

Waltham Holy Cross Infant School

Brochure

2011-2012



Quendon Drive
Waltham Abbey
Essex
EN9 1LG
Tel: 01992 713191
Fax: 01992 651686
www.whxis.co.uk

Dear Parents,

The staff and governors of the school recognise and value the importance of your child's first school experiences. We offer your family a warm welcome and will endeavour to give your child a positive and happy time with us.

We aim to make our school an interesting and lively place, giving the children a sense of responsibility in a caring community. We hope that parents will always feel welcome. Your child's teacher will be available if a problem arises or you do not understand what is happening.

Our aim is to provide a balanced curriculum, enabling each child to reach his / her potential and developing self esteem. We acknowledge that parents play a valuable part in this process and you are encouraged to visit the school and to assist in the classroom, when appropriate.

We look forward to welcoming you and your child to our school.

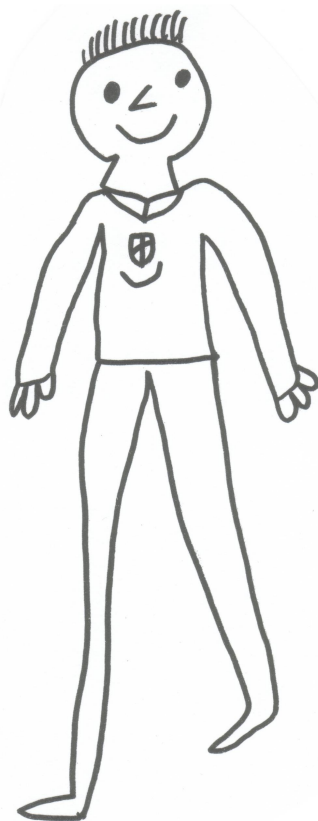
Yours sincerely

Mrs. D. Mooney
Headteacher



Contents

Introduction	Page 2
Contents	Page 3
General Information	Page 4
School Staff	Page 5
Mission Statement, Aims and Rules	Page 6
History of the School	Page 7
School Curriculum	Page 8
Literacy	Page 9
Numeracy	Page 10
Other Subjects	Pages 11-12
Assemblies	Page 13
Other Information A-Z	Pages 14-20
Holiday and Term Dates	Page 21





General Information

Waltham Holy Cross Infant School
Quendon Drive
Waltham Abbey
Essex
EN9 1LG

Telephone: (01992) 713191
Fax: (01992) 651686
Website: www.whxis.co.uk

Headteacher: Mrs. D. Mooney

Chairperson of Governors: Mr. P. Lisher

School Times: 9.00am – 12.00pm
1.00pm – 3.00pm

The school day divided up as follows:
60 minutes – lunch
20 minutes – assembly
15 minutes – break
10 minutes – registration
21.6 hours – total teaching time per week

Number of pupils (approximate)

Age group	Number of classes	Average number per class
The Nursery	Autumn Term – a.m.	30
	p.m.	30
	Spring Term – a.m.	30
	p.m.	30
	Summer Term – a.m.	30
	p.m.	30
Reception	3	30
Year One	3	30
Year Two	3	30

Please note that the information given in this brochure was correct at the time of going to press.



School Staff

Headteacher	Mrs. D. Mooney	
Deputy Headteacher	Miss J. Hurry	
Business Manager	Mrs. J. Harding	
Teachers	Early Years Leader	Miss S. Clarke
	Keystage 1 Leader	Ms P. Cuncarr
	SENCO	Mrs. S. Kemp
	Inclusion Manager	Mrs. S. Bassi
	Miss E. Bonham	Mrs N. Hockett
	Miss D. Capocchi	Mrs I. Lucas
	Mrs A. Davey	
Secretary	Mrs. T. Horncastle &	Mrs A. Rawlings
Pupil Welfare/Administration	Mrs L. Bailey	Mrs H. Giddy
	Ms S. Bailey	Mrs D. Wehrli
Teaching Assistants	Mrs. J. Bacci	Mrs. T. Maddin
	Mrs. D. Gaughan	Mrs. K. Robinson
	Mrs. L. Hempshall	Mrs. A. Rowley
	Mrs S. Hollaway	Mrs. J. Struffolino
	Mrs. S. Hutchings	Mrs. L. Twaites
	Mrs. E. Lane	Mrs E. Ward
	Mrs. S. Lowe	Mrs. V. Webb
Special Needs Teaching Assistants	Mrs. L. Parkins	Mrs. A. Miragliotta
	Mrs. M. Darnell	
Learning Mentor	Mrs. J. Bailey	
N.N.E.B.	Mrs. T. Daltrey	
Midday Supervisor	Mrs. A. Rowley	
Midday Assistants	Mrs. T. Baker	Ms S Timms
	Ms. S. Bailey	Mrs. H. Morrison
	Mrs. M.	Mrs. R. Nash
	Carmichael	
	Mrs. P. Hanmore	Ms T. Ripley
	Mrs. C. Kitchener	Mrs. E. Taffs
	Mrs. T. Maddin	Mrs. E. Ward
	Mrs L. Morrell	
Site Manager	Mr. E. Wren	
Cleaning staff	Mrs. S. Smith	Mrs E. Stamford
	Mr. P. Wren	



Our Mission Statement

At Waltham Holy Cross Infant School we aim to:

Provide full access to the curriculum to every child, irrespective of aptitude, gender or race,

and

promote those values such as care and consideration for each other, a love and respect for learning, an excitement in the pursuit of creativity and a sense of endeavour to achieve full potential and high standards through quality experiences for all within the school community.

Our School Aims

We aim to develop:

- Pride in our school as part of the wider community
- A caring and supportive environment
- A sense of personal responsibility and self discipline.

We aim to provide opportunities:

- For each child and adult to reach his/her own potential without barriers
- For each child to develop confidence and language skills, to become literate, effective communicators
- For each child to develop an enquiring mind
- For each child to develop skills to become numerate
- For each child to have the knowledge to promote a healthy lifestyle.

We aim to foster:

- Self esteem and pride
- Consideration and care for others
- A healthy attitude to competition and individuality.

Our School Rules

We will always try to take care of our school.

We will always try to be friends and be kind to each other.

We will always try to walk about our school quietly.

We will always listen and try to do as we are told.



A History of the School

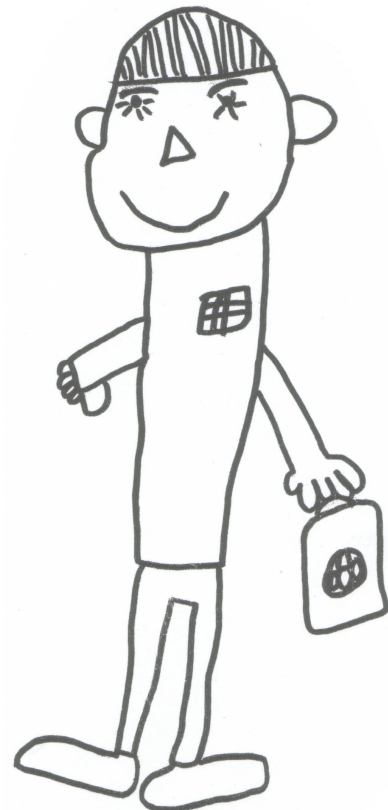
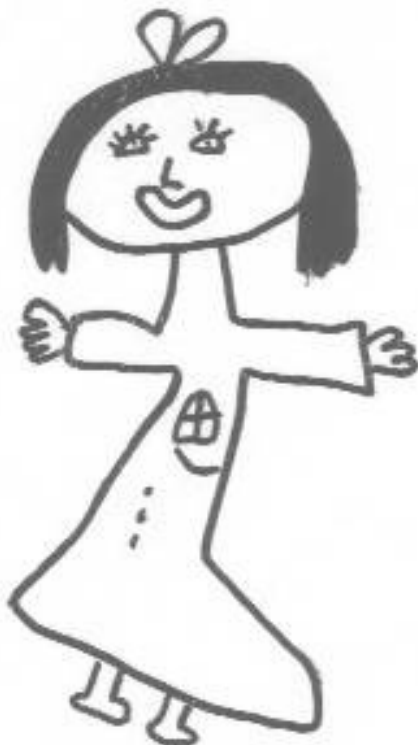
Waltham Holy Cross Infant School opened on its present site in 1968. The children transferred from the original primary school which was situated in the centre of Waltham Abbey. The buildings are spaciouly designed and set in large playing fields.

There are three units, for Reception, Year One and Year Two, each with three teaching areas and a large work area for art, water and sand activities. There is a large hall used for assemblies, lunch and P.E.

The school library and resource centre was added in 1994 which now also contains our computer suite. The nursery was established in 1997.

We now also have the use of the Rainbow Room for clubs & outside agencies.

The Rainbow Room is also used by Tudor Cross Pre-School and the nursery.





School Curriculum and Organisation

The school provides a broad & balanced curriculum and develops the work of individual children according to their abilities. The National Curriculum is followed in conjunction with the school's own curriculum policies which are reviewed regularly in Years One and Two, while Reception pupils follow the standards of the Early Years' Foundation Stage (EYFS). All aspects of the infant school curriculum are inter-related and often a child's activities involve more than one skill or subject. Through our cross-curricular approach and related activities, we aim to develop each child's spiritual, moral, cultural and social development.

Teachers use a variety of teaching methods, including whole class teaching, group work and individual tuition. At some times in the year children may be set in groups for literacy and numeracy, including an additional group for more able pupils, which ensures that children are taught in groups appropriate to their ability. Curriculum planning is conducted by year groups on a weekly basis.

The school currently holds the following curriculum awards:-

Basic Skills for literacy & numeracy

Gold Artsmark for art, music, dance & drama

Activemark – for PE

Healthy Schools Award for PHSE & healthy lifestyles

Silver Eco Award – Ecology award





Literacy

Reading

Reading is taught carefully and systematically through a combination of the Early Reading Research (a phonics programme) and guided and individual reading. This will enable children to develop the skills they will need to read with fluency and become successful readers. There is a large section of reading material in the school that caters for individual needs while providing children with variety and breadth. Years One and Two follow the National Literacy Strategy objectives. The Reception Year Group use the Early Learning Goals for communication, language & literacy.

We actively encourage children to read at home to an adult and this reading partnership is recorded in a home/school reading diary.

A pamphlet is available for parents entitled “Guidelines for those who hear children read”.

Most children can tackle elementary comprehension work and are beginning to use reference books with some understanding by the time they transfer to the junior school.

Writing

Children are taught a clear, legible handwriting style.

As a natural extension of the reading process children are taught to transfer skills learnt in reading to develop their writing. In addition writing skills are enhanced through the development of speaking and listening skills.

We would encourage parents not to teach their children to write in capital letters. They should, of course, use capital letters at the beginning of their names, at the beginning of place names and at the beginning of sentences.

Children should be encouraged to hold their pencil correctly when writing and drawing. Children write on a wide variety of topics and develop the first principles of spelling and punctuation. They are encouraged to discuss ideas and to communicate clearly with others in both speech and writing.

Library

The school library has a large and attractive selection of books where children can enjoy the freedom of choosing books that they can share with family members at home. The children have a timetabled library session each week.

The library also has a selection of Story Sacks which teachers use in literacy lessons.



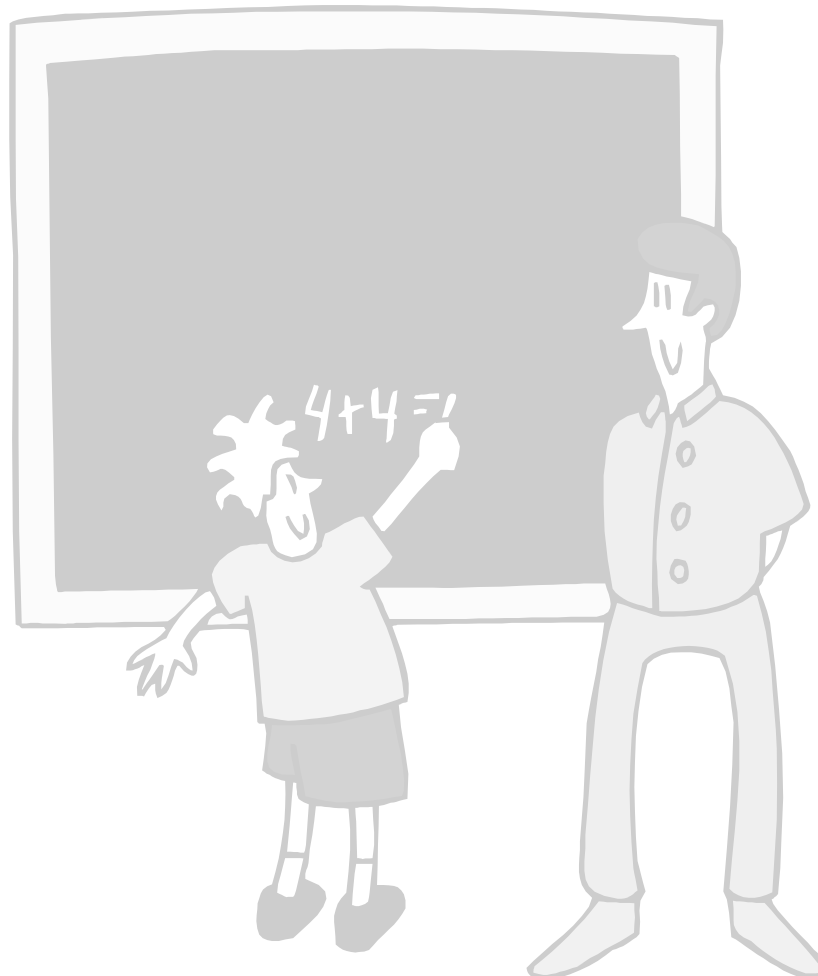
Numeracy

Years One and Two implement the National Numeracy Strategy using the revised Primary Framework. The Reception classes use the Early Learning Goals for mathematical development, under the headings of problem solving, reasoning and numeracy to plan their curriculum.

Much mathematical work is practical and problem solving, understanding having priority over mechanical ability. Children are lead to further understanding by recording maths in a variety of ways.

All aspects of mathematical curriculum are inter-related and include counting, computation, number recognition, money, measuring (of time, length, weight and capacity) shape, estimation, graphic representation and handling data.

Each unit and classroom is well stocked with equipment for use in numeracy, including real and magnetic coins, sorting objects and 2D and 3D shapes.





Other Subjects.

Science

The children are introduced to science using their natural curiosity. The school grounds are regularly used as a scientific stimulus. We have a wide selection of resources to help with other areas of the subject. When carrying out simple scientific experiments children work in groups to help gather ideas and are encouraged to plan their work carefully and talk to each other about what they think will happen.



Information and Communication Technology

Each classroom has an interactive whiteboard and a computer connected to the school network, which children use regularly as part of the school curriculum. The computer suite contains 30 networked computers for whole class or group work. All computers are connected to 4 networked laser printers located around the school. These computers contain a range of software suitable for infant school children and also are linked to the internet through the RM Safety Filter. Digital cameras, a digital microscope, a digital camcorder, Roamer & Beebots (programmable toys) and a scanner complete the facilities available for the teaching and use of ICT.



RE

Religious Education is taught through Essex County Council Agreed Syllabus, “Religious Education in Essex” with additional material from the Folens, Badger & Stanley Thorne schemes for RE. Children are taught to care for and respect each other and to share the values of the school community by celebrating the successes and achievements of its members. Children hear stories from the world religions and learn about the festivals celebrated around the world. They see and examine artefacts from the world religions to help their understanding of customs and beliefs of others.





Other Subjects.

Physical Education

The school hall is well equipped with large apparatus, which is used to teach gymnastics, games and dance. Smaller PE apparatus includes balls, ropes, hoops, bean bags etc, which is used to encourage manual control and dexterity. At Keystage 1, gymnastics, games and dance are taught through the Val Sabin scheme. At the Foundation Stage, gymnastics and dance are taught through the Durham scheme and dance is taught using the BBC “Let’s Move” programme. In all terms games lessons are taught outside, weather permitting, on the playground or school fields. We hold an annual sports day in the summer term where each child takes part in a running race and a novelty race.

Music

We feel that it is important for the children to learn a love and appreciation of music including singing, composing, playing simple percussive instruments and listening to a wide variety of music from differing cultures. The school is a regular participant in the Epping Forest Song Festival. As well as a weekly music lesson, children also take part in a weekly choir session and hymn practice.

Art

Art and design is not only a subject to learn but a creative activity that children can practise as individuals. It provides opportunities to promote spiritual, moral, social and cultural development. Children develop an understanding of colour, form, texture and pattern and their ability to use materials and processes to communicate ideas, feelings and meanings. Children learn about the work of artists, craftspeople and designers, their different roles and about the functions of art, craft and design in their own lives and in different times and cultures.

Design and Technology

Design and Technology is a practical subject that involves the children in developing their own personal skills and knowledge of a wide range of materials and equipment. The children develop the ability to talk about what they want to do, to explain what they are making, the materials they are using and why they have been selected.

Geography

We hope to stimulate in the children interest in their surroundings and foster a sense of wonder at the variety of the world around them. The children extend their personal geography through first hand experience and images of distant places, often with the help of everyone’s favourite travelling companion, Barnaby Bear. Children are also encouraged to care for the environment by recycling and composting suitable materials within the school.

History

We aim to fire children’s curiosity about aspects of the past in Britain (topics in the past have included e.g. The Great Fire of London, Florence Nightingale and Mary Seacole, Toys and Homes from the past) and to explore and investigate their own personal and family history. School trips form an important part of the historical experience offered to our children as well as visits to school by outside organisations. These contribute to laying the foundations for children to understand the passing of time.

PSHE

The school follows a Personal, Social, Health Education programme that deals with making choices, personal health and safety. Citizenship is taught through the PSHE.



Assemblies.

We have daily assemblies that include....

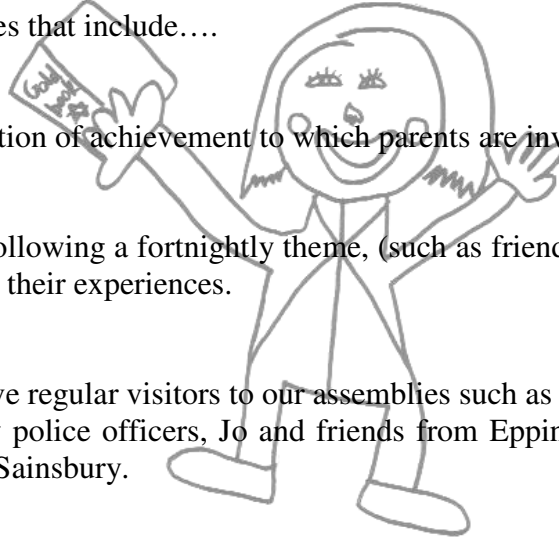
Gold Book Assembly

This is a weekly celebration of achievement to which parents are invited on a rota basis.

Themed assemblies

Teachers share stories following a fortnightly theme, (such as friendship or feelings) and relate the story to the children and their experiences.

We are also lucky to have regular visitors to our assemblies such as the vicar from Waltham Abbey Church, our community police officers, Jo and friends from Epping Forest Youth for Christ and our school nurse Claire Sainsbury.



Our School Prayer

God Bless our school
And help to care for it
And make it a happy place.

Thank you for our school friends.
Please help us to be kind to them.

Thank you God for the people who help us at school.

And keep us close to you.

Amen

Parents wishing to withdraw their child from Religious Education or assemblies should consult the headteacher and alternative arrangements will be made.



Admission Policy

2012-2013

There is no guarantee of a place for children living in the priority admissions area

Early Years Admission

Autumn, Spring & Summer born children (1st September to 31st August) will be admitted full time into a Reception class in the Autumn Term of the academic year of their fifth birthday.

Parents of children who are admitted for nursery provision **must** apply for a place at the school if they want their child to transfer to the reception class.

Attendance at the nursery does not guarantee admission to the school.

Parents can request that the date their child is admitted to the school is deferred until later in the school year or until the child reaches compulsory school age in that school year.

Parents can request that their child attends part-time until the child reaches compulsory school age.

Children who are offered a place at the school before they are of compulsory school age can defer their child's entry until later in the school year.

Where entry is deferred, the school will hold the place for that child and will not offer it to another child. The parent will not however be able to defer entry beyond the beginning of the term after the child's fifth birthday, nor beyond the academic year for which the original application was accepted

Admission Policy

In the event of over-subscription, places will be allocated using the following criteria in the order given:-

- Looked after children
- Children with a sibling (as defined by the LA in the "Primary Education Booklet") attending the infant or partner junior school at the time of application and admission;
- Children living within the priority admissions area (a map of the area is available for inspection by parents in school);
- Children living outside the priority admissions area but within Waltham Abbey (defined as residence in the priority admissions area of one of the Waltham Abbey schools);
- Remaining applications.

In the event of over-subscription within any of the above criteria, priority will be determined by straight line distance from home to school, those living closest being given the highest priority (the home to school distance is calculated by the LA using the system described in the "Primary Education in Essex" booklet).

Exceptional medical circumstances for the pupil, (supported by medical evidence) may override the above.

Children who have been given a Statement of Special Educational Needs and who name Waltham Holy Cross Infant School on the statement, are required to be admitted regardless of their place in the priority order.

A waiting list will be kept by Essex County Council until the end of the first week of the autumn term and there after by the school until the end of the first term.

Unsuccessful applicants have a legal right of appeal against the decision to refuse a place. Details of the independent appeal process will be sent to all unsuccessful applicants.



Other Information A-Z

Absence Through Illness

If your child is ill, please ring the school to let us know. If we do not hear from you by 9.30 our Learning Mentor will ring you in order to find out the reason for the absence. If you do not reply your child's absence will be recorded as unauthorised and may result in you being contacted by the Education Welfare Officer.

If your child is taken ill at school, we will do everything we can to contact you or the person you have given as an emergency contact. If your address, telephone number, place of work or emergency number changes, please be sure to let us know.

We do not give medicines to children in school except when a child has an illness which requires regular medicine over a long period of time. In such cases, a medical certificate or letter from your doctor may be requested and a consent form must be signed.

If your child is taking antibiotics, they are generally not well enough to come to school. If they are feeling better we have no objections to parents coming to school at lunchtime to give medicine but we do like to know in advance.

Accessibility arrangements for children with disability

The school aims to provide a high quality learning environment for those children who have special educational needs and disabilities. Within the scope of the design of our building we seek to create an inclusive environment enabling all children to participate in life at school and in the wider community. A copy of our Accessibility Plan is available to parents in the school entrance hall.

Arrangements for parents to visit school

Arrangements can be made to visit the school by appointment with the headteacher, who will be pleased to see parents, show them the school and provide further information. Parents of new entrants are invited to attend a meeting in the term prior to their child's admission to the school. This will provide the opportunity for parents to see the school, meet the class teachers and ask any questions.

Attendance

Our Learning Mentor monitors the children's attendance, the late book and applications for holiday absence in accordance with our Attendance Policy.

Behaviour Policy

We have four simple rules, see page 5, which were decided by the children themselves and are reviewed annually. Each classroom also has an agreed code of conduct. The staff are consistent in their approach and our Behaviour Policy is based on fair but firm handling of antisocial behaviour. We operate a system of rewards to promote positive behaviour, balanced by a graduated system of sanctions. The class teacher or the Learning Mentor will inform & involve parents when children are behaving badly as we believe that it is important to work in partnership.

Charging and Remissions Policy

The governing body supports the concept of free education in all areas of the curriculum, including educational visits. No child would be excluded from such visits on the grounds that their parents could not, or did not, wish to pay. However the governors are confident that we can expect that parents will continue to support these events which are a valuable aspect of the school curriculum.



Other Information A-Z

Child Protection

The headteacher is the designated person with responsibility for Child Protection within the school and it is important that all concerns are dealt with appropriately. We follow Essex County Council SET Guidelines. Occasionally it may be necessary to contact Social Services or the Educational Welfare Officer. This is always done with complete discretion and also with reference to parents.

Children with Special Educational Needs

The particular needs of children in the school are discussed regularly by teaching staff. If it is felt necessary, help is sought from outside agencies (e.g. speech therapists, medical authorities, school psychologists etc.) Parents are always consulted before such action is taken.

The school's Special Needs Policy is based on the Department for Education 'Code of Practice' and follows a stage approach. Mrs. Kemp is the school S.E.N.C.O. She works with Mrs. Parkins and Mrs. Miragliotta to give extra assistance to those children who have learning difficulties.

Clubs

A range of special interest clubs are offered at lunch times and after school.



Monday – after school	Art club (year 2) (Half - termly charge)
Tuesday – lunchtime	French & Spanish club (years 1 & 2) (Half - termly Charge)
Tuesday – after school	Gymnastics (all year groups) (Weekly Charge)
Thursday - after school	Gardening Club (Year 2) Half termly charge Aim Dancing Academy (all year groups)

Complaints Procedure

It is hoped that complaints about the curriculum will initially be discussed with the headteacher in an informal situation and, in the majority of cases, sorted out to the satisfaction of both parties. However there is an official complaints procedure for curriculum matters and the relevant document is available in school on request,

Dogs

In the interest of health, parents are requested not to bring their dogs, on leads or in arms, into the school grounds. On occasion, working dogs (guide dogs or police dogs etc.) are invited into school.

Group Call

The school subscribes to the "Group Call" system. This allows us to contact individuals, groups of parents or the whole school at short notice using mobile phones & email. Therefore it is important that any changes to mobile phone numbers are updated through the office staff.



Other Information A-Z

Headlice

Headlice can be a problem in school. Prevention is easier than cure! We suggest that you keep your child's hair tied back. You need to check your child's hair on a daily basis, combing thoroughly. When your child's hair is washed it helps to use a conditioner as well as a shampoo.

Holidays

At present, the headteacher is able to authorise a child's absence for up to 10 school days annually. This obviously interrupts their education. However, should this be necessary, it must be done using the official holiday form available from the office. Applications for holidays, for all year groups, in September, will be unauthorised, as will holidays for children in Year Two during the SAT's, which take place after the Easter holidays until the Summer half term holiday. Children whose average attendance is less than 90% will not have any holiday absence authorised and unauthorised absences will be referred to the Educational Welfare Officer.

Lateness

If children arrive after 9.10am, they are considered to be late and parents should report to the school office. In order to monitor the lateness of individual pupils our Learning Mentor will be at the office and ask you to sign the late book. We do have to report persistent lateness to the Education Welfare Officer and as a result you may be asked to explain and give reasons for frequent entries in the late book. Lateness may even be recorded as an unauthorised absence.

Parental Involvement

Parents are asked to sign a Home School Agreement in line with Government guidelines. Parents are requested to help children at home with work related to reading, spellings and any homework sent home. Teachers are willing to discuss any problems after school with parents who make an appointment.

Parents will receive a written report at the end of each academic year and opportunities are given for parents to come into school and discuss these. There are three afternoon & evening meetings for parents each year.

Teachers often invite parents into the classroom to help. We feel parents can make valuable contributions to the school. Many parents volunteer their services to help with classroom activities, school events and educational visits. All parents are CRB checked if they work regularly with the children in class. Occasional visitors and volunteers are "List 99" checked.

Parents are encouraged to assist their children towards independence and confidence, by allowing them to come into the classroom from the school entrances on their own and hang up their own coats etc. This is a health and safety measure, designed to keep emergency exits free and allowing staff to be aware of strangers entering the school.



Other Information A-Z

Parents' Cars

Parents' cars are not allowed inside the school gates when bringing children to school. The congestion caused constitutes a danger to children. In the interest of safety, parents are asked to co-operate in this respect and walk with their children from the school gates. Parents are reminded that cars should not be parked on, or opposite, the yellow zigzag lines in Quendon Drive or Monkswood Avenue. The police make regular visits to the school at the beginning and end of the school day in order to monitor the parking to ensure the safety of all our children and they will not hesitate to give a parking ticket to parents who park causing a dangerous hazard to others.

Parents should meet their children outside their classroom. Parents waiting inside school can cause distraction to the children and block areas that should be kept clear for emergency evacuation.

Public Access to Documents

Policy documents are available for parents to read in the school entrance hall.

Sex Education

Sex education is not taught formally, as the wide range of emotional, social and physical maturity of infant children does not allow for such teaching as a separate detailed subject. Questions about sexual matters are dealt with by answering them simply and accurately bearing in mind that the young child usually asks questions with a simple, limited information objective. We believe the school's policy should not impinge upon parental responsibility in this area of education.

School Community

We will make every effort to see that children are helped to grow up into well balanced and self disciplined citizens. The values, standards and attitudes of the school community are made clear to children by example, by discussion and by instruction. Children are helped and guided towards self control and self discipline. Supervision throughout the school, playground and field is a shared responsibility for the whole staff. Rules exist simply to guide behaviour within the school and break periods. These are made quite clear to the children. If a child displays persistent antisocial behaviour or problems of conduct out of the ordinary, consultation is arranged between staff and parents.





Other Information A-Z

School Dinners / Snacks

The school provides a nutritious hot meal or packed lunch, using fresh ingredients, at lunch time. Prices are available from the school office. Children can bring a packed lunch, if preferred, with a boxed drink (no flasks and pouch drinks please, as they are hard for the child to manage). A mid morning snack of a piece of fruit is available to all children. Your child can also choose to have a cup of milk daily at a small cost per week. Children are encouraged to bring in a bottle of water (not soft drinks) to have available at all times in the classroom.

School Council

As part of our PHSE programme we have set up a school council that meets on a regular basis. The children, with adult support, discuss a variety of school issues. The two members of the council from each class report back to their peers on decisions taken or to ask for their input at future meetings.

School Security

The school is fitted with an efficient alarm system and the site manager lives in the school grounds. All outside doors are fitted with crash bars for easy exit but when closed are locked from the outside. The main entrance is protected by a buzzer entry system and all visitors are requested to sign in and wear a badge. The main gates, including pedestrian access, are open at prescribed times of the day. At all other times access will be through use of the voice entry system directly linked to the infant school office.

Staff Development

An annual grant is received by the school for purposes of staff development, which covers the cost of supply teachers and training expenses.

Training future teachers

Waltham Holy Cross Infant School is a member of the Forest Independent Primary Collegiate. This is a cluster of schools that takes responsibility for training teachers of the future. Each term three students from the P.G.C.E course complete a teaching practice in one of our classes. We have a mentor in our school responsible for the training of student teachers, Miss Hurry. All trainee teachers are CRB checked by the FIPC.

Waltham Holy Cross Infant School is very proud to have been invited to be a part of this collegiate. Only schools that have proven to be of a high standard are selected to train future teachers. Our school also benefits from the enthusiasm and new ideas that new teachers bring to the profession!

Training Support staff

Students training for other courses such as Qualified Learning Assistants and young adults on work experience often work within the school as well. This can be for a period of a few terms or only a couple of weeks. All adults who work regularly with the children are CRB checked.



Other Information A-Z

Uniform

Although not compulsory, the wearing of school uniform is encouraged. In general, grey trousers/skirts/pinafore dresses are worn with yellow, blue or white T-shirts and/or jumpers. In the summer, the girls wear blue or yellow striped or gingham dresses. Order forms for sweatshirts and polo shirts which have the school logo are available from the school office. Sensible, easily removeable shoes, not boots, should be worn at all times inside school.

For P.E. lessons children need a t-shirt and shorts or a leotard. Plimsolls will be worn for outside P.E. only. Children will need to keep their P.E. kit in school in a P.E. bag. These are available from the school office. No jewellery should be worn for P.E. and long hair should be tied back on P.E. days. Earrings must be removed before your child comes to school. Please do not have your child's ears pierced during the school year as he/she will not be able to take part in PE lessons until they can be removed. School staff are not allowed to take earrings out during school.

For protection against the sun children are encouraged to wear hats in the summer. Hats with the school logo are available from the school office. The wearing of jewellery is not allowed for safety reasons and because children get very distressed if they lose a precious item. Your co-operation in this matter is appreciated. Please ensure that all clothing and footwear are clearly named. Lost property is placed in the lost property box located in the school hall. This is emptied at the end of each half term and all items are sent to a local charity shop.

Waltham Holy Cross Infant School Dates

Autumn Term 2011

Monday 5th September 2011 – INSET DAY
Tuesday 6th September 2011 – Return to school

Half Term Holiday

Monday 24th October – Friday 28th October 2011

Monday 31st October 2011 – INSET DAY
Tuesday 1st November 2011 – Return to school

Friday 16th December 2011 – Last day of term (2.00 pm)

Christmas Holidays

Monday 19th December 2011 – Monday 2nd January 2012

Spring Term 2012

Tuesday 3rd January 2012 – Return to school

Half Term Holiday

Monday 13th February – Friday 17th February 2012

Monday 20th February 2012 – INSET DAY
Tuesday 21st February 2012 – Return to school

Friday 30th March 2012 – Last day of term (2.00 pm)

Easter Holidays

Monday 2nd April – Friday 13th April 2012

Summer Term 2012

Monday 16th April 2012 – Return to school
Monday 7th May 2012 – BANK HOLIDAY

Half Term Holiday

Monday 4th June – Friday 8th June 2012

Monday 11th June 2012 – INSET DAY
Tuesday 12th June 2012 – Return to school

Friday 20th July 2012 – Last day of term – (2.00 pm)
Monday 23rd July 2012 – INSET DAY

Summer Holidays

Tuesday 24th July – Friday 31st August 2012