



Prospectus



WELCOME



Starting school is a time of excitement and apprehension – not least for parents. Your child’s education will, of course, already have started with you at home and possibly in a playgroup or nursery. Our job is to expand and diversify the experiences and work with you to continue your child’s development.

This prospectus is designed to help you make the best decision for your child in respect of the future course of your child’s education. At Honeywell Infant School we have an approach that gives parents and children a sense of caring, confidence and security – a sound basis for each child to develop their potential, learn the essential skills appropriate to their years and be happy doing so.

Jane Neal
Headteacher

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For further information you are welcome to contact the Admissions Officer by telephone on 020 7228 6811 or by email (laura.lockhart@honeywell.wandsworth.sch.uk) to arrange for a tour of the Infant school.

The Honeywell Schools

Two schools, Infant and Junior, share the same site and work closely together to offer children the continuity and progressions of an all-through primary, whilst maintaining the individuality and specialisms of the separate schools. Children who attend both schools have undeniable advantages.

Honeywell Schools are Foundation Schools.

OUR MISSION STATEMENT

Children should be encouraged academically, socially and spiritually in a secure and supportive atmosphere.

We believe that all children should be given the appropriate opportunities, support and encouragement to develop learning skills.

We believe that children should be encouraged to have high expectations of themselves and their achievements, to be proud of their individuality, to be able to share their experiences with others and to respect different beliefs. Every child's achievements will be valued by the whole school community.

Our School Aims

- A commitment to equality of opportunities for the whole school community where the diversity of race and culture and inclusion for all is demonstrated
- Establish and maintain effective partnerships between the home, school and local community
- Provision of a broad and balanced curriculum
- Provision of a safe secure and supportive learning environment
- Enabling the child to be a confident and autonomous learner
- Provision of a range of opportunities for learning through first hand experiences
- Offering opportunities for each child to maximise their learning potential
- Through a range of assessment practices children, parents and staff are informed about the next step in the child's learning

APPLYING FOR A PLACE

NURSERY AND RECEPTION

There are 50 part time places, plus a limited number of full time places available in the Nursery. Children will usually start in the Nursery in the autumn term following their third birthday. After the first half term, all part time children are entitled to stay for 1 full day.

There are 3 Reception classes with 30 children in each. The transfer to the Reception classes takes place in the September following a child's fourth birthday. The offer of a Nursery place is not a guarantee of a place in Reception, as a child who has not attended the Nursery class can apply directly for the reception classes in the September following his/her fourth birthday.

WHEN SHOULD I APPLY?

Year round	January	June/July	July/August	September
Opportunities to visit the schools by appointment on Thursday mornings	Closing dates for applications for the following September	Starting school information sent to parents	Summer holiday	New school year starts

APPLICATIONS

Applications for Nursery places should be made on a Honeywell Nursery application form and returned to the school office. Applications for a Reception place should be made on a Wandsworth application form, which can be found at the back of the 'Choose a Wandsworth Primary School' booklet or can be completed online on the Wandsworth website. You can apply for up to six schools on this form.

Please refer to the School website for the full admission criteria.

Offers are made strictly in accordance with our criteria:

- i. Children looked after and those who ceased to be looked after because they were adopted, or because they became subject to a residence order or a special guardianship order.
- ii. Children with brothers and sisters on the roll of the school on the date of admission living up to a distance of 800 metres from the school. Children with a brother or sister at the school on the date of admission living over 800 metres from the school will also receive priority under this criterion where the family have not moved since the last sibling was offered a place or the last sibling was admitted prior to September 2017.
- iii. Children with professionally supported exceptional medical need or exceptional special need for a place at a particular school, as decided by the Governing Body.
- iv. Children in order of straight line distance from home to school as measured by Wandsworth Council's Geographical Information.

There is no automatic transfer from the nursery to Honeywell Infant School so all parents will need to complete a Wandsworth application form.

APPEALS

As Nursery education is non-statutory, there is no right of appeal should a place be refused. You do, of course, have a right of appeal if you are refused a place in the school and further information on procedures will be given at the time.

BEGINNING SCHOOL

NURSERY AND RECEPTION

Starting school is an important event in a child's life. At Honeywell we try to make it as enjoyable and relaxed as possible. We offer all children preliminary visits to the Nursery and Reception classes before they start school. For these visits a parent or another close adult accompanies the children. All Nursery children and children in the Reception classes who did not attend the Nursery will also be visited by their teacher at home. This gives us the opportunity to get to know your child and helps your child settle quickly and smoothly at school.



All children start Nursery/Reception in the autumn term. The intake is carefully staggered to assist the child in settling in to what we hope is a very happy, secure and successful beginning to their time at Honeywell. All children in the Nursery, including those with full time places, begin part time (morning or afternoon) and those with full time places stay all day after a short settling in period. The Reception children also attend a morning or afternoon session for the first week, and stay for the whole day the following week if parents and teachers feel it is appropriate.

YEARS 1 AND 2

Children starting in Year 1 or Year 2 will also be offered a visit to school prior to starting. We recommend that they stay only until lunchtime on their first day, as even for 6 and 7 year olds a new start, in a new school, can be a little intimidating at first. New parents are also offered a visit to the school and a brief discussion with the Headteacher.

THE SCHOOL DAY

NURSERY – (ages 3 to 4)	
Morning Session:	9.15 to 11.45
Afternoon Session:	1.00 to 3.30
All Day:	9.15 to 3.30 (Includes a 'family style' lunch)

RECEPTION (ages 4-5)	YEAR ONE (ages 5 to 6)	YEAR TWO (ages 6 to 7)
ALL DAY 9.10 to 3.25	ALL DAY 9.10 to 3.30	ALL DAY 9.10 to 3.30
(Lunch 11.45 to 1.00)	(Lunch 12.00 to 1.10)	(Lunch 12.15 to 1.20)

Starting and finishing times are adjusted to avoid unnecessary crushes of larger and smaller children entering and leaving the building at the same time. The junior children – aged 7 to 11 – have a completely separate playground and entrance to the school, as do the Nursery children. Weather permitting, all children have a morning and afternoon outside play session. Nursery, Reception and Infant (Years 1 & 2) children all have their own separate play areas.

THE CURRICULUM

FOUNDATION STAGE

In the Nursery and Reception classes, we offer the children a broad and balanced early years curriculum using the Foundation Stage Guidance. The Foundation Stage is the first part of the National Curriculum, focusing on the distinct needs of children aged three to the end of Reception.

A large proportion of the work undertaken in all classes is centred on a topic-based approach to learning. The activities are carefully planned so that all the curriculum areas are covered within a week and developed through the term.

All classes plan for additional Literacy and Mathematical activities. These are times when a specific skill or activity may be taught outside of a topic; not everything fits neatly into a particular theme.

YEARS 1 AND 2

The work in the early years moves gradually and smoothly into Year 1 and then Year 2. Whilst the ethos and philosophy remain the same, there is a gradual shift in classroom organisation as the children mature, allowing time for introducing more formal skills within the National Curriculum. With the Junior School on site, we are fortunate in being able to liaise with staff to enable a similarly smooth transition between the infant and junior years.

The topics are carefully planned and co-ordinated throughout the school, so that during their time at Honeywell we can ensure that all children have access to breadth within the National Curriculum. Information on each topic is sent home to parents at the beginning of every half term.

Within each class, as in the early years, there will usually be a variety of different tasks offered to the children. In line with recognised good practice, the teacher will spend some time each week working with individual children, small groups as well as the whole class.

THE DIFFERENT AREAS OF THE CURRICULUM

ENGLISH

At Honeywell we promote a rich environment for developing and enhancing reading, writing and speaking and listening skills through the school. To get the most out of school, your child needs to get to grips with four basic skills – speaking, listening, reading and writing.

Children are taught:

Speaking and listening: they think about what they say, choose the right words, listen to others before they speak, talk with others and share ideas. They take on different roles in drama, tell stories, read aloud and describe events and experiences.

Reading: they focus on words and sentences and how they fit into whole texts. Children work out the meaning of what they read and say why they like it or why they don't. They read stories, plays, poems, information texts in print and on computer screens and use dictionaries and encyclopaedias.

Writing: they compose stories, poems, notes, lists and captions. They learn how to use punctuation to show the meaning of sentences, practise clear handwriting and discover that thinking about patterns of letters and sounds helps them to spell words correctly. The children in the early years spend lots of time learning and practising phonic patterns.

Home School Reading Programme

At Honeywell, we ask parents to support their child's reading with them at home. Children bring home a selection of books to read together twice a week, some will be for the child to read to parents and others will be for reading together.

MATHEMATICS

Children have a daily maths lesson. Sometimes these lessons will be formal and other times they will be very practical.

Children are taught about:

Number: counting, calculating, solving simple problems and making simple lists, tables and charts.

Shape, Space and Measure: looking at and handling and describing the features of common shapes, describing positions, directions and movements and right angles; working and measuring with units of time, length, weight and capacity.

The children also spend lots of time using and applying the maths skills they have learned. This involves doing practical tasks and talking about mathematical problems. Children are taught to reason about problems and solve them. They communicate their thinking and results using objects, pictures, diagrams, numbers and symbols. They estimate and measure everyday items. They do sums in their head especially by imagining numbers and working out the relationships between them.

SCIENCE

We encourage the children to use all of their senses to explore their environment, objects and materials. Each half term the children investigate a particular science theme related to their topic. We offer opportunities for them to develop a range of scientific skills such as predicting, observing, comparing, classifying, questioning and hypothesising through investigations and experiments and by providing everyday objects, substances and materials for the children to observe and use.

The sand and water areas are integral parts of our science curriculum in the early years. We provide the children with a wide range of equipment and they are encouraged to experiment and predict how different substances will behave. Cooking with the children also offers many opportunities for the development of scientific thinking and skills.

INFORMATION TECHNOLOGY AND DESIGN TECHNOLOGY

The school is exceptionally well resourced generally, but particularly in ICT where there are computers in every class and a state of the art ICT suite, which all the children use. The children learn how to use ICT to find out information and then to share and exchange it. They become familiar with a range of hardware and software. They store information on computers, present it in different ways and talk about how ICT is used both in and outside school.

Technology includes designing, making, experimenting, testing and modifying using a wide range of different materials. Woodwork, junk modelling, 2D and 3D construction, sand, clay, blocks and large scale construction materials offer rich opportunities for developing technological understanding and problem solving abilities.

PHYSICAL EDUCATION

Every child takes part in sporting activity, with gymnastics, dance and games lessons planned through the school. In games lessons, the children use a variety of small apparatus for throwing and catching and develop ball skills such as passing and kicking. These skills are extended into team games during Year 1 and 2, forming a foundation for a wide range of games and sports to be developed in the Junior School.

MUSIC

Each class has a timetabled music session with a specialist teacher to give them the opportunity to sing with a piano and use both tuned and untuned percussion instruments. There are also instrumental times when the children have the opportunity to explore concepts of pitch, rhythm and timbre. The children are introduced to simple musical notation so that in time they will come to understand that music has a written form.

ART

Aesthetic and creative art for young children is about observing and responding to the world around them, learning about materials and how they behave, about manipulating tools and represent experiences, feelings and ideas in different forms. They are helped to appreciate the work of artists and to take a pride in their own creations.

HISTORY

History is introduced in many ways, for example by drawing up their own personal timeline, or by listening to and questioning visitors talking about the recent past. We enjoy regular visits to museums and places of interest both locally and further afield.

GEOGRAPHY

We give children opportunities to investigate the local area and to extend their awareness of the wider world. Children enjoy learning how to draw and use maps. Our geography teaching also includes helping children to come to an understanding of how people live and work in different communities. We have links with several other schools across the world.

RELIGIOUS EDUCATION

Living in a multi-faith society makes it important that children, early on in their lives, begin to learn about other people's way of life. We give the children opportunities to share in a variety of religious celebrations through art, music, cooking and to hear stories about key people in various religions. The ethnic and religious mix of the families at Honeywell Infants should and does have a bearing on the nature and content of school worship. At present, the religious mix is mainly Christian with many other major religions represented throughout the school.

It is a legal requirement that religious education be part of the school curriculum. RE in the classroom is linked both with the topic work and the themes of collective worship and is based on the agreed syllabus and schemes of work for Wandsworth Local Authority. The syllabus is designed to help children achieve a knowledge and understanding of religious beliefs, insights and practices.

ASSEMBLY

All children participate in an act of collective worship every day. This also provides opportunities for moral education, helping the children to learn more about relationships and care for others. They are planned around a theme and the children are often actively involved. The children come together for a school assembly every day where they are able to celebrate their worth and identity e.g. by recognition of individual children's work. We also celebrate different festivals of the major religions in our assemblies.

Parents do have the right to withdraw their children from RE or collective worship if they wish to.

SCHOOL PERFORMANCE

OFSTED

In January 2010 the school received an OFSTED inspection and was graded Outstanding in all areas by the inspectors. The achievements of the pupils, the quality of teaching and learning and the exciting curriculum were all specifically highlighted. The school has regular visits from Wandsworth inspectors who continue to validate the school's outstanding judgement and prize the outcomes for children in all year groups.

End of Key Stage 1 Results

2017

Children at the end of year 2 undertake National SATs tests. Teacher assessment tasks measure whether each child achieves the age related standards in Reading, Writing and Maths. The children at this stage perform in the top 10% of schools in the country, further demonstrating the quality of education at Honeywell.

Reaching Expected Standard

Indicator		School (90 pupils)	Comparisons	
			LA	England
Reading	TA	90%	82%	76%
Writing	TA	83%	76%	68%
Maths	TA	87%	81%	75%

Teacher assessment also measures the children who are working beyond the expected standards for their age. Honeywell has a significant number of children in this group and outperforms both the Local Authority and the country.

Working at Greater Depth

Indicator		School (90 pupils)	Comparisons	
			LA	England
Reading	TA	52%	32%	25%
Writing	TA	36%	21%	16%
Maths	TA	44%	26%	21%

SCHOOL AND COMMUNITY

CLOTHING

We do not have a school uniform, although fleeces, sweatshirts and T-shirts bearing the Honeywell logo are available in various colours through the PTFA.

BEHAVIOUR

Our school rules are based on simple health and safety issues and the importance of showing respect and caring for the needs of others. Our policy is one of positive discipline, focusing on good behaviour and expecting it from all children.

If we tell children often enough how good they are they tend to be good and feel good about themselves. Even the best of children, however, do sometimes forget the rules and we have some very simple sanctions. On the whole, a gentle reminder of the rules is enough but sometimes children may be asked to sit quietly for a while, or miss part of a playtime. If we have any concerns about a child's behaviour we discuss these immediately with parents.



HONEYWELL GOLDEN RULES

- **We are gentle. We don't hurt others**
- **We are kind and helpful. We don't hurt anybody's feelings**
- **We listen. We don't interrupt**
- **We are honest. We don't cover up the truth**
- **We work hard. We don't waste our own or others' time**
- **We look after property. We don't waste or damage things**

SCHOOL MEALS

A cooked meal is provided in the middle of the day, this is currently free to all children in Reception, Year 1 and 2. There are choices of main course, including a vegetarian dish, as well as a choice of pudding. Special diets for medical and religious reasons can be catered for. If you do not wish your child to have school dinners you may send them with a packed lunch.

All children in Reception, Year 1 and Year 2 are entitled to a free school meal. If you wish to transfer to packed lunch, one week's notice in writing is required.

Due to the increasing number of children with nut allergies we are a nut-free school and ask parents not to send nuts in any form (this includes peanut butter) in lunches or at any other time.

CHILD PROTECTION

As a school we have a duty to ensure all the children are safe within the school community. We work within the government's safer recruitment guidelines which ensures all staff are rigorously interviewed and the appropriate pre-employment checks are undertaken to ensure all staff are suitable to work with children.

The school has a child protection policy, which is shared with all staff. The Headteacher is the person responsible for child protection in school and any staff or parents' concern should be addressed to the Child Protection Officer. These concerns will be dealt with in the strictest confidence, but we are required to follow ACPC guidelines in respect of reporting suspected abuse to the Social Service Department.

SCHOOL OUTINGS

The school operates a number of activities that enrich the curriculum and are enjoyed by all the children.

Current legislation regarding parental contribution mean that:

- Any parental payment for an outing is voluntary
- We offer free packed lunches to anyone who normally has a free school lunch
- The amount of the voluntary contributions requested is the exact cost for each child
- We do not ask for money for materials or money to cover the cost of practical activities
- We do not ask for money to cover staff costs

However, we are allowed to:

- Ask for voluntary contributions of money or materials
- Cancel an activity or outing if there is inadequate support

All children are treated equally whether or not their parents have made a voluntary contribution. We are always in need of parents to accompany their child's class on outings.

PTFA

The Honeywell Schools Parents, Teachers and Friends Association (PTFA) is a volunteer organisation. It organises fundraising events and enjoyable social functions for both parents and children as well as publishing a school magazine, Sting. The PTFA is very enthusiastic about its efforts and is keen to help the schools offer some 'added extra'. All parents and teachers at Honeywell Infant and Junior Schools automatically become members of our thriving PTFA,

We are very fortunate to have a PTFA that is such an integral part of the school community. The PTFA has raised thousands of pounds, which have been spent on improving equipment and resources to enhance the children's education and the school facilities. It also helps to foster closer links between home and school and is an excellent way to bring staff, parents and friends together socially in support of the school. The PTFA also runs campaigns to promote walking to school, road safety, an annual Bust the Bug and many more.

HONEYWELL JUNIOR SCHOOL

A message from the Junior Headteacher.....

I am delighted that you are considering an application to Honeywell Nursery or Infant School. I thought it might help to have an all-through primary perspective on Honeywell.

In most ways the Junior School is very like the Infant School. Where it is different is that the children are older, more mature and capable of doing different things. For instance, all children get the chance to learn a musical instrument – recorder, violin, flute or cello. We can also offer a great range of clubs at lunchtime and after school.

Although we are two schools we work very closely together. I hope that every child who starts in the Infant School goes all the way through and leaves Honeywell at the age of 11. Children who do that have an undeniable advantage in that the Junior School builds on the foundations laid in the Infant School.

You may be thinking already of secondary schools. Most of the schools locally have some sort of selection procedure and Honeywell children have an enviable record of success. Our most popular choices of schools are The Bolingbroke Academy, Graveney, Alleyns, Dulwich, Emanuel and JAGS.

*Duncan Roberts
Headteacher
Honeywell Junior School*