

**Haydon Abbey**



**Combined  
School**

*A brighter start for learning and life*

***Prospectus***

**Haydon Abbey Combined School**  
**Weedon Road**  
**Aylesbury**  
**Bucks**  
**HP19 9NS**



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**Head Teacher: Mrs Kate Smith**

**Chair of Governors: Mrs Jenny Hunt**

### **Haydon Abbey Combined School Vision Statement**

At Haydon Abbey we put our children first every time. We expect every child to achieve their full potential through providing a challenging, safe and nurturing learning environment where diversity and success are celebrated, mutual respect among adults and children is practised, and where parents and caregivers are seen as valued partners. We provide our children with the foundations for life-long learning which will enable them to enrich the community.

#### **Area served by the School:**

An area of north-west Aylesbury bounded to the west by Bicester Road from Southern Road to Stonehaven Road, across the Quarrendon estate including Quarrendon Avenue (1-7 and 2-8), Coventon Road, Lay Road and Meadowcroft to 164 and 151. Bounded to the east by Buckingham Road, Whaddon Chase and Northern Road including North Eastern Road.

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## Welcome to

# HAYDON ABBEY COMBINED SCHOOL

<b>Headteacher:</b>	<b>Mrs Kate Smith</b>
<b>Chair of Governing Body:</b>	<b>Mrs Jenny Hunt</b>
<b>School Capacity:</b>	<b>350 + Nursery (52 places)</b>

### **The Aims of Haydon Abbey Combined School:**

- To identify each child's learning needs and to help every child achieve his/her best in every area of school life;
  - To encourage partnership between:
    - Pupils
    - Staff
    - Parents/guardians
    - Governors
    - The wider community
- so that everyone will respect and value one another and give help and support when needed;
- To create a learning environment that is happy and secure, caring and well-disciplined, inspiring and stimulating.

### **We do this by:**

- Providing a high quality education which has a firm foundation in the basics of literacy and numeracy, which teaches the whole range of National Curriculum subjects to the highest standards and which also allows the development of a sense of aesthetic awareness;
- Having a structured teaching programme that includes monitoring and assessment so that each child's needs are identified and met in an appropriate way;
- Providing homework for all children suitable to their age and abilities;
- Showing children that they all have skills and talents and that they are all important.

## **GOVERNORS**

### **List of Governors appointed to Haydon Abbey Combined School**

County Council Representative:	Mrs J Hunt (Chair of Governors)
LEA Governor	Mr W Amarasinghe Mrs S Powell Mrs Anne Rowswell
Community	Mrs J Bloom
Parent Governors:	Mrs A Calver Mr D Robertson
Headteacher:	Mrs K Smith
Teacher/Staff Governors:	Mrs B Alwyn-Jones Miss J Fowler

### **Staff List**

Headteacher:	Mrs K Smith	
Deputy Head:	Mrs B Alwyn-Jones	
Teachers:	Miss D Adams Mrs S Clark Miss J Fowler Mrs C Gardner Miss E Hance Miss G Higgins Mrs M Killen Mrs A Lawford	Miss J Phipps Miss L Pope Mrs K Richardson Mrs J Seaton Mrs C Taylor Miss L Tucker Miss L Walker Mrs L Yates
METAS Teacher:	Mrs S Hanif	
Nursery Nurses:	Mrs T Hancock Mrs S Cann	Mrs N Goodyear Mrs J Phillips
Admin Officer:	Mrs L Eley	
Finance Officer:	Mrs T Adams	
Higher Level Teaching Assistants:	Mrs R Bond Mrs J Carter	Mrs S Tymms Mrs J Watkins
Learning Support Assistants:	Mr S Calver Mrs T Capper Mrs A Casey Mrs M Collins Mrs D Cooper Mrs D Everest	Mrs L King Mrs J Matton Mrs A Mortlock Mrs S Patel Mrs T Plant Mrs V Spearing
METAS LSA	Miss R Rafiq	
Caretaker:	Mrs A Barnbrook	

## UNIFORM

In order to discourage competition in dress, maintain standards of appearance and provide sensible workwear, it is expected that all children wear school uniform. Fleece (for outdoor wear), sweatshirts, cardigans and PE shirts – all with the school logo – are available to order. We also sell school ties, PE shorts, the Haydon Abbey reading folder, PE bag and sun hat.

### Girls:

Dark grey/charcoal skirt, pinafore dress or trousers

Pale blue blouse/polo shirt

Haydon Abbey sweatshirt or cardigan

Haydon Abbey tie (optional)

Black shoes/black trainers only – high heels are **not** permitted for safety reasons

Optional for Summer: blue & white gingham dress, sunhat

### Boys:

Dark grey/charcoal trousers

Pale blue shirt/polo shirt

Haydon Abbey sweatshirt or cardigan

Haydon Abbey tie (optional)

Black shoes/black trainers only

Optional for Summer: sunhat

## PE and Games:

### Girls and Boys

Haydon Abbey PE bag

T-shirt – light blue

Shorts – royal blue

Socks

Plimsolls/trainers

For outdoors, sturdy trainers may be worn along with tracksuits in cold weather

Jewellery is positively discouraged. Watches (Year 3 onwards) are permitted as is one pair of stud earrings but these **must** be removed for PE and swimming. Any items which fall outside the category of everyday school use should not be brought into school. If you are in doubt please ask.

Haircuts should be sensible. Hair colours, shaved heads, marks shaved into the hair, mohican styles, etc are **not** permitted.

## CHARGING AND REMISSIONS POLICY

We believe that out-of-school visits are educationally very valuable; they are an important part of school life.

However, the school has no specific allocation of money to cover such trips.

The Governing Body has agreed the following policy on charging to cover activities taking place both inside and outside the school:

- Voluntary contributions will be sought from parents for activities taking place during school hours; if there are insufficient voluntary contributions from parents activities may not go ahead.
- Charges will be levied for activities taking place outside school hours;

- Ingredients/materials etc for a finished product that a child takes home will be charged for;
- If a child is responsible for breakages/damage the parents will be asked to meet the cost of the replacement.

Applications for the remission of charges may be made to the Headteacher or the Chair of Governors.

## **COMPLAINTS PROCEDURE**

Any parent who is unhappy about an aspect of his or her child's schooling or who wishes to make a complaint should, in the first instance, talk to the class teacher. Most problems are resolved at this level.

The next step should be to make an appointment with the Headteacher. Both Kate Langrish and her Deputy, Betilyn Alwyn-Jones, operate an open-door policy and are happy to talk to parents and listen to any concerns they may have. Usually such a meeting will be enough to reassure most parents.

If the problem is not satisfactorily resolved, the next stage is to contact the Chair of Governors. Jenny Hunt can be contacted through the school office, she is very experienced and will do her utmost to help.

If Parents are still dissatisfied with the school's response; the final person to approach is the Senior Advisory Officer, who can be contacted at:

Aylesbury Vale Area Education Office  
County Hall  
Aylesbury  
Bucks  
HP20 1UZ  
Telephone: 01296 395 000

## **POLICIES**

### **Key Policies**

#### **Special Educational Needs Policy**

At Haydon Abbey School, special educational need is defined as an individual's need for a modified curriculum in order to access fully the National Curriculum. All mainstream pupils are regularly screened to detect learning difficulties. Once identified, our Special Needs Co-ordinator liaises with class teachers, parents and outside agencies to ensure an appropriate response.

The Area Support Team provides us with additional help on a weekly basis to help support the learning of children on the SEN Register.

There are many different types of special needs presented by children and the special provision varies depending on what they are and the level of seriousness. Initial stages would be monitoring and differentiation in class. Withdrawal from class for specialist teaching is the final stage and there are various strategies used for the intermediate stages.

Our SEN policy is in accordance with the Education Act 1993 and the accompanying Code of Practice which advocates that the needs of most children with special educational needs should be met within a mainstream school with necessary support.

Detailed planning and documentation are important parts of the process and parents are closely involved at all stages.

## **Homework Policy**

Homework is set for all children in the school, varying considerably depending on the age and ability of the child.

Children at the lower end of the school are expected to spend 10 to 15 minutes each evening sharing their school reading book with a parent. When they are slightly older they are required to practise spellings and multiplication tables.

At the upper end of the school there is a gradual increase in the number and kind of assignments.

Parents are informed of their child's homework schedule and we ask them to give support and encouragement.

Homework is seen as a positive tool and is not used as a means of punishment. However, a child who fails to finish work in class may be asked to finish it at home in addition to their regular homework.

The school's Homework Policy is available on request.

## **Sports Policy**

At Haydon Abbey our sports policy aims:

- to include individual and team sports in the PE curriculum as required by the National Curriculum;
- to promote extra curricular sports where this is practicable;
- to help pupils to enjoy their sports so that they have the best possible opportunity to gain the full physical, mental and social benefits that sports can offer.

## **Assemblies**

Class assemblies take place on Fridays during term time. Parents of children in that class are very welcome to attend. In order to maintain good discipline and order please note that these assemblies are unsuitable for very young children. Assemblies commence at approximately 9.00a.m and finish at approximately 9.10 a.m.

## **Parental Assistance**

There are many ways in which parents can help in school either on a regular basis - assisting in the classroom, listening to children read or, occasionally, on a school trip, sewing costumes for a school play etc. Offers of help are welcomed and appreciated. If you can spare an hour or more please telephone our school office to arrange an appointment with Kate Langrish.

## **CURRICULUM**

The school curriculum includes the following areas:

### **National Curriculum Core Subjects**

English  
Mathematics  
Science  
Information and Communication Technology

### **National Curriculum Foundation Subjects**

Art  
Design & Technology (DT)  
Geography  
History  
Music  
Physical Education (PE)

### **Additional Subjects**

Drama  
PSHE (Personal, Social & Health Education) and Citizenship  
Religious Education

## **CORE SUBJECTS**

### **English**

In the National Curriculum, English is divided into three areas: Speaking & Listening, Reading and Writing. As a subject it differs from all others in that it is the medium through which other subjects are taught. Haydon Abbey has adopted the Government's Literacy strategy for the teaching of reading and writing. This practical structure has already had a significant impact on the development of reading and writing. Haydon Abbey pupils are demonstrating increasing confidence, fluency and understanding, as well as greater enjoyment in reading and writing.

### **Speaking and Listening**

Although less discussed than reading and writing, speaking and listening are also important skills. At Haydon Abbey we provide many opportunities for children to express themselves clearly and with confidence. Children are encouraged first to talk about themselves and their experiences. This is extended to enable them to talk about a variety of subjects to different audiences. Role play, drama and participation in assemblies all contribute to the development of expertise.

### **Reading**

We have introduced the *Oxford Reading Tree* reading scheme as well as the *Literacy Web* so that the children have a clear structure to support the development of their reading skills. These schemes together with other exciting new literacy hour resources (which include a variety of fiction and non-fiction *Big Books*) give the children a stimulating introduction to the richness of the literacy world. Teachers also use a wide range of games and audio-visual material to support learning. Each class has a good selection of books which, together with our school library, provide scope for teaching reference skills as well as extending the choice each child has to read for pleasure.

At Key Stage 1 parents are encouraged to share books, stories and rhymes with their children on a regular basis both at home and at school. This gives a lot of extra practice which all children need to help them to be successful.

At Key Stage 2 children are given the opportunity to borrow books from the library to share with their parents or read independently. In school we teach a range of strategies and skills to develop reading skills, as no single approach can be the only 'right' method.

### **Writing**

Writing involves a number of skills which develop separately. Children are encouraged to form their ideas and use a rich variety of language and vocabulary to create interesting and imaginative stories, poems and factual accounts for a variety of purposes.

The practical skills of handwriting are taught throughout the school using the Cripps Handwriting Scheme. We aim to teach each child to write neatly and fluently and to take pride in their presentation. The children are taught to form single letters correctly and gradually progress to a joined-up style.

We place emphasis on the development of correct grammar, spelling and punctuation, which are taught systematically.

### **Mathematics**

At Haydon Abbey our new Ginn Abacus, is specifically designed to meet the requirements of the Numeracy strategy which was introduced nationally in the Autumn Term 1999.

The new scheme includes practical problem-solving and investigative activities which enable the children to ask questions and try out ideas. It also places a greater emphasis on the development of the all important mental arithmetic.

The children are taught how to use a range of resources, including measuring tools and equipment, calculators, technical instruments and computer programmes. There is also an emphasis on the children's mastery of basic concepts, such as counting, knowledge of number bonds and mental strategies.

Children from Year 2 to Year 6 are encouraged to practise the times-tables at home.

### **Science**

Learning about science helps children to develop ways of understanding the world around them. For this they have to build concepts which help them link their experiences together. They must learn ways of gaining and organising information and applying and testing ideas.

The investigative skills of observation, asking questions, predicting, hypothesising, fair testing, measuring and selecting equipment are developed throughout the school through planned progression.

The children are taught to communicate their thoughts and ideas at all stages of scientific activities and at all levels of development. They are encouraged to express findings and ideas to other children orally through drawings, charts, models, actions and writing.

### **Information and Communication Technology (IT)**

At the centre of Information and Communication Technology is the computer. At Haydon Abbey all children have access to a computer in their classroom in addition to the class sessions in our specialist computer suite and the interactive whiteboard room. Computers are used to reinforce and extend learning in all subjects and at all levels and children are taught to use a variety of hardware and software.

Children are encouraged to use the computer independently to communicate as well as research areas of study. This capability is greatly enhanced now that the school is "online".

## **FOUNDATION SUBJECTS**

### **Art**

Through 'Art & Design' the children have the opportunity to communicate their thoughts and feelings in a visual way. The children are provided with activities that develop observation and drawing skills. Drawing is seen as a means of analysing, recording, communicating and expressing the children's ideas. The children have opportunities to experience and develop other skills including printing, painting and modelling. They use a variety of materials. The history of art, including an appreciation of famous artists, is also covered.

### **Design & Technology (DT)**

Craft, Design & Technology in the curriculum is essentially about providing opportunities for children to develop their capability to create high-quality products through combining their designing and making skills with knowledge and understanding. It draws skills and knowledge from many curriculum areas; namely Science, Maths, Art and I.C.T.

Children are given opportunities to investigate, disassemble and evaluate existing products and to learn particular skills. They are encouraged to find solutions to problems and to make decisions about their work. They work with a range of materials and tools.

### **Geography**

Through an enquiry approach, children first come across geography by studying the local environment. Skills are developed and this gradually extends to other contrasting localities, within and beyond the UK. Children are given the opportunity to study some of these localities during school journeys. Themes of settlement, weather and rivers are explored as separate topics.

Map work, a vital geographical skill, is covered in each age range with specific aims to increase and develop the children's mapping skills.

### **History**

Pupils are given opportunities to develop an awareness of the past and of the ways in which it was different from the present. They are enabled to set their study within a chronological framework and to understand some of the ways in which we find out about the past.

At Key Stage 1 they are taught about everyday life, about the lives of famous people and about past events.

At Key Stage 2 they learn about important episodes and developments in Britain's past, including local history. The children also examine ancient civilisations and study the history of other parts of the world.

All pupils are enabled to access the history curriculum by means of a programme of differentiation to meet all levels of ability.

### **Music**

Musical activities are an essential part of a child's education. The school follows the National Curriculum which includes performing, composing, listening and appraising.

Initially children sing and participate in rhythm/action games and are introduced to percussion instruments, then progressing to recorders. Later children play a wider variety of pitched to listen to many different kinds of music.

Tutors from the Aylesbury Vale Music Centre visit the school on a weekly basis to teach children to play the cello, violin and clarinet. A termly fee is expected to receive such tuition.

### **Physical Education (PE)**

At Haydon Abbey we believe that PE experienced in a safe and supportive environment makes a vital contribution to a pupil's physical and emotional health, development and well being. PE aims to provide for pupils' increasing self confidence through an ability to manage themselves in a variety of situations.

A balance of individual and team activities, together with aesthetic aspects of movement, aims to cater for each pupil's abilities. PE is based on the National Curriculum with progressive learning objectives which endeavour to provide appropriate, stimulating, challenging and co-operative learning situations for all pupils.

The teaching of the progression of skills takes place within athletic activities, dance, games, gymnastics and outdoor adventurous activities.

It is the school's policy that every child has the appropriate kit to take part in all PE and games lessons.

## **ADDITIONAL SUBJECTS**

### **Drama**

At Haydon Abbey we emphasise the importance of drama which helps to develop the self-confidence of so many of our pupils. In the classroom it is an integral part of our English curriculum and it is a feature of our assemblies. In addition to this, every year KS1 children take part in a Christmas play.

### **Personal, Social & Health Education (PSHE) and Citizenship**

Although not a part of the National Curriculum, PSHE covers subjects that are perhaps the most relevant to real-life. PSHE is too important to be left to chance. We have a PSHE policy and aim to:

- provide pupils with knowledge, skills and understanding from which they can make informed choices and decisions with regard to their future lifestyles;
- help pupils to increase their self-awareness and self-confidence by ensuring that each child has opportunities to achieve and be successful. Children should also be encouraged to support each other;
- help each pupil to develop and grow into a caring and responsible adult;
- include all aspects of equal opportunities and education for life in a multi-cultural/multi-faith society.

There are nine components in our health education curriculum, all of which should be included in planned programmes of work throughout a child's school life. These components are:

- environmental aspects of health education
- family life education
- food and nutrition
- health-related exercise
- personal hygiene
- psychological aspects of health education
- safety
- sex education
- substance use and misuse

One aspect of PSHE that is rather different is Sex Education. Sex education is offered to all children in year 6. The sex education aspect of the course forms part of the curriculum in the spring/summer term, giving the teacher time to get to know the children and the parents and to be aware of individual feelings.

At the beginning of the relevant term a letter is sent to the parents concerned explaining that the human reproductive process is going to be discussed in class. The letter tells the parents of the times and dates of any sex education and TV programmes and consent is sought for those children to participate in the lessons. Parents are also given the opportunity to view any audio visual aids, books etc and to discuss with the Head or class teacher any reservations.

School governors are responsible for the formulation of the school's policy for sex education and for ensuring that the policy is kept up to date.

### **Religious Education (RE)**

At Haydon Abbey we follow the Buckinghamshire County Council agreed syllabus which reflects that the religious traditions in Great Britain are, in the main, Christian, whilst taking into account the teachings and practice of other major religions. An act of worship takes place every day. Assemblies include stories from the Bible and other cultures, human achievements, social values and behaviour. In the classroom, children learn about festivals, special occasions, relationships and belonging, the natural world and places of worship in a multi-faith society.

## **WELFARE AND DISCIPLINE**

### **School Rules**

The basic rule of Haydon Abbey is that of respect for all persons at all times. A child who has self-respect and self-discipline will recognise the need for respecting others.

The school has a clear Behaviour Policy which parents can see on request. The school is managed on the basis of individual and corporate responsibility. Every member of the school community is expected to contribute in trying to create a relaxed and happy atmosphere. Pupils are encouraged to respect and care for each other and their surroundings both at school and in the community.

The school has produced a Code of Behaviour which is based on 'Three Golden Rules' and a 10 point code. The 'Three Golden Rules' being:-

- ❖ **Care for Others**
- ❖ **Care for Yourself**
- ❖ **Care for the Environment**

Our Code of Behaviour, Rewards and Sanctions Policy is displayed in each classroom.

A reward system is used to promote good behaviour. House points are awarded for good work, good behaviour etc and House Point Certificates are given regularly.

Each month we hold an achievement assembly which celebrates exceptional pupil effort throughout the school. Seven shields are awarded to children who have achieved more than usual in their work or behaviour.

### **Pastoral Care**

All staff are concerned for the welfare of all children at Haydon Abbey but class teachers have a particular responsibility for children in their class.

### **What happens if my child is unwell**

The physical well being of the children requires the close co-operation of parents and staff. In addition, the school nurse is available to help with any problems that may arise. She will visit the school on request.

In the case of injury on the school site, staff are only allowed to carry out the most basic first aid. Please note we do not administer medicine or tablets. The school will refer children thought to have serious injury to the casualty department at Stoke Mandeville Hospital and inform parents immediately or as soon as possible.

The Headteacher must be informed of any change of the emergency contact telephone numbers given to the school. The school needs to have at least two contact numbers.

Responsibility for pastoral care of the children lies with the class teacher in the first instance, but additional support from other staff members is always available.

### **School Lunches**

The children are supervised in the school dining hall during lunchtime and subsequently in the playground.

For health and safety reasons no chocolate or sweets, chewing gum, glass bottles, fizzy drinks or cans are permitted in school by our team of Midday Supervisors.

The LEA provides a free school meal for those who are entitled to one. If you feel that your child may be entitled to a free school meal please contact the school for an application form and advice.

### **Child Protection**

It is the responsibility of every member of staff to be sensitive to indicators of child abuse - which includes non-accidental injury, severe neglect, emotional abuse and/or sexual abuse.

If a member of staff has a particular concern about a child this will be discussed confidentially with the designated teacher for child protection. A decision is then made about whether the information is sufficient to act on. Fortunately, this rarely happens but when action is needed the school follows the County's 'Multi-Agency Policy and Procedure' guidelines. The procedure is intended to protect children at risk and schools are encouraged to take the view that where there are grounds for suspicion it is better to be safe than sorry.

## **Security and Safety**

Security procedures are reviewed regularly and access to the building is restricted with all visitors required to report to the office, sign in and be given a badge to wear whilst on school premises.

A termly Fire Drill is practised by the whole school to make sure every child knows how to leave the building safely and quickly to assemble outside.

Parents are reminded that they may not use the school car park when bringing children to school or when collecting them to go home and to bring children into school through the designated areas and **not** through the School Office.

## **PARENTS' ASSOCIATION / HACSA**

Haydon Abbey has a thriving School Association to which all parents automatically belong. A committee of parents is elected each year and they organise social and educational functions which include fund raising.

## **PUPIL ADMISSIONS POLICY**

The County Council has agreed that the admissions policy below should be used for those children due for admission to primary Schools at the age of 5 or 7.

In most cases the Education Department will be able to confirm that a place is available at your preferred School. However, when a primary school is over-subscribed i.e., more children wish to attend that School than there are vacant places, the criteria listed below are used to allocate places up to the Intended Admission Number.

## **ADMISSION CRITERIA FOR COUNTY AND VOLUNTARY CONTROLLED PRIMARY SCHOOLS**

Places are allocated according to the following criteria, in order of priority:

- 1) Children living in the area normally served by the school (as agreed with the Admissions Authority)
- 2) Younger brothers and sisters of older children who will still be in attendance at the School on the date of admission
- 3) Children with exceptional medical or social needs, supported by written evidence from an appropriate professional
- 4) In the event of oversubscription, once places have been allocated under criteria 1-4 the remaining places will be awarded according to the proximity of the child's home to the school, as measured by the nearest available route. This is from the front door of the child's home to the schools nearest entrance gate.

**This information applies to children wishing to be admitted to this school. If you have any questions about how this may apply to you then please contact the school office.**

**Visiting arrangements for prospective parents:**

By appointment with the Headteacher. All prospective parents will be asked to see the Headteacher before admittance to the School.

### **Available places and numbers seeking admission**

At the commencement of the current school year there were 56 places available for admissions in the Early Years Department (Reception).

### **Haydon Abbey Admission Policy**

The Governing Body have agreed the following admission policy.

- a) There will be a single intake each academic year.
- b) The school will accept Rising 5's, Pre-Rising 5's and Pre-Pre Rising 5's in one intake in the September 2005 for the 2005/2006 academic year
- c) The intake will be part time for the first term (Autumn Term) of admission thereafter parents would be offered the facility for their child to attend full time during the Spring and Summer Term

*Rising 5's are children who will have their fifth birthday in the Autumn Term. Pre-rising 5's are children who will have their fifth birthday in the Spring Term and Pre-pre rising 5's are children who will have their fifth birthday in the Summer Term.*

### **Nursery Education at Haydon Abbey Combined School**

Nursery Education is provided at Haydon Abbey for children aged 3 years until the year in which they become eligible for our Early Years Department (Reception).

The Nursery operates for two sessions, each taking 26 children. Priority is given to children who will attend Haydon Abbey School.

The children learn through structured play, investigation and exploration following the Foundation Stage Curriculum set by the DfES. They are encouraged to participate in a wide range of activities.

There are six main areas of learning:

- 1) Personal, Social and Emotional Development
- 2) Communication, Language and Literacy
- 3) Mathematical Development
- 4) Knowledge and Understanding of the World
- 5) Creative Development
- 6) Physical Development

Each term the Nursery follows different topics, details of which are displayed on the Parents' Notice board in the Nursery area and sent home through the Nursery Newsletter.

Parents are welcome in the Nursery Class with the agreement of the senior member of staff.

### **Application for Leave of Absence:**

It is the policy of the School not to authorise additional leave of absence for pupils. However, up to 10 days discretionary leave of absence may be given in exceptional circumstances. Parents are asked to complete an Application for Leave of Absence form, which is available from the School Office. These should then be returned to the School Office. Parents will be informed as to the decision of the governors within a few weeks. Any pupil who is absent from School without a doctors certificate or other authorised reason will be taken off roll after 10 days.

### **TERM DATES 2006 – 2007**

	<u>Open on morning of:</u>	<u>Close at end of afternoon on:</u>
Autumn Term 2006	Monday 4 September Monday 3 October	Friday 20 October Wednesday 20 December
Spring Term 2007	Thursday 4 January Monday 19 February	Friday 9 February Friday 30 March
Summer Term 2007	Monday 16 April Monday 4 June	Friday 25 May Friday 20 July

School will also be closed to pupils on the following INSET days:

Monday	4 September
Tuesday	5 September
Wednesday	3 January

There will be two additional INSET days during the year.

### **School Timetable**

Morning session starts at 8.55 am for all children (the school gates are not opened until 8.45 am), the mid-morning break at 10.30 am lasts for 15 mins.

Lunch for Reception, Y1 and Y2 children starts at midday, Y3 – Y6 at 12.15 pm

Afternoon school starts at 1.00 pm for Reception, Y1 and Y2 children, and at 1.15 pm for Y3 – Y6. There is a mid-afternoon break (2.00 - 2.15 pm) for Reception, Year 1 and 2 children only.

The School day finishes at 3.15 pm for all children and the gates will be open at approximately 3.10 pm.

No supervision for children is available before 8.45 am, therefore children should not normally arrive before that time. Parents/carers should enter by the three main gates, Weedon Road, Coventon Road and by the main gate.

Our attendance statistics for 2003/2004 are as follows:

Authorised absence	%	Unauthorised absence	%
Haydon Abbey School	5.3	Haydon Abbey School	0.5
National	Not available	National	Not available