

LOUDWATER COMBINED SCHOOL

PROSPECTUS



Learn, Create, Succeed

*Loudwater Combined School is a place of learning where everyone is valued,
achievements are celebrated and differences respected.*

Headteacher: Mrs Clare Cunnington
Chair of Governors: Mr Paul Randall

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Dear Parents,

Welcome to Loudwater Combined School. I hope that you will find us friendly, responsive and approachable. We are very proud of our school and all that it has to offer.

We are a small, caring school with a team of skilled and dedicated staff. We are proud of all our pupils and their range of achievements; academic, sporting or musical. Our pupils are characterised by their mature attitudes and excellent behaviour.

As a staff and Governor Team we are committed to providing a calm, happy and stimulating environment in which each individual child is valued. We support and encourage our pupils to work and play very hard. We have the highest expectations for each and every one of our pupils. However, we do recognise that for different pupils successes and achievements can be wide ranging and different.

As parents, you play a crucial role with us in the education of your child. I hope we will establish a happy and rewarding partnership with your family.

Our last Ofsted was in February 2013. The school was judged to be good in all areas; standards achieved by pupils, the quality of teaching and learning, behaviour and safety and leadership and management. We were of course delighted with this and the fact that the progress made by all the staff and governors as well as the children has been recognised.

Continuing to improve and develop the quality of education on offer still continues and currently our areas of focus are:

- Making more lessons outstanding in terms of the learning and progress children make.
- Supporting the children to become independent learners.
- Ensuring there are opportunities for the children to apply their literacy and maths skills in other areas of the curriculum.

We have:

- A purpose built school with large outdoor areas
- A positive ethos of learning and achievement
- A range of resources and facilities to support learning
- Committed, dedicated staff who are here to make a difference
- An ethos, founded on supporting all pupils to achieve their potential
- A strong, consistent discipline policy which is reviewed with the pupils

Our mission statement and ethos emphasise the value placed on each individual and the benefits gained by working as a team.

Our school aims are to:

- Give literacy and numeracy a high priority
- Promote a love of learning through a broad and balanced curriculum
- Value pupils as individuals, respecting their rights, views and beliefs

We are committed to ensuring that our pupils are happy, healthy and working to meet their potential. Working in partnership with parents is crucial to this, so please, if you have any questions, queries or worries, get in touch.

This brochure will provide you with a wealth of information about our aims, ethos, curriculum and activities. I hope you enjoy reading it and that it inspires you to come and see us in action. If there is anything you wish to discuss in more detail an appointment can be made.

We are always delighted to welcome visitors and prospective parents to our school. I look forward to meeting you and your child in the near future.

Yours faithfully,

Clare Cunnington
Headteacher

LOUDWATER COMBINED SCHOOL ETHOS

School Motto

Our school motto devised by the pupils is 'Learn, Create, Succeed'.

Mission Statement

Loudwater School is a place of learning where everyone is valued, achievements are celebrated and differences are respected.

School Vision

- To provide high quality care and education to support each pupil in realising his or her full potential.
- For staff, governors, parents and carers to have high expectations and responsibility for the achievement and behaviour of our pupils.
- To provide a secure and nurturing learning environment for pupils and staff.
- For everyone to have respect for each other at all times.
- To build firm foundations for lifelong learning.
- To provide our pupils with the skills, including technological and environmental awareness, to become responsible citizens who are ready for the future.
- To provide opportunities for pupils to develop spiritually and morally.
- To provide the pupils with opportunities to widen their horizons.
- To develop pupils' understanding of a healthy lifestyle, enabling them to make informed choices.
- To strengthen partnerships with parents and the community and celebrate the school's achievements with them.
- To develop a sense of belonging to our school, community and environment in which we live.

We are a Healthy School

- A Healthy School helps to build on a child's achievements and supports them to do their best. Teaching supports the physical, social and emotional health of all pupils.

What does this mean?

As part of the curriculum we educate pupils about

- The importance of eating a balanced and healthy diet
- The value of regular physical exercise
- Staying safe in a range of situations
- Being a responsible citizen

Please also see our Home School Agreement in appendix 1

We are a Basic Skills Accredited School

In November 2013 we were assessed and awarded the Basic Skills Quality Mark. Basic skills refers to Literacy and Maths. This recognises the strengths in various elements of teaching, learning and school improvement. There are 10 elements included in the Quality Mark:

- A whole school strategy and planning to improve pupils' performance in basic skills.
- Robust assessment procedures of pupil performance in basic skills.
- Challenging target setting for the improvement of the school's performance in basic skills.
- Basic skills improvement planning for pupils not reaching their potential.
- Regular review of the progress made by pupils under-attaining and/or underachieving in basic skills.
- A commitment to improving the skills of staff to teach and extend basic skills.
- The use of a range of teaching approaches and learning styles to improve basic skills.
- The use of appropriate teaching and learning materials to improve basic skills.

- The involvement of parents and carers in developing their child's basic skills.
- An effective procedure for monitoring planning and assessing improvement in performance in basic skills.

This accreditation lasts for three years, when it will be renewed.

Introduction

Loudwater Combined School is situated in the picturesque valley of Loudwater, which maintains its position as a village community despite its close location to High Wycombe. The present school building replaced the original Loudwater School in 1973 and caters for pupils from the age of 4 until they transfer to secondary school.

The school is built on a split-level site nestled into the hillside. There are two playgrounds, a sports field and a heated outdoor swimming pool. The school site also includes a narrow stretch of Fennels Wood, which is used to enhance the pupils' learning.

All classrooms are equipped with computers and an interactive screen. In addition, the ICT suite contains 30 laptop computers, enabling every child to work individually during ICT sessions. We also have 2 trolleys of laptops and tablets which can be used in classrooms by pupils.

The school accommodates pupils across The Early Years Foundation Stage, Key Stage 1 and Key Stage 2 and has year groups from Foundation Stage to Year 6 (4-11 years of age). The maximum class size is 30 and there are 7 classes. Each class has an assigned class teacher, and teaching assistant.

School Organisation

Children join the school in the September following their fourth birthday. The first class is known as Foundation Stage and pupils remain in this class for a year. The pupils then move on to Key Stage 1 which comprises Year 1 and Year 2. At the end of Year 2 pupils move to Key Stage 2; this comprises Years 3 to 6. At the end of Year 6 pupils transfer to the Secondary Phase of their education.

Each class is the responsibility of its own class teacher and works together for all areas of the curriculum. Teachers differentiate, adapt, or change work to ensure that it is appropriate to pupils with a range of abilities. We are committed to stretching and challenging our more able pupils. Each class has a teaching assistant working with them who can provide extra help for pupils who may be experiencing difficulties or need more challenge.

All pupils are allocated to one of four "houses" and belong to this house throughout their time at the school. They can earn house points for making a particular effort with work or behaviour. A cup is awarded to the winning house each term. The houses are:

Beethoven (Red) Elgar (Green) Mozart (Yellow) Tchaikovsky (Blue)

A list of staff and governors can be found in appendices 2 and 3.

Foundation stage

We greatly value all the learning experiences pupils have already had at home with their parents and at other pre-school centres. We aim to continue from the excellent start you have provided, and will teach each child according to their stage of development. To build on this effectively, a home visit will be made before your child starts school. There is also an introductory meeting for new parents held in July. This is also a time when pupils can spend time in their new classroom. Pupils follow the Foundation Stage Curriculum and work in a very practical environment where the emphasis is on learning through play. They have access to the books and resources they need to ensure they are developed and challenged according to their ability. Repetition and reinforcement materials are also readily available. We achieve this within a practical, lively and interactive environment.

The pupils have a large classroom, allowing plenty of space for them to work on a range of tasks. The department has its own, self-contained, secure, outside play area which is organised to provide opportunities for outdoor learning. There is plenty of space for imaginative, creative and large apparatus play.

Key Stage 1: Year 1 and Year 2

At this stage we begin encouraging our pupils to become more independent by coming into school on their own and taking greater responsibility for their own property, equipment and clothing.

The classes share a learning environment where pupils can work in small groups and access extensive reading resources. Throughout the week they have sessions in the hall and ICT suite as well as opportunities to visit the school library. Outdoor areas enable the pupils to access the curriculum, both in and out of the classroom setting; these include a garden for growing plants, a pond, a viewing area and a willow walk and curriculum focus areas that will support the topics being taught. In the summer term, the Year 2 pupils learn to swim in the school pool.

During Year 2, the pupils are assessed by their teacher in the areas of reading, grammar and spelling, writing and maths. The assessments are reported to parents and provide information as to whether the child is working below, at or above the age related expectation according to the National Curriculum.

Key Stage 2: Years 3 to 6

Throughout Key Stage 2 we encourage our pupils to take a greater responsibility for their learning. They are involved in target setting processes; they know about their preferred learning styles and what they need to do to maximise their rates of progress.

The classes in Key Stage 2 also make use of the hall, ICT suite and school library throughout the week. During the summer term, pupils use the school swimming pool.

There is a cycle of assessment which operates in order to provide teachers, pupils and parents with information about progress and attainment. These assessments are a combination of tests and teacher assessments.

During the summer term of Year 6, the pupils take statutory tests in Reading, Maths, Spelling, Punctuation and Grammar. These tests are externally set and marked and results are reported to parents. The most recent test results can be found in Appendix 4 and on the school website.

Building Learning Power

Building Learning Power is about creating a culture within the classroom and school that promotes habits and attitudes which support children when they face challenges in their learning, enabling them to respond to these calmly, confidently and creatively.

Children who are more confident in their own learning ability, learn faster and learn better. They concentrate more, think harder and find learning more enjoyable; we think they will be **Powerful Learners**.

Key ideas

The four Rs of learning power.

Developing learning power means developing four aspects of children's learning:

Resilience <ul style="list-style-type: none"> ● Being ready to learn ● Wanting to learn ● Not letting others distract you ● Stickability – knowing how to get unstuck ● Knowing what it is that helps you do your best 	Resourcefulness <ul style="list-style-type: none"> ● Being able to learn in different ways ● Thinking things through in a methodical way ● Making links between ideas and subjects ● Using resources well
Reflectiveness <ul style="list-style-type: none"> ● Understanding how you learn ● Seeing the big picture ● Making links with what you have learned before ● Making changes to your approach as you go along 	Reciprocity <ul style="list-style-type: none"> ● Being able to learn alone and with others ● Picking up good habits from other powerful learners ● Having the skills to be able to work with others

Teachers will be exploring these aspects with the children in an age appropriate way, however everyone will be using the vocabulary of the 4Rs as above. The first step for each class is to create a display showing the qualities of a Powerful Learner based on these aspects.

If you would like to find out more, the following website and books may be of interest:

www.buildinglearningpower.co.uk/

Building Learning Power by Claxton Guy (2010)

Building 101 Ways to Learning Power by Maryl Chambers, Graham Powell and Guy Claxton (2004)

How to apply for a place at Loudwater School

Parents/Carers are encouraged to visit the school and should telephone the school office on 01494 524919 in order to make an appointment to meet the head teacher and look around the school. Open Days are advertised on the calendar of our website.

Our admissions into Foundation Stage are administered by the LA. Admissions to other year groups and at different times in the school year are managed by the school. Our admission criteria are as follows:

If there are more applicants than places available, i.e. 30, once pupils with statements of special educational need have been admitted to the school, then places are allocated in accordance with the following oversubscription rules:

1. Looked after children. A looked after child or a child who was previously looked after by immediately after being looked after became the subject of an adoption, residence or special guardianship order. A looked after child is a child who is; a) in the care of a local authority, or b) being provided with accommodation by a local authority in the exercise of their social service functions
2. Children who will be living within the catchment area of the school on the date of admission. Proof of residence will be required in accordance with the guidance given by Buckinghamshire County Council.
3. Children who, on the date of admission, will have a sibling (a sibling is a brother or sister, which, for admission purposes, means one of two or more individuals who have one or more parents in common, or any other child (including an adopted child) who permanently resides at the same address and for whom the parent/guardian also has parental responsibility) attending the school.
4. Children who have exceptional medical or social needs, which can only be met at this school, supported by written evidence from an appropriate professional person.
5. Once the above rules have been applied then any further places will be offered in distance order; using the distance between the family's normal home address and the school's nearest open entrance gate, *offering the closest first, measured in accordance with the Buckinghamshire County Council's Geographical Information System.*

In the event of there being over subscription in any one of the above criteria, ranking of the children will be determined using the remaining criteria in the order they are set out above.

In cases where there is one remaining place and the next child on the waiting list is one of a twin, triplet or other multiple birth group then both twins (or all the siblings in the case of multiple births) will be admitted and whilst that child is in the class they will be an excepted pupil under the Schools Admissions (Infant Class Sizes) (England) Regulations 2012 which permits Key Stage 1 class sizes to exceed 30

following the admission of a twin for as long as necessary until a child leaves the class at which point the class size will remain at the lower figure.

The school's catchment area falls within the following boundaries:

Kingsmead Road up to Beech Road and all roads south between Kingsmead Road and the M40; all roads north and south of the London Road between Hammersley Lane to the west and Watery Lane and Knaves Beech to the east.

Further details and a map are available from the school or can be viewed at:
http://www.buckscc.gov.uk/bcc/get/assets/docs/ed_catch_map_loudwater_school_pdf

Safeguarding Children in Education

At this school, the health, safety and well-being of every child are our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is for children to enjoy their time as pupils in this school. We want to work in partnership with you to help your child achieve their full potential and make a positive contribution to the world they will be part of in the future.

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

In accordance with our responsibilities under section 175/157 of the Education Act 2002 and "Keeping Children Safe in Education" September 2016, we have a Designated Person for Child Protection, Clare Cunnington who is the head teacher, and has received appropriate training for this role. It is her responsibility to ensure that all staff in contact with children receives child protection awareness training on a regular basis.

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

On very rare occasions Social Care, whilst undertaking an investigation under section 47 of the Children Act 1989, may want to speak to a child without parents' knowledge. This would be a decision made in collaboration with partner agencies and would only be done in situations where a child might be at immediate risk. To gain consent at this point may increase the level of risk to the child or cause evidence of a crime to be lost.

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

The Curriculum

The New National Curriculum from September 2014 embraces 11 subjects. Three of these are known as the Core Subjects, these are: - English, Mathematics and Science.

The remaining subjects are known as Foundation Subjects, these are:- History, Geography, Computing, Art and Design, Music, Design and Technology, Physical Education. We also teach Religious Education and Personal, Social, Citizenship & Health Education (PSCHE) and French (in Key Stage 2). Policies for the curriculum subjects are available on our website.

We follow the International Primary Curriculum to make learning engaging, enjoyable and exciting. This Curriculum creates links between foundation subject areas by working on a particular topic. This means that some subjects may not always be taught discretely but will be part of the learning within a topic.

Core Subjects

English

English includes Reading, Writing and Spoken Language. These are all keys to success in all areas of the curriculum.

Reading

We provide the pupils with enjoyable reading experiences which in turn will mean our pupils are confident readers. Reading schemes are used throughout the school to give a structured progression in reading. Every week each child has at least one guided reading session with their teacher. Classes also join together to read in pairs on a weekly basis.

Children make regular use of the school library. Pupils from Foundation Stage onwards are given the opportunity to take a library book home each week.

Every child has a reading record book. In Foundation Stage and Key Stage 1 these are completed by parents once they have heard their pupils read. In Key Stage 2 the pupils gradually take more responsibility for completing their own reading record. However parents still have a vital role to help children make good progress by listening to them read daily and, as they become independent readers, discussing texts with them.

In Foundation Stage and Key Stage 1 there are daily phonics sessions to support the children as they develop as readers and to develop their spelling skills. At the end of Year 1 pupils' phonic abilities are screened to see if they reach an expected level for their age.

Spoken Language

These skills are vital in all learning and social situations. We promote these by encouraging pupils to listen carefully and to speak confidently and clearly. Children are taught to justify answers and opinions with reasons, ask questions to check understanding, develop vocabulary and build knowledge. Role play is one important way to develop this and pupils have the opportunity to take part in drama in class, circle time, class assemblies and school productions.

Writing

In Foundation Stage and Key Stage 1 pupils start to enjoy writing and see the value of this skill. They learn to communicate meaning in fiction and non-fiction texts. They are taught how to use simple punctuation and to spell high frequency words correctly.

During both key stages, pupils learn about the main features of different genres of writing. This is supported through classroom displays detailing the “writer’s toolkit”. They develop the stamina and skill to write at length using accurate spelling and punctuation; they plan and edit their writing. Whilst the ability to write in a range of genres is important, we also ensure that children have a range of engaging purposes to write based around a class text.

During Key Stage 2, pupils develop their understanding that writing is essential to thinking and learning as well as being enjoyable in its own right. They learn the main rules and conventions of written English and start to explore how language can be used to express meaning in different ways.

Neat presentation and handwriting skills are encouraged, practiced and valued throughout the school. Joined handwriting is taught from Foundation Stage. In Key Stage 1 pupils are awarded special pencils for developing good handwriting and in Key Stage 2 pen licences are awarded for pupils who consistently and correctly join their handwriting.

Mathematics

Our Mathematics curriculum follows the National Curriculum with lessons taking place on a daily basis. Learning objectives are met using a range of practical and written work. Mental and written mathematics play a part in building mathematical skills throughout the school. The expectation in the National Curriculum is that by the end of Year 4 pupils should have memorised their times tables up to and including the 12 times table.

We aim to teach Mathematics in a range of ways, which allows for understanding, accurate applications of principles and speed of thought and recording. The key areas of Mathematics are; number work, measurement, geometry – properties of shape, position and direction and statistics (data handling). Algebra is taught in upper key stage 2.

In maths we enable pupils to:

- Use mental strategies confidently
- Become fluent in the techniques and strategies they can use when dealing with increasingly complex numbers
- Solve problems using the most appropriate methods
- Reason mathematically
- Talk about their work confidently and identify links between different areas of maths and their application in other areas

Science

In Science pupils learn about the exciting world around them. We believe that pupils learn best through experimental learning. Wherever possible, pupils test out their own and the ideas of others. Science is taught through the International Primary Curriculum and focused science weeks. This means that much of the Science

children study is integrated into other topic areas. The units are arranged to ensure that there is continuity and progression throughout the school.

The knowledge and skills are based around these areas of Science teaching:

- Working scientifically
- Plants
- Animals including humans
- Habitats
- Everyday materials, their uses, properties and changes
- States of matter
- Seasonal changes
- Rocks
- Light and sound
- Forces and magnets
- Electricity
- Earth and space
- Evolution and inheritance
- Sex and relationships education is addressed during Year 6 through the science and PSCE curriculum

Computing

We have a strong commitment to Information Technology as it becomes increasingly important in our society. Through our computing curriculum we want pupils to develop, use and apply their knowledge and skills confidently and competently. This will enable pupils to use IT in a range of contexts, becoming independent and discerning users of technology. All pupils are taught about e-safety and use our internet code of conduct when learning the skills to use the internet and email.

We have a modern IT suite with internet access and every class has an interactive screen which enables pupils and staff to share methods and information and allows the internet to be used as a whole-class teaching resource. There are also laptops and tablets which enable the children to use IT in class and to access the internet and other learning resources.

Foundation Subjects

The foundation subjects of Art, Design and Technology, Geography, History and Music are taught through the topics of the International Primary Curriculum.

Art

Through Art, our pupils are encouraged to develop their creativity and imagination. Pupils are encouraged to build on skills to develop their control of materials, tools and techniques. We develop our pupil's critical awareness of the roles and purposes of Art, craft and design in different times and cultures. Our aim is for pupils to become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

Design and Technology

In this subject, pupils are required to think creatively to solve problems. Pupils work individually and often as a group to develop ideas. It involves combining practical skills with an understanding of aesthetics, social and environmental issues and function. An important part of the design process is in evaluating work and suggesting how improvements could be made. Cooking and nutrition are also part of Design and Technology.

History

Through our History teaching, we aim to fire pupil's curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like and how they were organised. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. An important part of History is for pupils to analyse evidence and reach their own conclusions about events. Local History is also part of the curriculum.

Geography

The four key aspects of Geography are:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Skills and fieldwork

Through Geography, questions are explored about the natural and human worlds. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative techniques both in and out of the classroom. It also involves issues such as climate change and sustainability. Pupils gain an understanding of other societies and how they operate. It can inspire pupils to think about their own values and their rights and responsibilities to other people and the environment.

French

Our pupils learn French during Key Stage 2. We teach French through a variety of activities, e.g. songs, games, ICT and role play. We begin by teaching vocabulary such as greetings, colours and numbers. Pupils progress through the Key Stage so that by Year 6 they are involved in conversational French.

Music

Pupils are given opportunities to explore and share their thoughts, ideas and feelings through music. Music is a powerful and unique form of communication that can change the way pupils feel, think and act. During Music lessons, pupils are given the opportunity of enjoying and sharing in a wide range of activities, all of which enable them to participate fully in making and appreciating music of different types and from different sources.

From the very early years, pupils are given the opportunity to compose their own music, listen to and appreciate music of a variety of styles and from different cultures, and to learn and sing songs.

Physical Education

All pupils take part in 2 hours of Physical Education each week. Physical Education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. This includes all aspects of gymnastics, games, dance, outdoor activities and swimming.

Physical Education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness.

We link our activities in Physical Education to work about healthy and active lifestyles. Through this process, pupils discover their aptitudes, abilities and preferences and make choices about how to be involved with lifelong physical activity.

Personal, Social, Citizenship & Health Education (PSCHE)

The pupils discuss a range of issues related to their health and well being in PSHE and Citizenship lessons, such as healthy eating, drug awareness and personal safety. Pupils are taught to raise issues, listen to each other and discuss and resolve problems through a varied selection of activities. In doing so, they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. It is important that each child feels valued so that a strong self-image and self-esteem are promoted.

Sex and Relationships Education is taught progressively through the school as part of PSHE and Citizenship. The emphasis for younger pupils is on a basic understanding of their body and the need to keep their bodies healthy. Sex Education is taught in the context of building good, caring relationships with their peers. These themes are developed throughout the school, each year adding further knowledge and understanding. In Year 6, more detailed information about the human reproduction system and the responsibilities of relationships are taught and discussed.

Parents should note that whilst they have no statutory right to withdraw children from this part of the curriculum, Governors may support the withdrawal of individual pupils on religious grounds, providing application is made in writing. Parents may request a viewing of the materials used.

Religious Education (RE)

The school follows the LA agreed syllabus. Pupils learn about Christianity and other major faiths. They find out about themselves and others, start to understand relationships, by studying cycles of life including, birth, death and religious festivals and celebrations.

Collective Worship

There is a daily act of Collective Worship. Throughout the week a variety of assemblies take place. Parents and visitors are invited to class assemblies, which take place on Thursday mornings during the spring term – a timetable for these assemblies is given out at the beginning of the school year. Parents who do not wish their children to take part in Collective Worship have the right to withdraw them in line with the DoE requirements, and should contact the head teacher to discuss the matter.

Home-learning

Home-learning is encouraged in the school from the earliest stages in order to promote strong home/school links and good study practice. A summary of the main features is daily reading practice, learning to read and spell key words and learning number facts. For Foundation Stage and Key Stage 1 pupils a half termly programme of activities is provided. Additional home-learning is given from Key Stage 2 in order to prepare the pupils for the secondary system. Information can be found on the class page of the website. Our home-learning policy is available on our website. There is a home learning club every Thursday from 3.30 to 4.30 p.m. – children from Key Stage 2 are welcome to attend.

Pastoral Care

The school provides a caring environment in which every child should feel secure and contented. We foster an atmosphere of respect for each other and care for personal and other people's property. We aim to encourage positive attitudes to each other through play and sharing. Everyone is expected to treat others with courtesy. Our aim is to develop and enhance pupils' self-esteem.

Rules are kept to a minimum and are concerned with the treatment of each other, school property and safety. We have a clear policy to maintain high standards of behaviour which is shared with pupils. In cases of persistent behaviour problems, parents will be involved in seeking a solution.

Sharon Edwards is our Family Support Advisor and she may be contacted via the school office if you feel her support would help in resolving any needs your child or family may have.

Equal Opportunities

The school works hard to ensure that all pupils, regardless of ability, gender or race are given every opportunity to develop to their full capacity. Through the PSHE and Citizenship programme and through the ethos of the school, we endeavour to prepare pupils for the opportunities, responsibilities and experiences of adult life.

We present positive images whilst recognising diversities of religion, history, art, music, food and customs. We encourage visitors to the school who can broaden the pupils' experiences in these areas.

Special Educational Needs

All pupils are special and each has his/her own particular needs. We aim to develop and nurture all pupils, giving support for the less able, challenging the more able and helping those with emotional and/or behavioural issues. Some pupils have specific needs which are addressed through Provision Maps. We work as a team with Specialist Support Teachers, Educational Psychologists, various outside agencies and, of course, parents. We encourage and value the involvement of parents in their children's education.

Assessment

We use assessment to help identify pupil's particular strengths or weaknesses and so enhance both teaching and learning. This means that we can make an early intervention if progress is not made.

The pupils have individual target statements for Reading, Writing and Maths against which they assess their own progress with input from the teacher. This helps the children to develop a sense of personal responsibility for their learning. In addition, teachers carry out formative ongoing assessments in Literacy and Numeracy. Progress towards age expected stages are shared with the pupils and their parents.

Pupils in the Foundation Stage are assessed using the Early Learning Goals, which is an on-going assessment throughout the year.

During the first half of the summer term, Year 2 pupils are assessed by their teacher for an end of KS1 assessment and Year 6 complete end of KS2 SATs.

Written reports are made to parents in February and July of each school year.

We are required to give clear details of the results that are achieved by all children sitting the statutory KS2 SATs. These will be given to parents each year and will be published by the DfE in the autumn term. These are shown for 2015/16 in appendix 4 and also on the school website.

Examinations 11+

Pupils in Year 6 will have the option of taking part in the 11+ examinations. To place pupils in grammar schools at Year 7, the Local Authority use verbal reasoning, non-verbal reasoning and mathematical tests. These tests are non-statutory and do not form part of the National Curriculum. They are therefore not reported on by Ofsted. Early in Year 6, pupils complete preparation papers for the tests which are taken in September. During Year 5, meetings for parents are held to provide more detailed information.

Extra – Curricular Activities

We have a range of extra - curricular activities and clubs at school reflecting the enthusiasm and commitment of staff to providing additional opportunities.

Every morning during term time we have a Breakfast Club from 8.00am. Children are served a healthy breakfast and have the opportunity to participate in a range of activities. The club is run by school staff. If your child would like to attend breakfast club please ask at the school office for information on how to book online.

Other clubs are held at lunchtime or after school. These include: netball, football, home-learning, Lego, reading, art and craft and judo.

There are often opportunities for pupils to represent the school in competitions or events as a result of being part of a club. Such opportunities include playing in inter school sports matches or tournaments.

Music teachers from High Wycombe Music Centre also visit school to provide music tuition for a range of instruments including violin, flute and clarinet. Mr Quelch provides guitar tuition.

From time to time we are able to offer other clubs run by outside providers; these have included football (staffed by Wycombe Wanderers coaches), multi-skill sessions and martial arts. We inform parents of these opportunities when they are available.

For a list of current clubs, please see our website.

School Uniform

The Loudwater Combined School uniform plays a valuable role in contributing to the ethos of our school. We believe that our uniform instils pride in our pupils; evidence also suggests that having a school uniform supports positive behaviour and discipline as well as effective teaching and learning.

The school uniform is:

A blue sweatshirt or cardigan (Loudwater blue) which must have the school logo badge on it

White polo shirt, with or without the school logo

Grey skirt, pinafore or trousers

Black or dark sensible shoes – trainers or boots may not be worn

Plain white/grey/black socks/tights

An Art overall is required (possibly an old adult shirt)

Summer Uniform (Optional)

Blue and white striped or checked dress

Grey shorts

The sweatshirt, cardigan and a short sleeved polo shirt with the school logo can be purchased through PMG Schoolwear, 5 Church Square, High Wycombe. Telephone number: 01494 529693.

There is usually a stock of second hand uniform which could be purchased from the school office, if required.

P.E. Kit

Plain dark shorts (navy or black)

Track suit (winter only)

Plain white T shirt

Trainers/Plimsolls (preferably trainers) – except in Foundation Stage where all children should have plimsolls.

Jewellery

For safety reasons, jewellery must not be worn in school. The only exception to this is pupils with pierced ears who may wear simple studs. These should be removed before coming to school on the days that the child has PE/Games or alternatively covered with Micropore tape, provided by the parent and kept in the bag with their P.E. kit. Medical bracelets may also be worn. Although watches may be worn, it must be noted that they are the responsibility of the child/parent.

School Hours

Registers

Registers are a legal document and are completed at the start of each session (8.55 a.m. and 1.30 p.m.)

It is important to ensure all children are present in school at the start of each session to minimise disruption to other pupils. Classes are rewarded for 100% punctuality on a weekly basis.

Foundation Stage

Morning Session	08.55 – 12.15.
Midday Break	12.15 - 13.30.
Afternoon Session	13.30 – 15.20.

Key Stage 1 and 2

Morning Session	08.55 – 12.30.
Midday Break	12.30 – 13.30.
Afternoon Session	13.30 – 15.25 (KS1) 13.30 – 15.30 (KS2)

Lunchtimes

Lunch break is from 12.15 p.m. until 1.30 p.m. in Foundation Stage and from 12.30 p.m. until 1.30 p.m. in KS1 and KS2. Midday supervisors are responsible during this period. However the head teacher and members of the Senior Management Team are always available for support and advice.

Foundation Stage and Key Stage 1 pupils eat lunch in the Hall supported by Year 6 pupils. Key Stage 2 pupils follow on as space allows.

School Meals

These are available free of charge to all pupils in Foundation Stage and Years 1 and 2. Children may continue to bring a packed lunch if preferred. A two course hot meal is served from a menu with three main course choices. All food served meets the government's nutritional standards.

Children in Years 3 to 6 may purchase a school meal. This can be done by signing into Live Kitchen, setting up a direct debit mandate and pre-ordering. Full details are available from the school office

Please ensure that if children bring a packed lunch, this is in a sealed plastic container, clearly named. Sweets, fizzy drinks and drinks in glass containers are **not** allowed. Children may bring chocolate or similar biscuit bars, provided that they are part of a balanced meal, twice a week. Crisps should only be included once a week, due to their high salt and fat content.

Keeping Children Safe and Healthy

Medicines and illnesses

We have trained first aid staff who will give help when necessary. Parents are always notified if anything other than very minor injuries occur. If your child is taken ill at school you will be contacted to make arrangements to collect them. It is most important that parents ensure that contact can be made by the school in time of emergency. Any change in contact details should be notified immediately to the Administration Officer (Mrs Arthur).

The school must be notified of any infectious diseases and children with severe colds and stomach upsets should be kept at home. Children who have suffered from a prolonged period of diarrhoea and sickness should remain at home for 48 hours after the final bout in order to prevent spreading the infection in school.

Medication, such as anti-biotics can be administered at school when parents have completed a consent form providing details of timings and dosages. Please visit the school office to hand in medication and do not leave this in your child's school bag. The parents of children with asthma and other long term conditions will need to complete health care plans to ensure that we are aware of measures to be taken if your child is unwell at school. All forms are available from the office and health care plans are reviewed annually.

The School Nurse attached to Loudwater School is employed by South Bucks N.H.S. Trust and visits the school regularly. She routinely monitors the children's vision, hearing and development.

Parking

This is often a challenge at the busy times when children arrive for school and when they are collected. In order to ensure the safety of all children and adults please note the following:

- School Way is a no-entry road. This means there should be no parking on the hill at any time. The car park is for the use of school staff.
- The safest place for parents and carers to park is in the car park on Kingsmead Road and walk along the footpath, crossing over to School Way.
- If you do park on Kingsmead Road, please do not park too near to the end of School Way as this makes crossing the road more hazardous.
- Parents should not drive on School Way when dropping children at Breakfast Club (08.00) or when collecting children from after school clubs (16.30). If this is not adhered to, pupils may not be able to attend clubs.

Cycling to School

We are keen to support cycling as a form of transport to and from school and parents may seek permission from the head teacher for children to cycle. Pupils in Years FS to Year 4 can cycle to school if they are accompanied by an adult. Pupils in Years 5 and 6 may cycle unaccompanied with parental permission. We recommend that any children cycling unaccompanied complete Bikeability training which takes place at school, usually during the autumn term.

Permission will only be granted on the understanding that:

- a) bicycles are roadworthy;
- b) children must wear a safety helmet;
- c) the child cycles to school on a regular basis, in order to establish routines;
- d) permission is only given for one academic year at a time;
- e) the school accepts no responsibility for the safety of the bicycle, whilst on the premises;
- f) parents take responsibility for the supervision of children to and from school;
- g) any child acting in an irresponsible manner will be refused permission;
- h) children take full responsibility for the safety of themselves and others whilst cycling to and from school;
- i) children must walk with their bicycle up and down School Way.

Forms are available from the school office if you wish your child/children to cycle to and from school.

Crossing Kingsmead Road

This is a busy road and parents are advised to make sure that children are well supervised when crossing. We have a crossing patrol person who is available to assist parents and children at the beginning and end of school. Please cross with the crossing patroller at the designated point and avoid crossing at the “pinch points” either side of School Way.

Absences: Authorised/Unauthorised

If a child is absent from school, parents should telephone the school on the first day of absence and a letter is required from the parent(s)/ carer(s) on the child's return, giving clear reasons for the absence. Registers are carefully monitored on a weekly basis and the head teacher will contact parents where continued and/or unsubstantiated absence is noted or if attendance rates fall below 95%, which is considered to be average attendance. If this does not resolve the situation, referrals may be made to the Attendance Team at Bucks County Council.

Children who are late should come into school via the school office, complete an entry in the Late Book and join their classes as soon as possible. Office staff will mark the child as late. Although, lateness is often rare and unforeseen, the head teacher and the Attendance Team will deal with continued lateness.

The school has targets set for lateness and unauthorised absence; these are reported to both the LA and the DoE. Our most up to date attendance figures can be found in appendix 5.

Home School Agreement

In this document the roles and responsibilities of the school, parents and pupils are detailed. We recognise the importance of working in partnership to ensure that your child gets the most out of their time at Loudwater Combined School. When children first join the school it is the parents who sign the Home School Agreement. During Year 2 the Agreement is explained to the children and they too sign it. A copy of the Home School Agreement can be found in appendix 1

Holidays in Term Time

To cause the minimum disruption to your child's education, the head teacher and Governors, in line with the Local Authority, do not expect parents to remove their children from school for the purpose of a family holiday during term time. If requests are received and there are no exceptional circumstances relating to the leave, the governors will refer the request to the County Attendance Team who may issue a penalty notice.

Holiday dates can be found in appendix 6.

Our attendance policy can be found in appendix 7

Child Minding

If you are looking for child minding services please contact Mrs. Howard on 01494 814301 as she is part of a circle of registered child minders.

Rewards and prize giving

We believe that it is important to reward pupils for their achievements in a variety of ways. Every Friday we have a Learning and Achievement Assembly where certificates are given to recognise particular efforts made with learning, behaviour, attendance or punctuality. Each month the pupils vote for a class member to be their Citizen of the Month. The class with the best attendance in each calendar month is rewarded with a non-uniform day.

There are termly awards for attendance, achievement and for pupils who have developed an aspect of Building Learning Power. Each term the child in each class who has made the most progress is rewarded as the class' Learning Champion.

The achievements of pupils who participate in school teams are recognised in assemblies and on the school website.

For Year 6 pupils and their parents, there is a leavers' presentation assembly where pupils are recognised for achievements throughout their time at Loudwater Combined School.

Trips/Visits

On a termly basis, teachers arrange visits and visitors to enhance an area of the curriculum area the pupils are studying. If these are local visits it is often the case that there is no charge for the visit, although permission will still need to be given for your child to participate. Often if the class are visiting a museum or wildlife park or if a speaker is visiting the school there is a cost attached to the activity. In line with Local Authority procedure parents will be asked for voluntary contributions to meet the cost of this. Letters will be sent home in advance of such activities.
(See also appendix 8).

FOLS (Friends of Loudwater School)

There is a strong link between the school and parents. The head teacher, or another staff member, attends meetings of FOLS committees. New parents are always welcome at the meetings.

Parents' Forum

Regular meetings of the Parents' Forum are held. The agenda is decided by parents and is arrived at by parents making suggestions to their class representatives. The meetings are attended by the headteacher, other members of school staff and a representative from the governing body. All parents are welcome to attend the meetings. Please see the parents' forum page on the school website for more information.

The Governing Body

The Governors are a group of individuals who may be parents, staff, partnership or community representatives. Their role is to work with the school on planning, developing and reviewing policies and keeping the school under review so that all pupils achieve their full potential.

One of the key roles of the Governors is to ask questions of and work with, the head teacher and other members of staff. An important part of this work is the way in which the Governors monitor the school development plan through regular reviews. Although raising and maintaining standards is a key objective, the governors also monitor many aspects of school life, including the achievement of different ethnic groups, attendance, behaviour and health and safety relating to the school premises.

Governors can be contacted via the school office and are always available at parent teacher consultation meetings for you to speak with. A full list of the Governing Body is found in appendix 3 and on our school website.