



Carrington Infant School

Carrington Schools Federation

New Starters

School Prospectus

Carrington Infant School
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Carrington Infant School

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Executive Headteacher: Mrs Kate Cliffe
Co-Head of School & SendCo: Mrs Katie Buckley
Co-Head of School & Early Years Lead: Mrs Anna Barron
Chair of Governors: Mrs Nadia Zachary

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Welcome from the Executive Headteacher

I am delighted to be the Executive Headteacher at Carrington Infant School, a 2-form entry school that puts well-being and nurture at the heart of everything it does. The Infant School is part of the Carrington Schools Federation, which means we are strategically aligned with Carrington Junior School, ensuring a smooth learning journey from EYFS to Year 6. As Executive Headteacher I have the strategic responsibility for both schools, and therefore oversight of both schools.

Being in education is a sector that I love. It is a privilege to work with children each day and see the positive differences that we make to their lives.

At Carrington Infant School we value everyone in our community and believe that the school will thrive when we all work together.

We have three values that underpin everything we do. These are: KINDNESS, RESPECT and HONESTY.

We have wonderful, caring and committed staff who spend time getting to know the children they work with, forming special bonds that really make a positive difference to the children.

Our PTA works across both our school and Carrington Junior School and together they raise significant funds to support us. Last year we spent money on extras in the outside spaces such as a stage, shading and a mud kitchen for Key Stage 1.

We are thrilled to offer the children a range of extra-curricular activities from being in a rock band to football, gymnastics to Forest School. We also host a superb, top OFSTED rated after school provision, OurTime. They offer wraparound care from 7.45am until the start of the school day and then until 6pm after school.

We strive to ensure that the school is supportive, celebrates success and enables all our learners to thrive.

I would urge you to come to visit our vibrant school and see for yourselves the high-quality education we provide for our children.

I very much look forward to welcoming you.

Best wishes

Kate Cliffe

Welcome from the Co-Heads of School

At Carrington Infant School, we believe that every child deserves to feel happy, safe and valued as they begin their educational journey. Guided by our core values of Kindness, Respect and Honesty, we nurture confident, curious learners who are inspired to achieve their very best each day. Our dedicated staff provide a rich and engaging curriculum, complemented by a range of unique enrichment opportunities that support the development of the whole child, both inside and beyond the classroom.

As Co-Heads of School, we are passionate about ensuring that every family receives the very best experience from the moment they join our community. We truly believe that your children deserve the highest standards of care, support and teaching, and we are committed to helping each child flourish academically, socially and emotionally. By working in close partnership with families, we create an environment where children feel confident to explore, learn and succeed.

We are proud of our warm, inclusive school community and the many opportunities we provide for children to learn and grow. We hope this prospectus gives you a glimpse of what makes Carrington such a special place and look forward to welcoming you and your family to our school.

Anna Barron & Katie Buckley (Co-Heads of School)

Message from the Governors

As we continue through the 2026–2027 academic year, Carrington Infant School is proud to work in partnership with Carrington Junior School as part of our successful federation. Together, we share a single governing board, providing strategic leadership across both schools to ensure every decision is made in the best interests of our children.

The appointment of an Executive Headteacher across both schools has further strengthened this partnership, creating a shared vision and ensuring a seamless transition for children as they move from the Infant School to the Junior School. This continuity supports children's learning, wellbeing and personal development throughout their primary education.

At Carrington Infant School, governors, staff, parents and children work together in a happy, creative and nurturing environment, with our core values of kindness, respect and honesty at the heart of everything we do.

Our Governing Board provides strategic leadership, overseeing areas such as safeguarding, finance, staffing and school improvement, while supporting and challenging school leaders to ensure every child receives a high-quality, enriching education. Our governors come from a range of backgrounds, bringing valuable skills and experience to the role. United by a shared commitment to our school, we work together to help every child thrive.

Our vision is to develop happy, resilient children with the knowledge, skills and self-belief to excel.

Nadia Zachary
Chair of Governors

The School – A Brief Overview

MISSION STATEMENT: Rooted in community, we place children at the centre, combining strong relationships, excellent teaching and ambitious standards, guided by respect, kindness and honesty, ensuring all belong and succeed.

VISION: Working in partnership to develop happy, resilient children with the knowledge, skills and self-belief to excel.

Carrington Infant School is a co-educational local authority-maintained community school for pupils aged 4-7 years. The school is situated in a delightful semi-rural setting in the village of Flackwell Heath, Buckinghamshire.

Carrington Infant School was opened in 1965 and is named after the Carrington family to whom the land once belonged. For two hundred years cherry orchards flourished in this area. In celebration of the history of the local area the cherry was chosen for the school logo.

We are very fortunate to have a range of outdoor spaces for the children to enjoy. Our Forest School is exceptional and includes a wonderful wooden outdoor classroom, partly funded by a generous donation from The Rotary Club. A mix of playgrounds, adventure play spaces and field, mean our children really have the best of all worlds.

Our children are taught in mixed-ability classes, with two classes in each year group, allowing them to learn alongside and support one another in a nurturing and inclusive environment. We are also proud to host a six-place Additionally Resourced Provision (ARP) for children with autism and social communication needs. The ARP is fully integrated within our school community and supports children across all year groups, enabling them to access tailored provision while benefiting from being part of the wider Carrington family.

Admission to the ARP is separate from mainstream school admissions and is determined by Buckinghamshire Council through a formal consultation process. Parents should be aware that securing a place in our mainstream provision does not provide a route into the ARP, and children will not be allocated an ARP place simply because they attend Carrington Infant School. ARP placements are made by the Local Authority based on a child's identified needs and the suitability of the provision available.

Our Reception children benefit from a wonderful Early Years Foundation Stage outdoor area, which is fully covered to enable year-round use as an extension of the classroom. This engaging space provides opportunities for children to explore, discover and learn through play, with a wide range of carefully planned activities available every day. Our youngest learners love spending time outdoors with their friends, developing their independence, creativity and confidence in a stimulating environment.

In addition, Reception children have access to a dedicated playground area, ideal for riding bikes and balance bikes, developing coordination and enjoying active play. The outdoor area also features a performance stage where children can sing, dance, act and share their talents, helping to build confidence and communication skills while creating memorable experiences throughout their first year at school.

Our Key Stage 1 children benefit from a spacious and welcoming library, stocked with a wide range of fiction and non-fiction books to inspire a lifelong love of reading. Children are encouraged to borrow books to enjoy at home, as well as using the library for research, study and quiet reading throughout the school day.

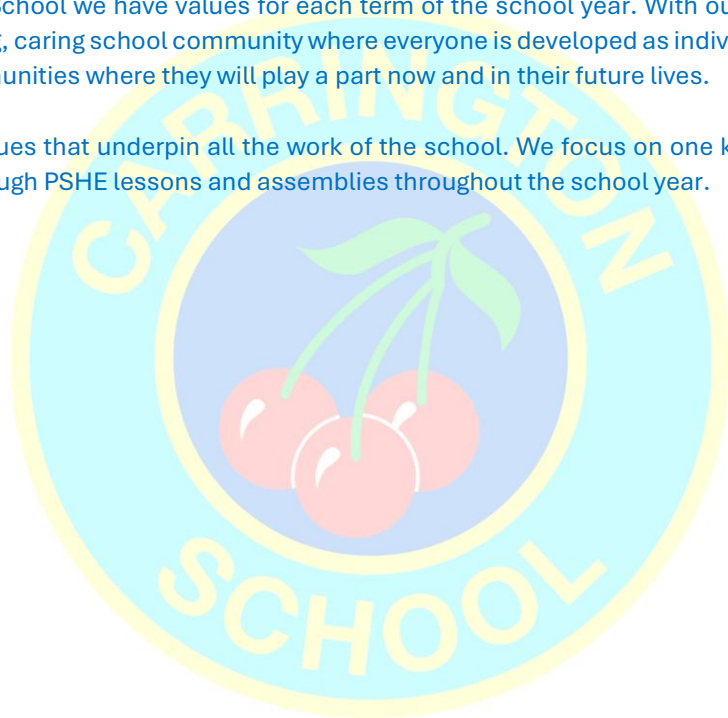
In Year 1, we continue to build on the excellent foundations established in Early Years through our continuous provision approach. This enables children to learn through a carefully planned balance of adult-led teaching and independent exploration, supporting their growing confidence, creativity and curiosity. By providing opportunities for purposeful play alongside more formal learning, we ensure a smooth and successful transition from Reception into Key Stage 1, allowing every child to thrive and reach their full potential.

Our most recent Ofsted inspection took place in October 2024, and we were delighted that the dedication, expertise and commitment of our staff were recognised by the inspection team. Under Ofsted's revised framework, schools no longer receive a single overall effectiveness judgement. Instead, individual areas of school performance are evaluated. We are proud that every area inspected was judged to be Good: Quality of Education, Behaviour and Attitudes, Personal Development, Leadership and Management, and Early Years Provision. The report recognised Carrington Infant School as a highly inclusive school where pupils thrive, feel safe and enjoy learning, reflecting our commitment to ensuring the very best outcomes for every child.

At Carrington Infant School we have values for each term of the school year. With our values, we aim to create an outstanding, caring school community where everyone is developed as individuals, learners and as members of communities where they will play a part now and in their future lives.

These are the key values that underpin all the work of the school. We focus on one key value each term with the children through PSHE lessons and assemblies throughout the school year.

Autumn	Kindness
Spring	Respect
Summer	Honesty



'98% of parents agreed or strongly agreed that they would recommend the school'

Admissions

The intended admission number each academic year is 60. All admissions for mainstream are handled by Buckinghamshire Council and the school has no input in these decisions, a link to the Council website is [here](#) or go to <https://www.buckinghamshire.gov.uk/schools-and-learning/schools-index/school-admissions/apply-for-a-primary-school-place/>. This page also provides the key dates for submitting reception place applications and a link to a detailed schedule for all rounds in the application process. There is a separate application form/process if you are applying to join the school within an academic year and this is also found on the above page.

Admissions Policy

Please refer to the Coordinated Admissions Scheme Policy on the following webpage - <https://www.buckscc.gov.uk/services/education/school-admissions/admissions-policies-consultations-and-statistics/admissions-policies/>

Catchment Area

The school primarily serves families living in the West Flackwell Heath area, between Chapman Lane and Winchbottom Lane, from the M40 in the north to Pigeon House Farm on Sheepridge Lane in the south. While priority for admissions is given in accordance with the school's admissions criteria, we are often able to offer places to children living outside the designated catchment area. This varies from year to year and is dependent on factors such as local birth rates and the number of applications received. Families from both within and beyond our catchment are encouraged to explore what Carrington Infant School has to offer and to contact the school for further admissions information. For a postcode checker please click on the link here or go to <https://services.buckscc.gov.uk/school-admissions/nearest>.

Enquiries & Visits

We are delighted to invite prospective parents to our open mornings for a tour of the school. These are held in the autumn term for parents of prospective pupils, although enquiries are welcomed at any time. Parents who are unable to join one of these groups may be shown around the school by arrangement with the Head of School. Please see the website for dates and times of the next visits and contact the school office for further information or to be booked on a tour.

Joining Our School

We work closely with families to ensure that every child enjoys a positive and successful transition into school. Once we receive the final new intake information from Buckinghamshire Council, members of our Early Years team visit children in their nursery settings during May. These visits provide a valuable opportunity to get to know each child and support a smooth start to school life.

To help our youngest learners settle confidently into Reception, we operate a staggered start programme. Children initially attend for half days before moving to full-time attendance, usually within the first week. The exact arrangements vary depending on the school calendar and the age and needs of the children joining us. Full details are shared with families well in advance of the start of term.

For families who are new to Carrington Infant School, we endeavour to arrange a home visit from your child's class teacher before they start school in September. These visits help to build strong relationships between home and school from the very beginning and provide a wonderful opportunity for children to meet their new teacher in a familiar environment. Children particularly enjoy sharing their favourite toys, books and interests, helping us to get to know them as individuals before they begin their school journey. For children joining Carrington Infant School during the academic year, individual school tours can be arranged through the school office. We warmly welcome prospective families and are always happy to show visitors around our school and answer any questions they may have.

Term Dates

Please see the link below to the official Buckinghamshire school's academic calendar:

NB: this will not include the school specific inset days which are decided by the school each academic year

<https://www.buckinghamshire.gov.uk/schools-and-learning/schools-index/school-term-dates/>

Our current academic year term dates including inset days are on our school website.

Additionally Resourced Provision (ARP) – Cherry Class

Carrington Infant School is proud to host a six-place Additionally Resourced Provision (ARP), known as Cherry Class, for children with a diagnosis of Autism and/or Social Communication Difficulties. As a fully inclusive school, we believe that every child is unique, valued and deserving of an education that enables them to achieve their individual potential. Children in Cherry Class are an integral part of our school community and are supported to develop confidence, independence and a strong sense of belonging.

We understand the importance of consistency, routine and positive relationships for autistic children. Our approach celebrates neurodiversity and recognises that a child is far more than a diagnosis. We focus on understanding each child's strengths, interests and individual needs, providing a personalised curriculum and tailored support that enables them to thrive both academically and socially.

The ARP curriculum is designed to help children become confident, independent members of their community whose voices are heard and whose needs are understood and supported. Learning is carefully planned around the key areas of communication and interaction, cognition and learning, personal, social and emotional development, physical and sensory needs, and essential life skills. Through a nurturing and structured environment, children are encouraged to develop the skills they need to succeed both in school and beyond.

Admissions to the ARP are managed separately by the Buckinghamshire Council SEND Team and do not form part of the mainstream school admissions process. To be considered for a place, a child must have an Education, Health and Care Plan (EHCP) Plan and a diagnosis of autism. The child's EHCP is reviewed through a formal consultation process, during which a specialist panel determines whether an ARP placement is the most appropriate provision to meet their needs. Placement decisions are made by the Local Authority based on individual needs and available provision.

'100% of parents with SEND children said that the school gives them the support they need to succeed'

The School Day

To ensure the safety of you and your child coming onto site, the gate at the top of the drive is closed to all vehicles (except school taxis) from 8.30am – 9.00am and between 3.00pm and 3.30pm.

The school lessons start at 8.45am and the end of the school day is 3.15pm for all years.

A normal school week is 32.5 hrs as per DfE guidance.

Assemblies

Assemblies are an important part of life at Carrington Infant School and provide valuable opportunities for our school community to come together. Whole-school assemblies are held three times a week, allowing children to share experiences, celebrate successes and develop a sense of belonging.

As a school with no religious affiliation, our assemblies explore a wide range of themes and perspectives. Children learn about different faiths, cultures and traditions, helping them to develop understanding, respect and appreciation for the diverse world around them. Assembly themes include inspirational people, moral and ethical issues, festivals and celebrations, current events and quiet reflection. We also enjoy welcoming a variety of visitors to school, including our local PCSO, members of the clergy and even Olympians, who enrich our children's learning through their experiences and expertise.

Fridays are a special opportunity to celebrate the achievements of our pupils. During our celebration assembly, we recognise children who have demonstrated our school values through the presentation of our weekly Values Certificates, alongside Outstanding Oracy Awards, lunchtime awards and birthday celebrations. Reflecting our commitment to pupil voice and positive relationships, children nominate one another for the Values Certificates, recognising acts of kindness, respect and honesty they have observed in their peers. This helps to foster a strong sense of community and encourages children to celebrate one another's successes.

School Lunches / Breaks

As an infant school every child is entitled to a government funded hot lunch. We currently offer either a meat / fish option, vegetarian option and jacket potatoes each day. Special dietary requirements are also taken into consideration. Meals are taken in our dedicated dining room and lunchtimes are staggered so the younger children eat first before going out to play. Carrington Infant School aims to offer a choice of nutritious meals to pupils at lunchtime. We work with Culinera, an award-winning, education focused catering company. They are passionate about serving fresh, high quality and well sourced ingredients for our meals. Parents can provide a healthy packed lunch if they prefer.

Under 5s are also entitled to free milk funded by the government, this is provided during the school day, sign up is required. Once a child turns 5 parents can choose to pay for the milk and the children will continue to receive this at school.

As part of our healthy eating ethos the school participates in the government school fruit and vegetable scheme so children are offered a healthy snack each day too.

'96% of parents agreed or strongly agreed that their child is happy at the school'

The Curriculum & Beyond

At Carrington Infant School, we are proud to offer a curriculum that is not only broad and balanced, but also innovative, engaging and creative. Our curriculum is carefully designed to prepare children for the opportunities, responsibilities and experiences of the next stage of their education, while fostering a lifelong love of learning. We provide a caring, stimulating and secure environment where every child feels valued, supported and encouraged to achieve their very best.

A wide range of high-quality resources and teaching approaches are used across both the core and foundation subjects to ensure learning is meaningful and accessible for all pupils. Learning is carefully planned to support progression throughout the Early Years Foundation Stage and Key Stage 1, enabling children to build knowledge, skills and confidence as they move through the school.

We believe that children learn best through first-hand experiences and real-life situations. Wherever possible, lessons are enhanced through practical activities, exploration and opportunities to apply learning in meaningful contexts. To enrich the curriculum further, teachers organise educational visits, invite visiting speakers into school and provide engaging workshops that bring learning to life beyond the classroom.

Beyond the academic curriculum, we are committed to supporting the development of the whole child. Opportunities such as Forest School, swimming, our therapy dog Monty, and our trauma-informed and attachment-aware approach all contribute to ensuring that children feel happy, safe and ready to learn. We believe that children flourish when their emotional wellbeing is nurtured alongside their academic achievement, and our unique enrichment opportunities help every child have the best start to their education.

Early Years Foundation Stage (Reception class)

We place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for Key Stage One and beyond. Our aim in the EYFS is to build strong foundations rooted in academic success, so that ultimately our pupils go on to be active citizens of society and happy, curious life-long learners.

Our curriculum enhances the cultural capital we know our pupils need so that they can gain the knowledge, skills and understanding they require for success. They can only do that if we embed the right habits for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking.

We have high expectations of our pupils both in terms of their learning and behaviour. We prioritise personal, social and emotional development and communication and language. Our enabling environment and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration.

As the pupils progress through EYFS we invest time and energy into helping pupils set and reflect on their own goals by aiming high and developing a love of reading, writing and number.

We deliver a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences as well as promoting the unique child by offering extended periods of play and sustained thinking following children's interests and ideas.

We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant continuous indoor and outdoor provision, alongside trips, visits and regular forest school sessions.

Key Stage 1 (Years 1 and 2)

From the beginning of Year 1, children are taught all subjects within the National Curriculum, alongside Religious Education. The core subjects are English, Mathematics and Science. Foundation subjects include Art and Design, Computing, Design and Technology, Geography, History, Music, and Physical Education.

All children also participate in a bespoke Personal, Social, Health and Economic (PSHE) education programme known as Carrington Bear's Curriculum, which has been specifically designed to meet the needs of our school community.

Continuous Provision and Enhanced Provision

Since September 2025, we have been developing an approach that provides a clear progression from Early Years Foundation Stage (EYFS) pedagogy into Year 1. This approach encourages children to become independent, active and engaged learners, while ensuring that teaching is personalised to meet individual needs and the objectives of the National Curriculum.

This model combines the best aspects of early years practice with the increasing expectations of Key Stage 1, supporting a smooth and successful transition for all pupils.

The benefits include:

- Increased motivation and engagement: Young children learn best when they can follow their interests and take an active role in directing their own learning.
- Developmentally appropriate learning: Many Year 1 children are not yet ready to spend long periods sitting at desks and benefit from opportunities to learn through exploration, play and hands-on experiences.
- Building essential life skills: Continuous Provision encourages creativity, curiosity, critical thinking, problem-solving, communication and teamwork.
- Personalised support: It provides adults with greater opportunities to work with children individually or in small groups, addressing misconceptions quickly and offering targeted support.
- Deeper learning conversations: Staff can engage with pupils during Continuous Provision, extending their thinking, asking purposeful questions and developing understanding in a meaningful context.
- Greater independence: Children learn to make choices, manage resources, take risks in their learning and develop confidence as independent learners.

By incorporating Continuous Provision into Year 1, we create an environment where children remain engaged, motivated and challenged while continuing to make strong progress towards the expectations of the National Curriculum.

Phonics and Reading

Phonics is taught daily across the whole school. At Carrington Infant School we use Little Wandle Letters and Sounds (Revised). The scheme is robustly mapped with clear progression. Through regular assessment points we can track pupils progress to ensure their phonics teaching meets all the children's needs.

Writing

Writing takes place every day at Carrington Infant School, from early mark-making and storytelling in Reception to longer, more structured pieces of writing in Year 2.

Before putting pencil to paper, children are given opportunities to explore ideas, vocabulary, language patterns and text structures. We believe that reading high-quality, engaging texts is the foundation of successful writing, inspiring children to become confident and creative authors.

Across Key Stage 1, we use the Ready Steady Write programme to provide a clear and progressive approach to writing. In Reception and Year 1, Drawing Club helps ignite children's imagination, develop their language skills and foster a love of storytelling and writing.

At Carrington Infant School, we celebrate all writing achievements. Whether a piece demonstrates significant progress, creativity, resilience or exceptional effort, children's successes are recognised and shared. Our aim is for every child to develop confidence, pride and enjoyment in their writing journey.

Forest School

The forest school experience provides our children with the opportunity to explore the outdoors, to work together and build self-esteem, to problem solve and to engage in a physical and social environment. We have a fabulous, wooded area, with both mature trees and saplings. There's a large, covered shelter where a whole class can enjoy outdoor learning.

The children contribute to building natural shelters and we have a 'fire circle' surrounded by tree stumps for the class to sit on. Hot chocolate made using water heated by an open fire is a real treat in the colder months. Every class from reception to Year 2 attends forest school every week.

Physical Education

At Carrington Infant School, we believe that being active is essential for children's physical health, wellbeing and readiness to learn.

Children in Key Stage 1 receive two PE lessons each week, while children in EYFS enjoy daily opportunities for active learning alongside one dedicated PE lesson each week. Our PE curriculum develops fundamental movement skills, teamwork, confidence and a lifelong enjoyment of physical activity.

To ensure the highest quality of provision, our teachers work in partnership with external specialist coaches, who provide expert teaching and support the development of staff expertise. This enables children to benefit from engaging, high-quality lessons that build skills and confidence across a range of sports and physical activities.

We are also proud participants in The Daily Mile initiative and are featured on the official Daily Mile map. Our children regularly use our running track to take part in this simple but effective programme, helping children to become fitter, healthier and happier. The Daily Mile has a positive impact on children's wellbeing, behaviour and concentration, while encouraging every child to be active each day.

Parents often tell us that participation in The Daily Mile helps their children to sleep better, develop healthy habits and even inspire other family members to become more active. By promoting regular physical activity, we aim to support both the health and happiness of our school community.

Sex and Relationship Education (SRE)

At Carrington Infant School SRE has a place in the school curriculum and is taught at the appropriate level and in an appropriate manner. Subject matter is treated sensitively and maturely and in such a way that pupils appreciate the importance of responsible behaviour, the need for self-respect, respect for others and the value of a stable family unit.

The objective of SRE is to help young people through their physical, emotional and moral development. SRE is firmly rooted within the statutory framework for PSHE, it is not delivered in isolation. SRE is lifelong learning, it is about the importance of stability for family life, loving relationships, respect, love and care.

Home Learning

At Carrington Infant School, we believe that learning continues beyond the classroom and that a strong partnership between home and school is key to children's success.

Daily reading at home is expected and encouraged. Following the Little Wandle phonics programme, each child is assigned a reading book carefully matched to their current phonics knowledge and reading ability, helping them to build confidence, fluency and enjoyment in reading.

In Key Stage 1, children are also given weekly spellings to practise at home. These are carefully linked to the spelling patterns and rules being taught in class, providing opportunities for children to consolidate their learning and develop their spelling skills.

Each term, we provide a range of Home Learning Challenges that all children can take part in. These fun, creative activities require minimal resources and encourage families to learn together. Children's achievements are celebrated across the school, helping to inspire and motivate others. We encourage families to support learning in a variety of meaningful and enjoyable ways. Home learning may include activities such as cooking, playing games with friends and family, visiting museums and parks, exploring nature, carrying out science investigations or learning about the changing seasons.

We also encourage children to access online learning platforms, including Numbots and Times Tables Rock Stars, which help to develop confidence and fluency in mathematics through engaging and interactive activities.

By working together, we can foster children's curiosity, independence and love of learning both at school and at home.

Library

At Carrington Infant School, we are passionate about developing a lifelong love of reading. Our well-stocked school library offers something for every reader, with a wide range of high-quality fiction, non-fiction and picture books to inspire and engage children of all interests and abilities.

Children visit the school library regularly and have the opportunity to choose and borrow books to enjoy at home. By providing access to a diverse range of texts, we encourage children to explore new topics, discover favourite authors and develop a genuine enjoyment of reading.

We are also proud to have strong links with Flackwell Heath Library, which our children visit once each half term. These visits help children become familiar with their local library and encourage families to continue enjoying reading opportunities within the wider community.

In addition, our 'Little Library' Book Exchange, located outside the school office, is available for all families to use. Children and adults are welcome to take a book, share a book or swap a book, helping to ensure that reading remains accessible and enjoyable for everyone.

Through our library provision and community partnerships, we aim to nurture enthusiastic, confident readers who recognise reading as both a valuable skill and a source of pleasure.

Extra-Curricular Activities

Children at Carrington Infant School are offered the opportunity to take part in school clubs, either after school or during their lunch hour. These clubs offer a range of opportunities to learn and develop new skills. The clubs on offer include forest school, choir and various sports.

School clubs (taking place within the school day) are available from Year 1 and for Reception from the Spring term. Some are free and run by school staff and some have a fee associated with them from an external provider.

Modeshift STARS Scheme

At Carrington Infant School, we are proud to be part of the Modeshift STARS scheme, the national schools' awards programme that recognises excellence in promoting cycling, walking and other forms of sustainable travel. We are passionate about encouraging active and environmentally friendly travel choices, helping to improve the health, wellbeing and independence of our children while reducing our impact on the environment. Through a range of initiatives and events, we actively promote sustainable travel across our school community. In recognition of our commitment to this important work, we were delighted to achieve the Good Travel Plan in Education Award in 2025, reflecting our ongoing dedication to creating healthy habits and positive travel behaviours for life.

School Trips

As previously mentioned, we support the curriculum through school visits to local areas of interest such as Windsor Castle, Brooklands Museum and Paccar Scout Camp. These trips are organised by the teachers and the children will travel by coach.

We also however run local trips where the children can walk. We have close links with Christ Church in Flackwell Heath where we hold Harvest, Easter and Christmas events. Our school choir also performs at the local church and at village events, such as 'Christmas on the Heath'.

Swimming lessons

In the summer term of Year 2 we take children to the swimming pool in Flackwell Heath for swimming lessons to help build confidence in the water and learn about water safety.

Safety and Security

Your child's safety is the first priority of all staff and governors. We have high expectations of all staff and these are set out within our Staff Code of Conduct policy. We expect parents and carers to work with us and ask all parents to sign a home/school agreement on starting at the school. The safety of the children is at the forefront of our minds. Late arrivals and visitors must always report to the school office and unexplained absences are always followed up with a phone call to parents. Children must be signed out if they leave during the school day for an appointment.

Safeguarding / Child Protection

All the staff are trained each year in child protection practices and we undertake rigorous safeguarding screening when recruiting new staff. As a school, we work closely with local partnership agencies in health and social care. We follow local guidance from the Local Authority Education and Safeguarding Advisory Service. If we have a concern regarding your child, we will contact you first unless we are told not to.

Our safeguarding policy is available to view on our website here - <https://www.carrington-inf.bucks.sch.uk/safeguarding-policy/>

Anti-bullying

We promote kindness, respect and honesty throughout the school. All staff work with the children to understand kind and unkind behaviour. We teach children to understand their behaviour through assemblies and PSHE lessons. Children know they can speak to a trusted adult about anything that concerns them. Their worries and anxieties will be taken seriously and action will be taken.

Dog Mentor Programme

At Carrington Infant School we are proud to be part of the Dog Mentor Programme, which builds upon the benefits of the human-animal bond by providing children positive experiences with dogs that can help them educationally, developmentally, emotionally and socially. Our trained dog mentor, Monty, is in school up to 3 days each week. He works with the children individually, in small groups and in their classrooms to help not only social, emotional and mental health well-being, but also covering all aspects of curriculum-based education in order to improve educational outcomes.

Well-being

At Carrington Infant School we believe every child has a voice which is listened to sensitively. We ensure there are a variety of ways in which our pupils can share their voice: through PSHE lessons, daily talks with staff, name card check in each morning and afternoon and pupil voice discussions with staff. As a staff we practice 'active listening'. We encourage the children to talk about their experiences. We listen

to each voice and support the children with the best ways to deal with any concerns they might have. At Carrington Infant School we encourage emotional literacy skills and emotional self-regulation. Emotional literacy means we teach the children the words to describe their feelings and emotions. Emotional self-regulation means we encourage every child to identify the tools they can use when they are not feeling ready to work or ready to play.

Behaviour Regulation & Positive Relationships

At Carrington Infant School, we are committed to creating a positive, nurturing environment where every child feels safe, valued and ready to learn. We foster a culture of openness, respect and strong interpersonal relationships, recognising that high standards of behaviour and conduct are everyone's responsibility.

We encourage all members of our school community, including staff, parents, governors and children, to work together to promote positive behaviour and supportive relationships.

Children are taught to recognise, understand and regulate their emotions through a consistent, caring approach. We believe that all behaviour is communication, and we seek to understand the reasons behind a child's actions before responding. Our staff take time to build trusting relationships with children and understand their individual needs.

A key principle at Carrington Infant School is that we **CONNECT** before we **CORRECT**. By establishing positive relationships, showing empathy and listening carefully, we help children feel understood and supported. This approach enables children to develop self-awareness, resilience and the skills needed to make positive choices.

Through kindness, consistency and high expectations, we support every child to thrive both socially and emotionally, creating a school community where everyone can succeed.

Trauma Informed and Attachment Aware

At Carrington Infant School we are proud to be a **trauma-informed** and **attachment-aware** school. This means we understand how a child's early relationships and experiences—both positive and challenging—shape how they feel, behave, and learn.

What This Means for Your Child

- **Relationships First**
We build warm, secure relationships with all children. Trust and connection are at the heart of our teaching and care.
- **Behaviour as Communication**
We understand that behaviour often reflects emotions. If a child is upset, we respond with compassion, not judgement.
- **Helping Children Regulate Emotions**
Staff use emotion coaching strategies to help children recognise and manage their feelings safely.
- **Creating Safety and Stability**
Our school environment is calm, consistent, and predictable. This helps all children feel safe and ready to learn.
- **Inclusive Support for All Families**
We value your insights and work in partnership with you to support your child's emotional wellbeing.

Why This Matters

Some children may have experienced trauma, separation, loss, or stress. Others may simply need extra support to manage emotions or feel safe in new environments. Our trained staff help all children feel secure, seen, and supported.

Working Together

- We will always speak to you about any concerns regarding your child's emotional wellbeing.
- We may offer extra pastoral or emotional support where needed.
- You are welcome to talk to your child's class teacher, our SENDCO, or leadership team at any time.
- We will work with you to understand the reasons for your child's behaviour.

Together, we create a school where every child can feel safe, cared for, and ready to thrive.



Communication with Parents / Parent Involvement

At Carrington Infants we believe communication is a two way process and we encourage open and honest discussions with parents. Building good relationships with our families supports the development of the children. Face to face conversations are encouraged and the Senior Leadership Team is regularly outside the school during drop-off and pick up.

Most importantly, our family ethos is central to our school and as such, we operate an open door policy where parents are actively encouraged to meet with staff to discuss any concerns at the earliest opportunity.

We communicate with families in a number of different ways:

Newsletters

We email a fortnightly newsletter to all parents on a Friday afternoon. The newsletter keeps you updated with what has been happening over the previous weeks and key dates for the diary. There is also a weekly update where we celebrate successes and update parents on upcoming school events, news and useful information. Both newsletters are available to view on our website each week under 'News & Events'.

Parent Forum

We value feedback from parents. The parent forum meets termly and is an informal chat with the Head of School and/or the Executive Headteacher. Any school topics are able to be discussed and this is a time when parents give positive messages too. Parents have supported the school and offered good ideas and solutions to issues that arise. These include supporting new starters, ways to get more parents involved in school, use of scooters and bikes around school etc. The forum is usually held over TEAMS.

School Gateway

Carrington Infant School employ this system to send emails to parents. When parents sign up to the app it can also be used to make payments for clubs, school trips etc.

Class Dojo

Class Dojo is a school communication platform that is used by staff and parents every day. The Senior Leadership Team often posts information and reminders to parents and the teachers post photographs of the children's work as well as messages. The platform is completely closed so only our families can view it. Parents are able to message teachers directly, however there are clear time frames when teachers will respond.

School Website

The school website has a tab for 'Parents' with more information for example on the clubs offering, parents' evenings, starting school and more. Head to the 'Key Information' tab to learn more about admissions, our curriculum and policies.

On the website you will also find a school calendar, updated regularly with dates for trips, in school activities such as non-uniform days and clubs. We also update key policies such as safeguarding and put them on the website here - <https://www.carrington-inf.bucks.sch.uk/policiesprocedures/>.

Parent Helpers

We welcome offers of assistance from parents. We have parents in school who regularly help with reading and forest school, as well as ad hoc helpers for school trips, visits and to assist with PTA activities. DBS checks will be carried out for any parents who help with the children onsite.

Stay and Play Sessions – EYFS

We hold termly parent stay and play sessions and you are welcome to come and join your child in their child-initiated play. During this time, you will have the opportunity to observe how we work with the children and ask any questions. There will also be time during the sessions to meet other parents and find out more about how you can help at home with phonics, writing and maths. There will be opportunities to discuss meals, toileting, looking after children's teeth and any other topics parents feel would be helpful in ensuring every child reaches their full potential.

Parent Consultations / Progress Reporting

Parent consultations are held in the autumn term and the spring term. In the summer term, parents receive an end of year school report.

Parent consultations in the autumn term provide an opportunity for parents to learn how their child has settled into school life. It is a chance to ask questions and to hear from the teacher about the progress your child is making.



Other Organisations Linked to Carrington Infant School

Parent Teachers' Association

All parents are automatically members of the PTA and are welcome to all their functions and meetings. They are a registered charity set up to raise funds for both the Infant and Junior schools. The AGM takes place in the autumn term where new committee members are voted in; roles and fundraising ideas are discussed. The school is indebted to the PTA for the considerable investment made in time and energy to supplement its resources. The funds they raise help us purchase educational materials, subsidise excursions and run school events. Recently we've been able to spend monies raised on an outdoor stage for both playgrounds. The PTA run events such as Halloween and Easter discos, Summer fair, Legoland trips, Christmas lunch, village fireworks and bonfire.

Carrington Pre-School

Carrington Pre-school is part of the Early Years Alliance and provides an excellent start for children aged 3 and 4 years. The premises are within the main school building and it enjoys the use of many of the school's facilities. It is open from 9am to 3pm in term time. Attendance at the pre-school does not ensure automatic admission to Carrington Infant School. For further details please contact them on 01628 532811 or visit www.carringtonpreschool.co.uk for information and their application form.

Little Willows and Willow Tree Nurseries

Little Willows and Willows Tree Nurseries are a small, well-equipped private nursery located within the grounds of the Carrington Schools. The nursery occupies two separate buildings with their own outdoor play areas. Little Willows for children aged 3 months to 3 years and Willow Tree for children from 3 to 5 years. It is open from 7.30am to 6pm, 51 weeks a year. For more information please see www.countrysidenurseries.co.uk

Wraparound Care – OurTime Children's Services

Carrington Infant School are lucky to be able to offer an onsite Before-School Club from 7.45am and After-School Club until 6.00pm provided by OurTime Children's Services Ltd. Parents may book regular or occasional sessions to suit their requirements. A wide range of recreational activities is available, both inside and outside, and a well-balanced meal is offered daily at both clubs. The clubs, which are registered with Ofsted and have the highest rating, are privately run by a long-established company and the staff are all trained for working with this age group. For more information or to request a booking form, please contact OurTime directly by emailing office@ourtimecs.co.uk or phoning 01628 530697.

Carrington Junior School

Children leave Carrington Infant School at the end of Year 2, the academic year in which they turn seven. For most children, the next step is Carrington Junior School, which is located on the same site and forms part of the Carrington Schools Federation.

We work closely with colleagues at the Junior School to ensure that transition is a positive, supportive and exciting experience for every child. Through shared activities, regular communication and carefully planned transition opportunities, children become familiar with their new environment and feel confident about moving on to the next stage of their education.

Although the majority of pupils transfer to Carrington Junior School, parents and carers must still complete the local authority transfer application process and may name alternative schools if they wish. Carrington Infant School pupils receive priority for places at Carrington Junior School in accordance with the school's admissions arrangements.

As part of the same federation, we are proud to provide a seamless transition that supports children's academic, social and emotional development, helping them to continue their learning journey with confidence and success.