can read and discuss the book with your child.
- You and the child read the book at the same time.
- Your child reads the book to you.
- Your child reads the book alone.

Please respect your child's choice of book. If a home reading record has been issued, written comments should be entered.

### **Reading Together**

Try to make reading sessions regular, in a place which is comfortable and, where necessary, at a time when the child can be given your full attention.

- Talk about the book before you start (title, cover design, expectations, etc).
- Give lots of praise and encouragement.
- Talk about what you have read (characters, events, unusual/difficult words, etc).

### **Strategies**

Use of these will depend on the stage your child has reached and the difficulty of the book.

- Let your child hold the book.
- He/she may find it useful to point to the words.
- Encourage the use of a variety of techniques to overcome difficulties:
  - Go back to the start of the sentence and take another run at it (make a reasonable guess).
  - Read on to the end of the sentence and make a reasonable guess from the content, initial pictures.
  - Look at the word and try to build it up using knowledge of letter/sound relationships.
- Give the word to your child (always try to prevent anxiety or frustration).
- Read the whole sentence back when a difficulty has been overcome.

So please enjoy the sharing of books with your child, and relax.

**HOMEWORK POLICY**

Regular homework encourages children to develop the practice of independent study. It develops perseverance and self-discipline. It allows them to practise skills learnt in the classroom and gives an opportunity for work started in school to be completed at home. It permits more ground to be covered and more rapid progress to be made. Classwork concentrates on those activities requiring the teacher's presence. Homework opens up areas of study and makes possible the use of materials and sources of information that are not accessible in the classroom; it also encourages parents to become more involved in their children's work, supporting the partnership between teacher, pupil and parent so that learning becomes an enjoyable, shared and rewarding experience. Usual practice is as follows, although parents will be informed of any changes by Year Group Leaders at the beginning of each term.

**Nursery**

Children in the Nursery take books home twice weekly. Parents are invited to read the books to their children as well as sharing the pictures and text with them.

**Reception, Year 1 and Year 2**

The school has a Home Reading Policy which is issued to parents as children start school. Each child should have a book bag in which they carry a reading book and a reading diary for teacher and parental comments. Key words may be sent home with some children to reinforce word recognition. Colour coded books are sent home on a regular basis in Year 1. Sheets with letter formation are given to parents with children in Year 1 who wish to help their children with handwriting practice. In Year 2 most children are also given lists of spellings to learn.

**Year 3**

Each week your child will be given work to do at home. We ask you to hear them read and discuss their reading with them daily. Twenty minutes Literacy homework will be given on Mondays, and Numeracy on Wednesdays, in addition to spellings which we ask you to help them learn.

**Year 4**

Each week the children receive lists of words, which they must learn to spell and know the meaning of, on which they are tested. All children have 20 minutes of mathematics homework on Wednesdays and 20 minutes Literacy homework on Mondays. Other pieces of work relating to classwork are occasionally set. The children are expected to take their home reading folder and homework diary home each evening and we ask you to read with them regularly and check that they have completed their homework. Please sign the homework diary weekly.

**Year 5**

Each week the children are expected to complete 30 minutes work on literacy and produce a 30 minute piece of mathematics work. The children are expected to take their home reading folder and homework diary home each evening and we ask you to read with them regularly and check that they have completed their homework. Please sign the homework diary weekly.

**Year 6**

The children are asked to do three 40 to 45 minute sessions of homework per week, one for each core subject. The children are expected to take their home reading folder and homework diary home each evening and we ask you to read with them regularly and check that they have completed their homework. Please sign the homework diary weekly.

**Unfinished Work**

There may be occasions when your child is asked to take incomplete classwork home to finish, in addition to normal homework.

**Homework Club**

An after school homework club is held in Priory Rd. Parents who would like their children to attend should write to their child's class teacher. If appropriate, teachers will invite children to attend homework club.

**Failure to Hand in Homework**

Parents will receive a letter informing them that homework has not been handed in and that co-operation is sought in ensuring that the child does conform to the Homework Policy. Repeated failure to produce work will result in a meeting between the parent and school to devise a strategy to deal with the problem.

This Home School Agreement is set in the context of the Ethos, Mission Statement and Aims as detailed overleaf.

1) **As the Parent / Guardian of \_\_\_\_\_, I will**

- See that my child goes to school when required, on time, and inform the school immediately of non-attendance.
- Let the school know about any concerns or problems that might affect my child's work or behaviour.
- Ensure that my child goes to school wearing school uniform and with appropriate equipment.
- Support the school's policies and guidelines for behaviour.
- Support my child in homework and other opportunities for home learning.
- Attend Parents' Evenings and discussions about my child's progress.

2) **We, the School, will**

- Provide a balanced curriculum and meet the individual needs of your child.
- Contact you if there is a problem with attendance, punctuality, equipment or uniform.
- Let you know about any concerns or problems that affect your child's work or behaviour.
- Set, mark and monitor homework and inform you of any concerns.
- Arrange evenings during which progress will be discussed.
- Send home an annual written report.
- Keep you informed about school activities through regular letters home, newsheets and notices about special events.

Signed \_\_\_\_\_ (Parent/Guardian)

\_\_\_\_\_ (Please print name)

Signed \_\_\_\_\_ (School) \_\_\_\_\_ (Date)

Mr Graeme Aldous

## HAMILTON PRIMARY SCHOOL COMPLAINTS PROCEDURE

This document sets out the school's procedure for addressing complaints, which has been established in accordance with Section 39 of the School Standards and Framework Act 1998. It should be used only when informal attempts to resolve problems have been unsuccessful.

At Hamilton we want our children to be healthy, happy, safe, and to achieve. We recognise that parents, guardians or carers play an important part in making this happen and believe that co-operation between parents, staff and governors leads to a shared sense of purpose and provides the best possible opportunities for children to develop and progress emotionally and academically. We are committed to working together with all parents to the benefit of their children

Please note that this procedure does not apply to issues concerning the curriculum, collective worship, admissions, exclusions, decisions about a child's special educational needs or grievances by school staff. These are the subject of separate complaints procedures.

The school will give careful consideration to all complaints and deal with them fairly and honestly. Whilst providing sufficient opportunity for any complaint to be fully discussed, all complaints will be dealt with as quickly and efficiently as possible. The length of the period will vary with the gravity and complexity of the complaint and the urgency with which it needs to be settled. However, the intention is that all complaints should be settled within a period which is reasonable in all the circumstances with the aim of finding a resolution through open dialogue and mutual understanding.

### Framework of Principles

Our Complaints Procedure will

- be easily accessible and publicised
- be simple to use and understand
- be impartial
- be non-adversarial
- allow swift handling with established time-limits for action and keeping people informed of the progress
- ensure a full and fair investigation by an independent person where necessary
- respect people's desire for confidentiality, wherever possible (some information sharing may be necessary to carry out a thorough investigation)
- address all points of issue, providing an effective response and appropriate redress, where necessary
- provide information to the school's senior management team so that services can be improved.

### Informal Complaints

There is no substitute for attempting to clarify misunderstandings and resolving problems informally. If a complainant has an issue that he or she wishes to clarify or discuss, he or she should feel free to raise this with the class teacher, year leader or Deputy/Assistant Headteacher in charge of the relevant site of the school. If the complainant is still not satisfied then they should make an appointment with the Headteacher to seek an appropriate resolution.

## Formal Complaints

### Stage 1

If the complainant does not wish to raise the matter informally or if a complaint raised informally has not been resolved, the complainant may wish to have the matter formally investigated by an appropriate person from the school. In this case the complainant should complete and sign a Complaint Form\* and return it to the Headteacher's Secretary/Clerk to the Governing Body. If help is required to complete the form then the school will provide the assistance of someone unconnected with the complaint.

If the matter is about:

- the day-to day running of the school
- the interpretation of school policies
- the actions or inactions of staff at the school

it will be investigated by the Headteacher or a senior member of staff nominated by the Headteacher.

If the matter is about:

- school policies, as determined by the Governing Body
- the actions or inactions of the Governing Body
- the Headteacher

it will be investigated by the Chair of Governors or a governor nominated by the Chair.

The person carrying out the investigation will review the way in which the complaint has been handled by the school and ensure that the issues have been dealt with properly and fairly. They will normally write to the complainant with the outcome of the investigation within 15 school working days of receiving the complaint.

If it becomes apparent that the complaint is a disciplinary or capability issue, then the matter will be dealt with by following the appropriate procedure rather than the complaints procedure. A complainant will be notified if this is the case, but is not entitled to know which procedure, or the final outcome.

### Stage 2

If the complainant is not satisfied with the result from Stage 1, they may choose to refer their complaint to Stage 2 of the procedure. This must be done in writing to the school within 15 school working days of the completion of Stage 1.

At this Stage, the complaint will be considered by either the Chair or nominated governor or the Appeals Committee depending on who carried out the investigation in Stage 1: -

- A. If Stage 1 was investigated by the Headteacher or a senior member of staff nominated by the Headteacher, the Chair or nominated governor will consider the manner in which the complaint was addressed and decide whether it has been properly dealt with. If they have any concerns, they may ask the Headteacher to re-open the investigation. The complainant will be kept informed of any delay. If the complainant is not satisfied after the Chair or nominated governor has completed their review, the Appeals Committee will meet to consider the complaint and make a final decision about it on behalf of the Governing Body.

- B. When Stage 1 has been investigated by the Chair or nominated governor, Stage 2 will be carried out by the Appeals Committee, who will meet to consider the complaint and make a final decision about it on behalf of the Governing Body.

In either A or B, the Appeals Committee will be comprised of governors who have no detailed prior knowledge of the complaint, or connection with the complainant. The meeting will normally take place within 15 school working days of receipt of the written request for Stage 2.

The complainant will have the opportunity to submit written evidence on the complaint prior to the meeting of the Appeals Committee and also to attend, accompanied by a friend/partner if they wish, to put their case. The Headteacher will be given the same opportunities. The Appeals Committee will write to the complainant with its conclusion within 5 school working days of the meeting

The decision of the Appeals Committee is final. If the complainant is still not satisfied, they may wish to put their complaint to the Department for Children, Schools and Families.

The Headteacher, Chair of Governors and Panel of Governors will always:

- take a complaint seriously
- give it due consideration
- deal with it effectively

Every effort will always be made to deal with a complaint as speedily as possible, but some cases may take time to investigate fully. The time limits given above may be extended by mutual agreement.

**Mr G Aldous**  
Sept 2009

This policy became operational from 18 June 2008. The policy may be amended from time to time in accordance with school development and any changes to legislation.

\*available from the main office at the Priory Road site.

## 22.

**ASSESSMENT, RECORDING AND REPORTING**

In order to achieve maximum learning opportunities for each child, it is essential that there is a recognised framework for assessment, recording and reporting and that these practices involve all staff, pupils and parents. We use ongoing assessment following National Curriculum guidelines together with regular internal assessments. Statutory assessments are carried out at the end of Key Stage 2.

Two open evenings are held every year and a written report is sent home during the summer term. Parents are invited to see their child's work and to meet the staff. Parents may see the staff or the Headteacher at other times by appointment.

**School Results by percentage: Key Stage 1**

This table shows a summary of the National Curriculum assessment results of pupils in the school (2009) and nationally (2008) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 91

Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT										
Percentage at each level										
		W	1	2	2C	2B	2A	3 or above	Disapplied Children	Absent Children
Speaking and listening	Boys	0	11	72				11	0	0
	Girls	0	11	78				7	0	0
	Whole School	0	11	75				9	0	0
	National	2	11	65				21	0	0
Reading	Boys	2	11		17	15	26	22	0	0
	Girls	2	2		7	29	33	22	0	0
	Whole School	2	7		12	22	30	22	0	0
	National	3	13		13	22	24	25	0	0
Writing	Boys	7	15		17	35	11	9	0	0
	Girls	2	11		16	33	20	13	0	0
	Whole School	4	13		16	34	15	11	0	0
	National	5	15		22	27	19	12	0	0
Mathematics	Boys	2	7		15	15	26	28	0	0
	Girls	0	7		22	31	24	11	0	0
	Whole School	1	7		19	23	25	20	0	0
	National	2	8		16	25	27	21	0	0
		W	1	2	2C	2B	2A	3 or above	U	
Science	Boys	0	4	78				11	0	
	Girls	0	9	82				4	0	
	Whole School	0	7	80				8	0	
	National	2	9	67				22		

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.  
U represents children for whom it is not possible to determine a level.

## School Results by percentage: Key Stage 2

These tables show a summary of the National Curriculum results of pupils in the school (2009) and nationally (2008) at the end of Key Stage 2, as a percentage of those eligible for assessment.

The number of eligible children is: 88

Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT 2009 and NATIONAL 2008										
		Percentage at each level								
		W	1	2	3	4	5	6	Pupils disappplied	Pupils absent
English	School	0	0	1	13	58	27	0	0	1
	National	0	1	4	16	49	30	0	0	0
Mathematics	School	0	0	2	5	56	36	0	0	1
	National	0	1	4	16	46	33	0	0	0
Science	School	0	0	0	9	45	44	0	0	1
	National	0	0	2	12	47	38	0	0	0

TEST RESULTS 2009 and NATIONAL 2008							
		Percentage at each level					
		Below level 3*	3	4	5	Pupils not entered <sup>#</sup>	Pupils absent
English	School	0	11	47	41	0	1
	National	6	13	51	30	0	1
Reading	School	0	5	44	50	0	1
	National	6	6	38	49	0	1
Writing	School	0	20	52	26	0	1
	National	6	26	48	20	0	1
Mathematics	School	2	19	39	39	0	1
	National	5	15	47	31	0	1
Science	School	0	8	38	52	0	2
	National	2	8	44	44	0	1

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

**\*** represents pupils who were not entered for the tests because they were working below level 3 in English, mathematics or science; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

**#** represents pupils working at the levels of the tests, but unable to access them, formally referred to as disappplied.

## SELECTIVE SCHOOL PLACEMENTS

84 Year 6 children took the 11+ tests in the Autumn term 2009. 29 (34.5%) of these children gained grammar school places to start in September 2010.