

HAMPTON LUCY CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY



Prospectus

They come this way only once so we should litter their pathways with quality experiences

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Introduction

Welcome to our school. We are situated next to the beautiful Victorian church of Saint Peter ad Vincula in the picturesque village of Hampton Lucy. It is a Church of England controlled school. We aim to maintain a happy environment, where we build on excellent relationships between children, staff, parents and carers, as well as our local community.

We aim to establish an environment within the school that encourages our children to be confident, articulate and happy and one which leads each child to fulfil his or her own potential.

We seek to inspire every pupil to be a highly motivated, independent learner, who actively participates in a balanced, relevant and well-matched curriculum, which affords equal opportunities to all. We strive for high standards of self-discipline at all times.

Margaret Lunnon

Headteacher

Ethos Tenets

"Our rural village school derives its ethos from its Christian values (1). This means that every member of our school community, of whatever faith or ethnicity whatever their status, from our head to the youngest child in the nursery class is valued equally; all are equal in the sight of God (2).

To enable each of us to flourish we encourage good manners (these are based on consideration of others) unselfishness and an ethic of service (3).

In such an atmosphere each of us can learn without fear (4), dare to take initiatives (5), believe in ourselves and therefore succeed in our education which is, of course, the focus of our school (6).

This approach of thoughtful, shared endeavour (7) applies to school work, sport, music, drama and in all our dealings with each other, in or out of school.

We are a community (8)."

1. 'The Values for Life' Collective Worship scheme forms the focus of the work we do in Collective Worship. This is delivered by David Jessett the Vicar, Kate Distin the Fosse Deanery Co-ordinator, the staff and the children in the school. It is developed and endorsed by The Church of England and is based on Christian values and includes other religions.

2. The Value of equality is at the centre of the work that permeates out from Collective Worship into the classroom and onto the playground. It is the core of the discussions with children when their behaviour is not acceptable. It is the focus of discussion when we make people feel uncomfortable through our actions and words. It underpins our behaviour policy and its success is evident in the low incidents of bullying recorded within the school.

3. See in its simplest form it is in the care that the children give towards each other on a daily basis. Year 6 buddies, head boy and head girl showing visitors around the school; children leading in church services and in school assemblies, raising funds for charities, representing the school proudly and politely on educational visits etc.

4.5.6.7.8; the school being itself, at its best, through the diverse and creative aspects of the curriculum. Children do learn in this school without fear, they are loved into being the best they can be; from the high jump in the inter house athletics competitions, to the choir performing carols at Asda; from children teaching children, children sharing their learning with each other, team challenges in Grid Learning and preparing flowers for the church for services. The school is used by the local community and the church regularly for their events.

Our Classes

We currently have 93 pupils in our school. There are four classes.

We have two buildings, the original Victorian building which was once home to the whole school is Class 1 known as our foundation unit. Class 1 is a mixed aged class.

Years 1, 2, 3, 4, 5 & 6 pupils are in the 3 classrooms in the main building, which was built in the early 1960's, and extended in 2004. This building also contains the hall, staffroom, office, library, quiet room, medical room and computer area. In the summer of 2005 a food technology room was also developed.

There are pleasant, tree-lined grounds surrounding the school, with a playground, sports field and a landscaped area. We have also an adventure play area with wooden climbing frame and picnic seating for the children.

Staff and Governors

Teaching Staff	
Headteacher	Mrs M Lunnon
Assistant Headteacher	Mrs L Jackson
Teacher Class 1	Mrs L Jackson
Teacher Class 2	Mrs L Corrigan/Mrs C Perkins (both part-time)
Teacher Class 3	Mr R Degg
Teacher Class 4	Mrs L Smith and Mrs A Steer (both part-time)
Music Teacher	Mrs C Honey/Mrs A Richardson
Orchestra/Violin Teacher	Mrs S Appleyard
French Teacher	Madame Clarke
PE Co-ordinator	Mr R Ireland
PE Instructor	Mr D Ireland

Non-teaching Staff	
School Business Manager	Mrs S Alldred
Administrative Assistant	Mrs A Byrne
Teaching Assistants	Ms L Gordon Mrs T Ball Mrs A Steer
	Mrs A Ashton Mrs C McKenzie
	Ms J Blackwell Miss K Bacon Mrs J Jolliffe
	Mrs S Kirkham Mrs C Ashford
Senior Lunchtime Supervisor	Mrs J Jolliffe
Lunchtime Supervisors	Mrs S Kirkham Mrs S Appleyard Mr S Dent Mrs A Miles Mrs K Godfrey Miss G Goode
Caretaker/Cleaner	Mr S Dent

Catering	
Mrs N Smith	Catering Supervisor
Mrs K Wincote	Kitchen Assistant

Governors	
Local Authority Governor	Mr D Holland
Parent Governors	Mr N Wilson, Mr K Groen Mr N Thomas, Mr S Marfa
Headteacher	Mrs M Lunnon
Teaching Staff Governor	Mrs L Jackson
Co-opted Governors	Mrs M Allerton Mr S Dent
Church Foundation Governors	Mrs S Lampitt, Mr D Howes
Clerk to the Governors	Mrs S Alldred

Under the 1988 Education Reform Act the Governing Body now has overall responsibility for the management of the school within the framework of national legislation and local authority policies.

The governors receive a budget from Warwickshire County Council and, in consultation with the Head Teacher, decide how it should be spent and ensure that it is managed effectively.

The governors are also responsible for appointing staff and for seeing that the National Curriculum and the Literacy and Numeracy Strategies are implemented. They do, however, delegate detailed decisions on the running of the school to the Head Teacher. The parent governors, in particular, are always happy to discuss any aspect of the school with you.

ADMISSIONS

The school admits children from Hampton Lucy, Charlecote and other nearby communities. Currently some children also attend our school from villages outside our catchment area and we are always pleased to welcome prospective parents who feel that a small village school would be the most suitable for their child.

If you live in Warwickshire and your child is due to start school/transfer to junior school/secondary school in September 2015 it is now possible for you to apply online at www.warwickshire.gov.uk/admissions. For further information please contact the school admissions department on 01926 742047.

Children are admitted to our school at the beginning of the academic year in which they are five. There are several opportunities during the preceding year for the children and parents to visit us and familiarise themselves with the school, including a series of mornings in school for the new admissions. An induction booklet of information is given to parents.

The new Reception children start school for mornings only in the early weeks. Full-time attendance usually begins at the end of September, if the parents and teacher agree that the child is ready. This ensures a smooth transition from home to school. Other children new to the school may be admitted to older year groups, if there is a vacancy.

THE SCHOOL AND ITS ORGANISATION

School hours

Morning:	8.55 am – 12.15 (10.45 am – 11.00 am break) (Key stage 1 break for lunch at 12.00)
Afternoon:	1.15 pm – 3.15 pm

Children may come into school from 8.45am and go directly into their classrooms where a member of staff will be present. Parents are asked not to bring children earlier than this, unless by special arrangement. We also ask that parents be on time to meet their child at the end of the school day. If there is a problem or emergency, please telephone the school to inform us that you will be delayed or that someone else will be meeting your child.

Absence from school

DfE [Department for Education] regulations mean that schools are required to keep very accurate records of absence, which must be published in school reports and prospectuses. It is therefore essential that we are informed by telephone or in writing of the reason for a child's absence from school. A telephone call on the first morning of absence is very helpful.

The absence figures for the school year beginning September 2015 to May 2016 are as follows:

- Authorised: 3.7%
- Unauthorised: 0.0%

Holidays during term-time

If it proves essential for a child to go away on holiday during term-time, a form is available from the school office for the parents to complete.

The 2006 Education Regulations remove allowances for family holiday and extended leave as well as the statutory threshold of ten school days. The amendments make clear that 'head teachers **may not grant any leave of absence during term time unless there are exceptional circumstances**'. Clearly there are some situations which may constitute exceptional circumstances, but as a generality 'exceptional' in this context will be interpreted here as being of unique and significant emotional, educational or spiritual value to the child, which **outweighs the loss of teaching time**. Each request will be examined individually but please expect that normally requests will be refused. May I therefore ask that you respect

these new regulations under which we must now work, and that if you do need to take your child out of school during term time, you make very clear in your written request how the circumstances are exceptional. If this is not clear then under the new legislation, I will not be allowed to grant leave due to a change in legislation. This is not a choice made by the school.

You should also be aware that there are now more stringent regulations regarding penalty fines for parents and carers taking children out of school in unauthorised circumstances.

Change of address / telephone number

If you move house or change your telephone number, please inform the school office immediately of the new details. We require all parents to give us written information about emergency contacts. All information is given in confidence in line with the Data Protection Act and is held on the school administration computer.

Accidents and Emergencies

In case your child suffers an accident or sudden illness during school hours, we need to have a contact number so that a parent or nominated relative can be contacted to collect a child from school. We also ask you to let us know about any allergies that may affect your child, so that members of staff are aware of any problems that could arise during the school day.

Medication

We regret that members of staff are not allowed to give medication to children in school, but if it is essential, parents are welcome to come into school to administer medicines themselves. We would also like to be informed about any medication that the children are able to use themselves (such as inhalers for asthma, hay fever etc.). It is very useful to know the dosage that parents would normally allow the child to take at home.

Uniform

We encourage our children to wear uniform and many choose to do so:

Winter	<ul style="list-style-type: none"> • White shirt/blouse • Grey or maroon sweatshirt/cardigan • Grey/black trousers or maroon jogging bottoms, • Grey pinafore or skirt.
Summer	<ul style="list-style-type: none"> • Plain white T-shirt/school polo shirt, • Grey shorts • Red or blue gingham dress.

Uniforms can be purchased via the internet from – www.YourSchoolUniform.com They will deliver uniform orders to your home or work address free of charge and a small commission from each item purchased goes to the 'Friends of Hampton Lucy School' for the benefit of the children in school. If you need help with ordering please let

the school office know. Please note that our uniform is not compulsory, but many parents find it easier and more economical. All clothing should be clearly labelled with your child's name.

PE and Art clothing

T-shirt, shorts (plain) and pumps (clearly named and kept in a named pump bag) are required for PE. The year 4, 5 and 6 children also need football boots if they wish to choose this option, they will also need outdoor trainers. Children in Years 2 - 6 will need a dark tracksuit for 'Physical Friday's or Workout Wednesday's' and will wear this to school on that day with trainers. They will need to bring either pumps or trainers for wearing inside should it be muddy.

Art aprons are very useful and can be made from an old shirt.

Lunchtime Arrangements

Children have two alternatives at lunchtime:

- To go home for lunch, with parental permission and supervision only;
- To bring a healthy packed lunch and a drink in a suitably named container. (No glass bottles or cans please). Children may bring hot food in a flask i.e. soup, spaghetti etc. This will be supervised by the lunchtime supervisor.
- For those children in Reception and Class 2 a UIFSM (Universal Infant Free School Meal) is available. The meal provided is a cold option only and includes a variety of sandwiches, baguettes, wraps served with salad and a desert. The weekly menu is available from the school office.

Lunchtime supervisors take care of the children during lunchtimes. In addition the Headteacher and or other members of staff are available to assist.

Discipline

High standards of attainment and behaviour are expected from all our children. A positive approach is taken whenever possible and caring, responsible attitudes are praised and encouraged.

However, immediate action is taken to discourage anti-social behaviour of any kind and parents are invited to discuss with staff any problems as soon as they arise.

The system for dealing with unacceptable behaviour is set out in the Behaviour and Discipline Policy, available on the website or in the school office.

Children are given frequent opportunities to take responsibility around the school. They are expected to care for books and equipment and to keep the school tidy. Years 5 and 6 are given particular jobs to do, which mean they must use their initiative. The head boy and head girl in Year 6 meet and conduct visitors around the school.

We aim to develop happy, mature, confident and polite pupils, who put across a positive image of Hampton Lucy C of E Primary School & Nursery children, both in school and when out on visits.

Transfer to Secondary School

In South Warwickshire, children transfer from primary school to secondary school at the age of 11. During their first half term in Year 6, after receiving information from the LA, children make their choice of secondary school they wish to attend. Children from Hampton Lucy School normally choose Kineton High School or Stratford High School. In this area of the county there is an opportunity for any child who wishes to take the 11 plus selection test for a place at one of the Grammar schools. Hampton Lucy C of E Primary School & Nursery adheres strictly to the LA guidelines when preparing for and administering the tests.

The Curriculum

The National Curriculum provides the school's main framework, the core subjects of which are English, Mathematics and Science. (*The new national curriculum in English Primary Schools – A guide to parents is available as a download file under news and events on our website*).

The Foundation subjects are History, Geography, Art and Design, Design and Technology, Computing, Languages, Music and PE.

Religious Education, Moral and Spiritual Education, Personal and Social Education and Health Education are also given high priority.

Our approach to planning and assessing the curriculum is also determined by Warwickshire Education Authority Guidelines. The whole staff work as a team to plan a broad and balanced curriculum, which caters for differing abilities and which takes account of our mixed age classes. There is an emphasis on the basic English and mathematical skills, but the importance of the other subjects is not under-valued. Whenever possible, first hand experiences are used as starting points for learning. We make considerable use of the child's home; school and village environment and we arrange visits to school from people with specialist knowledge or expertise. Where appropriate, the classes visit places of particular relevance to their studies.

English

We place a very strong emphasis on teaching children to communicate well in both spoken and written English and to be confident, skilled readers. We aim to develop a whole school approach to the subject and to give the children a love of language.

Mathematics

Basic mathematical skills are essential in everyday life and children are given a broad range of opportunities to understand the four number operations, measures, data handling and shapes. We encourage a positive attitude to the subject. We make regular use of practical activities, talk, play games, investigations and problem solving to reinforce understanding.

Our core scheme is Abacus Evolve which offers a base that underpins the maths teaching and learning.

Science

Children naturally seek explanations about the world in which they live. This scientific curiosity is built on in school. Living things, Forces, Materials and Energy are all studied. The children are encouraged to observe closely, ask questions and conduct experiments to test their ideas. Findings are recorded in a variety of spoken and written forms and with the use of ICT, to be communicated to others.

Design and Technology

Children will investigate their environment and identify needs that have a technological solution. They design and make their own working models and judge their success. They also study how machines around them work. Children learn to safely use tools as well as working with a range of materials and purpose built constructional equipment.

Computing

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Geography

We make effective use of our local environment in our studies including the school itself, the village and other local areas, the river, farms and local amenities. The children also learn about other countries and find out about weather and climate. Map skills are also developed in all three classes.

History

Whenever possible, we make the use of notable events, people and buildings from our own area. We are fortunate to be so close to Stratford upon Avon, with its Tudor connections, Charlecote Park and historic Warwick.

Arts and Design

Music, Art and Drama all have an important place in our curriculum. Children have opportunities to express themselves and to improve their skills in all these subjects and are encouraged to achieve work of a high standard. Our work is often shared with parents and other members of the local community. We have a school orchestra and choir and play and these play an important role in the Church Family Services and the community.

Children currently have the chance to receive recorder, folk guitar, clarinet, flute and violin tuition.

Physical Education

We offer a good range of opportunities for a small school. As part of the Every Child Matters Agenda and for the health and wellbeing of our children, at Hampton Lucy C of E Primary School & Nursery, we offer a 'Physical Friday' to Key Stage 1 and 'Workout Wednesday' for Key Stage 2, where children experience a wide ranging physical programme, which can include outdoor adventurous activities, netball, gymnastics, dance, orienteering, football and hockey. We have a football team with coaching every Tuesday and a Multi Sports Club every Monday after school.

French (Languages)

Children from Year 1 to Year 6 are taught French by a specialist French teacher Madame Clarke each week. They enjoy learning the language and also have the opportunity to experience some of the food and learn about French culture.

Religious Education

Hampton Lucy is a Church of England Controlled school and we have strong links with the church, which adjoins the school. Children are taught about Christianity and the festivals are celebrated. They are also made aware of other religions, which are followed in our multi-faith community. We follow the Warwickshire Agreed Syllabus for RE.

The Daily Act of Worship

Each day we gather for Collective Worship. The Headteacher or other members of staff and the children lead this. Our local minister regularly visits to take the Collective Worship and we welcome other visitors. Parents are entitled to withdraw their child from the Act of Worship if they so wish.

The children in the school lead a Wednesday Worship planned by them and observed by the adults.

Alternate Friday afternoons we have a 'Sharing Assembly' to which parents and friends of the school are invited. We meet together to celebrate the wide range of pupil achievements during the preceding week, both in and out of school.

Sex Education

Sex Education is included in the science curriculum as part of the work on Life and Living Processes. It forms an integral part of our Health Education, which is also an aspect of our Personal and Social Development programme.

In Year 6 children work on their Health Education programme dealing with all aspects of 'Growing Up'. They watch the Channel Four series on Growing and Changing and tackle issues of drug awareness and related topics to prepare them for high school. A letter is always sent offering parents to have a preview of the programmes and to discuss the way this sensitive issue is covered in school and at home.

Special Education Needs or Disability (SEND)

Kinton Learning Community Special Educational Needs Information Report

Our cluster of local mainstream schools (Ettington CofE Primary School, Kinton CofE Primary School, Moreton Morrell Primary School, Temple Herdewyke Primary School, TheDassett CofE Primary School, Tysoe CofE Primary School, and Wellesbourne Cof E Primary School) recognise that all children and young people are individuals and not all pupils are able to access learning in the same way.

As a result of this we are committed to providing high quality education for all pupils including those pupils with Special Educational Needs (SEN) and those with disabilities.

We have strong systems for the early identification of pupils with SEND and always welcome and work in partnership with parents and carers. In our schools we have a wide range of skills to ensure all pupils have access to quality first teaching which enables us to endeavour to meet the needs of every identified child. We are committed to working with parents and young people with SEN, following the SEND Code of Practice relating to Part 3 of the Children and Families Act 2014 and associated regulations, so we can work together to support your child's learning journey regardless of need from birth to 25 years old.

(For full details of our SEND Policy please follow the link to our website: www.hamptonlucyschool.org.uk/school/info/school-policies/)

Gifted and Talented

The term 'gifted and talented' does not refer to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school.

At Hampton Lucy C of E Primary School & Nursery gifted children are primarily identified through testing in Maths and English using age-standardised scores. These pupils are then provided with appropriate work either in the classroom environment or they may be withdrawn from the classroom for extra support. Children who are identified as being talented in subjects such as music and sport are told about further opportunities outside school where they will have the chance to further their interests. Further information can be found in the school's Gifted and Talented Policy.

Home Learning

Parents are encouraged to share in and support the child's learning. Children of all ages will regularly bring home a book to share, information to find for work in progress in the classroom or a mathematical game or task to do. Extra help at home can be very important for the children who find tasks difficult and the teacher may ask for your support in this way. Your interest in schoolwork always helps your child and any way you give your time at home is welcomed and appreciated by the school. The

primary years are also a time for children to enjoy following outside interests, before the homework timetable at secondary level restricts these possibilities. The time you allow them to pursue these hobbies can lead to a lifetime's enjoyment e.g. swimming, Cubs, Brownies, dance, sport, drama and music.

Assessment of children's learning

The class teacher continually assesses each child's progress. In addition, Tasks and Tests in the core National Curriculum subjects are undertaken by all children in Years 2 and 6 to assess progress at the end of a Key Stages 1 and 2. Year 1 pupils undertaken a Phonics Screening Test. These are reported results.

Regular checks are carried out to monitor progress in reading and maths for all children in school and these checks show progress and form future learning plans.

Extra Curricular Activities

Regular opportunities are given to pupils to follow particular interests out of school hours.

- Netball and football matches against other schools
- Football Club
- Netball Club
- Residential visit for Year 6

Early Bird Club

The school offers an Early Bird Club which is open from 8.00am - 8.45am where children can play games and read books quietly before the start of the school day.

After School

The school offers an After School Club which runs from 3.15pm – 5.15pm Monday – Thursday and 3.15pm – 4.15pm on Friday. Our aim is to provide an informal atmosphere where the children are given a choice of board games, crafts, reading and outside play. We can also provide a quiet place for homework or reading.

From January 2017 we are hoping to be able to offer a before and after Wrap-Around provision for our Nursery children.

The Hampton Lucy C of E Primary School and Nursery Community

Communication with Parents

The school strongly encourages regular, informal contact between parents and teachers and we aim to build a partnership with each family, where we work together in the best interests of the child.

Regular newsletters are sent out by parent mail and hard copy to inform parents about all aspects of school life and of coming events. Parents' meetings are held termly to discuss pupil progress and a mid-year report is written for each child to inform parents of the progress and achievement to date and set targets for the rest of the year. At the end of the year we celebrate the achievements at a final parents' meeting.

Parents are encouraged to come and discuss any matters of concern with staff as soon as they arise.

The school's complaints procedure is in line with the Warwickshire guidelines and is available for parents to see.

Parents in school

We welcome any parent, carer or grandparent who wishes to come and experience classroom activities or visits. We consider this involvement to be greatly beneficial to the children, the teachers and the school community. It is essential to report to the school office to sign in the visitor's book before going to the classroom. It is a requirement for helpers in school to undergo a DBS check when working with children.

Please remember that when you are in the school you must be sensitive to the needs of the children you work with and that confidentiality is crucial.

Community Links

Our village school has strong links with the church, the senior citizens and other aspects of village life. Articles from the school appear in the monthly parish magazine The Grapevine.

Kineton Learning Community

Our school is one of eight neighbouring Primary Schools, (Ettington, Kineton, Moreton Morrell, Wellesbourne, Temple Herdwyke, The Dasset, Shottery St Andrews and Tysoe Primaries) who meet monthly as head teachers and termly as Chair of Governors.

- Professional Development
- School to School support
- Sports
- Governor Training
- Moderation

Friends of the School

This is an informal group of parents who hold regular fund raising and social events. Their help has proved invaluable in providing the school with many otherwise unattainable items of equipment and projects. All parents are automatically members and we always welcome new ideas for events and fund raising ideas.

Child Protection Procedures

'Under the Education Act 2002 (Section 175 for maintained schools/Section 157 for academies/free/independent schools), schools must make arrangements to safeguard and promote the welfare of children. Parents/carers should know that the law (Children Act 1989) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. Staff will seek, in general, to discuss any concerns with the parent/carer and discuss the need to make a referral to Children's Social Care if that is considered necessary. **This will only be done where such discussion will not place the child at increased risk of significant harm or cause undue delay.** The school will seek advice from Children's Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later found to be unfounded. Parents/carers will appreciate that the school's Designated Safeguarding Lead carries out their responsibilities in accordance with the law and acts in the best interests of all children.'