



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

**School Way
Kingsmead Road
Loudwater
High Wycombe
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Telephone (01494) 524919
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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 most recent Ofsted inspection was in January 2018. 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 English and Mathematics 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,

C Cunningham

Clare Cunningham
Headteacher



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Dear Parents,

On behalf of the Governing Body, staff and pupils I am delighted and extremely proud to introduce you to Loudwater Combined School.

Our prospectus is designed to give you a valuable insight into our school and I hope you find this of benefit to you.

As you read through our prospectus I am sure that you will gain a sense of the superb ethos within our school and also just how much our school has to offer you and your child. Should you need any further information please do not hesitate to contact the Headteacher or myself.

Our last Ofsted was in January 2018. 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.

The Governing Body of Loudwater Combined School consists of dedicated and hard working representatives from the parents, the teachers, the community and the local authority. The governors play a varied and vital role in the management of the school and are fully committed in their work with the staff, to drive continuous improvement to allow every child to maximise their full potential.

If you are visiting the school I have every confidence that you will be extremely impressed by our pupils and staff, and the calm and relaxed environment in which our school operates.

I urge you to come and see the school at work and be like many others who have fallen in love with the atmosphere within the school and see why we are so proud of Loudwater Combined School.

Yours faithfully,

P Randall

Paul Randall
Chair of Governors.





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.



Learning to read in Foundation Stage.



Our outdoor classroom is next to our new outdoor area; learning outdoors brings experience to life.



Web-Explorer play equipment which pupils can use at break and lunchtimes.



Our computer suite is where pupils learn about using technology. They also use the technology to make other areas of learning more enjoyable.

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. In November 2016 we were reassessed and judged to have made progress in all areas, particularly our engagement with parents. Basic skills refer to English 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.

During the academic Year 2016/17, Loudwater Combined School was proud to be awarded gold in the schools games mark. This has come about through our provision of PE and sporting opportunities within the school and the wider curriculum. More specifically, we were able to achieve this award through:

- Providing children with two hours of timetabled Physical Education (PE) per week.
- In addition to two hours of PE per week, providing extra-curricular sporting activities as opportunities for the children to engage in sport.
- Engaging at least 50% of pupils in extra-curricular sporting activities per week.
- Providing targeted provision for the least active young people to take place in extra-curricular sports.
- Using the school games formats to enter boys and girls into inter-school competitions in the local area. This was within a variety of different sporting events.
- Providing information about the school games to parents through the school newsletter and website. This was often done in the format of match reports after each competition.
- Having active links with a variety of local community sport providers such as local cricket, dance and judo clubs.
- Providing qualified PE coaches to work alongside teachers in PE lessons to deliver good quality provision of sport and train teachers further in delivering PE.
- Run an inter-house competition within the school in which older pupils were responsible for organising and officiating each event.

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 & Growth Mindsets

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)

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.

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.

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.

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 children 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

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 children 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 PSHE 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.

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.

For each unit of work in English, Maths and topic pupils have skills sheets in their books. These provide information for the child about what they will be learning. This provides an opportunity to self assess at the end of each unit. By working in this way we aim to encourage children to have a greater ownership of their learning.

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 2016/17 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 7.45am. Children have the option of 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.

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 [Tesco.com](https://www.tesco.com) or 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 the Bucks information Service www.bucksfamilyinfo.org

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.

Appendix 1

LOUDWATER COMBINED SCHOOL

Home School Agreement

The School will:

- Be welcoming at all times and offer you opportunities to be involved in the daily life of the school.
- Ensure that your son/daughter is well taught, enabling him to achieve as highly as possible.
- Ensure that your son/daughter knows what his/her targets are and how to achieve them.
- Provide regular information about your son's/daughter's progress and attainment, and any other matters as the need arises.
- Provide a full range of subjects and experiences, including home-learning, and after school activities to meet his/her individual needs and interests.
- Emphasise the importance of living a healthy lifestyle and encourage him/her to make choices resulting in a healthy lifestyle.
- Provide a healthy lunch if your son/daughter is entitled to free school meals or opts for school meals.
- Make sure that your son/daughter is safe from any kind of bullying or discrimination.
- Make sure that your son/daughter knows who he/she can speak to if he/she has any problems or worries.
- Offer him/her opportunities to engage in decision making so that he/she knows his/her voice will be heard.
- Help him/her to develop a sense of responsibility and to be considerate towards others.
- Expect the same high level of behaviour whenever your son/daughter is in school uniform; to or from school or on a school visit.

Parent(s)/Carers:

I/We will:

- Ensure that my son/daughter comes to school regularly, on time and ready to learn.
- Take an interest in the daily life of the school and become involved when appropriate or possible.
- Contact the school if my son/daughter is going to be absent for any reason.
- Ensure that my son/daughter comes to school with all the equipment he/she needs including correct school uniform and PE kit, and that these items are correctly labelled.
- Let the school know if there are any problems which may affect your son's/daughter's learning or behavior
- Ensure that I am aware of my son's/daughter's targets and what he/she needs to do to achieve these.
- Attend parental interviews and discussions about his/her progress, including relevant information evenings.
- Support school policies and rules and the code of conduct for behaviour.
- Regularly check home-learning, reading records and home-learning diaries as well as listen to my son/daughter read and/or discuss his/her reading.
- Encourage my son/daughter to make positive choices relating to food by providing him/her with a healthy lunch and encouraging him/her to take regular exercise.
- Where possible make arrangements so that my son/daughter is able to attend before and after school activities and encourage him/her to maintain a commitment to an activity.
- Avoid removing my son/daughter from school during term time, unless there are exceptional circumstances.

Child:

I will:

- Come to school each day on time, having had enough sleep and breakfast.
- Bring the things I need every day, including a water bottle, label them and look after them properly.
- Wear my uniform and my PE kit and be smart.
- Make healthy choices about the food I eat and the amount of exercise I take.

- Try hard in all my learning tasks and complete home-learning as well as I can.
- Behave well, be polite and helpful to others including when I am representing the school and on my way to and from school.
- Commit to attending clubs for at least a term at a time.
- Talk with an adult in school or my parents at home if I am being bullied or treated unfairly or badly in any way or if I am finding my learning difficult.
- Help look after the school and keep it free from litter and vandalism.
- Be a responsible member of the school community.
- Never give up and always try my best.
- Respect the culture and religion of all others.

Appendix 2

LOUDWATER COMBINED SCHOOL - TEACHING STAFF

Mrs. Clare Cunningham	Headteacher
Miss Caroline Harris	Foundation Stage Class Teacher
Miss Deborah Weston	Year 1 Class Teacher
Mrs. Jackie Olcot	Year 2 Class Teacher & Key Stage Leader
Mr. Oliver Neighbour	Year 3 Class Teacher
Mr Matthew Hasyn	Year 4 Class Teacher
Miss Lyndsey Brown	Year 5 Class Teacher
Mrs. Belinda Welland	Year 6 Class Teacher & Deputy Headteacher
Mrs. Eve Heard	SENDCo
Mr Patrick Quelch	PPA Teacher
Mrs. Claire Kybert	PPA Teacher

LOUDWATER COMBINED SCHOOL - SUPPORT STAFF

Mrs. Louise Bampton	Midday Supervisor/Year 1 Teaching Assistant
Mr. Derek Clarke	Caretaker
Mrs. Julie Clarke	Office Clerk
Miss Sue Doyle	Midday Supervisor and Year 4 Teaching Assistant
Mrs. Jenny Eldred	Senior Midday Supervisor
Mrs. Sharon Edwards	Parenting Support Adviser
Mr. Andrew German	School Business Manager
Mrs. Tracy Greenaway	Foundation Stage Teaching Assistant
Mrs. Beverley Hall	Year 5/6 Teaching Assistant
Ms. Helen Iliffe	Year 2 and Year 5 Teaching Assistant
Mrs. Stephanie Inglis	Special Needs Teaching Assistant (HLTA)
Miss Khadiza Islam	Year 2 & 5 Teaching Assistant
Mrs. Yolanda Lewis	Midday Supervisor
Mrs. Tracie Jones	Year 6 Teaching Assistant

Mrs. Rachel King	Year 3 Teaching Assistant
Mrs. Mel Nicholls	Year 2 Teaching Assistant
Mrs. Sue Randall	Midday Supervisor
Mrs. Debbie Sarl	Midday Supervisor
Mrs. Sarah Singleton	Year 1 Teaching Assistant
Mrs. Carol Surridge	Midday Supervisor
Mrs. Samantha Timson	Year 2 Teaching Assistant
Ms. Rachel Williams	Foundation Stage Teaching Assistant

Appendix 3

LOUDWATER COMBINED SCHOOL – GOVERNING BODY

Mr. Stephen Andrews	Co-opted Governor	Year 4
Mrs. Larissa Bashir	Parent Governor	Year 2
Mrs. Clare Cunnington	Headteacher	
Mr. Chris Hawkes	Associate Governor	
Mr. Andrew McNeill	Parent Governor	Year 6
Mrs. Jackie Olcot	Staff Governor	
Mrs. Amanda Pierce Collinao	Parent Governor	Year 6
Mr. Paul Randall	Partnership Governor/ Chair of Governors	Year 5
Mrs. Belinda Welland	Observer	
Mrs. Jenny Woodison	Partnership Governor	FS & Year 2

Appendix 4

Key Stage 1 2017 Summary Results for

Loudwater Combined School

These tables show the percentage of eligible children achieving each outcome in the school (2017) compared with 2016 National data.

The number of eligible pupils is 30

Figures may not total 100% because of rounding

			Teacher Assessment						
			Percentage of pupils at each outcome						
			Below pre-key stage standard	PKF - pre-key stage Foundation	WTS / HNM - working towards expected standard (Rd,Wr & Ma) / Has not met expected standard (Sci)	EXS - working at the expected standard	GDS - working at greater depth within the expected standard	Disapplied	Absent
Writing	Boys	School	0	7	20	67	7	0	0
		National	3	7	31	49	10	0	0
	Girls	School	0	0	33	60	7	0	0
		National	1	4	22	56	17	0	0
	All	School	0	3	27	63	7	0	0
		National	2	5	27	52	13	0	0
Reading	Boys	School	0	7	13	60	20	0	0
		National	3	6	21	50	20	0	0
	Girls	School	0	0	13	73	13	0	0
		National	1	4	16	51	27	0	0
	All	School	0	3	13	67	17	0	0
		National	2	5	19	50	24	0	0
Maths	Boys	School	0	7	7	73	13	0	0
		National	3	5	20	52	19	0	0
	Girls	School	0	0	20	73	7	0	0
		National	1	4	21	58	16	0	0
	All	School	0	3	13	73	10	0	0
		National	2	4	21	55	18	0	0
Science	Boys	School			7	93		0	0
		National			20	79		0	0
	Girls	School			13	87		0	0
		National			16	84		0	0
	All	School			10	90		0	0
		National			18	82		0	0

Key Stage 2 TA 2017 Summary Results for

LOUDWATER COMBINED SCHOOL

These tables show the percentage of eligible children achieving each outcome in the school (2017), compared with **2016** National data.

The number of eligible pupils is

30

Figures may not total 100% because of rounding

			Teacher Assessment Results								
			Percentage of pupils at each outcome								
			Below pre-key stage standard	PKF - pre-key stage Foundation	PKE - pre-key stage Early development	PKG - pre-key stage Growing development	WTS / HNM - working towards expected standard (Wtr) / Has not met expected standard (Rd, Ma & Sc)	EXS - working at the expected standard	GDS - working at greater depth within the expected standard	Disapplied	Absent
Writing	Boys	School	0	0	0	7	33	60	0	0	0
		National	1	1	2	5	23	57	11	0	0
	Girls	School	0	0	0	0	0	80	20	0	0
		National	1	0	1	2	15	62	19	0	0
	All	School	0	0	0	3	17	70	10	0	0
		National	1	1	1	4	19	59	15	0	0
Reading	Boys	School	0	0	0	0	40	60		0	0
		National	1	1	1	3	18	75		0	0
	Girls	School	0	0	0	0	0	100		0	0
		National	1	0	1	2	12	84		0	0
	All	School	0	0	0	0	20	80		0	0
		National	1	1	1	2	15	80		0	0
Maths	Boys	School	0	0	0	0	33	67		0	0
		National	1	1	1	3	17	77		0	0
	Girls	School	0	0	0	0	0	100		0	0
		National	1	1	1	2	16	79		0	0
	All	School	0	0	0	0	17	83		0	0
		National	1	1	1	2	17	78		0	0
Science	Boys	School					20	80		0	0
		National					21	79		0	0
	Girls	School					0	100		0	0
		National					17	83		0	0
	All	School					10	90		0	0
		National					19	81		0	0

Appendix 5

ATTENDANCE DATA

School Year 2016/2017

Overall absence 3.9%
Target less than 5%

School Year 2017/2018

Target 95% attendance
5% absence

Spring Term 2017 % attendance	Summer Term 2017 % attendance	Autumn Term 2017 % attendance
95.0%	96.7%	96.7%

Appendix 6

Term Dates 2017 - 2018

TERM DATES - SEPTEMBER 2017 - JULY 2018

Autumn Term 2017 Training Days Mon 4 th & Tue 5 th September Term begins Wednesday 6 th September Half-term Mon 23rd – Fri 27th October Term ends Tuesday 19 th December	Spring Term 2018 Training Day Wednesday 3 rd January Term begins Thursday 4 th January Half-term Mon 12th – Fri 16th February Term ends Thursday 29 th March
Summer Term 2018 Term begins Monday 16 th April May Day Monday 7 th May Training Day Friday 25 th May Half-term Tue 29th May - Fri 1st June Training Day Friday 29 th June Term Ends Tuesday 24 th July	Please note: Pupils should not be taken out of school during term time for family holidays

Appendix 7 (with separate appendices)
LOUDWATER COMBINED SCHOOL
Attendance for Learning Policy

"Loudwater Combined School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. Please refer to our Safeguarding Policy."

Introduction

Regular school attendance is essential if children are to achieve their full potential. If children are not in school, they are not learning.

For this reason the governors of Loudwater Combined School have taken the decision that they may charge the Education Welfare Service with issuing penalty notices against any parents who take their children out of school during term time when there are no exceptional circumstances to justify this. The governors have also decided to use the services of the Educational Welfare Services when a pupil's attendance is irregular and satisfactory reasons for these irregularities are not received and substantiated. This may involve the issuing of a penalty notice or court action.

The governors of Loudwater Combined School believe that regular school attendance is the key to enabling children to maximise the educational opportunities available to them and become emotionally resilient, confident and competent adults who are able to realise their full potential and make a positive contribution to their community.

Loudwater School values all pupils. As set out in this policy, we will work with families to identify the reasons for poor attendance and try to resolve any difficulties. However we will work with the Education Welfare Service to issue penalty notices for irregular attendance and where children are absent during term time and there are no exceptional circumstances for this absence; holidays taken during term time could be an example of this.

We recognise that attendance is a matter for the whole school community. Our Attendance Policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement, supported by our policies on Child Protection, Anti-Bullying, Behaviour & Discipline and Inclusion. This policy also takes into account the Human Rights Act 1998, the Disability Discrimination Act 1995 and the Race Relations Act 2000.

We expect all children on roll to attend every day, when the school is in session, as long as they are fit and healthy enough to do so. We do all we can to encourage the children to attend, and to put in place appropriate procedures. We believe that the most important factor in promoting good attendance is the development of positive attitudes towards school. To this end, we strive to make our school a happy and rewarding experience for all children.

Our school attendance target is 95%. This represents average attendance. In our drive towards continuous improvement, this is an area of school performance that will be targeted to bring about improvements.

Please see Appendix 1 to demonstrate the impact of attendance, which falls below this figure.

We celebrate high levels or improvements in attendance to encourage children to have good attendance levels. This is done through weekly certificates for classes who achieve 100% punctuality or the highest level of attendance during a week. A mufti (non-uniform) day is awarded to the class with the highest percentage attendance in a month. Children with attendance between 97% and 100% each term receive a certificate. Full attendance for an academic year is rewarded by a badge and certificate. These achievements are recognised in achievement assemblies and on the weekly newsletter.

Legal Framework

Section 7 of the 1996 Education Act states that parents must ensure that children of compulsory school age receive efficient full-time education suitable to their age, ability and aptitude and to any special educational needs they may have, either by regular attendance at school or otherwise.

A child is of Compulsory School Age at the beginning of the term following their 5th birthday. A child ceases to be of compulsory school age on the last Friday in June of the school year in which they reach the age of 16.

Under the Education Act 1996, the Local Authority has a statutory responsibility to ensure that parents secure education for children of compulsory school age and where necessary, use legal enforcement.

The Education (Pupil Registration) (England) Regulations 2006, require schools to take an attendance register twice a day, once at the start of the morning session and then again during the afternoon session.

The register must record whether the pupil was:

- present;
- absent;
- present at approved educational activity; or
- unable to attend due to exceptional circumstances.

Categorising absence

Where pupils of compulsory school age are recorded as absent, the register must show whether the absence is authorised or unauthorised.

Absence can only be authorised by the school and cannot be authorised by parents. All absences will be treated as unauthorised unless a satisfactory explanation for the pupil's absence has been received.

Parents should advise the school by telephone on the first day of absence and provide the school with an expected date of return. This should be followed up in the form of a written note from the parent/carer, though verbal explanations may be acceptable where this is considered appropriate. Alternative arrangements will be agreed with non-English speaking parents/carers.

Absence will be categorised as follows:

Illness: In most cases a telephone call or a note from the parent informing the school that their child is ill, is acceptable. Parents may be asked to provide medical evidence where there are repeated absences due to reported illness. This will usually be in the form of an appointment card, prescription etc.

Medical/Dental Appointments: Parents are advised where possible to make medical and dental appointments outside the school day. Where this is not possible, pupils should attend school for part of the day. Parents must show the appointment card to school.

Other Exceptional Authorised Circumstances:

Exceptional circumstances could include:

- Service personnel returning from a tour of duty abroad where it is evidenced that the individual will not be in receipt of any leave in the near future that coincides with school holidays.
- Where a health professional as part of a parent or child's rehabilitation recommends an absence from school from a medical or emotional issue.
- The death or terminal illness of a person close to the family.
- To attend a wedding or funeral of a person close to the family.
- Where there are exceptional and unforeseen circumstances that fall outside of the above, the head teacher will consult with a member of the governing board prior to any authorisation being given to the parent.
- If a request meets the above exceptional circumstances but falls within the following times, the head teacher and governors must be convinced that absence from school is the only option:
 - The first half term of any academic year (applies to all pupils)
 - Year six induction day (for pupils in year six)
 - Year six SATs week (for pupils in year six)
 - Assessment periods in other year groups (these will be communicated to parents by the school)
 - Induction days for year groups already at the school.

Excluded (no alternative provision made): Exclusion from attending school is counted as an authorised absence. The child's class teacher will arrange for work to be sent home.

Late Arrival: Registration begins at 8.55am. Pupils arriving after this time will be marked as present but having arrived late. The register will close at 9.25am. Pupils arriving after the close of register will be recorded as absent. This will not be authorised and will count as an absence for that school session.

On arrival after the close of register, pupils must immediately report to the school office to ensure that we can be responsible for their health and safety whilst they are in school.

The absence will only be authorised if a satisfactory explanation for the late arrival can be provided, for example, attendance at a medical appointment. (Code M)

The absence will be recorded as **unauthorised** if the pupil has arrived late after the registers close without justifiable cause, for example, if they woke up late or were waiting for their uniform to dry. (Code U)

Unauthorised absence: Absence will not be authorised unless parents have provided a satisfactory explanation that has been accepted as such by the school.

Examples of unsatisfactory explanations include:

- A pupil's/family member's birthday
- Shopping for uniforms
- Having their hair cut
- Closure of a sibling's school for INSET (or other) purposes
- "Couldn't get up"
- Illness where the child is considered well enough to attend school
- Holidays taken without the authorisation of school

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

Parents wishing to take their child out of school during term time must send a written request to the head teacher before arrangements are made. This request should be made at least one month prior to the date of requested leave to ensure there is adequate time for the request to be considered by the governors. Documentary evidence of leave and return dates may be required in order to process your request. Retrospective requests will not be considered and therefore will result in the absence being categorised as unauthorised.

The Curriculum and Admissions Committee of the Governing Body will consider all requests for leave of absence, where timescales do not allow this to happen the head teacher will always consult with at least one governor from this Committee. Each request will be discussed individually and will consider the following factors:

- Length of the proposed leave
- Age of the pupil
- The pupil's general absence/attendance record in the previous 12 months
- Proximity of SATs and public examinations
- Pupil's educational needs
- General welfare of the pupil.
- Circumstances of the request
- Purpose of the leave
- Previous term time holidays taken
- When the request was made

All requests for leave of absence will receive a written response. Where a request is granted, the letter will state:

- The expected date of return

- That parents must contact school should any delays occur

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

Religious Observance Loudwater School acknowledges the multi-faith nature of British society and recognises that on some occasions, religious festivals may fall outside school holiday periods or weekends and that this necessitates a consideration of authorised absence or special leave for religious observance. (Code R)

It is reasonable for a parent to allow their children not to attend school on any day of religious observance if recognised by the parent's religious body.

Parents are required to give advance notice to the school if they intend their child to be absent.

However, in the interests of fulfilling the academic requirements of the school and limiting the authorised absence rate of the school, it is identified as reasonable that no more than one day be designated for any individual occasion of religious observance/festival and no more than three days in total in any academic year. Absence in excess of this will be categorised as unauthorised.

Traveller Absence: The aim for the attendance of Traveller children, in common with all other children, is to attend school as regularly and as frequently as possible.

To protect Traveller parents from unreasonable prosecution for non-attendance, the Education Act 1944, section 86, states that a Traveller parent is safe from prosecution if their child accrues 200 attendances (i.e. 200 half days) in a year. Traveller absence (Code T) is acceptable only when the family is engaged in a trade or business that requires them to travel and when the child is attending school as regularly as that trade permits.

It does not mean that part-time education for Traveller children is legally acceptable, nor does it relieve parents of their duties to ensure that their children are receiving suitable education when not at school.

When in or around Buckinghamshire, if a Traveller family can reasonably travel back to their base school (see below) then the expectation is that their child will attend full-time.

Loudwater Combined School will be regarded as the base school if it is the school where the child normally attends when they are not travelling. However, the pupil must have attended in the last 18 months. Traveller children can register at other schools temporarily whilst away from their base school. In such cases, the pupil's school place at our school will be kept open for them whilst travelling. This is to protect them from unfairly losing their place at their school of usual attendance.

We can operate effectively as the child's base school only if we are engaged in on-going dialogue with Traveller families. This means that parents must:

- advise of their forthcoming travelling patterns before they happen; and
- inform the school regarding proposed return dates

Loudwater Combined School will authorise absence of Traveller children if we are satisfied that a family is travelling and has given indication that they intend to return.

Traveller children will be recorded as attending an approved educational activity when:

- The child is on roll and attending another visited school
- Undertaking supervised educational activity under the jurisdiction of another Local Authority's Traveller Education Service
- The child is undertaking computer based distance learning that is time evidenced

Where Traveller children are registered pupils at a school and are known to be present either at a site (official or otherwise) or in a house and are not attending school, the absence will be investigated in the same way as for any other pupil.

Children in Entertainment

This is regulated under the Children Young Person Act 1933/63 and Children in Performance Regulations 1968.

By law, all children from birth to the time they cease to be of compulsory school age require a licence to perform. The production company is responsible for completing and submitting the licence application to Bucks County Council.

- Performances, which require a licence, include:
- Theatre, panto
- Films, TV
- Commercials, video, internet for commercial purposes
- Member of a band/choir/dance show
- Modelling – all types, broadcast and non-broadcast
- Amateur dramatics
- Broadcast dance/singing competitions

A licence is not required for children performing in a school production.

In Buckinghamshire, if time off school is required, the school is contacted directly. We are asked to provide information about current levels of attendance and whether we object to the licence being granted. Depending on the current attendance levels and time of the school year, the governors do not generally object and the absence is authorised. However if the absence falls in key times of the year as outlined previously in this policy, then an objection may be made.

Deletions from the Register

In accordance with the Education (Pupil Registration) (England) Regulations 2006, pupils will be deleted from the register only when one of the following circumstances applies:

- The school is replaced by another school on a School Attendance Order
- The School Attendance Order is revoked by the Local Authority
- The pupil has ceased to be of compulsory school age
- Permanent exclusion has occurred and procedures have been completed
- Death of a pupil
- Transfer between schools
- When a parent informs the school in writing that the pupil is to be withdrawn to be educated outside the school system
- Failure to return from an extended holiday after both the school and the local authority have tried to locate the pupil
- A medical condition prevents their attendance and return to the school before ending compulsory school-age
- In custody for more than four months (in discussion with The Youth Offending Team)
- 20 days' continuous unauthorised absence have elapsed and both the Local Authority and school have tried to locate the pupil
- A pupil has left the school but it is not known where he/she has gone after both the school and the Local Authority have tried to locate the pupil

Loudwater Combined School will follow Buckinghamshire County Council's Children Missing Education Protocol when a pupil's whereabouts is unknown.

Roles and Responsibilities

We believe that improved school attendance can only be achieved if it is viewed as a shared responsibility of the school staff, governors, parents, pupils and the wider school community.

All staff will:

- Actively promote the importance and value of good attendance to pupils and their parents
- Form positive relationships with pupils and parents
- Contribute to a whole school approach which reinforces good school attendance; with good teaching and learning experiences that encourage all pupils to attend and to achieve
- Comply with the Registration Regulations, England, 2006 and other attendance related legislation
- Implement systems to report, record and monitor the attendance of all pupils, including those who are educated off-site
- Analyse attendance data to identify causes and patterns of absence
- Contribute to the evaluation of school strategies and interventions
- Work with other agencies to improve attendance and support pupils and their families
- Document interventions used to a standard required by the Local Authority should legal proceedings be instigated

Parents should:

- Talk to their child about school and what goes on there. Take a positive interest in their child's work and educational progress
- Instil the value of education and regular school attendance within the home environment
- Encourage their child to look to the future and have aspirations
- Contact the school if their child is absent to let them know the reason why and the expected date of return. Follow this up with a note where possible.
- Try to avoid unnecessary absences. Wherever possible make appointments for the doctors, dentists etc. outside of school hours
- Ask the school for help if their child is experiencing difficulties
- Inform the school of any change in circumstances that may impact on their child's attendance
- Support the school; take every opportunity to get involved in their child's education, form a positive relationship with school and acknowledge the importance of children receiving the same messages from both school and home
- Encourage routine at home, for example, bed times, home work, preparing school bag and uniform the evening before
- Not keep their child away from school to go shopping, to help at home or to look after other members of the family
- Avoid taking their child on holiday during term-time.

Using Attendance Data

All pupils' attendance is monitored and will be shared with the Local Authority and other agencies if a pupil's attendance is a cause for concern.

Every week the Attendance Administrator will provide the head teacher with attendance data for the previous five weeks for each pupil whose attendance is 95% or less.

This pupil level data will be used to trigger school action as set out in the escalation of intervention (Appendix 1).

Attendance data will also be used to identify emerging patterns and trends to inform whole school strategies to improve attendance and attainment.

Loudwater Combined School will share attendance data with the Local Authority as required. All information shared will be done so in accordance with the Data Protection Act 1998.

Support Systems

Loudwater Combined School recognises that poor attendance is often an indication of difficulties in a child's life. This may be related to problems at home and or in school. Parents should make school aware of any difficulties or changes in circumstances that may affect their child's attendance and/or behaviour in school, for example, bereavement, divorce / separation. This will help the school identify any additional support that may be required.

We also recognise that some pupils are more likely to require additional support to attain good attendance, for example, those pupils with special educational needs, those with physical or mental health needs, migrant and refugee pupils and looked after children.

The school will implement a range of strategies to support improved attendance. Strategies used will include:

- Discussion with parents and pupils
- Referrals to support agencies
- Friendship groups
- Reward systems
- Time limited part time time-tables
- Additional learning support
- Behaviour support
- Reintegration support packages

Support offered to families will be child centred and planned in discussion and agreement with both parents and pupils.

Legal Sanctions

Please see Appendix 2 for details of interventions.

Where intervention fails to bring about an improvement in attendance, Loudwater Combined School will notify the Buckinghamshire Education Welfare Service of the irregular attendance.

The Education Welfare Service or school will invite parents to attend a Parenting Contract Meeting and issue a formal warning of a Penalty Notice.

Parenting Contracts (Anti Social Behaviour Act 2003) A Parenting contract is a voluntary agreement between the Local Authority, school and the parent, it can also be extended to include the child and any other agencies offering support to resolve any difficulties leading to improved attendance. The contract will outline attendance targets and will detail agreed actions that will help to achieve the target. The contract will be reviewed regularly.

The contract can be used as evidence in a prosecution should irregular attendance continue.

Penalty Notices (Anti Social Behaviour Act 2003) Penalty Notices will be considered when:

- Intervention has failed to bring about improvement and further unauthorised absence has occurred following written warning to improve.

- A pupil has taken leave of absence i.e. for the purpose of a holiday in term time and the absence has not been authorised by the school.
- A pupil is persistently late for school.

A Penalty Notice gives the parent the opportunity to avoid a prosecution. A £60 fine, per parent/carer, per child must be paid within 21 days. The fine increases to £120 per parent/.carer, per child if paid after 21 days but within 28 days of the date, the Notice was issued.

Failure to pay the Penalty Notice may result in a prosecution under Section 444 of the Education Act 1996.

Prosecution: The school will provide the Local Authority with evidence required for a prosecution under Section 444 of the Education Act 1996. This is to ensure that parents realise their own responsibilities in ensuring attendance at school and most importantly about returning children to education.

The Curriculum & Admission committee monitors this policy on a half-termly basis. Anonymised data will be made available to this committee including notifications made to County and the responses received.

April 2016

APPENDIX 1

WHAT DOES 90% ATTENDANCE MEAN FOR YOUR CHILD?

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

90% ATTENDANCE MEANS MISSING ONE HALF DAY EVERY WEEK OF TERM TIME

SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY

90% ATTENDANCE MEANS MISSING THE EQUIVALENT OF FOUR WEEKS IN THE SCHOOL YEAR

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
Y2											
Y3											
Y4											
Y5											
Y6											

90% ATTENDANCE OVER FIVE YEARS MEANS MISSING ONE HALF OF A SCHOOL YEAR

IS YOUR CHILD'S ATTENDANCE AFFECTING THEIR ACHIEVEMENT?

WHAT WOULD YOUR EMPLOYER'S RESPONSE BE IF THIS WERE YOUR ATTENDANCE PROFILE?

APPENDIX 2

Intervention Flow Chart

The head teacher will monitor attendance on a weekly basis to identify unacceptable, irregular attendance over a 5 week period.

School will notify parent of the child's irregular school attendance and offer them the opportunity and support to improve. 1a letter sent.

A letter will be sent informing you of concerns regarding your child's attendance you should

- Speak with your child to see if there are any reasons why they are reluctant to attend
- Contact the school to discuss any difficulties you or your child may be experiencing.
- Ensure your child attends school regularly

If there is no improvement and the parent has not provided a good reason for the absence, the school will write to invite the parent into school to devise a parenting contract and provide information about further actions which could result.

If an improvement has been made this will be communicated to parents and attendance will continued to be monitored in line with school procedures. Should the improvement not be sustained parents will be invited to attend a meeting to devise a parenting contract. 1b letter sent.

Failure to attend a meeting to devise a parenting contract or to follow the parenting contract will result in the school making a referral to the Education Welfare Service who will invite you to attend a Parenting Contract Meeting or review and may issue a Warning of a Penalty Notice.

A Parenting Contract is a voluntary agreement between you and the Local Authority aimed at supporting you in improving your child's school attendance.

Whilst your involvement in a Parenting Contract is voluntary, if you fail to engage with the support offered and your child's attendance remains irregular, the Education Welfare Service may issue a Penalty Notice or begin legal proceedings in the Magistrates' Court.

If you are issued with a Penalty Notice of £60 per parent/carer, per child this must be paid in full within 21 days otherwise the Penalty will increase to £120 per parent/carer, per child. If you fail to pay the Penalty by the 28th day, the Education Welfare Service may instigate legal proceedings against you.

If you are found guilty of this offence you can be fined up to £2500 and/or be imprisoned for a period of three months.

Appendix 8

Charging for School Activities

The Education Reform Act 1996

The objectives of the charging provision of the 1996 Act are: -

- a) To maintain the right to free education.
- b) To establish that activities offered wholly or mainly during normal teaching time should be available to all pupils regardless of their parents' ability or willingness to meet the cost.
- c) To emphasise that there is no statutory requirement to charge for any form of education or related activity, but to leave LEAs and schools the discretion to charge for optional activities provided wholly or mainly out of school hours.
- d) To confirm the right of LEAs and schools to invite voluntary contributions for the benefit of the school, or in support of any activity organised by the school whether during or outside school hours.

The Governing Body of Loudwater Combined School recognise and appreciate the educational benefits which can be derived from children undertaking visits, journeys and activities to support their learning. We therefore give an undertaking that visits and activities of an educational nature may be provided only if sufficient voluntary contributions are received in order that the costs of any such visit or activity may be covered. However, we recognise that there is no obligation to contribute and registered pupils at the school will not be treated differently according to whether or not individual parents have made any contribution in response to a request. Should insufficient voluntary contributions be received to cover the cost of a specified educational visit or activity, then the school reserves the right to cancel the said visit.