

PROSPECTUS



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CULTURE AND ETHOS

The teachers and governors of Honeywell are committed to maintaining and preserving the characteristic spirit of the school and its community.

We believe that all children, whatever their abilities, their strengths and weaknesses should be given the same opportunities, the same support and encouragement to learn and to develop academically and spiritually in a secure, loving and disciplined atmosphere.

Honeywell has always been and will remain a non fee-paying, non-selective community school for local children, committed to giving pupils a broad based education and to the success of all the children in the school.

The teachers and governors value honesty, care and respect for others, a sense of responsibility, creativity and imagination and an understanding of what it means to live in a close community.

We believe that learning should be a pleasurable activity and therefore all children should work hard and so recognise and achieve their maximum potential with a strong sense of self worth. Children are encouraged to have high expectations of their achievements, to be confident of their individuality, to be able to share their experiences with others and to respect different beliefs.

Every child's achievements, however small, are highly valued by the whole school community.

We believe in a broad curriculum, emphasising the creative arts as well as the "three Rs". This gives every child a chance to shine: we want every child to find at least one thing at which they excel.

"CARING = child-centred...learning in creative ways" – Parent Comment

OFSTED

In January 2008 the school received an OFSTED inspection and was graded as **Outstanding** by the inspectors. The achievements of the pupils, the quality of teaching and learning, the personal development of the pupils, the care guidance and support of the children and the leadership and management of the school were all identified as outstanding. These positive evaluations (amongst many others!) reflected very well on the entire school community.

Among many positive and favourable comments the Inspectors noted that:

- Honeywell Junior is an outstanding school.
- Teaching of a consistently high quality ensures that effective learning takes place.
- Levels of attainment are well above average.
- The Headteacher, supported by the governing body and highly effective key staff, provides very good leadership and management.
- The school has a very clear awareness of its strengths and weaknesses...This leads to very effective action to secure improvement.

The Inspectors found that the school should ensure “that attainment in mathematics matches the current very high standards in English”.

In January 2009, the school received an OFSTED subject inspection which focused on Science. Again the school was graded as **Outstanding** in all areas.

THE SCHOOL'S ACHIEVEMENTS AND STANDARDS (PERFORMANCE OVER THE YEAR)

Using the early and provisional statistics available it is clear to see that the school has achieved very well once again.

The school achieved very high SAT scores with pleasing increases in key areas. In English the percentage of children achieving Level 5 rose by 4% representing a 22% increase in two years. In Mathematics there was a smaller increase of 1% in the number of pupils achieving Level 5.

There were small decreases in the number of pupils achieving Level 4+ in Mathematics and English this year but the school met (and exceeded) its targets when comparing itself against the performance of similar schools in England.

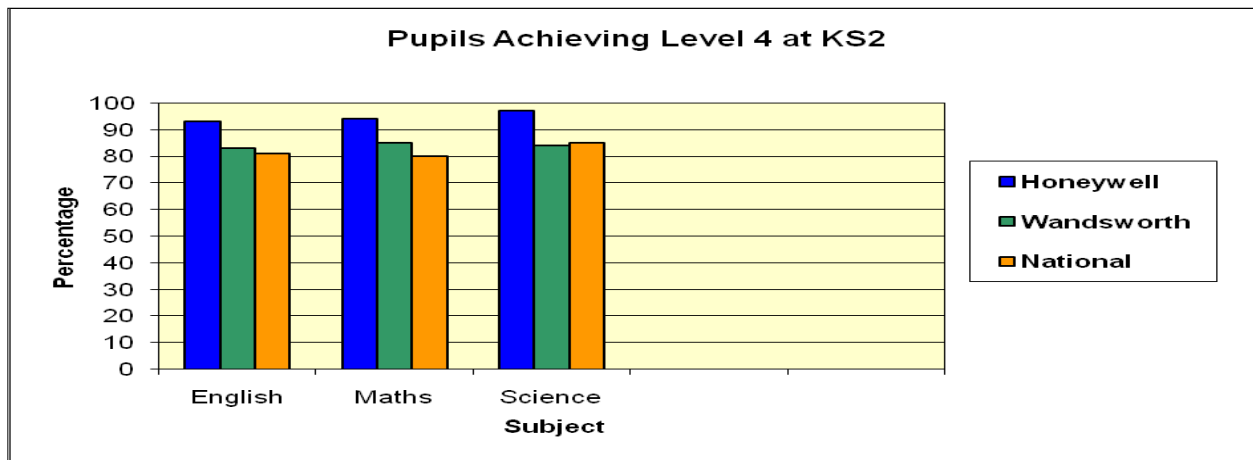
In Science, which is now teacher assessed - there are no formal tests – the number of pupils achieving Level 4 fell from 100% to 97%. The percentage of children achieving a Level 5 in Science fell by 1% to 63%

The school has continued to produce excellent results in the Key Stage 2 SATs which are well above the National and LEA statistics. Our results are identified as “significantly higher” by the DfE and OFSTED and are much higher than other Wandsworth schools

The combined total of pupils achieving level 4+ is 284. In 2010 the combined total was 297, the highest ever and almost impossible to improve on. Whilst there have been some decreases in the percentages of pupils achieving Level 4+ in English, Maths and Science there is still much to celebrate and I am proud to state that this was another very good year!

How do Honeywell pupils compare nationally at Key Stage 2

NOTE: these are provisional scores



The national data (2010/11) for the % of pupils undertaking Yr 6 SATs.

Subject	%Honeywell pupils achieving Level 4+	% pupils achieving Level 4+ nationally	%Honeywell pupils achieving Level 5	% pupils achieving Level 5 nationally
English	93	81	65	29
Mathematics	94	80	59	35
Science	97	85	63	35

THE CURRICULUM

GOVERNORS' CURRICULUM STATEMENT

- **Education at Honeywell is seen as a whole learning experience** in a happy, supportive environment, where children develop their confidence and potential both as individuals and as part of a community.
- **The curriculum is broad and balanced.** The National Curriculum can most successfully be delivered through creative, well thought out, subject focused topics which will offer a variety of experiences for the children, laying stress on individual discovery from first hand experience and opportunities for creative work.
- **Honeywell is committed to equal opportunities.** We value and respect the diversity of backgrounds of the children, we identify individual learning needs and give appropriate support through a curriculum which addresses issues of race, culture, class and gender.
- **Assessment at Honeywell is considered to be integral to the learning experience** at School and it is important that pupils know their particular strengths and weaknesses and that parents are kept well informed through reports. Assessment at Honeywell includes both the formal SATs and continuous monitoring and assessment through the year. In Years 3, 4 and 5 the children will sit QCA tests in Maths and English to assess their progress against national standards.

The National Curriculum lays down broad guidance for the work the children do in English, Maths, Science, History, Information Technology, Geography, Design and Technology, Art, Music and PE.

Most of these subjects are taught as part of a class topic, which also includes RE, but Maths, PE and most English lessons are usually separate. We have planned these topics with care so that there is progression and continuity through the School. The topics are:

YEAR 3	YEAR 4	YEAR 5	YEAR 6
Romans Egypt India Weather Teeth and Eating Helping Plants Grow Well Magnets and Springs Characteristics of Materials Rocks and Soils Light and Shadows	Tudors Rivers Environment Moving and Growing Keeping Warm Solids and Liquids Circuits and Conductors Life Cycles Friction	Victorians Ancient Greece The Environment Gases Around Us Keeping Healthy Changing Sounds Changing State Habitats Earth, Sun and Moon	GB since 1930 Keeping healthy School Journey Coasts Sex & Relationship Education Interdependence & Adaptation Dissolving Forces in Action Changing Circuits Micro-organisms Environment

Any parent who would like to know more should ask to speak to the Headteacher. National Curriculum documents and the School's own policies are available for inspection. As in all matters concerning your child's education, if you have concerns about the curriculum, which the Headteacher cannot resolve satisfactorily, the governors should be able to help.

THE CURRICULUM Cont'd

The school's curriculum is broad based and rigorous to ensure that all the children reach their potential and that the highest standards are achieved. The school includes all the statutory requirements in its curriculum. A Modern Foreign Language (non-statutory) is taught throughout the school.

RELIGIOUS EDUCATION

Our aim is to help children to achieve a knowledge and understanding of religious insights, beliefs and practices so that they are able to continue in, or come to, their own beliefs and respect the rights of other people to hold beliefs different from their own. In order to do this the school follows the LA (SACRE) guidelines on content, teaching and learning. Thus a consideration of the beliefs, customs and traditions of different peoples arises from the themes covered in topic work.

Apart from this, daily assemblies present an opportunity to supplement this area of the curriculum by drawing attention to various festivities and celebrations and by providing examples of beneficial deeds and useful lives, both contemporaneous and from the past.

It is desirable that all children should participate fully in all school activities but parents have the right, under Section 25 of the 1944 Education Act, to exclude their children should they find it necessary (this includes the daily assembly). If this happens, alternative arrangements are made, taking into account the parents' point of view.

SEX EDUCATION

Our policy is that sex education is more than biological facts and is part of personal, social and health education. It is concerned with exploring feelings about love and sexuality, with developing responsibility towards oneself and others; and with being able to make informed decisions. Much sex education will come via discussion and will decrease misapprehensions.

At Honeywell we believe that sex education is an essential and integral part of the balanced and broadly based curriculum for the following reasons:

- To promote personal development and understanding of the changes which occur as we develop from infancy, through childhood, towards adolescence and adulthood.
- To foster positive attitudes to health and the development of skills for a healthy lifestyle; to help young people make sense of conflicting messages in the media and elsewhere, through access to accurate information.
- To promote the moral, cultural, mental and physical development of pupils in the school environment, the family unit and in the wider community.
- To prepare pupils for the opportunities, responsibilities and experiences of adult life.

Sex education is organised in the following way:

- The schemes of work are integrated into the schools' cross-curricular, integrated approach to teaching through topics. Certain topics (such as "Ourselves", in Year 3, "Growth" in Year 4 and "Keeping Healthy" in Year 6) lend themselves naturally to the teaching of sex education and will form an appropriate focus for the scheme of work for that year.
- Questions posed by children outside the context of formal sex education teaching within schemes of work, will be answered sensitively on an individual basis as deemed appropriate by the teacher.
- Parents will be informed by letter of the specific time of teaching of the more sensitive areas of the sex education curriculum (eg. Human Biology).

Parents have the right to withdraw children from sex education. We hope that parents will discuss this with the class teacher and/or Headteacher before making a final decision.

THE CURRICULUM Cont'd

The school has adopted both the Literacy and the Maths Strategies and they form central parts of the curriculum. They have been evaluated by the staff and modified to meet our needs.

The school is committed to providing a broad and balanced curriculum and we teach French to all our pupils. This is undertaken by all the class teachers.

HOMEWORK

Homework is set by class teachers on Fridays and will commonly include some Maths and some English, giving more practice on something which has been taught in class. It is expected that this work will take about 30 minutes minimum for the average child in Y3, increasing to an hour (minimum) in Y6. We ask parents to see that school books are treated carefully and are returned to school promptly and in good order.

In addition, many children will bring home reading books and parents are asked to hear their children read as often as possible, but at least for about 10 minutes three times a week. This supplement to the school's work helps all children to learn to read better. Parents can get more details from the class teacher.

Topic homework is set twice a year (once in Year 6) and this enables the children to research and produce their own work (under the guidance of their teachers and parents). Individual effort, creativity and presentation are highly regarded by the teachers when marking these "projects".

Last year we trialled an e-homework project. We are still considering the responses. Certainly, a greater use of e-homework is anticipated this year.

None of this precludes children working longer, from choice, adding to a personal topic study, completing a story, etc.

OUTING & SCHOOL JOURNEYS

Visits to places of educational interest are an integral part of our curriculum. Children are taken either by coach or public transport to museums, farms, concerts, theatres and many other places. We request a voluntary contribution to cover the cost of such outings, but if a parent does not wish to contribute their child would not be prevented from going. If, however, several parents did not contribute, the trip would have to be cancelled. On such visits we always welcome help from parents.

There is a residential school journey for one week for Year 6 pupils and the children will go to the Isle of Wight this year. This exciting opportunity includes geographical and historical study, personal and social education as well as "life skills".

Parents are asked to contribute to the costs of board and lodging, but grants are available for those children entitled to certain benefits.

CLUBS

There are currently 24 extra curriculum clubs being run by the school or other providers including, Football, Netball, Basketball, Street Dance, Chess, Science, Guitar, Piano, Flute, Trumpet, Violin, Rock Band, Knitting, Running Club, Art, Choir, Mandarin, French, The French Curriculum, Lacrosse, Tag rugby and Country Dancing.

These clubs are offered to Years 3 to 6. The school manages all the clubs.

RESOURCES FOR LEARNING

THE CLASS TEACHERS

The staff are the most important resource in any school. At Honeywell your child's class teacher will be well-qualified, energetic, enthusiastic and committed. We all enjoy working here, which is reflected in a very low turnover of staff.

SUPPORT FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

All children are different and some of the children at Honeywell have particular learning difficulties, which it is our job to help resolve. We have a lot of extra help available, most of it providing work in small groups for those children who benefit from more personal attention to their Reading, Writing or Mathematics. There is also one-to-one help for children with specific learning difficulties from a highly-trained expert and we have a special programme for dyspraxia.

In the core areas of Mathematics and English, the classes are grouped in ability. These are not "fixed" but allow the children of all to groups to undertake work according to their ability and to make the optimum progress.

TEACHERS' ASSISTANTS

Your child will very often be in a class with two or three adults. One will be the class teacher and the second one will be a learning support assistant, working under the direction of the teacher. The learning support assistants will hear children read and help them with their work. Other adults may be parent volunteers or students; Honeywell is used by teacher training institutions as a good place to learn the skills of teaching.

COMPUTER AND INFORMATION TECHNOLOGY

Each classroom has at least two computers allowing the children regular access to relevant programs as well as a timetabled lesson in the new ICT Suite. This Suite enables the children to learn skills quickly and effectively and then to practise them in the classroom as necessary. The classroom computers are linked to the Internet and every class has their own email address. Information Technology is an integral part of learning rather than a separate subject area. The school has recently trialled an 'e-homework project' and is to develop a Managed Learning Environment

We continually update our hardware. Every classroom has at least two Pentium multimedia computers with CD-ROM, an Interactive Whiteboard and a colour printer, allowing the children access to a vast amount of information and exciting software.

The school has purchased some laptops computers. They are to be used with all the children in the classroom to enhance the teaching and learning.

In addition, the school has a number of laptops for those children on the Special Educational Needs register or who are entitled to Free School Meals.

ACHIEVEMENTS AND NEW DEVELOPMENTS

SPORTING SUCCESSES

Although PE and games lessons during the school day are designed to encourage everyone to “have a go” and to try a variety of sports, we find plenty of time for competitive sport out of school hours. There is hardly a competition going which we do not enter.

Boys Football:

Trinity Cup – **Winners**
Battersea League – **3rd Place**

Girls Football:

Wandsworth – **Semi-Finalists**

Tag rugby:

Wandsworth – **Semi-Finalists**

Cross-Country (Years 3-6):

Battersea Cluster – **Winners**
Wandsworth Borough - **Winners**

Cricket:

Wandsworth Borough – **Winners**
Capital Cricket League – **Finalists**

Swimming:

Girls Wandsworth Borough – **Runners Up**

Athletics:

Y3/4 Wandsworth Sportshall Athletics - **Second**

Lacrosse:

National Finals Qualifiers – **London Champions**

Hockey:

Wandsworth Tournament – **Winners**

Table Tennis:

Girls – **London Regional Champions**

ACHIEVEMENTS AND NEW DEVELOPMENTS

The school has proved to be innovative in the past and previous years had seen the introduction of solar panels and the desire to reduce the school's carbon footprint. This year the School's Improvement Plan focuses on the following areas:

1. Assessment and Record Keeping
2. Developing a broad and balanced curriculum
3. The maintaining of the high standards of achievement across the school

HEALTH SCHOOLS AND ARTSMARK AWARDS

In March 2009 the school's commitment to the "Arts" was recognised and Honeywell was awarded the gold standard. The school has always prided itself in its creative and broad based curriculum and it was very pleasing to receive this prestigious award for the achievements in Art, Music, Drama, Dance and performance.

The school has achieved the Healthy School Award and received a silver award from the Local Authority for its travel plan.

THE SCHOOL AS A COMMUNITY

CONTACT WITH PARENTS

We welcome parents in the school and like to keep them as well informed as possible. Parents are welcome to come and see teachers both before and after school, but it is advisable to make an appointment if a longer meeting is needed.

There are Open Evenings each term, when parents are invited to see their children's work and to discuss it with the teacher; they will also receive their learning child's targets and learn of their progress. In addition, a written report is presented in the Summer Term.

We are delighted to have parents helping with the life of the school whether it is accompanying outings, by regular help in the classrooms, or by help with clubs.

EQUAL OPPORTUNITIES FOR ALL

We are committed to the active promotion of equal opportunities for all. We strive to empower children and staff to recognise, act upon, confront and condemn the disadvantage, prejudice and discrimination that groups and individuals suffer on the basis of their race, gender, ability or class. The policy serves all who use Honeywell schools, staff, students, children and parents alike. It is our responsibility to ensure that it is active, challenging and supportive and communicates our beliefs to the community.

We provide education in an inner city area which has a rich diversity of cultures, languages and faiths and we are committed to providing a broad and comprehensive curriculum for all children.

P.T.F.A (PARENT TEACHER & FRIENDS ASSOCIATION)

There is a PTFA, to which all parents automatically belong, working for the benefit of both Infant and Junior Schools. The activities include social and fundraising events, as well as educational evenings.

A vital link for parents new to the school is the class rep; a parent who acts as a contact point for the class teacher and also organises and distributes a list of addresses and phone numbers of those parents willing for the information to be published. The PTFA is currently working very hard on planning improvements to the classrooms as well as providing support to curriculum areas.

PUPILS' VOICE

The School Council is now an established part of the school and an essential part of the "pupils' voice". Each class elects a representative every term and there are also three permanent officers chosen from Year 6. The School Council can discuss any item which is then considered by the staff and Headteacher. Last year for example, the school Council chose the school's yearly charity focus, introduced and helped design the optional outdoor PE kit and organised fund raising activities for classroom games.

"Every child is important" – Parent comment

THE SCHOOL AS A COMMUNITY Cont'd

SCHOOL MEALS

There is a cooked meal provided in the middle of the day. There are two choices of main course including a vegetarian dish and salads are freely available. There are three choices of pudding, two of which are always fresh fruit or yoghurt. Special diets for medical and religious reasons can be catered for.

The school is completely responsible for the dinner provision and is working hard to ensure that the food is better, the choice is wider and the meals are healthier.

Dinner money should be brought on Monday morning for the whole week, in an envelope with your child's name and class marked on it. Free school dinners are available for families entitled to certain types of benefits. Information is available from the office.

Both Honeywell Schools are NUT FREE and parents are asked to ensure that packed lunches do not contain nut products.

ATTENDANCE

Regular attendance is very important in helping children make steady progress. Obviously, sick children should not be in school but we rely on parents' common sense to discourage excessive absence. If a child is away, please send a message as soon as possible, preferably the first day. If this is not possible, please send an explanatory note with the child on return to School.

Our attendance figures averaged 95% over the last year and truancy is unknown at Honeywell.

Punctuality is a great help in the smooth running of the school. We hope that children will be in the playground a few minutes before school starts. The school starts at 9.00 and finishes at 3.30 (a total teaching week of 23 hours and 10 minutes).

BEHAVIOUR

We place great stress at Honeywell on the encouragement of self-discipline and self-reliance. We like to think of our school as a place where children show individuality and initiative, but also accept that as a community we must have a code of behaviour. We expect children to be polite and well mannered at all times.

The school rules are based on a common sense regard for the health, safety and general well-being of the school community. In particular, children are not allowed to run in the building, to bring chewing gum to school, or to bring knives, toy guns or any kind of weapon to school.

Some sanctions such as detentions during playtime, or loss of privileges, are imposed when necessary, but corporal punishment is NEVER used. Parents will be informed promptly and involved, if we feel that a child has serious behaviour difficulties.

THE SCHOOL AS A COMMUNITY Cont'd

CLOTHING

The Governors, after a lengthy and detailed consultation process, decided not to introduce a School uniform Policy.

There is however, a dress code, which lists clothing and other items which are not considered good for school and parents are asked to send their children suitably dressed in clothing clearly marked with the child's name. Unsuitable footwear, in particular, can be a cause of accidents. Trainers, shorts and t-shirts are needed for PE lessons and swimming costumes for swimming. **All children are now required to wear a standard PE kit comprising of a white Honeywell t-shirt and a pair of navy blue shorts.** Tracksuit trousers maybe worn for medical or religious reasons. The white Honeywell t-shirt and shorts are available from the School Office.

Following a suggestion from the School Council there is now a voluntary outdoor PE kit comprising of a Honeywell tracksuit and a Honeywell "shower" jacket. These items are also available to order from the Office.

Children should not bring any expensive items to school, as we cannot accept responsibility for loss or damage. Money brought to school should be for school purposes only and should be handed in to the class teacher for safekeeping.

COMPLAINTS PROCEDURE

We initially ask parents to see their child's class teacher about any problem that has arisen regarding their child. If the problem remains unsolved then parents are welcome to see the Headteacher. Should they remain dissatisfied, parents should contact the Chair of Governors.

RECENT LEAVERS

Children leave Honeywell to go to a great variety of schools. All of the independent schools have some sort of selection procedure and Honeywell children have an enviable record of success. In the state sector, Wandsworth LA have instigated a Year 6 test, which all children complete and is used in some form to send children to the LA secondary schools. 42% went into private education, with Alleyn's, Dulwich College, Streatham Hill and Clapham High, Wimbledon High and Emanuel heading the list. The most popular schools in Wandsworth are Graveney and Burntwood. Outside the LA, pupils go to Grey Coat Hospital School, Tiffins, Lady Margaret's and the "Sutton Grammar Schools". We know that secondary schools like to receive Honeywell children; they find them well-motivated, well-behaved (and well taught!)

APPLYING FOR A PLACE

ENTERING THE JUNIOR SCHOOL

Children attending Honeywell Infant School have an allocated place in the Junior School. Whilst the school is full, there are occasional vacancies which arise for older children. Where there are more applicants than places, the places first go to Children Looked After then anyone who already has a child at either Honeywell School and finally to whoever lives nearest, measured by the shortest practical walking distance.

TIME TO APPLY

Honeywell Infants (reception): by the 15th January 2012

New Entrants at 7: by the 15th January 2012

Entrants at 8-11: apply at any time, since vacancies are filled as they arise

METHOD OF APPLICATION

Honeywell Infants (reception): application forms from Pupil Services, Wandsworth Council

New Entrants at 7-11: application form available from the school office or Pupil Services

APPEALS PROCEDURE

If your application for a place is turned down, you have the right of appeal. Under the Education Act 1996, you have the right of appeal against this decision to an independent committee. If you wish to appeal, you should contact the Clerk of Appeals, Rachel Williamson on 020 8871 7858 requesting a form and details of the procedure.

Your appeal will be heard by a small independent committee

THE SCHOOL YEAR 2011/2012

TERM DATES

Wed	Sep 07	Autumn Term Starts
Mon	Oct 24	Autumn Half Term
Mon	Oct 31	Return to School
Tues	Dec 20	Last Day of Term
Thur	Jan 05	Spring Term Starts
Mon	Feb 13	Spring Half Term
Mon	Feb 20	Return to School
Fri	Mar 30	Last day of Term
Tues	April 17	Summer Term Starts
Mon	May 07	May Day Holiday
Mon	June 04	Half Term Holiday Begins
Tues	June 12	Return to School
Fri	July 20	Last day of Term at 1.30

2012/2013

Thur	Sept 06	Autumn Term Starts
Mon	Oct 29	Autumn Half Term
Mon	Nov 05	Return To School
Fri	Dec 21	Last Day of Term
Tues	Jan 08	Spring Term Starts
Mon	Feb 18	Spring Half Term
Mon	Feb 25	Return to School
Fri	Mar 28	End of Term
Tues	April 16	Summer Term Starts
Mon	May 06	May Day Holiday
Mon	May 27	Half Term Holiday Begins
Tues	Jun 04	Return to School
Wed	July 24	Last day of Term at 1.30

“Positively challenged, stimulated children, enjoy learning” – Parent comment