

Prospectus

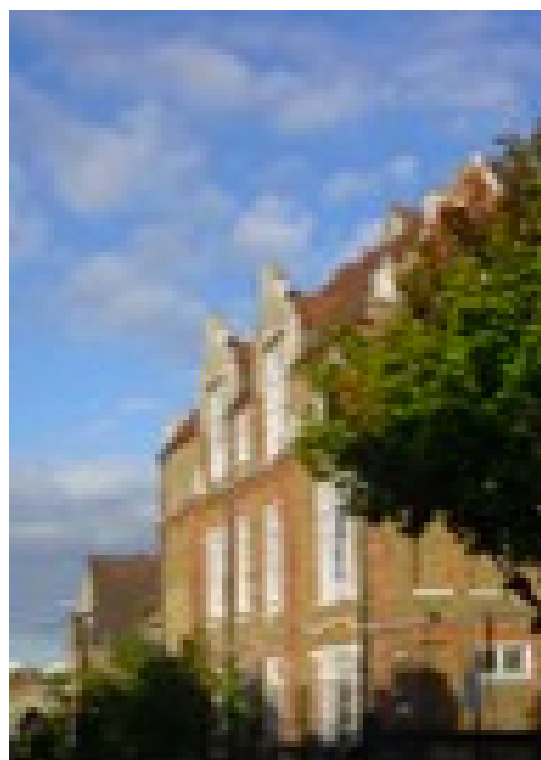


A community that cares about excellence,
wonder and learning for life



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From The Head Teacher...



We are a state-maintained foundation school in Wandsworth that serves a loyal and proactive community, and the children are at the heart of all our work.

We believe in a great education with a great curriculum and we know and champion every child.

But don't take our word for it....come and see us in action, just contact the school office.

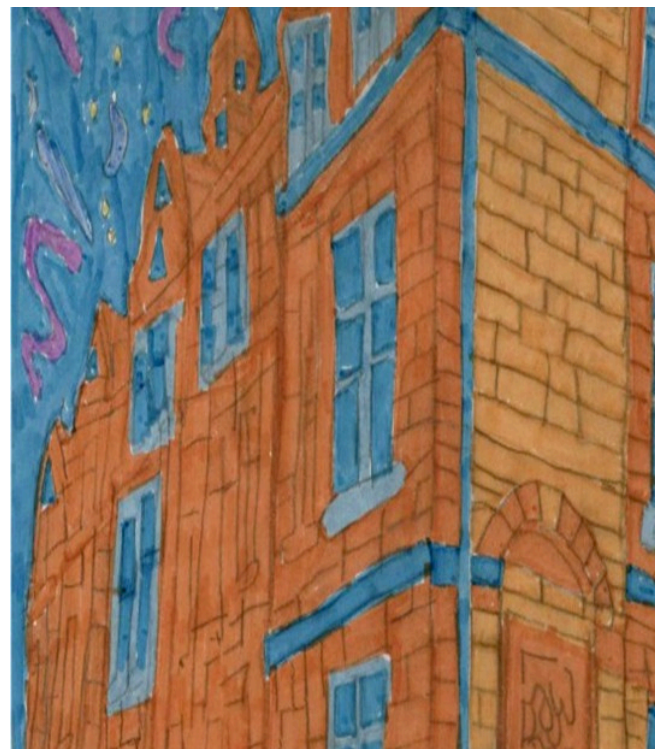
Ms Clarke
Head Teacher

Our School Site

Our school was founded in 1891. An extension was added in 2000 with a modern, well-equipped kitchen and dining room.

Uniquely, we share the site with Honeywell Infant School and share the staffroom, the school office and some outside space.

Come and see the Science and Food Technology Lab, the Arts Studio, and the Music Room in our Arts Attic!! The main entrance and office are in Honeywell House.



Our Ethos



We provide a safe and exciting space where:

There is community

- There is a strong, friendly and respectful spirit within the immediate and extended communities, supporting the learning and progress of and for all pupils.
 - There is a sense of belonging

There is care

- Everyone focuses on valuing and developing the whole child, nurturing a happy and kind atmosphere where asking for help and listening is what we expect of each other.
- We understand our actions and nurture respect for each other and the environment

There is excellence

- There is a strong sense of ambition and high academic achievement, along with excellent personal progress built around quality first teaching and research-informed learning,
 - There is enrichment and high expectations.
- There are activities and enrichment beyond the curriculum

There is wonder

- Every experience is more memorable than the last
 - Learning powers are nurtured and grow and grow
- The implementation of the curriculum is rich, vibrant and creative

There is learning for life

- There is an unstinting dedication to diversity and equality

We are a **GOLD RIGHTS RESPECTING SCHOOL** and we promote the values of the UN Convention on the Rights of the Child. We teach and learn **about rights, through rights and for rights.**



Unique To Us

PARTNERSHIPS

We work in cooperation with Honeywell Infant School where the majority of our pupils transfer from and this makes us unique with quality specialist staff in both key stages. Place2Be have facilities on our site and provide emotional and therapeutic support to pupils, families and staff. One of the most popular aspects of this service is called 'Place2Talk'. About a third of pupils take advantage of this service every year. Pupils often talk about friendships or any worries they may have.

We are also proud to be a feeder school for Ark Bolingbroke Academy. Established in 2012 to become a centre of excellence for our local community, it is an oversubscribed 4-form entry academy. Their young people advance to excellent university destinations and apprenticeships including Oxbridge, Russell Group and top third universities and top 100 apprenticeships. We have a specialist music teacher and specialist French teacher and PE and Sports Teacher.

COMMUNITY



We work to ensure there are many rich and varied learning experiences and opportunities to join sports teams and musical groups, go out and about and have fun.



INDEPENDENCE

In learning for life and being prepared for the next stage of our pupils' educational journey, we work on:

- Perseverance
- Metacognition
- self-confidence and self-respect,
- self-discipline and self-motivation.
- learning from mistakes,
- always having a real go
- adapting and applying understanding, knowledge and skills in a range of situations!



PUPIL LEADERSHIP

We have an elected School Council and a number of opportunities for our pupils to develop their leadership and community skills. They include:

- Digital Ambassadors
- Junior Ambassadors
- Guardians of the Games
- Wellbeing Ambassadors
- Young Leaders
- School Councillors
- Rights Respecting Ambassadors
- Eco Warriors
- Reading Ambassadors

Each team works with a member of staff to support whole school objectives.



Gold Rights Respecting



We support our pupils in being upstanding, considerate and thoughtful citizens, learning about our own rights as children, as well as those of those around them, and how their actions and choices can have an impact on their friends, school and even the world around them.

There are lessons, class charters, assemblies, whole school projects and those non-negotiables are woven through our Behaviour Policy. We focus on:

Equality

Dignity

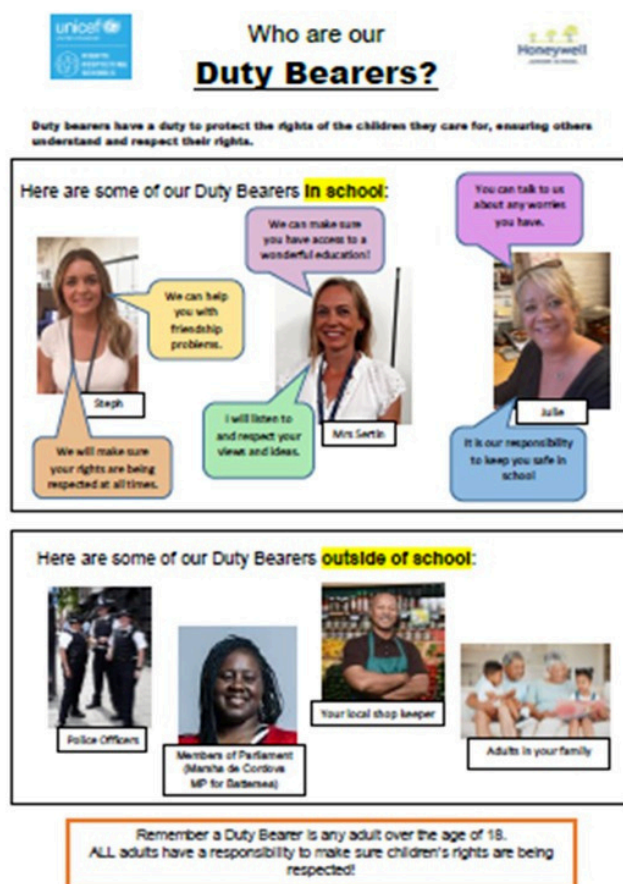
Respect

Non-discrimination

Participation

Ethos and Relationships

Empowerment and Action



Home And School

We know that positive links between home and school are extremely important in supporting children's education. We welcome any support and sharing of any individual talents you may have or support with our enrichment activities. Let your child's teacher know if you can volunteer your time.

Parent/Carer Conferences

Autumn Term - there are 2— Year Groups, individual target setting
Spring Term—Autumn Results
Summer Term—Spring Results, End of Year Written Report

Parent and Carer Workshops

We run a number of workshops over the year, from curriculum-specific information to being safe online, Inclusion coffee mornings to secondary transfer meetings.

Home School Agreement

Please see the Home School Agreement and the website detailing how we help and support each other to ensure our pupils feel safe, happy and make academic and social progress.



Communication

Our classes line up at the start of each morning and at the end of the day. They are both good times to ask the teacher for a time to talk.



The Website

Our website is our most important tool and helps you to see the policies and practices, as well as keeping you up to date with the latest news and developments! Please regularly explore and learn!!

Class Assemblies and IN-SCHOOL EVENTS

During the year, we invite you in for different events, including a class assembly where your child will share their learning. We also have celebrations for Christmas and Easter, along with musical evenings.

Seesaw

Pupils celebrate their hard work in class and in Computing by uploading work once a week, so that you have a greater overview of your child's learning that can then be viewed on the Family app of Seesaw. We also use this to send announcements.



The Newsletter

Every other Friday, we send a newsletter home via ParentPay. This is our way of keeping the home informed of what goes on in school. The newsletter is also available on our website at:

www.honeywellschools.org

Parent Pay

All school payments will take place through ParentPay, for example, dinner money, school trips and school clubs. We also send longer information and texts on this platform. For all payments, please go to the ParentPay website.



PTFA

The PTFA, to which all parents and carers automatically belong, work for the benefit of both Infant and Junior Schools.

The activities include social and fundraising events, as well as educational evenings. These are well attended and great fun!

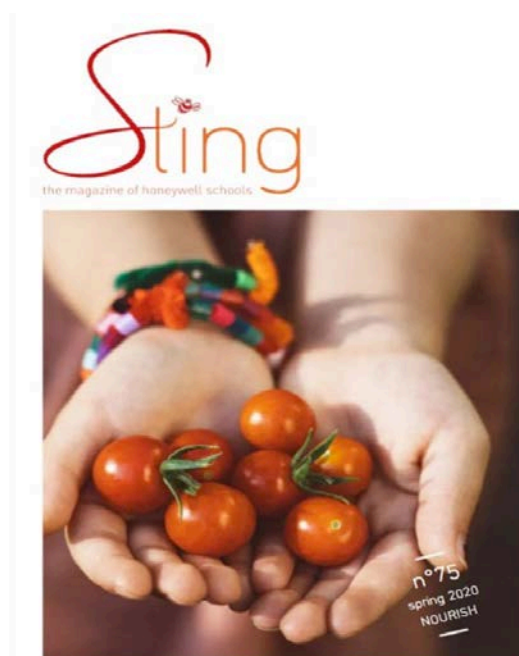
Over the years, the PTFA have raised funds to purchase additional resources, contributing to the cost of re-developing the Sports Area and re-stocking classroom reading resources.

Last year, the PTFA made a very sizeable donation which enabled us to support Curriculum development, our specialist rooms, and keep us up to date with technology.

Sting Magazine. What is Sting?

Sting is a regular PTFA publication produced voluntarily by a small group of Honeywell parents with contributions and help from the children, staff and other parents.

It aims to represent the whole school community - from parents and pupils to teachers, heads, governors, support staff and local businesses.



Our Partners



Inclusion

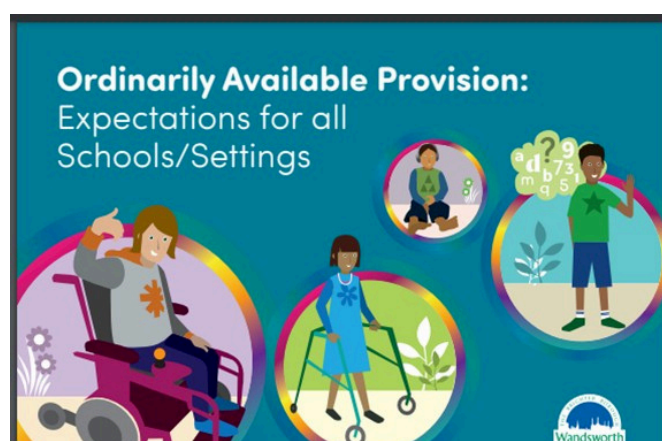
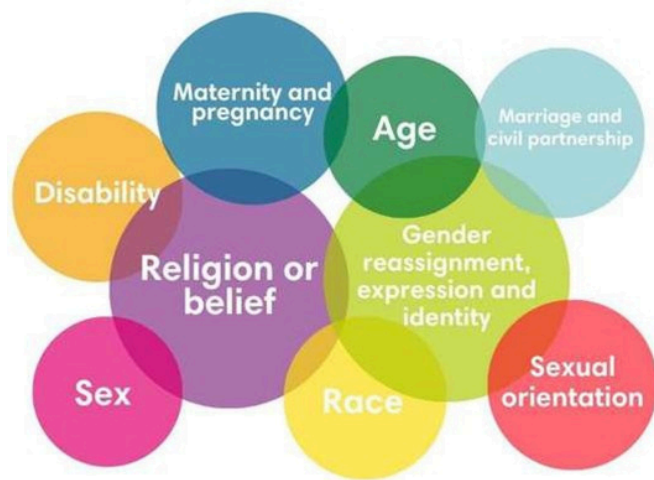
Child Protection and Safeguarding are at the heart of the school's identity and these policies are available on the school website. We know that everyone is responsible for Keeping Children Safe in Education and delivering on the Equalities Act. We support children in developing their understanding through our wider curriculum.

Special Educational Needs and Disability (SEND)

We aim to do our best to support all children by:

- Providing ordinarily available provision
- Identifying needs of children with SEND early
- Monitoring the progress of all children
- Making appropriate provision to overcome all barriers to learning and ensure children with SEND are catered for
- Working with the child's parents/carers
- Working with and in support of outside agencies
- Creating a school environment where children can contribute to their own learning

We use a wide variety of strategies, such as "Early Bird" Teaching and therapies like Drawing and Talking Therapy, to support our pupils.



If your child experiences difficulties in one or more areas, the class teacher will meet you to discuss how best we can work together to help your child in school. We strive to personalise access arrangements to meet the needs of your child.

If necessary, we can apply for support from agencies outside the school. If so, your child can be placed on the Special Educational Needs Register.

In very exceptional circumstances, it may be necessary to initiate a full assessment leading to an *Educational Health Care Plan (EHCP)* through Wandsworth Special Educational Needs Department.



Mental Health & Wellbeing

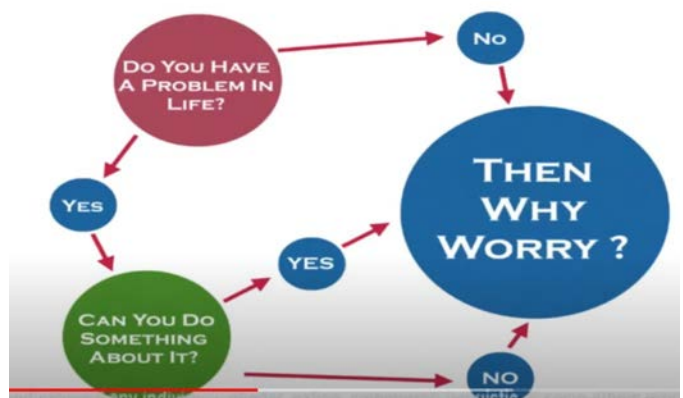
We believe it's ok not to be ok. As a diverse and inclusive community, we care not only about our pupils' academic achievements but also about their happiness and their well-being. Positive mental health is everybody's business, and we all have a role to play.

We invest in quality training and aim to help our pupils to:

- *Understand emotions and feelings better*
- *Feel comfortable sharing any concerns or worries*
- *To form and maintain relationships*

We help pupils and staff develop emotional resilience and manage setbacks, and support them through our vision and ethos.

In our Curriculum, we talk about change, including transitions (between phases and schools), loss, separation, divorce and bereavement, and we use experts to support that.



Working Together



We are reflecting the shared role and responsibility that schools, parents, carers and the community have in working together to educate our children.

We believe it is important to create a culture of learning where all children will be challenged in their thinking, to achieve to the best of their abilities and strive to become lifelong learners. This is done most effectively when all staff, parents and carers and children work together towards the same goals and agreed roles and responsibilities. We have set these out in our home/school agreement.

For example, we will:

- Provide your child with a high standard of education and offer a broad and balanced curriculum
- Provide the opportunities needed to enable your child to achieve their full potential
- Celebrate your child's academic and personal achievements
- Care for your child's safety and well-being
- Be very happy to welcome you if you would like to support children in class or contribute to our school's broader curriculum

From our Behaviour Policy we expect all pupils to be active learners by:

- Trying to solve problems before asking for help
- Listening and contributing in discussion and debate, considering other people's views and opinions
- Maintaining a positive and enthusiastic outlook on learning.
- Actively participating in all learning.
- Maintaining a mature attitude towards learning, realising its importance and value
- Treating the environment, teachers and learners with respect and kindness
- Sharing the responsibility for creating a positive and orderly learning environment
- Making appropriate choices about behaviour and learning and accepting consequences for inappropriate choices
- Positively represent the school if leaving the school site for any reason



School Improvement & Governors

The School Strategic Plan

The proposed development is produced by staff and approved by Governors. Parents/Carers are consulted through their representation on the Governing Body and annual surveys. Staff and Pupils' views are also taken into account, along with our own unique context and both national and international agendas.

As a lifelong learning school, we actively pursue excellent practice and current research to continually improve.

Governance

They:

- Set the vision and ethos
- Establish strategic direction
- Promote high standards of educational achievement
- Monitor and evaluate progress towards aims and objectives
- Appoint a Head Teacher and Senior Teachers and hold them to account for the performance of pupils and staff
- Oversee the financial performance of the school, making sure money is well spent.



Wandsworth School Improvement Adviser

Our adviser works as a critical friend and visits us termly. At her last visit, she said:

“The headteacher and deputy are providing strong leadership to ensure that there is a cohesive, well-coordinated curriculum in place for each subject, and that it provides relevant interlinkages across subjects as well as enrichment activities.”

The content of the curriculum encompasses equality very well, but also focuses on important higher-order thinking skills through the questions posed to pupils and the identified purpose of the learning; these help teachers to be clear about the outcomes they and pupils are working towards.



The Curriculum

“The new curriculum is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders have made sure to give all subjects equal consideration.” OFSTED 2022

We have a **rich and vibrant** curriculum, designed to provide a **broad and balanced** education for the **21st Century**. It comprises **all learning and other experiences**. It promotes the **spiritual, moral, cultural, mental and physical development** of pupils and prepares them for the **opportunities, responsibilities and experiences of later life**.

The National Curriculum forms one part of the school curriculum and defines programmes of study for English, Mathematics, Science, Design and Technology, Computing, History, Geography, Art and Design, Languages, Music and Physical Education, all of which are statutory.

These publications and related materials are available at our school or can be found at www.gov.uk/government/collections/national-curriculum



Mental Health and Wellbeing, Rights Respecting, which includes Environmental Education, Music and Sports across all year groups, has a positive impact on both readiness for learning and attainment.

We also include SRE [Sex and Relationships Education] in every year group along with comprehensive PSHCE programmes to break down barriers and support children in Spiritual, Moral, Social and Cultural (SMSC) development.

We have raised the profile of these areas and of Religious Education and collective worship to enhance pupils' understanding of British Values.

Schemes of Learning

Schemes of learning cover a year's programme and support continuity and progression.

Teachers plan in class and phase teams, Year 3 and Year 4, [Phase 3] and Year 5 and Year 6 [Phase 4]. Teachers plan using our

Progression and Learning Context Maps, which you can see on the website.

Pupils develop and have opportunities for the following:

- Research skills
- Selecting information
- Communicate and collaborate with others
- Present information in a variety of ways.



English

We are passionate about literature and language. We have ambitious and exacting standards for all our children and design work around high-quality texts, and draw our spoken language, writing, grammar and reading work from these and frequently choose materials and activities that make connections with other subjects and experiences.

We want them to know their voice has value and that they can communicate their ideas to best effect in a variety of ways through their English skills. We strive to engender a love and curiosity about words, language, books and the outside world we can discover through them.

Reading

We work to develop a lifelong love of reading, which feeds imagination and incites curiosity. Children have access to books matched to their needs in classrooms, as well as the local library. A range of different texts from classics, popular authors and non-fiction to graphic novels and film are used to teach across the school. All children are encouraged to read every day with someone at home.



Writing

We develop skills in writing for pleasure and purpose. An understanding of key English Grammar, Punctuation, and Spelling (EGPS) skills and knowledge is developed to apply in creative contexts. Children are encouraged to be independent writers, able to plan, draft and edit their own writing, discuss and assess with their peers and adults and respond to feedback.

Celebrating Differences

Children join the school at a range of stages of development, and the school develops their confidence. Over 41 languages are represented across the school. This range of language is celebrated and used to support the development of English through access to bilingual texts and encouraging parents and carers to share stories from a range of cultures.

“Books have a role to play both in supporting children to become literate individuals and in shaping their sense of self, their outlook and their understanding of the world around them.” CLPE



Mathematics



We have a passion for Mathematics and we believe that every child can succeed in the subject. We aim to provide a challenging, motivating and ambitious curriculum.

We believe Mathematics helps to understand the world and appreciate the beauty and power of it. We aim to help make connections and links between ideas, knowledge and the real world – through investigations, discussions and experiments. We want to ensure that making mistakes is seen as a crucial part of the learning process and acts as a vehicle for new learning to tackle misconceptions and deepen understanding.

All children have a specific Mathematics lesson every day. Teachers use White Rose Maths and NCTEM resources as well as other subjects, and in real-life experiences at the Common or in the playground.

We focus on: Number, Ratio and Proportion, Algebra, Measurement, Geometry and Statistics, whilst developing:

Fluency- children become fluent in the fundamentals of mathematics through frequent and varied practice.

Reasoning- children learn to give reasons and justifications for their answers by following lines of enquiry and using correct mathematical language to show proof.

Problem solving- children can solve increasingly challenging routine and non-routine problems.

We introduce varied and frequent **practice** with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.



Enterprise - The Fiver Challenge



Science



We want our children to be curious about the world around them. We believe Science encompasses the acquisition of knowledge, concepts and skills. It also promotes excellent opportunities for group learning and developing positive attitudes about the environmental issues we face and the world we live in. We aim to inspire in pupils a curiosity and fascination about the natural and made world and a respect for the environment that will remain with them for the rest of their lives.

Scientific enquiry is at the heart of practice being scientists and children are encouraged to

- Observe
- Raise questions
- Make predictions
- Experiment
- Record findings
- Examine things systematically
- Select and sort information
- Understand the features of a fair test
- Collect and consider evidence.



Science is taught weekly through the learning contexts of:

- Materials
- Keeping
- Healthy
- Forces
- Electricity
- The Earth and Beyond

Work is planned and tailored to the needs of each class using a range of resources.

Science is also promoted through an annual Science and Engineering Week, exploration of Big Science Questions (questions relating to the wonders of the natural world), a range of Science trips, visitors and workshops to equip children with the scientific knowledge required to understand the uses and implications of Science for both today and for the future.



Computing and Design & Technology

We understand the immense value that technology plays not only in supporting the Computing curriculum but also in day-to-day life. Computing teaching has deep links with Mathematics, Science, Design and Technology, and our aim is that pupils become digitally literate, safe and resilient. Technology is ever evolving, and we aim to develop pupils who can use and express themselves, develop their ideas through information and communication technology at a suitable level for the future workplace, and as active participants in a digital world.

Computing is delivered through timetabled lessons and technology-enhanced learning opportunities embedded in different subjects. Pupils develop skills within the strands of

- Computer Science
- Information Technology
- Digital Literacy
- Being Safe Online

Teachers deliver units using mobile hardware that enables all pupils to have access to their own devices. We endeavour to find ways to keep our technology up to date, alongside giving pupils the skills they need for their next steps in education and in keeping themselves safe in the online world.



Design and Technology [D&T] is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable Citizens.

Pupils become autonomous and creative problem solvers, as individuals and members of a team. They combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. They reflect on and evaluate present and past design and technology, its uses and effects.



Explore



Design



Create



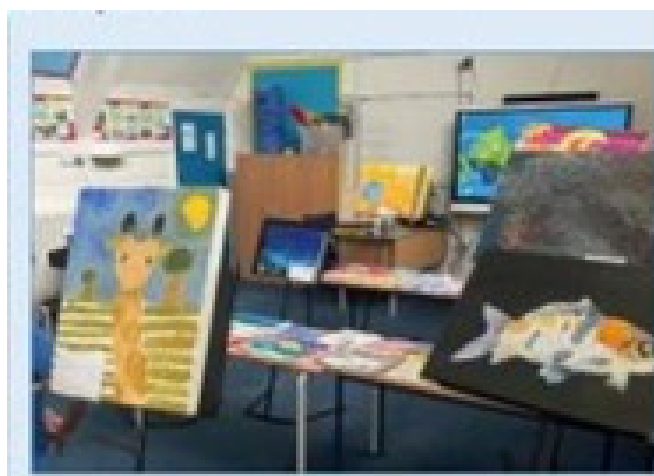
Evaluate



Creative Arts

Being involved in the Creative Arts at school offers children different ways to express themselves. It also gives them opportunities to build self-confidence, communicate with others and explore feelings and emotions. This area of the curriculum includes Drama, Movement, Dance, Art, Craft, and Music. Displays around the school are important, and by displaying children's work, we show our appreciation of their efforts and of our surroundings. We provide the same opportunities with well-planned productions by all year groups. Dancing, acting and musical talents, including playing a range of instruments, are performed to a high standard.

We supplement our offer with a specialist music teacher and individual music tuition through Wandsworth Music as well as a new Music Room and Arts Studio.



Humanities

Geography



We believe that Geography helps to provoke and provide answers to questions about the natural and human world. Pupils develop a greater understanding and knowledge of the world, as well as their place in it. We seek to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.



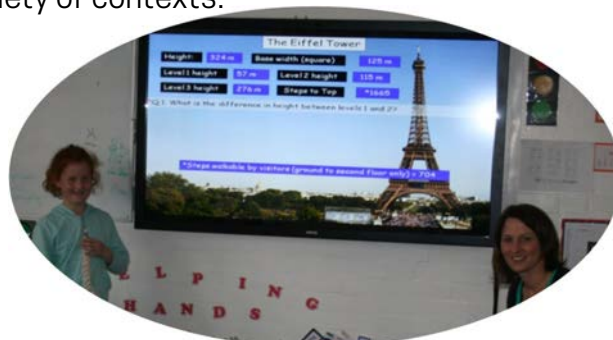
History

History at Honeywell inspires curiosity and fascination and helps our pupils develop their critical thinking skills and ethical compass in meaningful contexts. It embeds our rights-respecting values by enabling our pupils to be proud of their individuality whilst developing respect and tolerance for all. Pupils are encouraged to ask perceptive questions, think critically, and weigh evidence and arguments to develop perspective and judgement.

Using different historical eras, pupils investigate how political, social, economic, technological and religious factors have impacted people's lives, both in Britain and the wider world, and brought about change. They study a diverse range of societies that have shaped and influenced each other. It enables pupils to become caring young people who have the skills to live in modern Britain as responsible citizens, who understand themselves, the world, and know that they can be active participants in shaping the future.

MFL French

The intention of the French curriculum is to lay the foundations for future language learning, sparking an interest and curiosity in languages. We strive to embed a familiarity of and exposure to languages as well as an understanding and appreciation of cultural differences. We have a specialist teacher and through our planning, we wish pupils to develop their skills of speaking, listening, reading and writing and to apply their French learning to a variety of contexts.



Physical Education & Sport

PE and Sports provides children opportunities to succeed and excel in a wide range of competitive sports and other physically demanding activities. Our programme is structured so that all children become physically confident to support their health and fitness. As a 'Healthy School', we also promote healthy lifestyles, including diet, nutrition, hydration and sleep, and help pupils to appreciate the wide-ranging benefits of leading an active, healthy lifestyle, including on their mental health.

We provide at least 2 hours of PE each and every week. Activities are meaningful, enjoyable and vigorous. Activities in athletics, dance, gymnastics, swimming, netball, hockey, football, tennis, rounders, cricket, American Football, touch rugby, lacrosse and orienteering are provided to suit all pupils.



Equipment and activities ensure access and are adapted to extend, challenge and accommodate all levels of ability. Specific coaching and competitive sessions are part of our offer. Outside specialist teachers and parent and carer volunteers provide coaching and prepare children for the numerous Local Authority and inter-class competitions held throughout the year. Outdoor adventure activities are partly covered in a week's residential course in Year 6 as well as planned activities on Wandsworth Common every week.



PSHCE & RE

Personal, Social, Health and Citizenship Education (PSHCE)

We encourage pupils to play a positive role in contributing to the life of the school and the wider community to develop their own self-worth and ensure that they experience Democracy.

Drug Education (DE)

We try to equip children with the knowledge, skills and attitudes they need to make informed decisions about their lifestyle and help them to learn to respect themselves and move with confidence.

Relationships, Sex and Health Education (RSHE)

All pupils are offered the opportunity of a comprehensive and well-planned programme as part of the PSHCE and Science Curricula in all year groups. Sex Education is taught as a series of sessions looking at children's own experiences of change, linking with changes they will encounter in their own bodies. Parents/carers will be offered the opportunity to discuss the content and delivery with the subject leader and have the right to withdraw their pupils from aspects of Sex Education that falls outside National Curriculum Science.



RE & Collective Worship

RE is an important part of our pupils' spiritual, moral, social and cultural development. This includes Collective Worship. We aim for all pupils to gain an understanding and appreciation for the world religions and their diverse expression of beliefs and cultural practices in the local, national and wider global community.

Studying a range of sources and inspirational figures, we encourage pupils to develop their own sense of identity and purpose through self-reflection and question what influences their beliefs and relationships and compare these to the beliefs and relationships of others.

This develops the confidence, knowledge and skills in our pupils to be respectful citizens who are inclusive and tolerant within a pluralistic society. Our acts of collective worship in assemblies are important times when we can meet together, either in class or in phase groups. We aim to make assemblies both an educational and a spiritual experience. We acknowledge the diversity of faiths represented within our school, and we encourage reflection on their own beliefs and our values.

Assemblies are planned and organised in themes. In addition, some religious festivals are acknowledged, e.g. Christmas, Easter, Diwali and Hanukkah. We are an inclusive school; however, parents/carers have the right to withdraw their child from Religious Education and Collective Worship.

If parents/carers wish to do so, they are required to state this in writing annually to the Head Teacher. Parents/carers are encouraged to attend a meeting with the RE Subject Leader prior to this.



Outcomes

Measuring success in a school can be a difficult thing. Most of all, we want our pupils and their families to be safe and happy to ensure that all children reach their potential and are ready for anything that lies ahead. We are very proactive in continuously asking ourselves how we are doing and asking for feedback. We also value external support and assessment. Ofsted visited us in July 2022.

Their last visit was in 2008. Judgements were made about: Overall effectiveness, Quality of education, Behaviour and attitudes, Personal development and Leadership and management. All areas were judged to be good at the time, and the inspectors stated leaders had correctly identified what needs to be done and are doing so with urgency. Some highlights from the report:

“Pupils would **recommend** the school to others”

“Pupils are **respectful** of each other and of the adults in the school.”

“Pupils are **proud** that their school is **friendly** and **welcoming**.”

“Staff have **high expectations** of pupils' behaviour.”

“**Bullying is rare**, and staff are quick to deal with any incidents.”

“There is a **strong shared ethos** at the school. Pupils spoke confidently about.

equality and **diversity**. They are **mature in their thinking**... A lot of consideration has gone into the choice of books provided for pupils. Staff want them to **reflect diversity** and the positive representation of people with protected characteristics.”

Overall SATs Results 2025				
Subject	Measure	HONEYWELL	Wandsworth	National 2025
RWM – Reading, Writing & Mathematics Combined	ARE	84	68.3	62
	IGD	29	13.6	
Reading Test	ARE	92	80.9	75
	IGD	54	41.8	
Writing Teacher Assessment	ARE	91	76.6	72
	IGD	36	18.4	
EGPS Test	ARE	89	80.1	73
	IGD	47	36.9	
Mathematics Test	ARE	87	79.1	74
	IGD	47	34.3	
Science Teacher Assessment	ARE	93		82
	IGD	50		

Admissions and Moving On

Year 2 children transferring from Honeywell Infant School will have a place in Year 3.

Just apply through the borough in which they live. Please visit <https://www.wandsworth.gov.uk/schools-and-admissions> for more information. For families who do not live in Wandsworth, please visit the school admission section on your local authority's website.



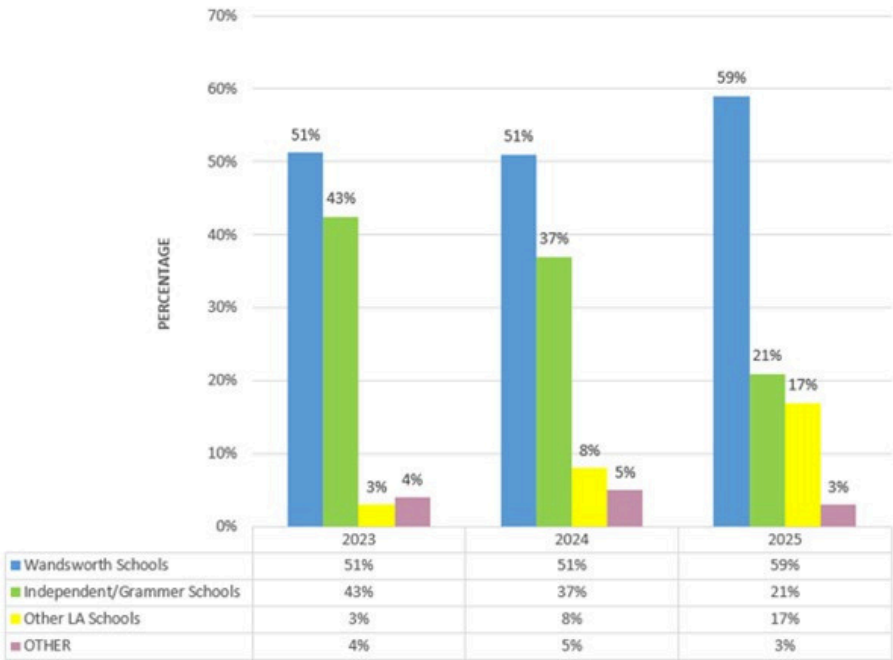
We admit children throughout the school year when a place arises. Families living in Wandsworth should visit the same website as above. Please see our current admissions arrangements on our website.

We know that secondary schools like to receive Honeywell children; they find them well-motivated, well-behaved and well taught!

The most popular state schools in Wandsworth are the Ark Bolingbroke Academy, for which we are a feeder school, and Graveney. Independent schools have selection procedures, and we have an enviable record of success.



Honeywell Leavers Destinations Over Time



The School Day

Term Dates and School Holidays

Each year, we will send and publish on the website a list of holidays and INSET dates for the coming year.

Attendance and Lateness

We believe that parents/carers and school staff all want the children to have the best opportunities in life. If a child misses school or is often late, they miss valuable input and learning time. Attendance and punctuality are linked to achievement.

Good attendance and being on time are essential life skills. Absence and lateness are monitored regularly and reported on your child's annual report.

Weekly checks are made and parents/carers of children causing concern are contacted, usually in writing. Please note, children should not be taken on holiday during term time. This includes trips to see family members who live abroad.

School Times

Phase 3 (Years 3 and 4)

9.00 – 12.15 Morning session

12.15– 1.15 Lunch break

1.15 – 3.30 Afternoon session

Phase 4 (Years 5 and 6)

9.00 – 12.45 Morning session

12.45 – 1.45 Lunch break

1.45 – 3.30 Afternoon session

The playground gates open from 8.50 am.



There is a shelter in the playground if the weather is poor. Pupils are not allowed into the building before school starts unless attending breakfast club, Early Birds Lessons, collected by their class teacher or under supervision by the teacher on duty.

The teaching day finishes at 3.30 pm and teachers endeavour to have children in the playground shortly after this time. The children are taken into the playground at the end of the day by their class teachers.

The Extended Day

Breakfast Club is held during the school week from 7.30 am to 9.00 am. An after-school club is held during the school week from 3.30 pm to 6.30 pm.

The school also runs a holiday club. In addition, there is a wide variety of clubs that cater for different age groups before and after school. Parents/carers may apply for a place for their child[ren]. Current charges are available from the provider.



Day To Day

SCHOOL LUNCH

Lunch time gives an opportunity for children to chat in a relaxed atmosphere and practise social skills. We expect high standards of behaviour in the dining hall so the experience is a pleasure for all. Currently all prepared school meals are free to all pupils in the Junior School as the bill is paid by the Mayor of London.

PACKED LUNCHES

Children may bring packed lunches as an alternative to the school meal, eaten in the Dining Hall and must be balanced and healthy. Fizzy drinks in cans, glass bottles and sweets are not allowed.

HYDRATION

We encourage children to bring a water bottle to school clearly marked with their name. The bottle must have a sports cap and must not contain carbonated or flavoured water.

HEALTHY MORNING SNACKS

All children are encouraged to bring in healthy snacks for morning play in the playground with natural, eco friendly wrappers. Fruits or vegetables are best and biscuits and sweets are not allowed. We remind children to take and reuse plastic containers if they bring them to the playground.

PUPIL CLOTHING

Parents & Carers are asked to send their children dressed in suitable clothing, which is clearly marked with the child's name. This does not include sports team kits of professional teams. 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 required to wear a standard PE kit. These are available to purchase through www.supersport.co.uk. found on the school website. This includes a rain jacket. A "voluntary" House PE top complete with a House emblem is also available to purchase.



Honeywell School Uniform Leaflet



<https://www.supersport.co.uk/schoolwear/honeywell-school.html>

The dress code for pupils is:

No flip flops, crocs or open-heel sandals—unsuitable footwear, in particular, can be a cause of accidents.

No jewellery except for stud earrings and watches

No single strap or high crop tops, or dresses

No Sports strips—shirts, shorts or socks with the team

No inappropriate messaging or images on clothing

LOST PROPERTY

Most lost property is usually found and is put on the coat hooks outside the Staffroom. Please check your child's coat rack first. Please label all belongings.

EQUIPMENT

Children are not to bring any items (including mobile phones and smart watches) to school, as we cannot accept responsibility for loss or damage. They are welcome to bring bikes or scooters to travel safely to school, but we have limited storage space. We do our best to store them safely but cannot take responsibility if they go missing. Money brought to school should be for school purposes only and should be handed in to the class teacher for safekeeping.



Contacts

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