

Great Missenden

Church of England Combined School



Prospectus for the school year 2011-2012

**Head Teacher:
Mrs Rozalyn Thomson**

**Chair of Governors:
Mrs Belynda Cook**

**Church Street, Great Missenden,
Buckinghamshire HP16 0AZ
Telephone: 01494 862310
Fax: 01494 868300
email: office@grtmissenden.bucks.sch.uk**

Dear Parents,

All schools have a different personality, and you pick this up as soon as you step through the door.

The personality of Great Missenden CE Combined School is:

- A Church School – where children of all faiths and no faith grow in spiritual awareness and experience the peace of quiet reflection.
- A High Achieving School – we provide “Challenge for All”, expecting all children to make strong progress whatever their level of ability.
- An Inclusive School – we welcome children with obstacles to learning.
- A Food for Life School – we are crazy about growing, cooking and eating healthy food.
- An Extended School – offering Morning and After School Clubs from 8am to 6pm
- An Outstanding School – judged Outstanding in every category and sub-category at our last inspection in 2006, we have made continual improvements since then.

Please come and look around the school to see for yourself whether all the above statements are true!

Rozalyn Thomson

Head Teacher



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Ethos and Values

As a church school, we aim to nurture the spiritual, cultural, moral and social development of the children and to foster mutual respect and responsibility. We are a high achieving school, but also an inclusive school, taking pride in the progress of every child, whatever their level of ability. Our School Motto is:

“Believe and Achieve”

Our Aims

We want children to:
Be happy
Feel secure
Know that they belong
Appreciate and value the opinions of others
Listen
Persevere
Have a sense of awe and wonder
Appreciate the world around them, and take care of it
Be curious, ask questions
Take pride in their own achievements and the achievements of others
Take control of their own learning
Know that it is alright to make a mistake and then move on
Know that life is precious and that today is very special and it will not happen again
Know that there are many ways to be clever, and that everyone is good at something
Love learning.

Our school is a place where learning is rewarding, absorbing and fun.
Learning is for all, adults and children, and learning continues throughout life.
The adults who work here enjoy being here.
Every child is able to go out of the school gates at the end of the day and say,
“That was the best day ever!”



"An Outstanding School"

Our Last Ofsted Inspection

In November 2006 our school was graded OUTSTANDING in every category and sub-category.

- "Great Missenden Combined is an outstanding school whose pupils demonstrate a zest and enthusiasm for all that their teachers and local communities offer them. By the time they leave school at the end of Year 6 standards are, and have been for some time, exceptionally high."
- "The pace of learning is rapid."
- "Throughout the school pupils have excellent attitudes to learning."
- "The school's commitment to inclusion is reflected in the excellent support provided for those pupils with Special Educational Needs and Learning Difficulties."
- "The staff and governors are always seeking ways to improve the school."
- "There is an excellent focus on pupils' health and fitness."
- "The pupils' personal development and wellbeing are outstanding."
- "The school provides an excellent curriculum that offers breadth and depth and is enriched by an exceptional range of extra-curricular activities."
- "Those with particular gifts and talents are provided with additional challenges and opportunities to work together such as the editing of the school newspaper."
- "Leadership and management are outstanding."

The full report can be seen on the OFSTED website, or obtained from the school office.

Location and Facilities

The school is situated in its own, well-maintained grounds on the edge of Great Missenden. It is a voluntary controlled primary school with approximately 380 children on roll, ranging in age from rising fives to eleven.



In 2011 we became a GOLD FOOD FOR LIFE SCHOOL, one of only 13 in the whole country and the only school in Buckinghamshire to achieve this award. It recognises our commitment to children growing, cooking and eating healthy food. Our Truly Scrumptious Kitchen opened in 2007, funded independently by our PTA. It serves freshly prepared lunches for children and staff. The Tutti Frutti Bar is run by parents, providing fruit every morning breaktime. Vegetables, herbs and fruit grown in the school allotment are used in the Truly Scrumptious Kitchen.

We are an Extended School, offering an Early Morning Breakfast Club from 8am and the Jumping Jellybeans After School Club to 6pm.

Our Pre-school is a colourful welcoming setting for rising 3 and 4 year olds with purpose-built indoor and outdoor areas, ideal for this age group. Parents may choose morning or afternoon sessions.

The original school was founded in 1823, with more recent buildings for teaching and administration. An additional new classroom was opened in March 2000, and a mobile classroom in September 2005. Classrooms are light, spacious and well equipped for all subjects and there is

an Information & Communications Technology (ICT) suite with individual workstations for every child. All classrooms are networked and have interactive whiteboards.
The school has large playgrounds, a sports field and a covered heated swimming pool.

We are extremely fortunate in having a very professional, hard working team of teachers and support staff. The enthusiasm and liveliness of the staff prevails throughout the school. While a high standard of work is demanded of every child, they find that learning can be fun and that school provides a happy and secure environment.

Admissions

Parents considering sending their child to Great Missenden C of E Combined School are welcome to make an appointment to meet the Head Teacher, and be shown around the school. We also hold Open Days, usually in September and June.

All admissions to the school are decided by the Admissions Team at County Hall, Aylesbury. Parents can contact the team on 01296 382456 or via admissions@buckscc.gov.uk

We accept children within our area at the start of the term in which they are five years of age. At seven years of age children from our feeder schools - Hyde Heath, Lee Common and Little Missenden - join us. If capacity allows, we can also accept children residing outside our reserved area.

Admissions at each transition point will be prioritised according to the following criteria if the School receives more applications than it has places available. Once places have been allocated to children with a Statement of Special Educational Needs, the remaining places will be allocated in the following order:

1. Children in **Care**.
2. Children who are **living in the catchment area** of the school.
3. **Siblings** of children who are attending the school or a 'linked primary school' in Reception to Year 5 at the time the allocations are made or who have already been offered a place to start in the **current** academic year at the school (or a linked primary school).
For immediate casual (in year) admission after normal point of entry: **Siblings** of children who are in **Reception to Year 6** at the time of admission to the school.
4. (As a voluntary controlled school)
Children whose parents have **expressed a preference for a Church of England school** supported by evidence that at least one parent has been a regular worshipper (an average of at least twice a month) at an Anglican Church.
5. 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. Educational professionals will decide if the evidence provided is sufficiently compelling to meet the requirements of the rule.
6. Children **attending a primary school linked to the school** named in the list of 'linked primary' schools at the time allocations are made. (Does not apply to those seeking a place in Reception)
7. 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 entrance gate, offering the closest first. We use the **shortest appropriate route**.

There is a selective procedure for secondary schools at 11 and parents have a choice of schools locally. Depending on 11+ results and catchment area, children from Great Missenden School move on to The Misbourne Upper School in the village or Grammar Schools in Chesham, Amersham, Wycombe or Aylesbury.

The School Day

The school day starts at 8.50 a.m. and ends at 3.15 p.m. There is a short break during the morning and all children have an hour for lunch. There is a rota system in the dining room which ensures all children have time to eat, socialise and play.

- Foundation and KS1: 11.45 – 12.45
- Years 3 and 4: 12.15 – 1.15
- Years 5 and 6: 12.45 – 1.45

Foundation and KS1 children also have a short break in the afternoon.

Pastoral Care

Before children start school in Reception, we invite them in for a visit. They spend the morning in Reception and they also stay to lunch. This helps the child to feel more confident about joining us and allows the child and parent to feel happier and more familiar with the new situation.

Children aged seven joining from our linked infant schools visit us towards the end of the summer term for an induction morning. Prior to this the Head Teacher and Year 3 Teacher visit each linked infant school to meet the children transferring to Great Missenden the following term. They also receive a Starter Pack giving details of the school routine and a letter from a 'buddy' who will show them around and be a friend when they arrive in September.



All children are asked, at the start of each academic year, to identify a named adult in the school with whom they would talk if they had any anxieties or problems. Responsibility for pastoral care lies primarily with the class teacher in close liaison with both the Head Teacher and Deputy Head Teacher.

Behaviour

We expect a high standard of good manners, self-discipline and consideration for each other's safety and self esteem. Our rules are designed to ensure the well-being of all who work in or visit our school. Specific rules and policies relate to:

- Behaviour – we have a strict code of behaviour with which all children are expected to comply.
- School Uniform.
- Bullying – we are strongly opposed to bullying in any form. We have a clear policy to minimise bullying and take immediate corrective action if any form of bullying arises.
- Health and Safety – of pupils, staff and visitors.

All the school policies are available for parents to read on request. Policies are also available on the School Website.

Teaching and Learning

Our aim is to provide an environment which stimulates and celebrates learning, and recognises individual achievements at every level. Children are encouraged to take charge of their own learning right from the start, to develop self-motivation and responsibility. We feel that it is not just what is learned but how it is learned that determines lasting attitudes to education.

A wide range of teaching and learning strategies are used and classes are often taught in small groups so that each child has as much individual attention as possible. Therefore work is at the appropriate level for each child, some requiring extra help for a specific difficulty, others needing to extend the work to a more advanced level.

*“Challenge For All”
means high expectations for all children.
“A Rising Tide Lifts All Ships”*

It is fundamental that children develop numeracy skills, learn to read fluently and that writing skills, with emphasis on spelling and grammar, are fostered at an early age. We place great importance on teaching these subjects since they form the basis upon which all further education depends.



Literacy and Numeracy are each taught for an hour every day. In 2008 we developed a new “Creative Curriculum”, which includes all the subjects stipulated in the National Curriculum documents, but taught in an ingeniously creative way. Each half term’s work is based on a picture, which the children study in depth, and this enables them to make connections between subjects and to use this visual prompt to recall their learning. French is taught throughout the school, in preparation for the Year 6 residential trip to Paris.

Children are taught in mixed ability classes for most subjects, but work is personalised according to their ability, and teachers often organise the tables within a class to allow children with similar learning styles to work together.

For maths, we set the children into ability groups from Year 3 upwards. This allows us to target the teaching, challenging the very able mathematicians and providing more support for those children who need consolidation and reinforcement.

All children take a reading book home each evening and have a Home–School Reading Record in which comments may be written. The amount of home learning increases as the child progresses through the school.

Children are trained and encouraged to use our well-equipped library. Our ICT Manager, Mr Palmer, is in charge of our school ICT Network, and helps staff and children use it effectively.

Assessment and Records of Achievement

The children's work is continually assessed by class teachers, and in years 2 and 6 this is confirmed and moderated by standard attainment tasks (SATs) at the end of each Key Stage. We also carry out Optional SATs in Years 3, 4 and 5, so we are able to build up a detailed picture of

each child's progress. The NFER CATs tests are taken by children in Years 4, 5 and 6, and these give early indications of verbal, numerical and spatial reasoning. The children's achievements are carefully monitored by the class teacher throughout the year, and these are discussed with parents at the consultation evenings.

National Curriculum Assessment Results

A summary of the School's National Curriculum Assessment Results is attached as Appendix 1.

Gifted and Talented Children

Gifted and talented children are identified by the class teachers and the Gifted and Talented Register is kept up to date by our Inclusion Co-ordinator Ms Taylor. Children are identified in all areas of learning: the curriculum subjects like literacy and numeracy but also in music, games, PE, art, public speaking, general enquiry, dance, chess – the list is always growing.

Parents are informed at parent consultation evenings if their child is on the Register.

We recognise that gifted and talented children need different challenges, not just more of the same work. In the classroom, teachers will set open ended tasks and allow gifted and talented children to demonstrate their strengths. A number of special clubs and events appeal particularly to our gifted and talented children, for example:

- The "Restaurant Project" where a group of children are given complete responsibility for creating a real restaurant and serve a meal to parents and invited guests
- "Maths Challenge" against other local schools
- "Deep Thought Club" for philosophical enquiry
- Year 6 Mini Enterprise Week

The Creative Curriculum is particularly well suited to gifted and talented children. Home Learning Logs allow children to complete tasks with originality and flair.

Personal, Social and Health Education

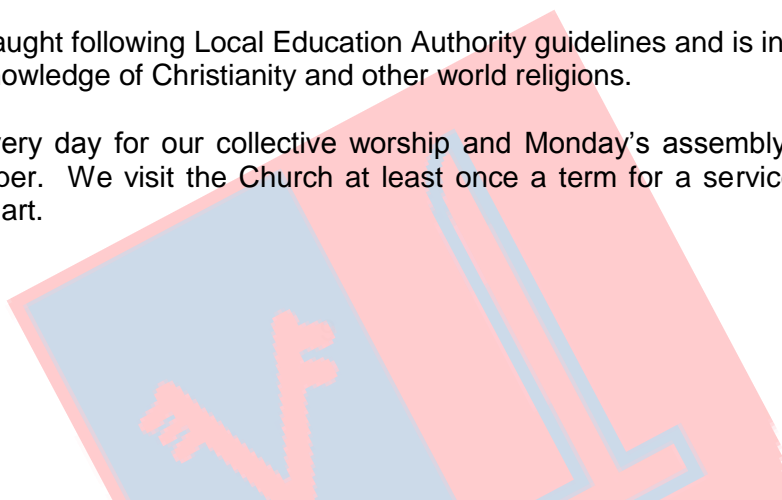
Throughout the school questions relating to sex education are discussed as and when they arise. There is also a planned programme as part of PSHE and National Curriculum Science. Topic areas are introduced sensitively and as appropriate to the age and understanding of the children. For example, reproduction is part of PSHE in Year 3, in the context of animals caring for their babies. By Year 6, puberty and menstruation have been discussed and children have watched a series of programmes on Sex Education.

PSHE also includes lessons on smoking, alcohol and the dangers of drugs. As with sex education, the over-riding aim is to furnish the children with the knowledge required to make wise choices and to protect themselves from harm. Parents are reminded that they may withdraw their children from all or part of the sex education provided, except that which is required as part of National Curriculum Science.

Religious Education and Collective Worship

Religious Education is taught following Local Education Authority guidelines and is intended to give children a sound knowledge of Christianity and other world religions.

Assemblies are held every day for our collective worship and Monday's assembly is led by our Vicar, Revd. Rosie Harper. We visit the Church at least once a term for a service in which the children take an active part.



Classes take it in turns to prepare and present an assembly to the school and parents. This is usually related to the work being done in class and gives all the children a chance to perform in front of an audience. These occasions are happy and relaxed and enjoyed by all.

Parents have the right to withdraw their child from assemblies; a request in writing is required.

Parental Engagement

Parents' interest and involvement in their child's learning is crucial. We welcome parents helping regularly in the classroom, or coming in for special events such as our "Big Dig" or class trips. We aim to work in partnership, providing clear and relevant information about each child's progress and development. We ask parents to read regularly with their child and to support them in their home learning. There is a parents evening in the Autumn Term to set targets for the year. In the Spring Term, a Progress Report is sent home giving parents information about their child's achievements and attitude to learning in each subject. A short report is then issued to parents at the end of the summer term, with the final Teacher Assessed levels achieved (based on SATs Scores and class work/ home learning throughout the year). Following this, there is an opportunity for parents to comment and discuss these records with teachers.



Parent Council

Our Parent Council meets once every half term with the Head Teacher and members of staff. Two Parent Reps are chosen from each class, and they bring questions or ideas from other parents to the agenda. This is a very valuable means of communication and discussion.

In addition, every term a "hot topic" is chosen for our Parents' Open Forum. These meetings are open to any parent, and subjects have included SEN, Assessment, the School Development Plan and the 11+.

Home-School Agreement

The school has a Home-School Agreement and parents are encouraged to sign this. A copy is attached as Appendix 2 and is also sent as part of the Starter Pack.

Parent Teacher Association

We have a very strong Parent/Teacher Association in the school which raises considerable funds for extra items of equipment, and promotes social occasions at which parents and teachers can meet informally. These contribute to the friendly and welcoming atmosphere in the school.

Documentation available to parents

Most parents receive newsletters and other information by email. All the important information sent home is on pink paper and all the letters are numbered. Letters are also displayed on the parents' boards in the small playground and inside the main building. All the minutes from Governors' meetings are displayed on the board inside the main building for parents to read.

The School Website, with all documentation, is at www.grtmissenden.bucks.sch.uk

Attendance

Every school day matters! We ask parents to make every possible effort to avoid taking children out of school during term time. Holidays during term time will not be authorised unless there are exceptional reasons why the holiday cannot be taken at any other time (for example a wedding taking place abroad).



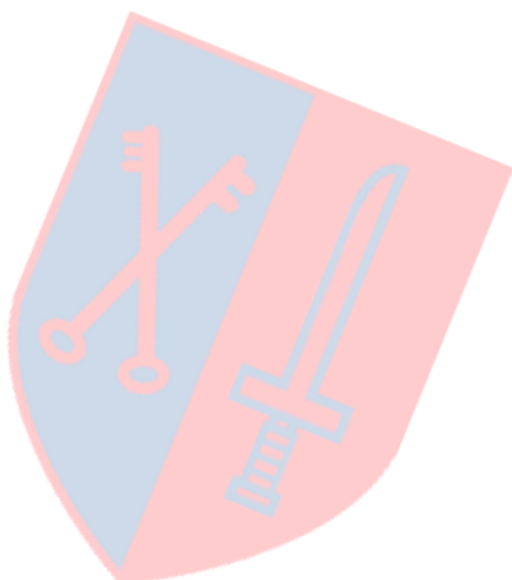
Rates of authorised and unauthorised absence

Every school has to submit an absence return to the DFE giving details of authorised and unauthorised absences. An authorised absence has the approval of the Head Teacher.

DATA FOR SUMMER 2011

The number of pupils of compulsory school age	349
The number of pupil sessions	14814
Number of sessions missed through authorised absences	431
Number of sessions missed through unauthorised absence	0
Percentage of sessions missed through authorised absence	2.91%
Percentage of sessions missed through unauthorised absence	0%

(A session is a morning or afternoon, thus one school day consists of two sessions)



Inclusion Policy

The Governors and Staff of Great Missenden C of E Combined School aim to provide a high level of education for all pupils. We recognise however that differences exist between pupils and we strive to teach all children, regardless of their abilities, in a way that encourages them to achieve their full potential. The School's Inclusion Policy, which has been reviewed in the light of the revised SEN Code of Practice, recognises the need to identify children with such needs as soon as possible in order to provide the additional support or challenge that is required in each case.

The prime identifiers of children with learning difficulties are class teachers, who use a range of monitoring and testing procedures relevant to each age group, but in addition concerns about individual children may arise from general observations about behaviour and learning, and/or from information provided by parents and, where relevant, previous schools.

The school has a well-established Inclusion Department and this is organised by Ms Taylor and her Deputy Mrs Eales. They are assisted in this work by an experienced team of 21 Learning Support Assistants. The Inclusion Department provides help and support in a wide variety of different ways and at different levels according to the specific needs of each child. Where necessary this includes the involvement of external experts and support staff.

A copy of the School's Inclusion Policy is available on the website, or may be requested from the School Office.

Pupils with Disabilities

The school is inclusive and has always welcomed all children, including those with different abilities. All individuals are considered when their application for admission has been received by the LA. The school is able to accept children with physical disabilities as we have ramps allowing access to all the lower areas of the school and they can therefore participate fully in the school curriculum.

Equality and Diversity

The school has its own policies and practice to ensure equal opportunities for all. All staff are committed to promoting equal opportunities, and challenging discrimination whenever it arises. The newly updated Equality and Diversity Policy is available from the School Office or on the website.



Community Cohesion

Community Cohesion is built into the curriculum for every year group. Teachers are required to plan and deliver programmes of study which promote local, national and global awareness and understanding for the children. Links are established with schools and charitable causes in other countries. Children do not just raise money for charity, they learn about the causes they support, and every half term a different year group has responsibility for a cause. A named governor and a member of the school staff maintain an audit of Community Cohesion. This includes a wide range of links between the school and the wider world, and practical measures taken within our own community to ensure that all families and individuals are welcomed and given any support they might need. For example, the school shop sells second hand uniform at low cost, and there is a Church Trustee Fund to subsidise any families in financial difficulties to allow all children to participate in school trips.

Child protection

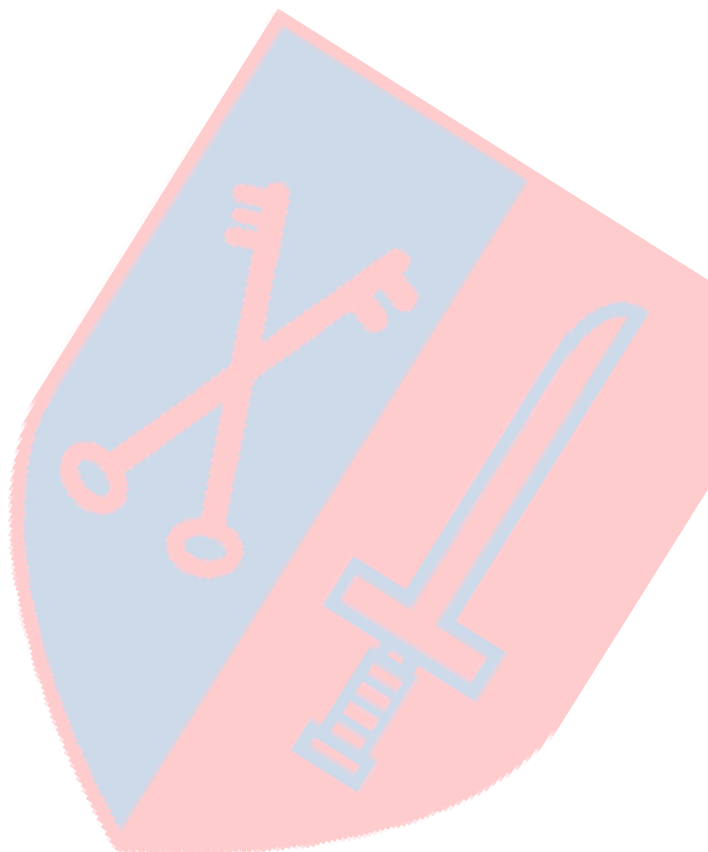
The wellbeing of all the children in the school is our top priority. All school staff are trained in Child Protection, and children are made aware of the adults they can talk to if they have any concerns. Staff are trained to look out for signs of physical/emotional harm or neglect and are required to report these to the Designated Officer, who will investigate and make any necessary referrals. The school's Designated Officer for Child Protection is Mrs Addis and the Deputy is Mrs Thomson. The Child Protection Policy is available from the School Office.

Security arrangements

School security has been greatly improved with the installation of an alarm system. External doors cannot be opened from outside, only having handles on the inside. All main doors are fitted with keypads to gain entrance. Our main entrance has a CCTV camera and intercom system and all visitors have to 'sign in' and wear our official visitors badge. All play areas are fenced and secure.

Looked after children

The admissions criteria of the school prioritise the admission of looked after children. Staff have established links with external agencies such as Social Care, and work in partnership with foster carers and adoptive parents to ensure every child is supported and their needs are met.



Outings and school journeys

Off-site visits are arranged to enrich the curriculum. Examples are story writing workshops at the Roald Dahl Museum, and trips to a local farm as part of the Food For Life project.

Local trips are often organised to the church or the library or village. Parents sign a 'global consent form' when their child starts school to cover these local outings.

There is a planned programme of extended residential visits ranging from a 3 day trip to a local environmental centre, to journeys further afield for the older children such as activity centres in Lincolnshire and abroad to France. For these visits we ask parents for a voluntary contribution towards travel and accommodation costs. However, while the trips would not be viable without parental support, no child is excluded from taking part for financial reasons. The Church Trustees administer a fund which provides subsidies to help with residential visits. Parents will be notified by letter of all visits and will be asked to sign a consent form.

Extra-curricular activities

The children are encouraged to participate in the many extra curricular activities run by the staff throughout the year. These can include:

Football	Netball	Recorders	Rounders
Table Tennis	Glee Club	Choir	Deep Thought
Cross Country	Drama	Craft	Dance
Gym	Orchestra	Athletics	Latin



We are fortunate to have extensive playing fields which accommodate football, cricket and an athletics track. There is a large hard area for netball and short tennis.

We are also proud of the reputation we have established for the high standard of performance given by the Year 6 children in their musical production at the end of their final year.

Complaints Procedure

The school takes all complaints seriously, and endeavours to deal with them quickly and considerately. Whenever possible complaints are dealt with informally, and any concerns should be raised with the class teacher or head teacher, as appropriate, as soon as possible after the matter first arises. Where an issue cannot be dealt with informally the appropriate formal procedure should be followed.

Specific procedures are laid down for resolving issues relating to admissions, exclusion appeals, and a child's special educational needs and copies of the appropriate complaints procedure are available from the school office.

There are also separate procedures to be followed in the case of complaints regarding the Curriculum, and Collective Worship where these cannot be resolved informally.

All other complaints are handled by the school through its own complaints procedure, details of which are available from the school office. A copy of the school's complaints procedure is also displayed inside the main entrance and on the school website.

Great Missenden Extended School

In April 2004 we were awarded Extended School status, which provided us with a grant to open these new clubs. They are an ideal solution to childcare for working parents, and offer enjoyable activities at a very reasonable rate.

The Early Morning Club

- This runs from 8.00am to 8.50am every day the school is open, in the dining room.
- The Club is open to children aged 3 to 11 years.
- Three members of staff supervise the children in creative activities.
- Breakfast is available with a varied menu.
- For regular bookings, payment will be requested half termly in advance.
- Ad hoc or occasional bookings are also possible. A registration form must be filled in with the child's details, then just phone the school office the day before to check availability.
- The cost of the Club is £3 per session.

The Jumping Jellybeans After School Club

- This runs from 3.15 to 6.00pm every day the school is open, apart from the last day of term when the school closes at 2.15pm.
- The Club takes place in the Music Room, Dining Room and outdoor area.
- The Club is open to children aged between 3 and 11 years.
- The rate per session is £9, or £4 for the first hour only.
- Your child/children can be picked up at any time before 6.00pm, but beyond 4.15pm the session rate will be the same.
- A nutritious healthy snack is included in the session price.
- Fees are paid half termly in advance.
- Ad hoc or occasional bookings are available on the same basis as the Early Morning Club. (See above)
- Full terms and conditions are available for parents on request

Our aim is to provide a friendly and fun environment for the children, with a family atmosphere where older children help the little ones and all of them are able to unwind after a hard day at school. There are creative indoor activities and games, use of the ICT suite and also an outdoor playtime, weather permitting. The children enjoy helping serve the snacks and drinks, and then co-operate with the washing up! They are given a brightly coloured Jumping Jellybean t-shirt to wear, as an overall to keep their uniform clean. The children are involved in planning new activities, and any profits from the Club go directly back into new equipment for their enjoyment.

Great Missenden Pre-school

Children may start in the Pre-school the term before their 3rd birthday.

From the age of 3, children are eligible for 15 funded hours.

These may be taken flexibly, in morning or afternoon sessions, with the addition of either Breakfast Club or Lunch Club if parents wish.

For details of availability, or to put your child on the waiting list, please contact the School Office.

Appendices

- 1. RESULTS OF THE NATIONAL CURRICULUM ASSESSMENTS**
- 2. HOME – SCHOOL AGREEMENT**
- 3. SCHOOL UNIFORM**
- 4. TERM DATES AND SCHOOL HOLIDAYS**
- 5. SCHOOL STAFF**
- 6. GOVERNORS**

APPENDIX 1 – Results of the National Curriculum Assessments

KEY STAGE 1 (Year 2) – Summer 2011

Teacher Assessment Levels – Great Missenden C of E Combined School

Percentage at Each Level					
		Below 2	2+	3 or above	Absent
Reading	School %	10	90	37	0
	National %	16	84	25	0
Writing	School %	10	87	27	0
	National %	20	80	12	0
Mathematics	School %	3	97	23	0
	National %	10	90	21	0

KEY STAGE 2 (Year 6) - Summer 2011

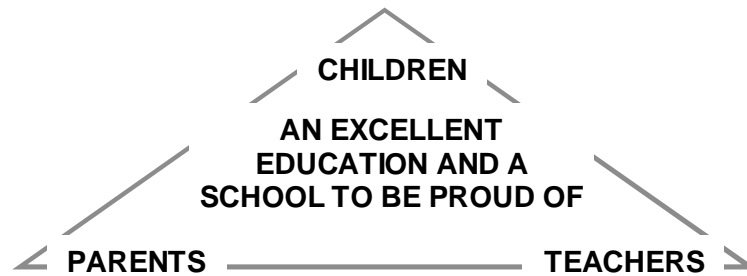
Test Results 2011 and National Comparison 2010					
Percentage at Each Level					
		Level 3 or below	4+	5+	Absent
English	School %	3	97	55	0
	National %	19	81	30	1
Mathematics	School %	5	95	58	1
	National %	21	79	31	1
Science	School %	0	100	72	1
	National %	12	88	44	1

Note

Totals may not make 100% due to rounding.

APPENDIX 2 – Home-School Agreement

At Great Missenden School we see education as a THREE WAY PARTNERSHIP:



In addition, as a Church School, we aim to nurture the spiritual, cultural, moral and social development of the children and to foster mutual respect and responsibility. We hope that parents will support us in signing this agreement.

Please note that the items under both sections of this Agreement are not in any order of priority as all are important.

SCHOOL:

The School will endeavour to:

1. Provide a balanced education within the National Curriculum, meeting individual pupils' needs.
2. Implement the School's policies and guidelines to ensure a good standard of behaviour and discipline.

**We believe firmly that teachers have the right to
teach and children to learn in a peaceful,
uninterrupted environment**

3. Contact parents promptly if there is a problem regarding attendance, punctuality, equipment or uniform.
4. Help children to catch up any work they have missed due to unavoidable absence.
5. Set and monitor home learning on a regular basis, and give prompt and constructive feedback. From Year 3 upwards, ensure that children record the intended home learning in their Home Learning Diary
6. Inform parents in advance of curricular areas to be covered, to maximise opportunities for home learning.
7. Arrange regular Parental Consultations during which each child's progress will be discussed in a factual and objective manner.
8. Offer an "Open Door" to parents to let us know of any concerns about their child's work or behaviour. (A quick word in the playground is always possible, but please

make an appointment for longer discussions).

9. Keep parents informed about school activities through regular newsletters and information about events (giving as much prior notice as we can).
10. Promote good health through health education, exercise and encouraging healthy eating.

PARENTS:

I/We shall try to:

1. Support the school's educational objectives in the delivery of the National Curriculum.
2. Support the school's policies and guidelines for behaviour.
3. Ensure that my child goes to school regularly, on time, properly equipped and wearing the correct uniform.
4. Communicate with the school regarding any absences and to avoid taking holidays during term time. To be aware of the school's Attendance Policy.
5. Support my child in home learning (following the school's Home Learning Policy). From Year 3 upwards, to look at and sign the Home Learning Diary or Timetable, and ensure tasks are completed.
6. Encourage my child in other opportunities for home learning.
7. Attend Parental Consultations to discuss my child's progress.
8. Let the school know about any concerns or problems that might affect my child's work or behaviour.
9. Support the school by attending activities and special events when possible.
10. Support the school's Healthy Eating Policy by encouraging healthy food choices.

PARENTS' SIGNATURE _____

HEAD TEACHER'S SIGNATURE _____

CHILD'S SIGNATURE _____
(Optional, depending on the age and understanding of the child)

APPENDIX 3 – School Uniform

All the children in the school wear school uniform and the details are as follows:

WINTER

- White short sleeved polo shirt with logo.
- Navy sweatshirt or cardigan with school logo in red.
- Grey school trousers or shorts
- Navy skirt or tunic (must be knee length).
- Smart School Shoes in Black or Navy.
- White or grey socks
- Grey, navy or black tights
- Dark coloured coat (black or navy)

SUMMER

- White short sleeved polo shirt.
- Light blue and white check dress.
- Grey school trousers or shorts.
- Navy skirt (knee length).
- Shoes as above, but can be sandals in a dark colour.
- Grey or white socks.

SPORTSWEAR

- Blue sports shirt with logo
- Black or navy shorts.
- Navy gym skirt or skort.
- Plimsolls for gym.
- Trainers for outdoor games and playtimes.
- Navy jogging suit with school logo for outdoor sports in winter.
- Football boots (optional).
- Shin pads (optional).

Long hair must be tied back at all times.
Navy or black hair ties or hair bands only.
No jewellery.

All items with the school logo can be ordered from the school. Please write your child's name clearly or use name tapes on all items of uniform.

APPENDIX 4 – Term Dates and School Holidays

Great Missenden C of E School - Term and Holiday dates 2011/2012

	Open on morning of :	Close at end of afternoon of :
Autumn Term 2011	Wed 7 th September 2011	Friday 21 st October – 3.15pm
	Mon 31 st October 2011	Friday 16 th December – 2.15pm
Spring Term 2012	Wednesday 4 th January 2012	Friday 10 th February – 3.15pm
	Tuesday 21 st February 2012	Friday 30 th March – 2.15pm
Summer Term 2012	Monday 16 th April 2012	Friday 1 st June – 3.15pm
	Monday 11 th June 2012	Friday 20 th July – 2.15pm

Please note:

In-service training (INSET) days for teachers are:

- Monday 5th September 2011
- Tuesday 6th September 2011
- Tuesday 3rd January 2012
- Monday 20th February 2012
- Monday 23rd July 2012

Easter Weekend: 6th to 9th April 2012

Bank Holidays:

- 7th May 2012
- 4th June 2012
- 5th June 2012 (additional Bank holiday for Queen's Diamond Jubilee)

APPENDIX 5 – School staff 2011/2012

TEACHING STAFF

Pre-school	Ceryl Taylor	Pre-school organisation, resources, policies
Reception	Nicola Keating	Foundation Stage Co-ordinator, Eco Schools, Associate Governor
Year 1 0.4 (M, T)	Louise Banks	History
Year 1 0.6 (W, Th, F)	Hannah Bancroft	School Mentor (Wellbeing / PSHE until Hayley returns Jan 2012)
Year 2	Beth Cartwright	Design Technology
Year 3T	Ed Tang	Transition into Y3, Collective Worship, Drama, Dance, Cross Country
Year 3W	Kate Wilson	Year 3 Co-ordinator, Art, Creative Partnerships
Year 4C	Stephen Carter	PE / Games Co-ordinator, Sports Partnership
Year 4H 0.8	Liz Harbord	Year 4 Co-ordinator, ICT Co-ordinator, Netball, PTA
Year 4T	Tim Williams	Health and Safety, Clubs, Charities and Fundraising
Year 5K	Bruce Kirk	Year 5 Co-ordinator, Geography, Travel Plan, Food For Life,
Year 5R	Charlotte Read	Numeracy Co-ordinator
Year 6B	Anna Bowden	KS2 Teaching and Learning Co-ordinator, Literacy, School Council
Year 6H	Philip Hayes	Music, Orchestra
Year 6S	Emma Stanley	Year 6 Co-ordinator, Educational Visits, Diversity
Deputy Head 0.8	Claire Addis	CPD, Coaching, INSET, Child Protection, School Policies, FFLP, Timetabling, Home Learning
Head Teacher	Roz Thomson	Performance Management, Appraisal

PPA AND SPECIALIST STAFF

FT	Michelle Collins	Monitoring and Evaluation, Library, Maths Groups in Years 3 and 5
Inclusion 0.8	Caroline Taylor	Inclusion, SEN, Gifted +Talented, LSA Team Leader, Assessment
PPA 0.3	Karen Young	PPA Cover KS2
PPA 0.6	Claire McMahon	RE Co-ordinator
PPA 0.4	Claire Bannister	Science
PPA 0.6	Liz Phillips (Wed, Thu, Fri)	Modern Foreign Languages Co-ordinator
PPA 0.6	Hayley Stark (Maternity Leave till Jan 12)	Wellbeing, PSHE

LEARNING SUPPORT STAFF SEPTEMBER 2011

Name	Class Base	Additional Responsibilities
Jackie Bevan	Year 6S	Lunchtimes
Alison Braint	Year 5	Early Morning Club
Fran Cole	Year 3	Early Morning Club Co-ordinator, Induction, Stock
Debbie Daniel	Year 1	Lunchtimes Standby EMC / ASC
Margaret Dixon	Year 3	Eco Schools, Library, School Inventory
Sue Economou	Year 2	Phonics / Language Groups
Frances Eales	Assistant Inclusion Co-ordinator	SEN groups, Every Child Matters
Tracy Elgeti	Reception	Lunch Club Co-ordinator After School Club Co-ordinator
Susan Garwood	Year 4	SEN admin
Debbie Hancock	Reception	Lunchtimes
Di Healy	Year 3	
Rachael Hill	Year 1	School Council, After School Club, Higher Level Teaching Assistant
Hayley Humphries	Year 6B	Higher Level Teaching Assistant
Margaret Hunt	Year 4H	Early Morning Club Wellbeing
Laura Janovskis	Year 4C	
Fiona King	Year 4H / C	Lunchtimes
Sam Rutter	Year 2	Lunchtimes After School Club, Lost Property
Lisa Sansom	Pre-school	Early Morning Club Lunchtimes
Sam Stokes	Pre-school Deputy	NVQ3
Sarah Sweeting	Year 3	Playtime Equipment Lunchtimes
Denise Tang	Year 6H	Food For Life (Cookery)
Clare Tarling	Reception	Lunch Club Deputy

SUPPORT STAFF

Caretaker	Robin Brown
ICT Manager	Richard Palmer
Head Gardener	Samantha Sutton
Midday Supervisor	Lisa Sansom
Midday Supervisor	Trina Goodman
Midday Supervisor	Debbie Daniel
Midday Supervisor	Sarah Sweeting
Midday Supervisor	Jackie Bevan
Midday Supervisor	Sam Rutter
Midday Supervisor	Fiona King
Midday Supervisor	Debbie Hancock
Midday Supervisor	Penny Ayres
Midday Supervisor	Maxine Seager
Midday Supervisor	Jane Martin
Midday Supervisor	Helen Lee
Midday Supervisor	Rose Smith

OFFICE STAFF

School Administrator	Sue North
Finance Officer	Lynda Read
Reception and Assistant Administrator	Nicola Tomlin
Food For Life Co-ordinator	Victoria Greaves

EXTENDED SCHOOLS

Pre-school	Co-ordinator	Ceryl Taylor
	Deputy	Sam Stokes
	LSA	Mandy Warner
	LSA	Lisa Sansom
Early Morning Club	Co-ordinator	Fran Cole

	Deputy	Margaret Hunt
	Assistant	Lisa Sansom
	Assistant	Alison Braint
After School Club	Co-ordinator	Tracy Elgeti
	Deputy	Rachael Hill
	Assistant	Sam Rutter
Lunch Club	Co-ordinator	Tracy Elgeti
	Deputy	Clare Tarling

APPENDIX 6 - Governors

Mrs Belynda Cook– Chair	(Parent)	<i>(Term ends November 2012)</i>
Mrs Roz Thomson – Head Teacher	(Ex-Officio)	
Mr Wyn Griffiths	(Foundation)	<i>(Term ends November 2013)</i>
Mrs Claire Addis	(Teaching Staff)	<i>(Term ends September 2012)</i>
Mr David Boyd	(Parent)	<i>(Term ends October 2014)</i>
Mrs Nicola Keating	(Teaching Staff)	<i>(Term ends August 2015)</i>
Rev Rosie Harper	(Foundation)	
Mr Gunnar Maintzer	(Parent)	<i>(Term ends November 2012)</i>
Mrs Catherine Allen	(Parent)	<i>(Term ends July 2014)</i>
Mr David Battman	(Parent)	<i>(Term ends January 2012)</i>
Mrs Debbi Beneke	(Foundation)	<i>(Term ends November 2012)</i>
Mr Iain Colling	(Parent)	<i>(Term ends July 2012)</i>
Mrs Jos Brown	(Community)	<i>(Term ends November 2012)</i>
Mrs Marilyn Humphries	(LEA)	<i>(Term ends November 2013)</i>
Mr Greg Nicholls	Associate	

With the exception of the Head Teacher who is ex-officio, all Governors are appointed for a term of 4 years