



OXFORDSHIRE
COUNTY COUNCIL
EDUCATION SERVICE
www.oxfordshire.gov.uk

Hagbourne Church of England Primary School

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Chair of Governors: Mr Jim Harris

Director, Children,
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Macclesfield House
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(updated September 2006)

In the beginning ...

A world of silence, water and darkness,
A world of sorrow, nothing and stillness,
But upon this time, somebody came,
His name was God, full of shame.
As this earth was nothing to be proud of,
God wanted light, and what he said was,

“Let there be light”,
The world was bright.
God had created
Day and night.
The day past,
And God had a rest.

God rose in the morning, so full of glee,
Looked at his masterpiece feeling merrily.
What to do next, he didn't know.
God thought and thought then had an idea to show.
A dome of sky rose over the sea,
Soft white clouds were made fluffily.
But the day past,
And God had a rest.

God had a cunning idea, he wanted land.
Over the sea with plants and sand
His order obeyed and land rose high.
Trees and plants tried to reach the sky
But like always, the day past
And God had a rest.

God awoke and looked at the work.
He was thinking of life, which hadn't yet uncurled.
So first he made life in the ocean, small, medium and large
Some to always be unknown, but all of them much in charge.

The air glistened with nothing,
So God made the birds.
They decorated the sky with glides, twitters and twirls.
Last of all, the day past
And God had a rest.

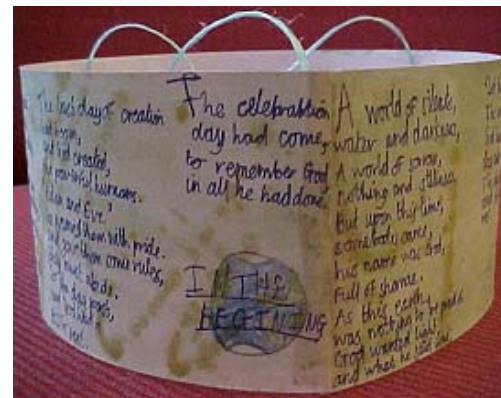
God had planned more life on land.
Animals were in order, smaller and bigger, were made that day.
Some cute and cuddly, some to stay away.
The day past,
And God had a rest.

The last day of creation had began
And God created the powerful humans.
“Adam and Eve” he named them with pride
And gave them some rules they must abide.
So the day past,
And God had a BIG rest.

The celebration day had come,
To remember GOD and all He had done.

... In the Beginning.

By George Lawson, Year 6





Our School
Millie Hooper, Year 2

Welcome to Hagbourne CE Primary School

Our school was opened in 1875 and has celebrated its centenary. There have been major improvements and extensions since that time, the most recent being in 1996 with a two classroom extension and new reception area. The school is situated in a conservation area and serves the villages of East and West Hagbourne.

The children have always enjoyed the reputation of being friendly and there is a 'family atmosphere' within the school. We have very close links to the community and the local parish church of St Andrews.

The staff, parents and governors work very closely together to provide for our children - but don't take my word for this - READ ON.

Mission

OUR MISSION STATEMENT

Hagbourne School aims:

- to promote the highest standards in all respects of the curriculum by ensuring that all pupils develop their best potential;
- to encourage learning by providing a welcoming, friendly and supportive environment in which Christian values are central to the ethos of the school and its teaching;
- to show concern and care, through a strong sense of Christian values, for all members of the school community;
- to nurture links between school, home, parish and local community; in providing an awareness and experience in the Christian faith we further endeavour to cultivate the foundations of mutual respect and responsibility;
- to use the financial resources at our disposal to provide good accommodation and surroundings and the highest possible level of staffing and equipment.
- to support all staff by providing opportunities for their professional development.

Aims

Our aims are:

- to establish a very happy, secure, well ordered and stimulating environment for staff and children to work within;
- to promote respect for others and their property;
- to promote good working habits, and encourage an enquiring mind and self-discipline;
- to encourage children to take a pride in what they do;
- to offer the children a broad and stimulating curriculum so that each child will, to the best of their ability:
- learn to use language effectively and develop a love of books/literature.
- develop a knowledge and understanding of mathematical concepts and operations.
- learn to investigate the environment in a scientific way and take an interest in caring for the environment.
- acquire and develop a knowledge and understanding of geography, history and religion.
- be encouraged to enjoy and communicate through aesthetic and physical activities such as art, craft, drama, movement, music and physical education.
- to give support and encouragement when difficulties arise;
- to recognise the role of parents as partners in the learning process;
- to encourage a positive relationship between home, school and the community;
- to promote the international dimension in the school;
- that there be equal access and opportunity for all pupils.

Staff

Teaching Staff

Headteacher Mr Richard Jones

Deputy Head Mrs Angela Pape

Teachers Mrs Penny Busby
Mrs Ruth Sargison
Mrs Chris Duffy
Miss Claire Walker
Mrs Jo Hudson

Mrs Nicky Dobson
Mrs Jane Black
Miss Sarah-Jane Dawes

Ancillary Staff

Secretary Mrs Gill Suter
Assistant Secretary Mrs Helen Mitchell
Bursar Mrs Lynda Madani

Teaching Assistants Mrs Margaret Leishman
Mrs Jan Heapy
Mrs Pauline Stainthorp
Mrs Heather House
Mrs Julie Cox-Rogers
Mrs Jilly Corcoran
Mrs Lee Chapple
Mrs Alison Matthews

Dinner Supervisors Mrs Jacqui Mullins
Mrs Julie Cox-Rogers
Mrs Val Brownsword
Mrs Lee Chapple
Mrs Leoni Proctor

Cook
Assistant Cook
Kitchen Assistant

Mrs Edda Coles
Mrs Carrie Jones
Mrs Angela Bucket

Caretaker Mrs Jan Heapy
Cleaner Mrs Lee Chapple

Governors

GOVERNORS OF THE SCHOOL

Hagbourne School has a very strong working Governing Body. The members are made up with 3 Diocesan Governors, 3 LEA Governors, 4 Parent Governors, 1 nominated by the Parish Council, 2 Staff Governors and the Headteacher. We work in partnership with the staff and make it our responsibility to ensure our school is a happy environment in which children can work and play. We aim for the highest achievement in establishing a solid base for the preparation of a useful adult life. We perform a vital function in developing expectations and capabilities from the earliest age. Our aim is to ensure our school reaches the level of the best. If pupils, parents, teachers and Governors work together we can achieve it.

LIST OF PRESENT GOVERNORS

Diocesan Governors

Father Edwin Clements
Mr Graham Goy
Mrs Lesley Botchway

Local Education Authority

Mrs Monica Lawson (Vice-Chair)
Mrs Lynne Carter

Parish Council Governor

Mr Jim Harris (Chair)

Elected Parent Governors

Mrs Niki Moores
Mr Dominic Ready
Mr Jonathan Davey
Vacancy

Elected Teacher Governor

Mrs Penny Busby

Elected Staff Governor

Mrs Pauline Stainthorp

Associate Governor

Mr Gordon Vaughan

Headteacher

Mr Richard Jones

Clerk

Mrs Gill Suter

National Curriculum

NATIONAL CURRICULUM

As you may already know each state school in Britain follows the same national guidelines as to what the children should learn. This is known as the National Curriculum. Our school bases its curriculum planning on this framework.

From the age of five children will study mathematics, English, science, history, geography, design and technology, information technology, religious education, music, art and physical education.

Teachers will spend most of the day teaching their own classes at a level appropriate to the children's needs. There are occasions when the children will be taught between two classes and set according to ability. There are also occasions when a specialist teacher will teach other classes. We see this as an opportunity to use staff expertise effectively, thereby ensuring that the children receive the best we can offer.

LINKS ACROSS THE CURRICULUM

Sometimes one part of the National Curriculum is taught alongside another eg. art with design and technology, maths with science. There are some areas of the curriculum which don't fit neatly into one particular subject area eg. road safety, personal and social skills, health education, drugs awareness etc.

Whilst some aspects will fit into science, maths and other areas, the National Curriculum allows 20% of the school year to be devoted to the school's own needs.

The governors of the school have agreed that this 20% will include the following areas which are designed to build on and complement the National Curriculum.

1. The promotion of personal and social development.
2. All aspects of the risk management and road safety programmes.
3. Day trips and residential visits throughout the school.
4. Particular theme weeks eg. music celebration week, book week, art week.
5. The promotion of aspects of swimming and water safety not covered in the National Curriculum.
6. A major drama production held usually in the autumn term.
7. Nurturing the links with the community, especially the church.

ACCESS TO OFFICIAL DOCUMENTS, SYLLABUSES, SCHEMES OF WORK ETC.

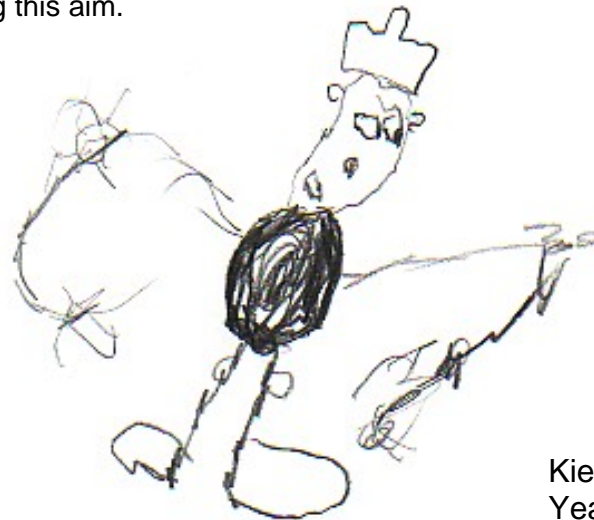
Hagbourne is a very open school and we welcome parents who take an active interest in the content of their children's learning. The staff and governors have spent hundreds of hours in planning the delivery of the curriculum and you are welcome to look at policies, year plans, schemes of work, annual reports, a County Council draft statement on the curriculum, inspection reports, DFEE (Department for Education) circulars and information about school performance. A telephone call to the school secretary is all that is required.

MATHEMATICS

The children follow the NNS which is supported by the Abacus Scheme which is augmented by lots of practical activities and cross curricular links. The Abacus Maths Scheme is used as a base from which children experience a range of mathematical activities, including practical tasks and investigative work. This is augmented by a variety of source materials. The children benefit from the cross curricular links offered by maths and it is explored in areas such as PE, cooking, information technology and humanities.

We encourage children to see the relevance of maths to everyday life and aim to develop a positive attitude and enjoyment of the subject in each pupil. Our scheme is designed to develop concepts at an early age by the use of practical activities. There is ample opportunity for the more able to make faster progress whilst the less able will be given reinforcement activities.

We actively encourage the children to know their tables at an early age and would ask for parental help in achieving this aim.



Kieran Winstone,
Year 2

ENGLISH

READING

There are a wide variety of books available for the children to experience the joy of reading. This is augmented by the use of audiovisual and CD Rom technology where the pupils interact with 'Living Books'.

Younger children follow a structured reading scheme which is based on a combination of commercial schemes with a common colour coding for level of difficulty. Children are encouraged to bring a book home every evening and share it with a parent (the really young children may start off with a pre-reading activity eg. game, jigsaw etc.).

The school's progress is closely monitored with reading progress books throughout the school.

The use of reference books and CD Rom technology is encouraged from the age of five.

There is a great tradition of parents, grandparents and friends of the school visiting regularly to hear children read.

This shared approach has proved very successful in the past and children leave the school well above average reading abilities.

WRITING

Writing is taught alongside reading and practised throughout the school. We aim to teach every child to write neatly, fluently and to take a pride in the presentation of their work.

Pupils are taught letter shapes from an early age using appropriate pencils they progress to using a fountain pen in the upper years of the school.

The children will learn to write for many different purposes e.g. letters, invitations, stories, comprehension, précis etc. They will be taught the importance of grammar, spelling and punctuation.

SPEAKING AND LISTENING

Pupils are encouraged to express their ideas and opinions with clarity and confidence. They will learn to listen when appropriate and respect the views of others.

SCIENCE

In science children are encouraged to explore and learn about the world around them. Opportunities are given for the children to investigate every day occurrences and phenomenon in a manner which develops critical questioning and logical thought. Children are taught how to observe and measure with care and work safely. They have the chance to consider the impact of events on a variety of systems and habitats and the care of their environment is promoted.

HISTORY

Pupils are given opportunities to develop an awareness of the past and of the ways it was different to the present. They are encouraged to develop a sense of personal identity by investigating ways in which past events have shaped the future.

Pupils are taught about important episodes and developments in Britain's past, from Roman to modern times, about ancient civilisations and the history of other parts of the world. They also have opportunities to investigate local history.

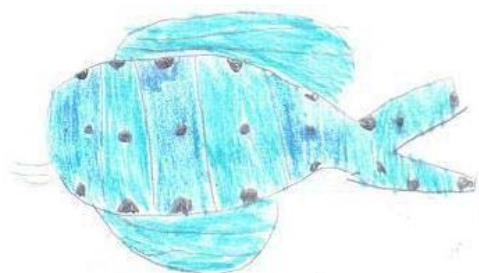
Pupils are taught to set their study of the past in a chronological framework and to understand some of the ways in which we find out about the past from a range of sources of information.

GEOGRAPHY

Pupils are given opportunities to investigate the physical and human features of their surroundings and of places and themes across a widening range of scales. They undertake studies that focus on geographical questions that involve fieldwork and classroom activities; studies involve the development of skills and the development of knowledge and understanding about places and themes. Pupils are taught to be aware of how the world extends both within and outside the UK and how the places they study fit into this wider geographical context.

ART

The art curriculum offers the children the opportunity to develop understanding of a variety of media and processes in order to record, communicate and express ideas in many different ways. It provides the children with the opportunity to explore, enjoy, discuss and respond to a variety of art, craft and design forms. Art is seen as an integral part of the whole curriculum and is often used to complement and be complemented by, other areas of the curriculum.



My model is going
to be 30cm wide
and 27cm tall.

Design for 3-D model fish
Susannah Lea, Year 3

MUSIC

The children are encouraged to explore a variety of forms of music. They have the opportunity to listen to and appreciate a range of music from the past and present and from different cultures and places. Children are given the chance to perform individually and as part of a group and develop their enjoyment of the subject.

INFORMATION TECHNOLOGY

We see information technology as a key to the future. Children are encouraged to interact with IT from the day they start school and all classes have access to the Internet. Thanks to the work of the Parent Teacher Association we have been able to place CD ROM machines throughout the school. These are used for interaction and reference as well as word processing. Children are taught to control machines via computers and to explore the opportunities which the software offers. The children all have access to e-mail and will have an e-mail address. The school has its own website at www.hagbourne.oxon.sch.uk. The children use digital cameras and scanners in their lessons.

DESIGN AND TECHNOLOGY

Pupils will learn to work with a variety of materials in designing and making. They will be taught to use a range of tools safely and techniques for problem solving. As they progress they will be taught to evaluate their work and identify areas for improvement. We have come a long way from sticking an egg box on a Weetabix packet and calling it a tank!

PHYSICAL EDUCATION AND GAMES

PE aims to provide an enjoyable, satisfying programme of structured activities with opportunities for all pupils to develop physically, socially and emotionally. We offer a choice of games at key stage 2 and skills are developed from an early age in key stage 1. PE is concerned with the development

Our PE programme covers games, gymnastics, dance, swimming, athletics and outdoor pursuits. The development of confidence, tolerance and the appreciation of one's own and other's strengths and weaknesses is considered to be an important part of the learning process. Opportunities are given in after school clubs to be selected for teams to represent the school. This develops a healthy competitive spirit combined with sportsmanship qualities.

We hope that the children will develop, as a result of this programme, an appreciation of health, fitness and the benefits of an active lifestyle.



Maya Griffiths
Year 1

SWIMMING

All children are taught to swim from an early age. We are very fortunate in having our own swimming pool which is heated and covered. Junior children will also swim at the Didcot Wave Leisure Pool in Didcot once every fortnight. Each child must have a swimming costume, named towel and a swimming hat (which is available from the school office).

RELIGIOUS EDUCATION

As a staff we believe that children, whatever their background, ability or religious persuasion, will find themselves able to benefit from the experience of Religious Education. RE must be relevant to the needs of our pupils as members of a multi-cultural society. This means providing opportunities for pupils to understand the motivation of others. We believe that RE encourages a reflective approach to living, a knowledge and understanding of religious beliefs and practices and a development of personal skills in forming reasoned opinions, based on evidence and argument. Religious Education makes a strong contribution to the spiritual, moral, social and cultural development of the pupils. Through the teaching of RE we hope to give the children a sound basis of Christian knowledge.

Children will also be given the opportunity to learn about and appreciate other religions, their differences and similarities. We focus on two other religions - Hinduism and Judaism. We offer the opportunity to visit other places of worship and will also aim to maintain close affiliation with St Andrew's Church.

WORSHIP

The school is linked with St Andrew's Parish Church and regular services are held in church and in school. Children benefit from the close links we share with the Rector, Father Edwin Clements. Many parents send their children to Hagbourne School because of this. However, there may be rare occasions when parents wish to withdraw their child from a particular worship and these should be discussed with the headteacher.

PSHE (PERSONAL SOCIAL AND HEALTH EDUCATION)

At Hagbourne School we regard PSHE as an important component of the whole curriculum. We believe that as a health promoting school the promotion of health and well-being is central to the life of the school and its relationships with the surrounding community. At Hagbourne School we take very seriously the responsibility that schools have to provide a broad and balanced curriculum which:

- Promotes the spiritual, moral, cultural, mental, emotional, social and physical development of pupils at the school and in society.
- Prepares pupils for the opportunities, responsibilities and experiences of adult life.

All children are entitled to receive sound information about keeping healthy and safe, emotionally and physically.

Children are taught the importance of looking after themselves as well as others. The school nurse has regular contact with the children. Examples of areas covered include drugs education, sex education, smoking, personal hygiene and citizenship.

STATEMENT ON SEX EDUCATION

We approach sex education via:

- 1) Knowledge and understanding
- 2) Skills
- 3) Attitudes

It begins at the reception level with a study of the development and growth of babies, parts of the body and family life. Gender issues and stereotypes are challenged as children get older.

During the middle years (years 3 & 4) children are taught more about physical changes and how to identify emotions. In the final years of the primary school boys and girls will learn more about physical changes of puberty, menstruation and personal hygiene. Year 6 children will look closely at relationships, peer pressure, emotions, conception and reproduction. They will study parenting skills, disease and illness, the problems of drug misuse, smoking and solvent abuse. Throughout their schooling they will be taught how to develop self-esteem, to nurture their rights and responsibilities, how to look after their body, what feeling safe means and their social responsibilities to home and school.

This area of the curriculum is always taught with sensitivity and care and parents are involved at every stage.

Full details of the syllabus are available from the office. There may be rare occasions when parents wish to withdraw their child from these lessons and these should be discussed with the headteacher.



George Moores,
Year 3

HOMEWORK

All children are expected to share their reading at home particularly in the early stages of learning to read. As children progress through the school they will be bringing home tables and spelling to learn. Older children will be given tasks to complete in order to reinforce their learning and prepare them for secondary school.

The older children in Years 3, 4, 5 and 6 will have homework books where tasks are recorded. This is a very useful strategy for organisational skills in preparation for secondary school.

We ask for parental co-operation in assuring that the child has a quiet, relaxed atmosphere in which to work.

THE INTERNATIONAL DIMENSION

The school has earned the International Award which is a National Award for the promotion of work between International Schools, and for good practice. At present we work with schools in France, Greece, Czech Republic, Spain, Germany, USA, Uganda and Australia. We also have a very close link with Bloomsburg University in USA which sends students to our school for student teaching practice. We hope that the work that we share together strengthens the understanding between pupils of different origins throughout the world.

THE ENVIRONMENTAL DIMENSION

Hagbourne School was the first school in Oxfordshire to qualify for the Eco-School Award, and is the first to qualify for a permanent green flag. This signifies that the children are being taught to be better aware of the need to look after our planet, and that the school curriculum reflects this. We practice recycling of paper, aluminium, ink cartridges, stamps and textiles. We encourage the children to compost vegetable matter. The children plan and carry through projects involving the restoration of an area so that we can appreciate the wonderful world of flowers, plants, trees and nature in general. We explore the need to save energy and keep records of energy consumption.

SPECIAL NEEDS

Any child may have Special Educational Needs in one or more areas of the curriculum. These special educational needs may include:

- Learning difficulties - when a child has significantly greater difficulty in learning than the majority of children of that age.
- Physical and sensory disabilities - when a child has a disability which prevents or hinders effective use of educational facilities generally provided within LEA schools appropriate to children of that age.
- Emotional and development problems - these may be long or short term.
- More able or children with specific talents.

Our Equal Opportunities policy clearly states that all children will be treated in the same way, with equal opportunities for learning, regardless of their physical abilities.

Hagbourne School is fully equipped to meet the needs of disabled children. This includes ramped access to all areas, special handrails, easy to use lever taps, and disabled toilet provision. The school supports the principle of integration and seeks to communicate effectively with parents and other professionals in order to implement this.

SCHOOL AIMS

- To provide for all children a broad, balanced and relevant curriculum.
- To identify every child's potential for learning and provide appropriate resources for that potential to be fulfilled.
- To recognise that some children will need special support in one or more of the following areas, physical, emotional, behavioural or academic development.
- To monitor progress and record outcomes.
- To keep parents fully informed of the special provision available within the school for their child and to develop co-operation and mutual support by way of regular meetings.
- To maximise all resources available to the school eg. budgeting for special needs, releasing and using members of staff within the school, liaising effectively with other agencies.
- To facilitate effective transfer between schools using appropriate records.

It is the responsibility of the Headteacher and the governing body to ensure that the special needs policy is put into practice and for the latter to report annually on this implementation.

While the Special Needs Co-Coordinator and the Headteacher are responsible for overseeing the provision of education for pupils with special educational needs.

Class teachers are responsible for the initial identification of special needs. They will also contribute fully to the assessment, monitoring and recording of those needs using the Oxfordshire Stages of Assessment, Guidance and Record Forms.

Learning support assistants will work closely with teachers to support both individual and groups of children.

Other professionals and agencies may be involved in assisting in the appropriate provision for children with special educational needs eg. Special Needs Advisory Support Teachers, the Educational Psychologist, Educational Social Worker, other Social Service agencies, colleagues working in the Health Service. They will offer support and advice to staff and parents as required. The SENCO will be involved in the co-ordinating of outside agencies.

Parents and guardians are responsible for notifying the school of any known special needs their child may have. They should alert the school of any concerns they have about their child's education and if educational special needs are identified then parents and guardians have a responsibility to work with the school to support their child as much as is practicable.

The LEA will give appropriate advice and support to the school in relation to its overall policy and provision and the needs of particular children when required.

ACCESS TO THE SCHOOL

There are ramps to the main entrances of the school though access to all areas of the building via one entrance is limited because of a series of steps. The doors are designed for wheelchair access. There are facilities for the disabled with the school.

School

SCHOOL ORGANISATION

The school caters for children of both sexes from five to eleven years.

The school serves the villages of East and West Hagbourne and some areas of Didcot. The map of the catchment area is included in this brochure. Children are admitted to school in the term following their fifth birthday. Application for admission can be made on a form available from the school office.

Prospective parents are welcome to make an appointment to visit the school.

The planned admission figure for any one age group is 30.

RESIDENTIAL COURSES AND EDUCATIONAL VISITS

Children's experience of life is extended by taking them out of school on day visits. These begin an early age and are closely linked to the work of the class. Older children experience residential visits to local nature reserves, YHA Centres and field trips to Wales. Children are also given the opportunity to visit an Oxfordshire activities centre in Devon. These visits are important and no child is left out because parents cannot afford it.

TRANSFER TO SECONDARY SCHOOL

Children will transfer to Didcot Girls' School and St Birinus School (boys) at the end of year six. Opportunities are given for visiting, personal interviews, question time and children will spend a whole day before the end of the summer term. Please feel free to discuss the next stage of your child's education with the teacher or headteacher.

SCHOOL TRANSPORT

A school bus is provided for children travelling from West Hagbourne. Details of times and departure points are available from the school office.

LOST PROPERTY

Please help us by labelling all clothing with your child's name.

The lost property box is in the resources room. If something is lost please check the lost property box and school cloakrooms first. It can be reported to the teacher and, if necessary, the Head.

Admissions

ADMISSIONS POLICY

HOW TO REGISTER YOUR CHILD

Hagbourne School is a popular choice among parents in the Didcot area and there is always an over subscription for admission. As a general recommendation you are advised to register your child with the school as soon as possible to avoid disappointment.

During the term preceding the date at which your child is due to commence school, three visits to the reception class may be made. A home visit will be arranged and you will have the opportunity of discussing fully your child's specific needs with the reception teacher, and of expressing any anxieties you may have at that time. (Perhaps you may like advice about reading materials for use at home).

It is also helpful if your child has acquired some social skills at home prior to beginning school. Parents should encourage healthy attitudes to sharing and co-operation - essential in the classroom - whilst the ability to dress and undress without the need for assistance is another useful asset, along with a knowledge of the proper use of cutlery if the child is to stay for school meals. The school does encourage and expect a high standard of dress and personal hygiene. Although children new to the school will be directed to make use of the washing facilities after visiting the toilet, before meals or handling food, etc. it is hoped that most pupils will already be aware of this need.

The children, staff and governors of Hagbourne School work as a team. We believe that the educational opportunities we offer are among the best in the area. If you wish to come and join us in our thriving village school we will be delighted to welcome you.

The governors of Hagbourne School follow the County Council's admission policy. The policy based on the principle that normally there is a place reserved for a pupil at this school which serves the following areas - the LEA catchment area of East and West Hagbourne.

ALLOCATION OF PLACES

If the number of children seeking places is greater than the number of places available, priority is given in the following order:

- Children living in the areas above
- Children who already have brothers or sisters at the school
- Children living outside the catchment area but nearest the school

Children can be admitted up to the Standard Number for the school, as prescribed by the LEA. Once the Standard Number has been reached within a year group the Divisional Education Officer would be consulted if admissions were still sought. If any child is refused a place at Hagbourne School, the parents of that child have the automatic right to appeal to the Divisional Education Officer.

Places will be offered to children as follows:

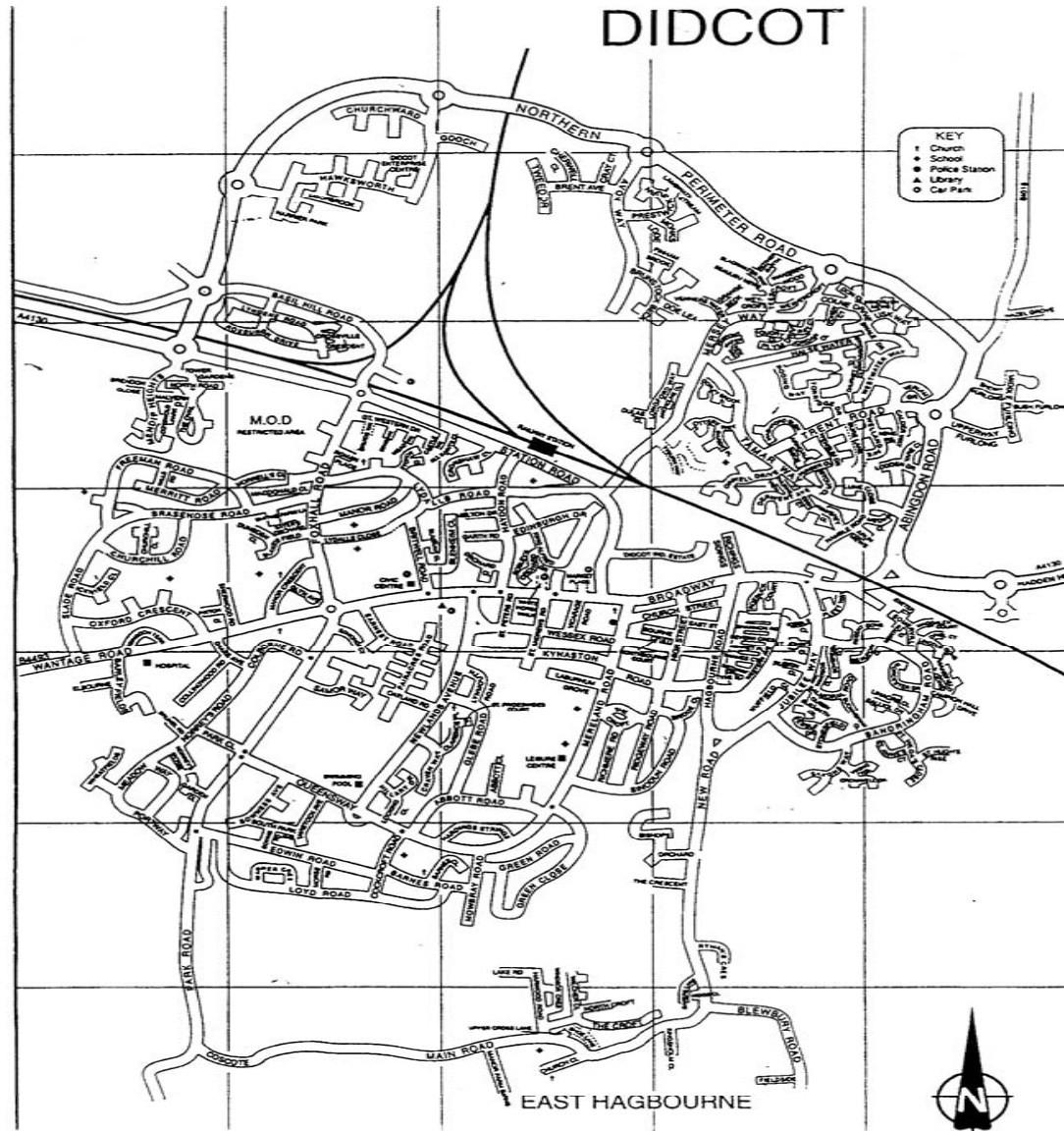
- Places will be offered to children who will be 4 years of age before the start of the Autumn Term (1 September)
- Autumn Term birthdays between 1 September - 31 December can start in September full time
- Spring Term birthdays between 1 January - 31 March can start part time in September or full time in the Spring Term. Parents can opt to defer entry until the Spring Term.
- Summer Term birthdays between 1 April - 31 August can start school part time from the previous September and full time in the Summer Term. Parents can opt to defer entry until the Summer Term. If parents of children born between 1 April - 31 August do not take up the offer of a place until the following Autumn Term, they will lose their first allocation of a place at school and will need to re-apply.
- Please check with the school on entry dates as they may be subject to change from the County Council

The primary schools strongly recommend that parents should consider retaining their nursery places until their children are of statutory school age.

There should be close co-operation between nursery schools and primary schools on admission lists.

Catchment areas should be kept as far as possible. The booklet from Oxfordshire should be consulted when heads are unsure of catchment areas. Contact between heads is essential if these catchments are to work.

Area



CHARGING AND REMISSIONS POLICY

The school day shall be deemed to be from 8.45 am to 3.00 pm for Key Stage One (Foundation Stage, Year 1 and Year 2) and 8.45 am to 3.10 pm for Key Stage Two (Years 3, 4, 5 and 6), Monday to Friday during term time. If educational trips take place during these hours a letter including the following statement may be sent to all parents of children involved: “that the school is hoping to raise by voluntary contributions, the sum of £(a) and this would average out at £(b) per pupil; pupils whose parents do not make a voluntary contribution must be allowed to go but if £(a) is not collected, the trip could well be cancelled.” The cost of any transport used during the school day will be met by voluntary contributions from the parents of the participating children. In the case of residential trips, a charge will be made for the cost of providing board and lodging. Where pupils have parents who are in receipt of Income Support the voluntary contribution made by those parents will be reduced.

CHILDREN’S PHOTOGRAPHS

Children may be photographed during their school activities. Sometimes these photographs may appear in the local press to publicise the work of the school. If you do not wish your child to be photographed, please let the Headteacher know.

CLUBS AND SOCIETIES

These are held throughout the year and usually take place after school, 3.00-3.45pm. They range from football, netball, athletics and chess to craft, swimming, recorders, keyboards, environmental, cricket and computer club. Parental involvement with these is always welcome.

HEALTH AND SAFETY

Your children are supervised at all times during the day. Minor accidents are always dealt with immediately. If emergencies arise we make every effort to contact you on the numbers you have provided on your child’s admission form. Should this prove impossible the school will act in the best interests of the child.

Children are not allowed to leave the site unless we have written notification from you.

Please do not attempt to drive into the playground during school hours. It is a traffic free zone. There is ample car parking facilities opposite the school.

A fire drill is practised at least three times per year.

CHILD PROTECTION

Hagbourne School recognises its responsibility for child protection and takes care to protect and support all of our children. Full details are available from the Child Protection policy, which can be viewed in the school office.

Cycling proficiency training is offered to all year 5 and 6 children. Staff and governors make a termly inspection of the premises to ensure the children's safety. More immediate safety issues are dealt with promptly.

The premises are monitored by CCTV at all times. The bottom gate, leading to the road, is coded for selective entry.

THE SCHOOL DAY

Morning school starts at 8.45 am and finishes at 12.00 noon for Key Stage One and 12.10pm for Key Stage Two. Afternoon school starts at 1.00pm and finishes at 3.00pm for Key Stage One and 3.10 pm for Key Stage Two. Children are taught throughout this time except for a fifteen minute break in the morning. There is also a twenty minute assembly every day. Children are not expected to be in school before 8.30 am as they are not covered by insurance against accidents and staff cannot accept responsibility for them. A wide range of clubs are offered to children after school on most days.

Dogs are not permitted into the school grounds.

ORGANISATION OF CLASSES

At present the school is organised as follows:

Class FS	Foundation Stage
Class 1	Year 1
Class 2	Year 2
Class 3	Year 3
Class 4	Year 4
Class 5	Year 5
Class 6	Year 6

Adjustments may be made to classes during the year, depending on how many new Foundation Stage children we admit each term. This arrangement enables teachers to plan work together and encourages the sharing of special skills.

SCHOOL MEALS

School meals are provided at a charge of £1.80 per day. We encourage all children to stay to school dinner and choices of main course are always available. Dinner money is collected on Mondays. It is of great assistance if all pupils are able to bring dinner and milk monies in clearly labelled envelopes (used envelopes are ideal). Dinner money can be paid for a whole or half term at a time. Cheques should be made payable to Hagbourne School. Please put your address on the back of the cheque. Sandwich lunches are permitted, although in practice very few children take up this option. We run our own catering services and employ our own catering staff. The choice and quality of the meals is excellent. Please support our in-house catering service by staying regularly. If you are in receipt of Income Support you may be eligible for free school meals, a form is available from the school office. All applications are treated in strict confidence.

SNACKS AT BREAKTIME

Children are encouraged to bring a piece of fruit to eat at breaktime. This is considered a healthy option which will not spoil the excellent school lunch.

COMPLAINTS PROCEDURE

If for any reason you feel dissatisfied with your child's education, you should address your complaint first to the teacher, secondly to the Headteacher and finally to the Divisional Education Officer (South), Macclesfield House, New Road, Oxford, OX1 1NA.

PROBLEMS

If a parent feels that the child is unhappy with some aspect of school life, they should make an early appointment to see the teacher. If a resolution is not forthcoming, (an unlikely event), then the parents should raise the matter with the headteacher. If the problem is still unresolved, the parent has further rights under section 23 of the 1988 Education Act.

DISCIPLINE

SCHOOL RULES

All children new to the school should be aware that the social environment may be very different to that at home. Large numbers of children working and playing together necessitate the imposition of rules of behaviour to ensure the safety and well-being of each individual. Thus, while there exists no official list of regulations, each child is, for example, expected to - be polite to other pupils and visitors; exercise tolerance in relationship with peers; be prepared to offer assistance when and where it is needed; exercise initiative and show respect for others (adults and children). Children should also be receptive to the school's efforts to develop his or her own esteem. From time to time it will be necessary for the teacher to issue instructions which may need to be acted upon promptly without question and the child should understand that, in such circumstances, the member of staff is acting either for the pupil's own benefit or with the general welfare of the school in mind. Thus, although corporal punishment has been prohibited in county schools and voluntary controlled schools since September 1986, standards of discipline are high and other punishments of a non-physical nature may be imposed. In cases of regular failure to comply with the school's 'code of behaviour', the child's parents will be informed of the situation. They may subsequently be invited to attend a meeting with the headteacher in order to determine how the parents may best support the school's efforts to maintain the good standard of discipline for which the school is renowned.

The school has a well-established policy against **any form** of bullying. This is enforced rigidly.

Parents

PARENT TEACHER ASSOCIATION

Hagbourne School PTA would like to extend a warm welcome to new families joining the school. Over the years, the association has been very active, both in a traditional fund-raising role, and in creating opportunities for parents, staff and friends to get together and enjoy themselves at informal event. - just as important as fund-raising! The association consists of all those who have children at the school, and we hope that everyone will come to some of the social events and meet other parents and staff in a more relaxed setting than is usually possible during school time.

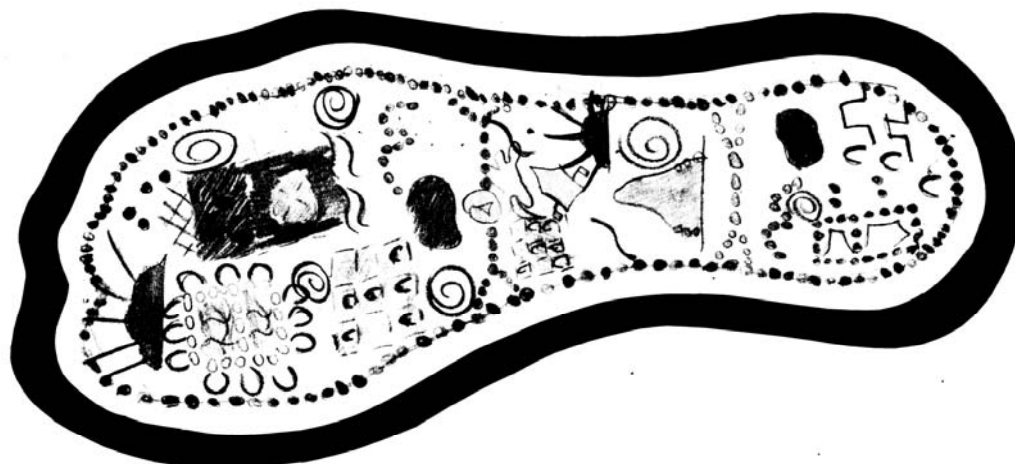
PARENTS IN SCHOOL

We hope that parents will feel totally committed to, and involved in, our school. We rely on the help and support of parents for all that we do.

We enjoy considerable parental involvement in the day-to-day life of the school. We have team of parents who help in many different ways in the classroom, helping the children and the teachers in such activities as cooking, craft, hearing reading, as well as more ordinary activities such as cutting up paper, re-covering books, photocopying etc.

Many parents help us too, by providing us with materials such as offcuts of card or odds and ends that are useful in craft activities. If you feel that you would like to help us in any way, please do not hesitate to contact us.

Working together in Didcot



Jenna Shaw

FEDERATION OF VILLAGE SCHOOLS

We are also an active member of the Village Schools Federation which is made up from the six village schools in the Didcot area. This group has been in existence for many years and meets regularly to organise events, training, sports days, leaver's' party etc. We aim to involve the children as much as possible.

DIDCOT PARTNERSHIP OF SCHOOLS

We are an active member of the Didcot Partnership of Schools which comprises of:

- four nursery schools
- six village primary schools
- four town primary schools
- two secondary schools

Senior staff meet together regularly to plan events in the area, organise inservice training and discuss topical issues.

Holidays

SCHOOL HOLIDAY DATES 2006-2007

Term 1	05/09/06 - 20/10/06
October holiday	23/10/06 - 27/10/06
Term 2	30/10/06 - 15/12/06
Christmas holiday	18/12/06 - 02/01/07
Term 3	04/01/07 - 09/02/07
February Holiday	12/02/07 - 16/02/07
Term 4	19/02/07 - 30/03/07
April holiday	02/04/07 - 14/04/07
May Day Bank Holiday	07/05/07
Term 5	16/04/07 - 25/05/07
Late spring holiday	28/05/07 - 01/06/07
Term 6	04/06/07 - 25/07/07

ABSENCE FROM SCHOOL

Holiday dates are issued well in advance and we would ask that children are only withdrawn from school during term time when it is unavoidable. With the implementation of the National Curriculum it is crucially important that children miss as little schooling as possible.

- Legally, children are allowed to be absent from school for a maximum of two weeks in each year, to go away with parents.
- Parents are asked to write a note of explanation or telephone when a child has been absent.
- No child is allowed to leave the school during school hours, without a note of permission from parents.
- If a child is unwell it is the responsibility of the parent or guardian to contact the school to explain why the child is away.

HAGBOURNE SCHOOL'S ATTENDANCE INFORMATION

	2003/04	2004/05	2005/06		
	Attendance Rate	Attendance Rate	Attendance Rate	Authorised Absence	Unauthorised Absence
Hagbourne	95.1	94.2	95.6	4.4	0.0
England (primary)	94.6	93.6	94.3	5.0	0.4
School Difference	1.1	0.6	1.3	0.6	0.4

Uniform

WHAT TO WEAR?

When attending school all children should have one pair of soft PE shoes, a shoe bag, a blue aertex shirt and plain navy shorts for PE (not Bermuda shorts), a swimsuit, towel and a swimming hat. It is essential that all items of clothing are clearly marked with the owner's name - in the case of footwear, please mark both shoes. Articles of jewellery must be removed before sports activities and will not be allowed if any hazard to other pupils is presented by such items. (Members of staff are not obliged to accept responsibility for valuables brought to school by the children).

The school has a uniform, which is worn by all the pupils. All items, except the tie, are obtainable from most clothing shops. The school tie is obtainable from the school office at £2.00.

Jewellery

Children are allowed to wear only studs in their ears which have to be removed for P.E. and games lessons or covered with a plaster. The children have to be able to do this themselves. Necklaces, rings and other body piercing are not allowed.

UNIFORM

Winter

Grey trousers or grey skirt/culottes
White shirt or white blouse
School tie
Royal blue pullover* or cardigan*
Grey or white socks or tights
Black shoes (not trainers)

Summer

White shirt (long sleeved with tie or short sleeved without tie)
Grey trousers or skirt/culottes or
Blue and white striped or checked dress
White or grey socks.

There is a second hand uniform shop which opens regularly;, check with the secretary for dates and times of opening.

*These have the name of the school embroidered onto the garment and are available from 'Clothes for Children' in the Broadway, Didcot.

Reporting

PARENT MEETINGS

Parent Meetings are held three times a year. The first occasion provides an overview of the year's work. The second provides the opportunity to review the progress made during the year. The third is optional. A written report will be sent out approximately two weeks before the July meeting.

We have an appointment system where each parent is given a particular time. We try very hard to accommodate the needs of families to be seen over a shorter period during the evening.

You may make an appointment to see your child's teacher at any time during the year.

During the year you may be invited to information evenings about aspects of the curriculum. We do encourage you to come.

Monday

Today when I walked to school I went a different way than usual. I heard some rustling in the bushes. Out popped some tiny baby rabbits with fluffy white tails.

Tuesday

When I walked to school I smelt some beautiful fresh flowers. Then in a nearby field I felt moist dew under my feet.

Wednesday

Today I saw a lovely snowy brown deer galloping through some bushes. I heard the birds singing and whistling to each other

Thursday

When I walked to school today I felt rough slimy stone and I smelt intriguing honey from the bees.

Friday

Today I saw a chestnut squirrel dart from branch to branch. I heard twigs fumbling on the ground.

Rebecca Sutherland Y3

MEDICAL MATTERS

EMERGENCIES

When a child starts school, parents are asked to complete a form which allows them to give details of allergies or relevant medical conditions of which the school ought to be aware, together with a request for the telephone number of someone who may be contacted in the event of an emergency should be parents be unavailable. It is essential that this form is fully completed if the welfare of each pupil is to effectively be provided for. All forms are regarded as confidential and information is kept on a computer database. ***You must make every effort to keep this up to date.*** In cases where professional medical treatment is considered necessary after an incident at school, and it is not possible to contact parents, then the child may be taken directly to either the local health centre or the hospital by a member of staff. The child's parents will, of course, be informed of the situation as soon as possible.

If a child is taking regular medication (eg. asthma inhalers), the class teacher must be informed and the medicine must be kept by a member of staff in a safe place away from the reach of other pupils, i.e. it must not be left in cloakroom areas, desks or trays. When, after illness, a child returns to school requiring daily dosages to complete a course of prescribed medication, arrangements must be made to administer these. Teachers and support staff are not allowed, by law, to administer medicine.

HOSAS (Healthy Oxfordshire Schools)

Hagbourne C.E. School is committed to working towards becoming a healthy Oxfordshire school. We have set development areas for this current year and have nearly achieved all of them. Areas have included

- Addressing waste in lunchboxes
- Extending the water on tables initiative
- Starting a playtime buddy system
- Introducing a fruit and vegetable tasting scheme

WALKING BUS

Getting to School

On September 8th 2001 Hagbourne School started its own Walking Bus.

The idea of a walking bus is quite simple. Volunteer parents act as 'driver' and 'conductor' on the bus which provides children with a safe, fun way to get to school. Walking to school helps the children to get bags of fresh air and exercise and gives them the chance to gain important road safety skills, as well as time to talk to their friends.

All children have to sign up to a 'Code of Conduct' as well as gain parental permission to join the walking bus. On joining the bus each child will be given a fluorescent jacket to wear for that day and ticked on to the list showing who is walking on the bus that day. On arrival at school they will be ticked off the list. A trolley is provided to help carry the children's luggage to school. Children do not have to travel on the walking bus every day.

The walking bus is run entirely by volunteers. Parents whose children use the bus will be expected to help (usually once a week).

Fleet Meadow Walking Bus	
Walking Bus Stop	Location
8.00 – 8.10 am	The Fleet Meadow Community Centre
8.20 am	On the corner of Bishops Orchard
8.30 am	By the old travellers Welcome public house
8.40 am	Hagbourne School

Children can join the Walking Bus at any of the bus stops listed above or from their houses if they live directly on the route.

SAT RESULTS FOR KS1 2005

These tables show detailed results for Year 2 (on the roll at the time of the last national curriculum assessments) achieving each level at the school at the end of Key Stage 1. Figures may not total 100% because of rounding.

Results for Hagbourne School

TEACHER ASSESSMENT					
Percentage at each level					
	W	1	2	3	4+
Speaking and Listening	0	7	70	23	0
Reading	0	10	60	30	0
Writing	0	10	80	10	0
Mathematics	0	0	76	23	0
Science	0	3	77	20	0

National Summary Results

TEACHER ASSESSMENT					
Percentage at each level					
	W	1	2	3	4+
Speaking and Listening	2	10	65	23	0
Reading	3	11	59	27	0
Writing	5	12	67	15	0
Mathematics	2	7	68	23	0
Science	2	8	65	25	0

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1

SAT RESULTS FOR KS2 2005

These tables show detailed results for Year 6 pupils (on the roll at the end of the last national curriculum assessments) achieving each level at the school at the end of Key Stage 2.

Figures may not total 100% because of rounding.

Results for Hagbourne School

TEACHER ASSESSMENT							
Percentage at each level							
	W	1	2	3	4	5	5+
English	0	0	0	0	52	48	0
Mathematics	0	0	0	0	56	44	0
Science	0	0	0	0	60	40	0
TEST RESULTS							
Percentage at each level							
	Below level 3*	3	4	5	5+		
English	0	0	48	52	0		
Mathematics	0	0	36	64	0		
Science	0	0	16	84	0		

National Summary Results

TEACHER ASSESSMENT							
Percentage at each level							
	W	1	2	3	4	5	5+
English	0	1	6	18	49	26	0
Mathematics	0	1	4	18	46	30	0
Science	0	0	3	13	47	36	0
TEST RESULTS							
Percentage at each level							
	Below level 3*	3	4	5	5+		
English	4	14	52	27	0		
Mathematics	3	18	44	31	0		
Science	2	10	40	47	0		

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1

*represents pupils who were not entered for the tests because they were working below level 3 in English, mathematics or science; pupils awarded a compensatory level from the tests; and pupils not achieving a level from the tests.

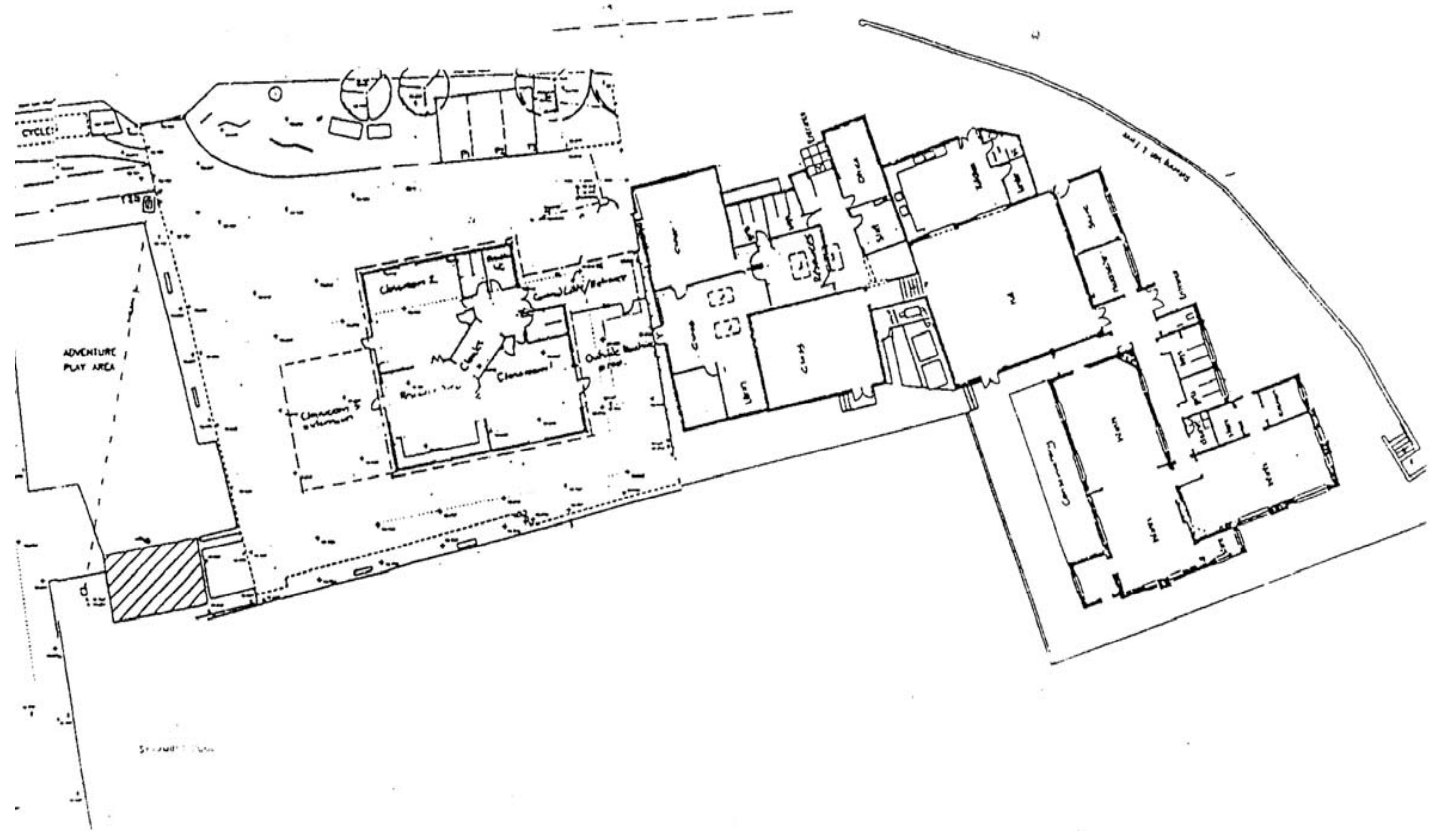
** denotes marks not available from DfES.

FINANCIAL STATEMENT –

Last year no governor claimed any expenses from school funds. Indeed the governing body were instrumental in raising over £1000 which was spent on supporting the work of the school.

	Expenditure
EMPLOYEES	
Teachers	329,201
Supply	16,496
TA Staff	35,732
Admin and Tech Support	28,901
Catering and Midday Supervisors	31,395
Cleaning / R &M	13,947
Central Employee related Expenditure	345
Sub Total – Central Expenditure	456,017
LOCAL PREMISES	
Building Maintenance & Repairs	9,762
Utilities, Rates & Telephone	18,002
Capital grant	28,298
Other premises	532
Sub Total – Local Premises	56,594
SUPPLIES & SERVICES	
Supplies & Services	3,940
Curriculum	22,945
Catering Services	15,347
Local Employee Related	24,057
Sub Total – Supplies & Services	66,289
INCOME AND RESERVES	
Income	-3,072
Catering Income	-36,571
Reserves & contingency	-12,099
Sub Total – Income and Reserves	-51,742
TOTAL EXPENDITURE FOR YEAR 2004–2005	527,158

SCHOOL PLAN



The Human Life Cycle

Midnight screamer
Nappy soiler
Parent waker
Neighbour annoyer

Walking faller
Stairs climber
Stairs faller
Bed wetter

Power ranger
Bad worker
Game player
Fluent Speaker

Lazy Liar
Fast-food lover
Small-kid scarer
Gang maker

Work lover
Brother lover
Full time carer
Tell off scarer

Walking hobbler
Jumper knitter
Grandchild lover
Wrinkly cover

By Sam Rendell (Yr 6)

Anne Boleyn by Dani Bonventre, Year 4



Henry VIII by Dani Bonventre, Year 4



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