



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 those experiences and work with you to continue supporting your child's development.

This prospectus is designed to help you make the best decision for your child. At Honeywell Infant School we have an approach that gives parents and children a sense of care, confidence and security, a sound basis for each child to develop their potential, learn essential skills and be very happy doing so.

Fiona Arnold
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.glover@honeywell.wandsworth.sch.uk

The Honeywell Schools

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

HONEYWELL AIMS AND ETHOS

Ethos

Honeywell Infant School is a vibrant and creative school where children feel safe, happy and valued. We have a well-deserved reputation for high academic standards and offer a strong start to every child's education.

We place equal importance on developing each child's academic and personal growth. We understand that a child's ability to flourish is inextricably linked to their wellbeing, so we provide a rich curriculum, which balances academic rigour with a sense of wonder and curiosity about the world.



“A community that cares about excellence, wonder and learning for life”

Community:

The schools are part of a thriving and engaged community, the class groups, staff, parents and carers, the PTFA and the Governors. We are all part of a community of individuals who celebrate diversity, but are united by the common goal of providing the very best for our children.

Cares:

The schools are equally invested in developing both the personal and academic progress of each child. We establish strong relationships with the children and work with providers such as Place2Be to support children with their social and emotional development.

Excellence:

The schools have a well-deserved reputation for high academic standards and offer a strong start to every child's education. We work closely with external subject experts and associations to ensure that we are at the forefront of developments in teaching and learning. This excellence goes beyond the classroom subject areas and can also be seen in our team sports and orchestra.

Wonder:

Alongside academic rigour, the children enjoy and are enthused by their learning. They ask questions and show curiosity as a result of the exciting curriculum.

Learning for Life:

Through the holistic provision on offer, children are ready for the next stage in their education. They go on to be conscientious and positive contributors to society who retain a passion for learning.



SCHOOL AIMS

The aims of our schools are:

- To have high expectations of all children and to teach them to be confident, autonomous learners.
- To provide a broad and balanced curriculum, giving every child opportunities to maximise their learning potential.
- To provide a safe, secure and supportive learning environment.
- To be inclusive of all social and cultural backgrounds and provide equal opportunities for the whole school community.
- To maintain effective partnerships between the home, school and local community.

Comments from parents:

"This is the most wonderful Nursery. The staff are brilliant, so caring and my child loves his time here."
- **Nursery parent**

"Continually impressed with the teaching and support from the nurturing staff. Absolutely thrilled with this school." - **Reception parent**

"It's hard to understand how much Honeywell stands out from other schools until coming here. My son is so happy here, loves his teachers and the calm leadership style makes for a very warm and welcoming environment for all." - **Reception parent**

"We are all in love with Honeywell Infants. Delighted with our child's progress both academically and socially." - **Year One parent**

"We love this school because of the quality of its teachers, the school leadership and its safe, nurturing free spirited environment." - **Year One parent**

"The kids love going to school, the teachers and staff are super caring and supportive." - **Year One parent**

"We adore our teacher; she is such an amazing enthusiastic teacher. Many thanks for everything, such an amazing school." - **Year Two parent**

"We are delighted that there are so many enthusiastic teachers and there is a wonderful curriculum" - **Year Two parent**

When parents were asked in a recent survey to describe the school in three words these were the most popular words used:

<i>Fun</i>	<i>Kind</i>	<i>Community</i>
<i>Happy</i>	<i>Inclusive</i>	<i>Friendly</i>
<i>Supportive</i>	<i>Safe</i>	<i>Nurturing</i>
<i>Caring</i>	<i>Engaging</i>	<i>Warm</i>

APPLYING FOR A PLACE

NURSERY AND RECEPTION

There are currently 40 full time and 11 morning places available in the Nursery. Children will usually start in the Nursery in the autumn term following their third birthday.

There are three 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 their fourth birthday.

WHEN SHOULD I APPLY?

Year-round	January	June/July	July/August	September
Opportunities to visit the schools by appointment	Closing date for Reception 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 online via the Wandsworth website. You will also be able to download a paper version of the Wandsworth application form, which will need to be sent to Wandsworth. You can apply for up to six schools on this form. There is no automatic transfer from the Nursery to Honeywell Infant School so all parents will need to complete a Wandsworth application form. Please refer to the school website for the full admission criteria.

Offers are made strictly in accordance with our criteria:

- (i) Looked after children and those who ceased to be looked after children, looked after because they were adopted, or because they became subject to a residence order, child arrangements order or a special guardianship order. This includes those children who appear to the Local Authority to have been in state care outside of England and ceased to be in state care as a result of being adopted
- (ii) Children with brothers and sisters on the roll of the schools on the date of admission
- (iii) Children with a professionally supported exceptional medical need or exceptional social need for a place at a particular school, as decided by the Governing Body
- (iv) Children of staff employed directly at either Honeywell Infant or Junior school. Where the member of staff has been employed at the school for two or more years at the time at which the application for the admission to the school is made and/or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage
- (v) Children in order of straight line distance from home to school as measured by Wandsworth Council's Geographical Information System

APPEALS

As Nursery education is non-statutory, there is no right of appeal should a place be refused. You do have a right of appeal if you are refused a place in Reception, Year One and Year Two. 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. All Nursery children will 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 or Reception in the autumn term. Those children in Nursery with a full time place stay all day after a short settling in period. The Reception children attend either a morning or an afternoon session for the first few days, and then stay for the whole day.



YEARS ONE AND TWO

Children starting in Year One or Year Two will also be offered a visit to school prior to starting. New parents are also offered a visit to the school and a discussion with the Headteacher.

THE SCHOOL DAY

NURSERY - (ages 3 to 4)	
Morning Session:	9.00 to 12
All Day:	9.00 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 9.00 to 3.30	ALL DAY 9.00 to 3.30	ALL DAY 9.00 to 3.30
(Lunch 11.30 to 12.45)	(Lunch 11.55 to 1.00)	(Lunch 12.05 to 1.00)

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 Early Years Foundation Stage Framework. 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 smoothly into Year One and then Year Two. 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 and weekly updates are sent home by each class teacher.

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.

Speaking and listening: The children 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: The teaching of phonics is balanced with promoting a love of reading for pleasure. The children read stories, plays, poems, information texts in print and on computer screens and use dictionaries and encyclopaedias.

Writing: The children compose stories, poems, reports and diary recounts based on initial explorations of those types of text. They learn how to use punctuation to show the meaning of sentences, practise clear handwriting and are encouraged to share and capture their brilliant ideas through writing.

Home School Reading: At Honeywell, we ask parents to support their child's reading at home. Children bring home a selection of books to read together, some will be for the child to read to parents and others will be for reading together.

MATHEMATICS

At Honeywell, we use a 'mastery' approach when teaching mathematics. This means that children will become confident, competent mathematicians who have a deep understanding of numbers and mathematical procedures.

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.



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. In Years One and Two, we use our garden and Wandsworth Common to bring the science curriculum to life. 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.

COMPUTING

The school is well resourced in IT where there are computers, iPads and programmable devices available to every class which the children use frequently. The children learn how to use IT to find out information and then to share and exchange it **safely**. They become familiar with a range of hardware and software. They store information on computers, present it in different ways and talk about how IT is used both in and outside school.



DESIGN TECHNOLOGY

Technology includes planning, making, experimenting, testing and modifying designs 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 activities, 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 One and Two, 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 that gives them the opportunity to sing and use both tuned and untuned percussion instruments in order to learn about 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 representing experiences, feelings and ideas in different forms. The children 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. The children learn historical fact which they explore using taught historical enquiry skills.

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 around 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.

It is a requirement that religious education be part of the school curriculum. RE in the classroom is based on the agreed syllabus and schemes of work for Wandsworth Local Authority. The syllabus is designed to help children achieve knowledge and understanding of religious beliefs, insights and practices. We are a multi-faith school, so we recognise and celebrate the different faiths within the school community.

ASSEMBLY

Children in Key Stage One come to assembly every day, the younger children come to the significant celebration assemblies, for example, harvest, Diwali and class assemblies. Assemblies provide 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. We also celebrate different festivals of the major religions in our assemblies. The children come together for an achievement assembly every week where they are able to celebrate their worth and identity through recognition of individual children's work and behaviour.

SCHOOL PERFORMANCE

End of Key Stage One Results

At the end of Year Two, teacher assessment tasks measure whether each child has achieved or exceeded the age-related standards in Reading, Writing and Maths.

Reaching Expected Standard 2025

Subject	Honeywell	Comparisons	
		Wandsworth	National
Reading	94%	78%	72%
Writing	88%	76%	64%
Maths	88%	79%	73%

Honeywell has a significant number of children who exceed age-related expectations and consistently outperforms other Wandsworth schools and national averages.

Working at Greater Depth 2025

Subject	Honeywell	Comparisons	
		Wandsworth	National
Reading	56%	23%	19%
Writing	37%	14%	10%
Maths	43%	23%	17%



SCHOOL AND COMMUNITY

CLOTHING

We do not have a school uniform but ask that parents and carers send their children to school in suitable clothing. Children in Years One and Two are expected to wear a designated P.E. kit for their sports lessons.

BEHAVIOUR

Our school rules are based around our values of kindness, curiosity and respect. They include a combination of simple health and safety rules, as well as emphasising the importance of caring for 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. If we have any concerns about a child's behaviour, we discuss these immediately with parents.

SCHOOL MEALS

A cooked meal is provided in the middle of the day. This is currently free to all children in Reception, Year One and Two. There is a choice 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 One and Two are entitled to a free school meal. If you wish to transfer to packed lunch, one week's notice in writing is required.



We are a nut-free school and we 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 ensure 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 Designated Safeguarding Lead is the person responsible for child protection in school and any staff or parents' concerns should be addressed to them or a Deputy Designated Safeguarding Lead. These concerns will be dealt with in the strictest confidence; however we are required to follow Local Safeguarding Partnership (LSP) guidelines in respect of reporting suspected abuse to the Social Services 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 means 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 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/carers 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. The PTFA is very enthusiastic about its efforts and is keen to help the schools offer some extra opportunities for our pupils. 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, resources and spaces such as The Discovery Den, The Science Lab and The Arts Attic, to enhance the children's education. The PTFA 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 community-based activities.



HONEYWELL JUNIOR SCHOOL

A message from the Junior Head teacher.....

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.

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. In most ways, the Junior School is very like the Infant School. We offer an exciting curriculum, with the children at the heart of everything we do.

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. We can also offer a great range of clubs at lunchtime and after school.

The children can take on more responsibility, for example we are a Gold Rights Respecting school. You may already be thinking of the next stage of your child's education, even at an early stage parents and carers start thinking about 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, Alleyn's, Dulwich College, Emanuel and JAGS.

I look forward to meeting you in due course.

*Jo Clarke
Head Teacher
Honeywell Junior School*

