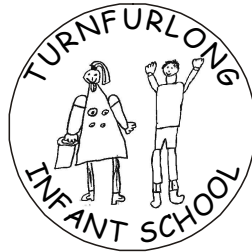


Turnfurlong Infant School



Headteacher: Mrs Rebecca Ochiltree
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CONTENTS

Section 1

Information about :

“What makes us special”

The aims of the school
The curriculum
Homework

Section 2

Information about:

“Dates and key information”

Term dates
Staffing
Safeguarding
Pastoral care
Procedures to follow regarding absence
Discipline
SATs
Lunches
Library
Contact with parents

Section 3

Information about:

“Special Educational Needs and Equal Opportunities”

Special educational needs
Equal opportunities

Section 4

Information about:

“Governors, Local Authority and Friends of Turnfurlong Infant School (FoTIS)”

The governors and their role
How to contact the Local Authority
The involvement of FoTIS
Transfer to Junior School

Appendices:

A - Charging for Educational Visits
B – Emergency Closures
C – Statutory Assessment Information

Aims of the School

We are passionate about education and have uncompromising aspirations for every individual and for our school to be an exceptional community of lifelong learners. Our school:

- Ensures there is a warm, welcoming and secure environment for all
- Provides children with positive role models
- Provides high quality, personalised and inspirational teaching and learning
- Offers a creative and adventurous curriculum delivered by a team of committed and reflective practitioners
- Expects high standards for behaviour and conduct
- Fosters a culture in which every child's contribution is encouraged and valued and where achievements are celebrated
- Builds genuine, collaborative partnerships between children, staff, parents, governors and the local and wider community
- Celebrates the uniqueness of our Infant School status

The School

Turnfurlong Infant School is situated approximately one mile from the centre of Aylesbury. The school was built in 1975 and is a single storey building with extensive playing fields. In September 2017 we opened a purpose-built nursery at the school.

We have an authorised admission number of 90 children in each year group. There are four year groups within the school – Nursery, Reception, Year 1 and Year 2. Our nursery class is for children aged from two to four. It has morning and afternoon places for 30 children, including up to four places for two year olds who are entitled to early education funding. The Nursery is staffed by qualified teachers and support staff.

The school has a catchment area bounded by Camborne Avenue north side, Cam Mead, Long Meadow, Limes Avenue, Craigwell Avenue, Tring Road west side, High Street west side, Exchange Street south side, Walton Road east side and Wendover Road east side.

At the heart of our school is the quality of the relationships between staff and children and visitors often comment on the warm and caring atmosphere. It is this supportive and caring environment that enables children to both enjoy school and feel able to take on challenges in their learning. This enables all our children to reach their full potential.

Our curriculum is varied and exciting and it is designed to build on children's skills and experiences as they move through Early Years and Key Stage 1. Learning is linked to 'hands on' opportunities and extended through visits beyond the

classroom both in the local area and further afield. We also enjoy welcoming visitors to school to further enrich the curriculum.

We encourage parents to be an active part of the school. As well as welcoming parent helpers in the classrooms or on trips, each term we hold an involvement morning when parents attend a short workshop before visiting the classes to work alongside their children. We hold information sessions throughout the year to share school practice with parents, e.g. preparation for starting school, how we teach reading, the Year 1 phonics screening test, and preparation for SATs.

The Curriculum

Reading: The school uses a 'banded' approach to books that are used for the teaching of reading and, in the early stages of learning to read, these are closely linked to children's developing phonological knowledge. We have recently purchased new materials from the Collins 'Big Cat' scheme to support this. Other published reading programmes are also used to stimulate further interest and enjoyment and provide extra practice at the different stages in children's reading development.

Our core phonics scheme is 'Read Write Inc'. When children start school our initial teaching focuses on Phase 1 of the 'Letters and Sounds' programme (DFEE). The children also learn to read by word recognition, gradually building up a sight vocabulary. All children are expected to take reading books home and to borrow books regularly from the school library. The school has also produced a leaflet to provide guidance and suggestions on how you, the parents, might help your child with reading.

Language and Literacy: Stories are at the heart of our literacy teaching throughout the school and we use a variety of teaching techniques including drama, storytelling and storyboarding to support children's development in writing. We encourage and support all our children to be confident and articulate speakers. Writing follows a structured programme from the initial stages of emergent writing in Nursery and Reception to more complex written language for a variety of purposes. Children are taught to apply rules of grammar and spelling, making full use of dictionaries and reference material.

Handwriting: The 'Read Write Inc' scheme supports letter formation in Reception. In Reception, children have lots of opportunities to develop their fine motor skills to support their writing development and pencil control. From Year 1 onwards our core handwriting scheme is 'Penpals'. Handwriting skills are taught as a specific exercise in Year 1 and 2.

Maths: The school aims to encourage a positive and interested approach to maths and an awareness of the uses of maths in everyday life through practical experience and processes of enquiry and experiment. The school follows the Singapore Maths curriculum in Year 1 and 2 which seeks to develop mathematical skills and knowledge, accompanied by the quick recall of basic facts. Extension activities are built into the planning to challenge children. A support programme has been developed for those who need additional reinforcement.

Science: Scientific activities are introduced as part of the half termly topic programme. The aim is to teach and develop aspects of scientific thinking such as observing, pattern-seeking, devising, carrying out and evaluating experiments, communicating and applying these ideas and knowledge to new problems. Topics will include the study of living things and their environment, forces, energy and materials with an emphasis on hands-on investigation.

Computing: The school has a suite which comprises 15 networked machines and an overhead projector system. Each workstation has a 17" hard glass flat touch screen, mouse control and keyboard with lower case letters. The school also has a bank of 90 iPads which are used to support and enhance the curriculum. All children throughout the school work in the computing suite as part of their weekly timetable. Each classroom has an interactive whiteboard which is used to support all areas of the curriculum. Our filtering system ensures that only appropriate websites can be accessed.

Design Technology: All children are given the opportunity to develop their skills and their capacity for designing and understanding design by using a wide variety of tools, equipment and materials. They follow a process of planning, making, evaluating and refining.

Art: Children will experience a range of activities and techniques, including drawing, painting, weaving, collage and basic sewing skills.

Music: During music lessons, in addition to singing for enjoyment in a group, there is an opportunity to experiment with and develop skills using a variety of musical instruments. Our music teaching is enhanced by weekly 'sing and sign' assemblies where children from Reception to Year 2 learn to sign BSL alongside singing pieces of popular music.

PE: We are fortunate to have a specialist PE teacher who teaches PE from Reception to Year 2. Lessons take place in the Hall which has a full range of apparatus or on the playground or field using small apparatus. PE includes gymnastics, games and dance. The school Sports Day is held during the summer term. The wearing of jewellery is not allowed for PE sessions. Children must be able to remove and replace their earrings or they should not wear them on PE days. Religious headscarves should be removed.

History: The school's aim is to enable children to develop an understanding of time and the past through learning about changes in their own lives and within the memory of living people. They also learn about people who have made an impact on history, the history of their own local area, their country and the wider world.

Geography: The school's aim is to help the children to develop a sense of place by developing the skills, knowledge and understanding of their home area, their country and the wider world. They use geographical information and resources to ask and answer questions and to make connections in their learning.

Sex Education: No formal sex education is given in the school, but children's questions are answered by the class teacher in a simple and direct manner as and when necessary.

Religious Education: Religious Education is an important part of the school assembly which is held daily. The focus of the assembly is different each day,

including stories, singing, recognition of special events or festivals, positive behaviour and children's work.

Friday is our very special 'Celebration Assembly' when children's behaviour and effort during the week is recognised. We celebrate out of school awards, e.g. sporting, dancing, musical achievements with a round of applause. Each teacher chooses a child in their class to receive the 'Headteacher's Award' sticker. The midday meal supervisors also nominate children for special recognition and these children sit with the Headteacher at the Headteacher's special table on a Monday lunchtime.

The school is not affiliated to any particular religious denomination. Assemblies and classroom teaching reflect the fact that the religious traditions in Great Britain are mainly Christian, whilst taking account of the teaching and practices of other principal religions represented in Great Britain. In addition to the assembly, Religious Education takes place in the classroom, relating day to day events and moral issues to relevant stories and examples from the Bible and materials from other faiths. Pupils may be withdrawn from assembly or religious instruction. Any parent wishing to do so should contact the Headteacher. Religious Education conforms to the requirements of the 1988 Education Act.

PSHCE: PSHCE pervades the whole ethos of Turnfurlong Infant School involving the development of a healthy attitude to personal welfare and the care of others, being safe and forming positive relationships. The children are given opportunities to share, discuss and extend their own ideas, attitudes and values. Particular emphasis is given to:

- **Personal Development** – including honesty, politeness, good manners, appearance and punctuality. Children learn to respect the views of others and be able to reason and make choices recognising the difference between right and wrong.
- **Social Development** – where respect for themselves, their family, others in the local and wider community is important. Children are encouraged to show care for all people irrespective of differences in their way of life and learn how to manage personal relationships.
- **Health** – this is dealt with in cross curricular links with science and covers nutrition, personal hygiene, exercise, safety, growth and change.
- **Citizenship** – we encourage the children to realise how their actions impact on others. We promote good relationships in school and the wider community. We emphasise the importance of following British values.

Homework

All children will regularly bring home reading and library books which we encourage you to share with your child. Weekly homework is as follows:

Reception	Reading, phonics and handwriting
Year 1	Reading, handwriting and spelling
Year 2	Reading, spelling and a maths activity

A termly information sheet, produced by each year group, advises parents of topics to be covered, enabling them to support their children and be informed about activities being undertaken in the classroom. This information is also available on our school website.

School Term and Holiday Dates

2020-2021

	Open on morning of	Close at end of afternoon of
Autumn Term	Thursday 3 September 2020	Friday 23 October 2020
	Monday 2 November 2020	Friday 18 December 2020
Spring Term	Tuesday 5 January 2021	Friday 12 February 2021
	Monday 22 February 2021	Thursday 1 April 2021
Summer Term	Tuesday 20 April 2021	Friday 28 May 2021
	Tuesday 8 June 2021	Wednesday 21 July 2021
Staff Training Days	<i>Tuesday 1 Sept 2020</i> <i>Wednesday 2 September</i> <i>Monday 4 January 2021</i> <i>Monday 19 April 2021</i> <i>Monday 7 June 2021</i>	

2021-2022

	Open on morning of	Close at end of afternoon of
Autumn Term	Thursday 2 September 2021	Thursday 21 October 2021
	Monday 1 November 2021	Friday 17 December 2021
Spring Term	Thursday 6 January 2022	Friday 18 February 2022
	Monday 28 February 2022	Friday 8 April 2022
Summer Term	Monday 25 April 2022	Friday 27 May 2022
	Tuesday 7 June 2022	Thursday 21 July 2022
Staff Training Days	Wednesday 1 September 2021 Friday 22 October 2021 Tuesday 4 January 2022 Wednesday 5 January 2022 Monday 6 June 2022.	



Our Teaching Staff

Headteacher	Mrs Rebecca Ochiltree
Deputy Headteacher	Mrs Jenny Glen (<i>Year 1 Leader</i>)
Teaching Staff	Mrs Wendy Baud Mrs Eleanor Chown (<i>Year 2 Leader</i>) Mrs Elise Craig Mrs Karen Henry Mrs Karen Hepworth Miss Kate Lydon (<i>Nursery</i>)
Special Educational Needs Co-ordinator	Mrs Cinzia Imbriano-Merner Ms Lucy Roberts Mrs Amanda Smith Miss Mairead Spellman Mrs Victoria Stockwell (<i>Nursery</i>) Dr Andrew Turnbull-Ross Mrs Gemma Warne
Office Manager	Mrs Fiona Cooper
Bursar	Mrs Caroline Darling
Teaching Assistants	Mrs Lesley Arnott Miss Claire Bozward Mrs Elizabeth Breavington Mrs Mandy Briggs Mrs Janine Carter Mrs Sarah Clark Mrs Debbie Evans Mrs Manuela Flowers Mrs Taiba Habib Mrs Sofia Hanif Mrs Jacqui Heafford Mrs Emma Meads Mrs Juliette Neale-Brooker Mrs Anne-Marie O-Sullivan Mrs Shakila Qureshi Mrs Gemma Smith
Nursery Support Assistants	Mrs Vicky Burton Mrs Izabela Hamill
Midday Meals Supervisor (MMS)	Mr Andrew Aylen Miss Klaudia Bernatowicz Mrs Amina Bibi Miss Nazra Hamed Ibrahim Mrs Sana Khan Mrs Denise Ridgway Mrs Causica Suresh Mrs Neena Varia Miss Tara Winfield
Premises Manager	Mr Patrick Ryan



General Information

Gates open at 8.55am and parents must take their child to the outside door of their child's classroom and hand their child over to their class teacher or teaching assistant. Gates are locked at 9.05am.

Parents should encourage their children to walk to school. The school is linked with the Buckinghamshire County Council 'Walk to School' initiative.

Pastoral Care

Class teachers are responsible for the children's care and well-being and they will refer any particular concerns to the Headteacher.

The school has a number of Teaching Assistants with First Aid qualifications who attend to children who become unwell, contacting parents if it is necessary for the child to go home.

All classes have a Teaching Assistant.

Parents are encouraged to bring to the attention of the class teacher any concerns about their child, and similarly the class teacher will consult parents if the school has any concerns. Parents should inform the class teacher if their child suffers from asthma, hay fever or particular allergies.

Safeguarding

At this school, the health, safety and well-being of every child are our paramount concern.

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

In accordance with our responsibilities under section 175/157 of the Education Act 2002 and 'Keeping Children Safe in Education' September 2019, we have a Designated Safeguarding Lead for Child Protection (Mrs Rebecca Ochiltree) and two deputy Safeguarding Leads (Mrs Jenny Glen and Mrs Kate Whiteman).

Occasions do arise when our concern about a child mean we have to consult other agencies. Whilst we would always aim to work in partnership with parents there may be exceptions to this when concerns are raised for the protection of a child. On very rare occasions Social Care, whilst undertaking an investigation under s47 of the Children Act 1989, may want to speak to a child without a parent's knowledge. This would be a decision made in collaboration with partner agencies and would only be done in situations where a child might be at immediate risk. To gain consent at this point may increase the level of risk to the child or cause evidence of a crime to be lost.

The procedures, which we follow, have been laid down by the Local Safeguarding Children's Board, and the school has adopted the Buckinghamshire County Council Child Protection Policy. If you want to know more about our procedures, please speak the Headteacher, Mrs Rebecca Ochiltree, or your child's class teacher. The child protection policy can be found on the school website: www.turnfurlong-inf.bucks.sch.uk (Our school – Statutory Policies)

Absence from school

Parents are requested to telephone or email school on the first day of their child's absence. When in school a child should be fit to participate in all activities, including outdoor playtime and PE. If there is any special reason to prevent this, a note of explanation is required. Children who have had sickness or diarrhoea should not return to school until 48 hours after the last episode of illness.

Holidays

Children should not take holidays during term time. The school does not provide work for children who take holidays during term time.

Discipline and Behaviour

The school has a behaviour policy which outlines standards of good, helpful and considerate behaviour. This document is available from the school office and the school website. The behaviour policy can be found on the school website: www.turnfurlong-inf.bucks.sch.uk (Our school – Statutory Policies)

All parents are issued with a code of conduct leaflet that they are encouraged to read with their children. If a child's behaviour is persistently unacceptable, the parents are invited to a discussion with the Headteacher and class teacher to agree on a suitable course of action. The support and co-operation of parents is vital in establishing acceptable codes of behaviour. All staff put emphasis on encouraging good behaviour and reward with praise and stickers.

The school has produced a Code of Conduct, and a Home-School Agreement which is signed by parents and Headteacher.

Statutory Assessment

During a child's time at Turnfurlong Infant School we are continuously assessing children's learning, development and progress but there are also some assessment points in the Early Years Foundation Stage and Key Stage 1 curriculum for all children in settings in England.

In the Nursery, parents of children who are two will be involved in a discussion with their key worker about their child's progress and development. This discussion is based on the observations that key worker's and parents have made of each child.

At the end of Reception, children are assessed in all seven areas of learning in the Early Years Foundation Stage. Teachers also assess to see if a child has reached the expected 'Good Level of Development' (GLD) in all of the following areas of learning; Personal Social and Emotional Development, Communication and Language, Physical Development, Literacy and Mathematics. Teacher assessment is based on observation and knowledge of what each child can do by the end of the Summer term. The children in Reception are not being tested but at the end of the year parents are told if their child is working towards the GLD (are emerging), if they have reached the GLD (are expected) or if they have exceeded the GLD (are exceeding).

At the end of Year One all children take part in the phonics check where a child's ability to apply their phonics knowledge is assessed with a national screening test. This is a short test that is carried out by the teacher. Children take this one at a time with their teacher. Parents are told if their child has or has not met the expected standard in phonics.

Children in Year Two participate in the National Curriculum Standard Assessment Tests (SATs) each year. Results of these are reported to parents with their child's report. See also Appendix 'D'.

Meals

All children are entitled to a free school lunch. Our hot meals are provided by Chartwells. If you would prefer your child to bring their own packed lunch, it should be packed in a named container. Drinks should be non-fizzy and in non-breakable containers. We ask parents to ensure that these containers do not leak. Due to allergies and intolerances sweets are not allowed in school. Please note that because of a number of serious allergies in school, we are a 'nut free' school. This means that children should not bring sandwiches with peanut butter or Nutella, or nut products of any description.

School Library

Children are encouraged to choose books from the school library to take home. Parents are requested to encourage their children to take care of the books and return them in good condition. Parents are asked to pay for lost or damaged school books.

Contact with Parents

Each year group produces an information sheet at the beginning of each term to inform parents of events taking place. In the Autumn term there is a formal meeting with parents at which agreed targets will be set. In the Spring term a meeting is held to review and update targets. In the second half of the Summer term a detailed written report is produced to inform parents of progress made throughout the year including the outcome of statutory assessments.

Once each term, at our parent involvement sessions, parents are invited into school to learn more about specific aspects of teaching and learning at school.

Parents are welcome to come to school at any time to discuss any issues relating to their child. We request that a telephone call or note be sent to find a mutually convenient time to meet with the class teacher. An appointment will be made as soon as possible. It will usually be the same day but certainly within 48 hours.

School Uniform

Uniform is not compulsory within the school, although it is worn by the majority of children. All items of clothing and other articles should be clearly named.

Girls :	Winter	Grey skirt, pinafore dress or trousers Red or white blouse / polo shirt Red jumper, sweatshirt or cardigan Red / grey striped tie (optional)
	Summer	Red and white check or striped dress or skirt
Boys	Winter/	Grey trousers or shorts
	Summer	White or grey shirt / white or red polo shirt Red/grey striped tie (optional) Red jumper or sweatshirt Red or white polo shirt Grey shorts

Available from Bucks Schoolwear Plus, The Vale Industrial Estate, Southern Road, Aylesbury and PL Schoolwear, 56 Edison Road, Aylesbury

Red Fleece
Red sweatshirt embroidered with school name
Red cardigan embroidered with school name
Red/grey elasticated tie, suitable for boys and girls
Book bag
PE bag
Sun hat

Trainers should not be worn for school.

PE – shorts, T-shirt, and slip on / Velcro plimsolls to be kept in school in a draw-string bag.

If children have pierced ears they should only wear studs to school, and should not wear earrings on PE days unless they are able to remove and replace them by themselves. We recommend that if you are planning for your child to have their ears pierced that it is done at the start of the summer holiday.

Children are allowed to wear a wrist watch as long as it does not distract them from their learning. No other form of jewellery should be worn to school.

Special Educational Needs

Turnfurlong Infant School is an inclusive school. Children with Special Educational Needs (SEN), including children of very high ability, are integrated into the classroom and taught by their class teacher. Identification and assessment of need should take place at the earliest opportunity and provision is made by the most appropriate agency working in partnership with the child's parents. Our school has a teacher with special responsibility for children with SEN. This is our SENCo, Special Needs Co-ordinator.

The school works to a staged model of Special Educational Needs in line with the Department of Education's Code of Practice and LA policy. We ensure that parents are involved through the stages. Progress is monitored and provision is reviewed regularly. The local offer is on the school website (under 'Our School - Statutory Information').

Equality of Opportunity

It is the policy of the school to ensure that all its pupils receive an equitable, appropriate and effective education. Class teachers are responsible for the educational, social and emotional development of the pupils in their care and are encouraged to ensure that equality of access is provided at all times and to all groups and individuals within the school regardless of culture, ethnic or gender considerations:-

- Boys and girls are expected to follow the same curriculum and to participate together in all curricular and extra-curricular activities.
- When organising the content of schemes of work within the curriculum, staff are asked to take into account the diversity of pupils' cultural experience.
- Children with disabilities will be treated equally and any provision that the school can provide, dependant on their individual needs, will be provided.
- Pupils are encouraged to explore and share the ideas, opinions and interests which can derive from their particular cultural experiences and backgrounds.
- The content of work offered in the school is provided from a wide range of sources and is selected so that it engages pupils' feelings as well as giving them information and teaching them new skills.
- The curriculum aims to create an understanding of, and interest in, different environments, societies, systems and cultures across time and space.
- Whenever possible pupils are encouraged to recognise that each society has its own values, traditions and styles of everyday living which they should consider in the context of that society as well as in their own.

Children with English as a Second Language

Over 20 different languages are spoken by families attending our school. We are a school that is culturally and ethnically diverse! Some bilingual children are confident English speakers when they arrive at school but other will children need additional support with their English language skills. We ensure that pupils who are learning English as a second language are given appropriate support. This enables them to access all aspects of the curriculum.

Countering Racism

All pupils, staff and parents assisting in school are expected to show respect for all people of all races and cultures. The school will not tolerate racist actions which are clearly hurtful to others and which contravene the Equalities Act. Appropriate disciplinary action will be taken against any person who participates in racist actions.

Any pupil, parent or member of staff witnessing a racist incident, whether directed to them personally or towards others should report the matter immediately to the Headteacher or to the School Governors. The policy has been agreed by the governors and staff of the school and will be reviewed annually.



Aylesbury Learning Partnership (ALPs)

In September 2013, in partnership with The Grange School, Turnfurlong Infant School became part of the Aylesbury Learning Partnership (ALPs). ALPs is a co-operative trust. In 2017 Turnfurlong Junior School joined the partnership. Trust Schools are a type of school that have the opportunity to be supported by a Charitable Trust, whilst still being part of the Local Authority family of schools. The Co-operative Trust strengthens our drive for continuous improvement, in particular through engaging more closely with the local community.

Our three schools are committed to working together in partnership with each other and with our students, parents, and the wider community we seek to serve. We believe that being a Co-operative Trust helps us to develop further our community to make our schools even better.

The Trust supports the work of the schools within the partnership and is based upon strong, co-operative principles. These principles underpin the work of the Trust which we believe strengthens the work of our schools even further. The trust has the following shared vision and values:

TAKING EDUCATION TO NEW HEIGHTS

- Achieving aspirational aims
- Learning together to enhance our community
- Providing positive futures for our children and families
- Securing success through co-operation

As a Co-operative Trust, our trust has adopted the values and principles of the co-operative movement. Co-operatives are based on the values of self-help, self-responsibility, democracy, equality, equity and solidarity.



Our Governing Body

The Governing Body is key to our school's development and performance and governors are actively involved in the life of Turnfurlong Infant School. Governors decide on the 'strategy' for the school, including the aims and values of the school. The strategy is the long term plan that provides a direction of travel for the school. Working closely alongside the Headteacher, they agree and scrutinise school improvement priorities, holding school leaders to account for children's progress and attainment. They have key responsibilities for Safeguarding and Health and Safety. Governors also agree all statutory policies that schools must have in place by law. Governors have a four year term of office. Minutes of Governors' meetings are available for parents and there is a Governors' section of the school website containing further relevant documents.

Mr Lee Taylor	Chair – Co-opted Governor
Mr Richard Lloyd	Vice Chair – Co-opted Governor
Mrs Rebecca Ochiltree	Headteacher
Mr Thurairatnam Ajirithan	Co-opted Governor
Mrs Charlotte Austin	Foundation Governor
Mr Dean Burry	Co-opted Governor
Mr Mohammed Elshimi	Foundation Governor
Mrs Karen Henry	Staff Governor
Ms Lyn Hungwe	Co-opted Governor
Mr Philip Ince	Parent Governor
Miss Linda Warriner	LA Governor
Vacancy x 1	Parent Governor
Mrs Rebecca Weymouth	Clerk to the Governors

Admissions policy

Admissions are determined by LA policy. A booklet is produced by the LA to provide details of the admission process. Parents are encouraged to complete the admission form online (www.buckscc.gov.uk).

Children are admitted to the Nursery class in the term following their third birthday. Children may be able to start Nursery in the term following their second birthday, if they receive Government funding for 15 hours of free Early Years education and if a place is available.

Children are admitted to Primary School in the September following their fourth birthday. All children are entitled to a full-time place from the beginning of the Autumn term.

Prospective parents

You are welcome to come and visit our school. If you would like to make a visit you will be given a conducted tour. We will show you the classrooms in which your children's year group are currently working in order that you have an insight into their learning environment.

All parents with children starting Reception in the Autumn are encouraged to come to school for a meeting with their child's teacher in the Summer term. This gives us an opportunity to find out all about your child before they start and for us to put faces to names. The children then have the opportunity to spend half a day in school when they will meet their future teacher, teaching assistant and classmates.

We also hold a more formal meeting for parents in the Summer term and this is led by the Headteacher. At this meeting information sheets are distributed about children starting school and ways parents can help prepare their child for school.

Visiting our school

You will always find a welcome at Turnfurlong Infant School. Should you wish to visit the school, a telephone call would be greatly appreciated and an appointment will always be offered as soon as is mutually convenient.

When arriving at the school, no matter who you may have come to see, please come to the Infant School main door. Please use the entry intercom linked to the School Office where our secretary will be able to welcome you, give you a visitor's badge and locate the person you wish to see. This eliminates the worry of 'strangers' wandering about the building.

Attendance

Total attendance for the year 2019-2020 was 92.6% with 6.9% authorised absences and 0.5% unauthorised absences.

89% of pupils had at least one authorised absence.

Local Education Authority

Buckinghamshire County Council
County Hall, Aylesbury, Bucks. HP20 1UZ
Telephone: 0845 370 8090

Friends of Turnfurlong Infant School (FoTIS)

This is a parents' and teachers' organisation which is administered by an annually elected committee. The aim of the association is to support the school and to promote social contact and liaison between school and home. It also provides social and recreational facilities for children and families. In 2018-2019, FoTIS raised over £9,500 for our school.

Transfer to Junior School

Children living in the school's catchment area normally seek to transfer to Turnfurlong Junior School in the September following their seventh birthday. We must emphasise however that this is not a guaranteed place. The Year 2 and Year 3 teachers at both schools work closely together in order to ease transition for the children. This includes visits to the schools by teachers and children, shared assemblies and activity afternoons.

Children living outside catchment are not guaranteed a place at Turnfurlong Junior School. It is advisable for all parents to visit Junior Schools at the beginning of the autumn term that their child is in Year 2 in order to establish the most appropriate school for their child.

Traffic and Parking

We ask for parents' co-operation in taking the utmost care to reduce traffic dangers near the school and to walk to school whenever possible. To live within the catchment area means living within walking distance.

Parents who live outside the catchment area should park some distance from school in order that they can walk at least some of the way. This provides the opportunity to teach road safety.

Parents who have to use their cars should not park on, or use, the yellow zig zag lines or the grass verges as a dropping off point. This is illegal and car numbers are given to the police leading to the possible prosecution of the owner.

Complaints Procedure

This sets out the school's procedure for addressing complaints. A copy of this procedure is available for all parents to read and is available on the school website (Our School – Statutory Policies). Please note that this procedure does not apply to issues concerning the curriculum, collective worship, admissions, exclusion appeals, decisions about your child's special educational needs, or grievances by school staff. Most complaints are best dealt with informally. If you have any concerns, please discuss the matter with your child's class teacher at the earliest opportunity.

Freedom of Information and Subject Access Requests

The school's Data Protection Officer will respond to requests made under the Freedom of Information Act 2000 and the General Data Protection Act 2016.

All requests must be in writing, must state clearly what information is required and must provide the name of the person with an address for correspondence.

Our **Privacy Notice** regarding use of personal data can be found on the school website:

www.turnfurlong-inf.bucks.sch.uk under 'Our School - Statutory Policies'.

APPENDIX A

Charging for Educational Visits

The Governors and Headteacher consider it important to maintain the level of educational visits and activities in our school. They form an integral part of the curriculum, stimulating children's interest and providing a valuable background to their work.

The Education Reform Act 1988 has required Governing Bodies to declare a charging policy for the activities as set out below:

- a) That where activities take place in school session time parents will be invited to make voluntary contributions towards the cost of the proposed activity on a pro-rata basis, but that a pupil will not be debarred from taking part in that activity because her / his parents cannot, or will not, contribute. Insufficient voluntary contributions will cause the proposed activity to be cancelled. The decision to cancel a proposed activity will be taken by the Headteacher in the light of responses received. Parental contributions will be returned if a visit or activity is subsequently cancelled.
- b) That where activities take place outside school session time, charges should continue to be levied, where appropriate.
- c) That any application for a full or partial refund of charges be considered by the Headteacher.
- d) That appropriate charges will be made for ingredients and materials where parents have indicated in advance that they wish to own their child's finished work. Parents will be informed in advance if contributions are necessary.
- e) That parents will be required to meet the cost of breakages and damage where this is a result of their child's behaviour or carelessness.

APPENDIX B

Emergency Closures Procedure

This policy concerns the forced closure of the school and the steps which will be taken to advise parents of the closure and measures taken to ensure the safety of children.

1. If circumstances prevent the opening of the school, its closure will be announced on the county website **www.buckinghamshire.gov.uk** and the local radio stations, and a text message will be sent to parents via ParentMail.
2. A notice will be placed on the school gate.
3. If a closure is necessary at the commencement of a session and children arrive at school without parents, they will be supervised by the school until their parents can be informed. If the school premises are unavailable through some cause they will be housed in Turnfurlong Junior School. If the same circumstances force the closure of the Junior School then they will be accommodated at the Grange Secondary School and their location indicated by a notice on the school gate.
4. A register of those children who report to school will be maintained.
5. Children will remain with members of staff until the end of the school day or until collected by a parent or a parent's representative.
6. If a closure becomes necessary during the school day - children will be moved as circumstances dictate, either to Turnfurlong Junior School or to the Grange Secondary School.
7. Announcements of the closure will be broadcast on the local radio stations and a notice advising parents will be placed on the gate. Children will be supervised in their new location until the end of school or until they are collected by a parent or a parent's representative. No child should be collected without informing the member of staff responsible in order that the child can be removed from the register.

A current list of pupils on roll and emergency contact numbers will be maintained off the school premises, to be available if access to the school premises is not permitted. A copy for this purpose will be held by the Headteachers, together with class lists.

APPENDIX C

Turnfurlong Infant School statutory assessment data – July 2019

Early Years Foundation Stage 2019	All	Girls	Boys
% Achieving Good Level of Development **	72.2%	75%	58%

Average point score*: 37.2

*The average point score calculates children's attainment 'point score' in all areas of learning in the EYFS; Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy and Maths, Understanding of the World and Expressive Arts and Design.

**Good Level of Development is achieved when a child is attaining 'as expected' in all of the following areas of learning; Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy and Maths.

Our 2019 outcomes show significant improvement from 2018, when the percentage of all children achieving a Good Level of Development was 64%.

Year 1	All	Girls	Boys
% Phonics screening test pass	91%	93%	90%

Our 2019 outcomes show improvement from 2018, when the percentage of all children passing was 87%. Where children do not pass the Year 1 phonics test they take it again in Year 2 with their SATs.

Year 2	All	Girls	Boys
% Phonics screening test pass (retake)	91%	100%	86%

Year 2		All	Girls	Boys
Working at expected level	Reading	82%	85%	77%
Working at expected level	Writing	76%	85%	65%
Working at expected level	Maths	83%	89%	77%
Working at greater depth	Reading	47%	51%	42%

Working at greater depth	Writing	26%	30%	21%
Working at greater depth	Maths	34%	30%	37%

Outcomes for children at children at the end of Year 2 remain high. The percentage of girls achieving as expected in reading, writing and maths was higher than in 2018.