PROSPECTUS

2026/2027

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FULMER
Buckinghamshire
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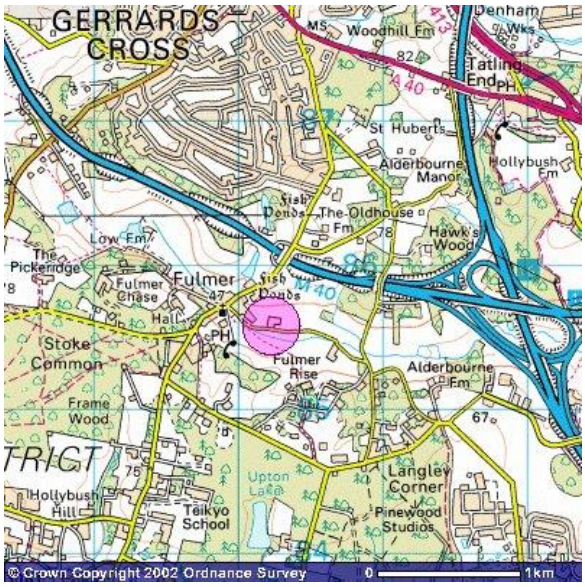
Welcome

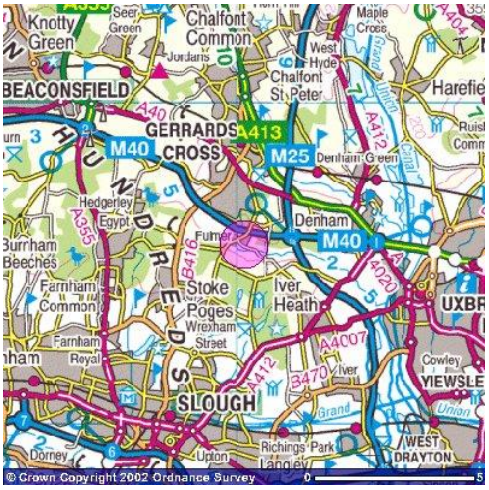
Fulmer Infant School is a happy, friendly school in a beautiful village setting and, with only three classes, it has a family ethos. It has modern resources and its results are consistently well above the National average. The staff are highly committed to delivering an ambitious and knowledge rich curriculum in a very caring and nurturing environment. It is a multi- faith school where we respect and celebrate our multi-cultural community. We have a link with an orphanage and school in Pakistan so the children are taught to empathise with those less fortunate than themselves. Our vision is 'Nurturing and Inspiring Success in Every Child' and our core values are, Be Kind, Be Honest, Respect and Achieve.

Mrs Julie Matton
Headteacher

Map of school and surroundings



Children attend Fulmer Infant School from a wide area



“Nurturing and Inspiring Success in Every Child”

At Fulmer Infant School staff, pupils, parents and governors work together to provide an outstanding education for all children.

Every pupil is given the best possible opportunity and encouragement to develop both academically and socially.

The staff consistently set and expect high standards of work and behaviour from pupils. This principle of high expectations underscores the aims and objectives of the school, which are:

- Fulmer Infant School is an inclusive school where all children are given an equal opportunity to achieve
- All pupils are supported to work to the best of their ability and to achieve high standards
- Teaching is of a consistently high standard
- Pupils are expected to behave well, to respect others’ views and beliefs and to treat each other with kindness and fairness at all times
- The school promotes strong links with the local community in order to enrich children’s experience of the curriculum and integrate the school into the life and activities of Fulmer village
- The school has a link with a school and orphanage in Pakistan and, consequently, children have an excellent knowledge of what life is like beyond Fulmer

Above all, the school aims to work closely with parents to prepare each child for his or her future life as responsible global citizens.

Key Points

- small, friendly and happy
- "Pupils are kind, polite and well mannered" (Ofsted 2025)
- "The curriculum is broad and challenging. Pupils achieve well across subjects" (Ofsted 2025)
- "High behaviour expectations" (Ofsted 2025)
- excellent partnership between parents, pupils, staff and governors
- excellent resources

Admission into the School

There is one intake for children into the Reception class, in the Autumn Term. Parents should apply for a place at the school through Buckinghamshire Council's Admission Procedure, in the Autumn Term prior to the academic year that their child turns five years old. If the school receives more applications than it has places available, Buckinghamshire Council uses admission rules to decide, in a fair and consistent way, which children they should offer the places to. These are as follows:

Once places have been allocated to children with an Educational Health Care Plan the remaining places will be allocated in the following order.

Rule 1. Looked after and previously looked after children.

Rule 2. Children who have exceptional medical or social needs, which can only be met at that school, supported by written evidence from an appropriate professional person.

Rule 3. Children of staff where either:

The member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made.

The member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

Rule 4. Children attending a primary school linked to the school named in the list of 'linked primary' schools at the time the allocations are made. This rule does not apply to those starting school in Reception.

Rule 5. Children living within the catchment area of the school.

Rule 6. For the main point of entry: siblings of children who are attending the school or a 'linked primary' school in Year R to Year 5 at the time the allocations are made and are expected to be on the school roll or linked school roll at the time of the proposed admission, or who have already been offered a place to start in the academic year at the school or a 'linked primary' school.

Rule 7. For immediate in year admission after the normal point of entry. Siblings of children who are in Year R to Year 6 at the time of admission to the school.

Rule 8. Once the above rules have been applied, then any further places will be offered in distance order; using the distance between the family's Normal Home Address and the school's nearest entrance gate offering the closest first. Straight line distance will be used.

Rule 9. Where a school can take some, but not all, of the children who qualify under one of these rules, we will give priority to children by taking account of the next rule (or rules) in the numbered list to decide who has priority for places.

Rule 10. If it is still not possible to decide between two applicants who are equidistant then an independently scrutinised random allocation will be made to allocate the final place.

We invite all new children to spend a morning with us in the Summer Term before they start at the school.

Organisation of the School

Children are taught in single age classes. There are three classrooms, as well as a library area and school hall.

We are always pleased to meet and talk to prospective parents with their children and to arrange for them to be shown around the school. The school holds open mornings for prospective parents in the Autumn Term.

Please contact Mrs Hamilton, School Secretary, to request attendance at the open mornings.

Progress Reports

As a small school, we are able to keep in close contact with parents throughout the year, both formally and informally. Parents' evenings are held in the Autumn and Spring term to discuss individual progress. Every child has a written report in the Summer term. In addition, the teachers discuss individual progress with every child and agree realistic personal targets for them to achieve.

Parents are invited to information evenings with presentations about how to help your child learn Phonics, Maths and English. Supporting information is also available on the school's website.

We have an "open door" policy, however appointments can be made to see the class teacher or Headteacher if a more formal meeting is required.

The School Curriculum

Our curriculum places 'powerful knowledge' at the heart of learning. Our curriculum is well-sequenced, well-specified and ambitious for all children. It is coherent and builds interesting and meaningful connections within and across history, geography, science, art, music, EYFS, RE, DT and English, allowing children to think deeply about interesting content. Our curriculum aims to inspire the next generation of learners through teaching them essential background knowledge, so that they can embark on their next step in their journey with confidence, able to form their own opinions and develop a deep love for learning.

Our curriculum is knowledge-rich and exposes children to ambitious content that has been highly specified and well-sequenced. Every historical figure encountered, philosophical idea grappled with, and scientific concept applied is taught with purpose and develops logically from lesson to lesson. Utilising cognitive science, the psychology of learning, memory and schemata our knowledge-rich curriculum is designed to ensure that the knowledge is taught to be remembered.

Special interest days and weeks are frequently introduced. Recent examples include:

- Black History Week
- Sports' Day
- World Book Day
- NSPCC Number Day

Children have the opportunity to perform in our Christmas production and assemblies throughout the year.

At times we have speakers to enrich the curriculum. In the past these have included talks from the School nurse, a vet, hearing dogs for the deaf, a fire fighter, a doctor, the Kings Guard and the trustee of our link school in Pakistan, Al Jannat.

The curriculum is also enhanced by school trips, recent examples include

- The Look Out Discovery Centre
- Royal Air Force Museum London
- Windsor Castle

In addition, the children benefit from workshops with visiting specialists such as storytelling, music & dance, sports, science and drumming.

We are an Eco-school and encourage all pupils to think about saving energy and recycling.

We regularly support charities. Examples of recent charities we have supported include Children in Need, Red Nose/Comic Relief, NSPCC and Al Jannat, our link school in Pakistan.

All the children are encouraged to consider positive values when discussing school behaviour. We have a positive reward system which includes certificates awarded every week for achievements in every aspect of school life. We also celebrate achievements outside school.

Early Years Foundation Stage

In the Reception group, children are taught according to the EYFS guidelines.

Children are taught through practical hands-on activities, which are tailored to their individual needs. There is great emphasis on learning through play.

All children are encouraged to investigate the world around them and to ask questions to find out more, to talk about their beliefs and opinions and to listen to and respect those of others.

We aim to encourage an understanding of our multicultural society and foster a love of life and learning that will extend beyond the confines of our school.

The staff

"Staff have high expectations for what pupils can achieve. The curriculum is broad and challenging. Pupils achieve well across subjects. They respond particularly well to the ambitious range of texts, stories and topics that provide no limits or barriers for pupils' learning throughout the school. (Ofsted 2025)

Key Stage 1

English

Children at our school become confident, interested and competent users of language within a literature rich environment.

Reading

At Fulmer Infant School we place great emphasis on reading.

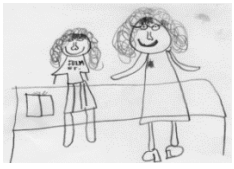
A daily phonic programme is in place for all year groups.

Children are regularly heard reading from their reading books so that individual needs and interests can be catered for.

We use the Little Wandle reading scheme in the school, the books provide a starting point for reading. Poetry, fiction and non-fiction books are introduced, to provide a variety of text from an early age. We expect all parents/carers to hear their children read every night.

The school library is well stocked and the children, under guidance, are encouraged to find books to support their studies in other subjects.

Children access the library regularly. They borrow and return books each week which may be taken home.



Regular reading in the library

"From the start of the Reception Year phonics and early reading is taught expertly. Staff model sounds accurately and check pupils' understanding systematically. If any pupils fall behind in reading, they receive the help that they need to catch up to their piers quickly" (Ofsted 2025)

Speaking & Listening

Spoken language is essential in communicating effectively.

Children express their ideas clearly and learn to listen to the views of their peers in all areas of the curriculum

Specific opportunities for oracy work are created during learning activities.

Writing

Handwriting is taught in all year groups beginning with printed letters and progressing to joining letters in Year 2. The children learn to write freely and creatively through careful teaching and an exposure to a variety of writing styles and high quality texts. By the end of Year 2, we expect their work to demonstrate knowledge of sentence construction and punctuation. The children use dictionaries and thesauruses in Years 1 and 2.

Mathematics

We use White Rose Maths programme to support children in developing a deep and secure understanding of mathematics. Through practical activities, purposeful discussion and problem-solving, children are encouraged to explore mathematical ideas, explain their thinking and make connections between concepts. Our aim is to develop confident, resilient mathematicians who enjoy mathematics and can apply their knowledge to real-life situations.

Computing

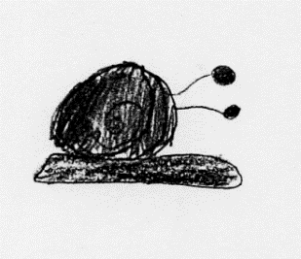
Computing is taught through discrete lessons, giving pupils opportunities to develop their digital skills, creativity and understanding of technology. Children learn to use technology creatively, including creating digital artwork and music, while developing early coding skills, using spreadsheets and presenting their ideas in range of digital formats.

Online safety is an integral part of our Computing curriculum and is taught throughout the year, alongside the practical application of digital skills. We encourage pupils to use technology confidently,

responsibly and safely, developing the skills they need to become thoughtful and capable digital citizens.

Science

Science learning enables children to understand the world around them through a scientific lens ensuring they are well-equipped to continue their education with curiosity, passion and a desire for discovery. Children gain a deep understanding of science as a unique discipline looking at the three stands of biology, chemistry and physics. Pupils will also encounter a series of units that develop their understanding of Earth Science, developing their understanding of environment and sustainability. Pupils will build a body of key foundational science knowledge as they work through the curriculum, asking questions and developing a sense of curiosity about the world around us.



History

Through history, the children will learn about important people from both Britain's and the world's past. They learn about significant people, events and changes which have shaped our lives. They are encouraged to handle artefacts and use various other resources, including oral evidence from visitors, to find out more about our past.

Geography

Through geography, the children are encouraged to look at the world around them and ask questions. They think about how our world can be improved for the future, and how we can take care of it. They look at how their locality is linked to other places both in Britain and throughout the world.

Religious Education

At our school we feel it is important to develop sound, moral values and to realise our interdependence with other individuals, groups and nations through stories, festivals, family ceremonies and celebrations.

We seek to develop an understanding of, and respect for, our multi-cultural society. There are regular assemblies led by parents, staff and outside religious leaders celebrating their faiths to encourage children to respect others' beliefs.

RE lessons follow the Buckinghamshire Agreed Syllabus.

Parents have the right to withdraw their children from religious education by written parental request.

Physical Social Health Education

This is taught in specific lessons and through all curriculum subjects. Through it we aim to foster an understanding of each other and to encourage good citizenship for the future. We encourage the children to talk about their thoughts and feelings in a safe and open environment. Children have the opportunity to express their thoughts and ideas about all aspects of the school environment through the School Council and Eco Council.

Design and Technology

Young children are excited by the world around them. They approach it with creative minds which are revealed in the wondrous ideas they have and the objects they design and make. The prime aim for design and technology is to maintain and develop the confidence and ability of all children to solve technological problems.

Art and Design

In our school the children develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour, shape, space, pattern, and textures, and use them to represent their ideas and feelings.

Music

Music has an important place in the curriculum at our school.

Children enjoy taking part in music through singing, percussion playing and composing.

We have several music events throughout the year including Harvest Festival, Nativity Production, Wonderful Women, Marvellous Men and Class Assemblies when all children sing with absolute joy.

Physical Education

The children are taught that physical fitness is not only important to their health but also fun to do. Children are given the opportunity to try a variety of sports activities including dancing, cricket and rugby. They are encouraged to improve their skills and sportsmanship to the best of their ability. They work as individuals, in pairs, in small groups and as teams. In the summer we hold a sports' day in which they are encouraged to participate. Our school is part of a partnership scheme and takes part in sports activities with other schools. The children also have a day in the summer term with seven other small schools participating in country dancing.

Homework

Children are given homework to consolidate activities taught during the school week.

In Years 1 and 2 children receive weekly spellings to learn for a spelling test at the end of the week. English and Mathematics activities that relate to work taught during the week are also given. Other subjects are given as and when but proportionate to the age of the children.

All children across the school are expected to read aloud to an adult for approximately 10 minutes every evening.

Extra-Curricular Activities

We have after school clubs running every day until 5pm. These include sports clubs and wraparound care provided by Welldon Kids Club.

Community Cohesion

As a school we seek to appreciate and value diversity of background and circumstance. We aim to develop a sense of belonging by all in our community. We have positive relationships with the wider community and participate in local, national and international partnerships including having a link school and orphanage Al Jannat in Pakistan.

Charging and Remission Policy

We ask the Parents/Carers to fund the cost of admission and transport for educational visits or special curriculum events in school. However, no child will be prevented from going on a visit or participating in an event in school but, if insufficient contributions are made, the visit or event may have to be cancelled.

Special Educational Needs

All children are special, but some, at some time in their lives, need extra help to achieve their full potential. The nature of this help is decided in consultation with parents.

We aim to enable pupils:

- To work in a happy, sensitive and secure environment which will promote independence and self esteem
- To experience a partnership in the learning process between themselves, their teachers and their parents
- To benefit from more individual/small learning group situations where styles and strategies are designed to focus more closely on individual needs

Each child with Special Educational Needs has a support plan with targets and strategies which are reviewed termly with the children, staff and their parents.

Differently Abled Children

The School is committed to provide any additional facilities that may be required to meet the specific needs of any child admitted to the school with disabilities. There are ramps to the outside doors which allow wheelchair access so users can be independent when coming in to school and the playground. All of the floors of the building are on one level. There is a disabled toilet in the hall. The School has an accessibility plan.

Looked After Children

The school is committed to making the best provision for every child. There is a named member of staff who will champion the needs of looked after children and monitor their progress.

Absences

When your child is absent from school, **we ask you to contact the school by telephone or email before 9.30am** on the first day of absence.

On your child's return, we legally require a written, dated note explaining the reason for absence, this may be an e-mail.

It is strongly recommended that your child does not miss school for any other reason than illness. Any request for holiday during term

time will be recorded as unauthorised unless there are exceptional, compassionate or religious reasons.
All requests for leave of absence for term time holidays must be made on the appropriate form available from the office at least one month before the absence. Requests will be considered and you will be informed of the decision as soon as possible. The educational welfare officer may be informed when pupils have unauthorised absences as well as when pupils are repeatedly late and fines may be issued. County monitor absences monthly and may contact families whose attendance is a cause for concern.

Behaviour

Good behaviour contributes to "Nurturing and Inspiring Success in Every Child". Each class has their class rules displayed. We promote good behaviour by awarding praise, stickers, certificates and other forms of recognition.
We work closely with parents so that any behavioural concerns can be dealt with promptly and effectively with sensitivity.

Home School Agreement

We have a Home School Agreement which we ask parents to discuss with their children and sign when their child first starts school. This document sets out:

- The school's aims and values
- The school's responsibilities towards its pupils
- The responsibilities of the parents
- What the school expects of its pupils

This agreement provides a framework for the development of a partnership between school, parents and pupils.

"Parents and carers appreciate the excellent work and dedication of the whole staff team. One parent summarised the thoughts of others, saying 'I would recommend the school to anyone … they provide the best start for children in education" (Ofsted 2025)

Suggestions and Complaints

Parents who have any suggestions or have reason to feel unhappy about their child's education should talk to their child's class teacher. The Headteacher is also available for further discussions. In this way most situations can be resolved. If however, you are still dissatisfied, parents may approach the Chair of Governors. Contact details can be obtained from the school office.

Uniform

All clothing and book bags must be named clearly

The colours of our school uniform are blue, grey and white.
Our uniform supplier for our 3 school logo items is SportCrest. Parents are able to place orders on-line and visit their shop in High Wycombe which is open 7 days a week. Other uniform items can be purchased elsewhere.

Boys:

Grey trousers
White polo shirt
Grey shorts (summer)
Grey or black socks
Blue school jumper or cardigan with school logo (SportCrest)*
Sensible sturdy, black shoes
(preferably with Velcro fastening)

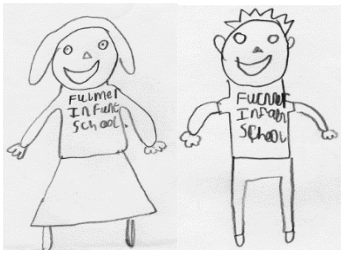
Girls:

Grey skirt or grey trousers or grey tunic
White polo shirt
Blue /white checked school dress(summer)
Grey or blue tights or white socks
Blue school jumper or cardigan with school logo (SportCrest)*
Sensible low heeled shoes (no flashing lights in soles or heels).
(preferably with Velcro/buckle fastening)
Blue hair ribbons and bands to tie back hair.

During sunny weather all children will need a legionnaire cap. A cap with the school logo can be obtained from SportCrest or you may provide your own.
For cold weather a woolly hat is available with logo from SportCrest or you may provide your own.

Children go outside in most weathers; coats with hoods are needed in school every day from September.

Jewellery must not be worn at any time. If a child wears stud earrings these must be removed on PE days. Children must not wear tattoos or nail varnish.



PE Kit

For both boys and girls:
Blue shorts
Blue school t-shirt
Navy blue tracksuit with logo (SportCrest)*
Dark coloured sports trainers with Velcro fastenings

Children might like to personalise their book bag* by attaching one small keyring, teddy or ribbon.

Medicines

Most medicines can be administered outside of school hours. The school cannot administer any medicines to children unless by specific written request, recorded on the appropriate form available from the school office. All medicines must be clearly labelled with your child's name and exact instructions. Parents are requested to come into school at the end of the day to collect all medicines. No child should ever be given pastilles, tablets or any other form of supplements to take unsupervised. Parents are requested to administer eye drops themselves, this will be by prior arrangement. Sun cream should be applied outside school hours and is the family's responsibility.

Illness at school

We ask parents to follow published guidelines. These state that if your child has been sick or has had diarrhoea please keep them away from school for 48 hours.
In cases where we suspect illness, parents will be contacted by telephone to collect their child; school is not the appropriate place for ill children and, unfortunately, there is no medical room for children to rest.

Parents are asked to sign a letter if a child has any bump to their head detailing what happened. A copy is kept in the school.

Lunches

Children eat lunches under the supervision of midday supervisors in the school hall. These are provided free of charge for each child. Specific dietary requirements are appropriately catered for. Children must bring a named water bottle. Water fountains are both inside the school and in the playground and are available all the time. Glass containers and cans of drink are not allowed. We are a nut free and healthy eating school.

Friends of Fulmer

All parents are members of the association which, as well as fund raising, holds social events. Communications from the Friends of Fulmer go out in the book bags or by e-mail.

Attendance and Punctuality

Attendance statistics are monitored and reported to the Department for Education. We seek to achieve the attendance target set by the local Education Authority. Please allow sufficient time to ensure that your child arrives punctually for the school day. When a child is late it causes disruption in the class and when he/she is collected late this can be distressing for the child.

Sex Education and Drug Awareness

It is not our policy to provide formal sex education at Fulmer Infant School. However, if, and when, it seems appropriate, school staff will answer questions from individual children, in a sensitive manner.
A child's physical and mental wellbeing also depend on an informed and sensible attitude towards drugs. We have not had, nor do we expect, any drug problems with any of our children, and it is not our policy to raise the matter at school. However, should the subject arise we shall treat it openly, teaching children about the legal aspects and the dangers of drug-taking. Should the matter concern an individual child, we shall involve the parent(s) in our response.

School Hours

Current

08.45-08:55 **Gate Open**
08:55-12:00 **Lessons**
12:00-13:00 **Lunch**
13:00-15:00 **Lessons**

This includes a 15 minute break in the morning.

Safeguarding and Child Protection

At this school, the health, safety and well-being of every child is our paramount concern. We listen to our children and take seriously what they tell us. Our aim is that children will enjoy their time in this school. We want to work in partnership with you to help your child to achieve their full potential and make a positive contribution.

On rare occasions our concern about a child may mean that we have to consult other agencies even before we contact you. The procedures, which we follow, have been laid down by the Safeguarding Team, and the school has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures or the policy, please speak to the Headteacher. All staff, governors and regular voluntary helpers in school are DBS checked.

The Headteacher is the Designated Safeguarding Lead and there is an additional Deputy Safe Guarding Lead.

Access to School Documents

Access to a range of documents relating to the school and its educational provision may be obtained by giving prior notice to the Headteacher.

Ofsted

The latest Ofsted Report (March 2025) can be found on the school website

https://www.fulmer.bucks.sch.uk/page/?title=Ofsted+Inspection&pid=60

or the Ofsted website

https://reports.ofsted.gov.uk/provider/21/110227

Who's Who – Staff

Head Teacher	Mrs J Matton
Teacher EYFS	Mrs S Bailey
Teacher Yr 1	Mrs H Mackinder
Teacher Yr 2	Mrs C Wragg
School Secretary	Mrs G Hamilton
Finance Administrator	Mrs S Howells
Learning Support Assistants	Mrs L Parrett Mrs S Tawni Mrs A Moghul Mrs R Schaffer
Lunchtime Supervisors	Mrs L Parrett Mrs S Tawni Mrs A Moghul Mrs M Richards Mrs R Schaffer
Cleaner	Contract Cleaning Services

Who's Who – Voluntary helpers

Voluntary helpers	Mrs G Davey Mrs S Oldham Mrs S Matthews Mrs M Sanders Mrs S Simkins
Footsteps Training	Mrs G Davey

Who's Who – Governors

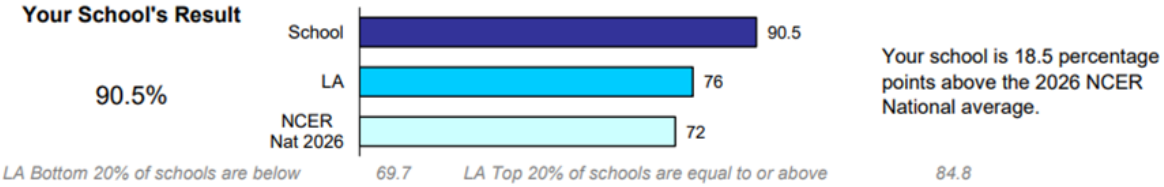
Mrs G Langley	**Governor (Chair)**
Miss H Bansal	Co-opted Governor
Mrs G Davey	Co-opted Governor
Mrs G Hamilton	Staff Governor
Mrs A Hosseini	Local Authority Appointed
Mrs Hussain	Parent Governor
Mrs R Kataria	Co-opted Governor
Mrs R Schaffer	Co-opted Governor
Mrs J Matton	Headteacher

Headline Performance Report 2026
Fulmer Infant School

This report includes NCER 2026 "emerging National" results, and will be updated with official 2026 National results when this data is available. For the optional KS1 assessments, unofficial NCER 2026 "National" results, are based on a sample of schools nationally that opted to submit KS1 data.

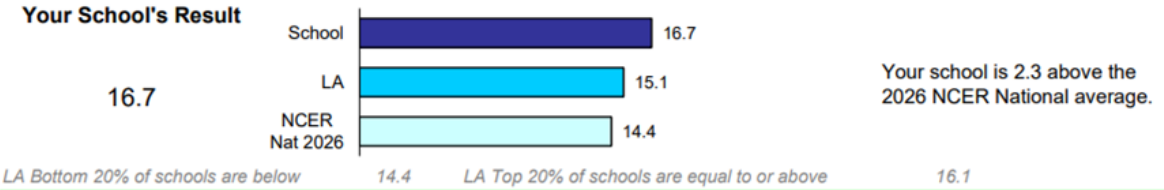
Early Years Foundation Stage Results

Percentage of pupils achieving a Good Level of Development



LA Bottom 20% of schools are below 69.7 *LA Top 20% of schools are equal to or above* 84.8

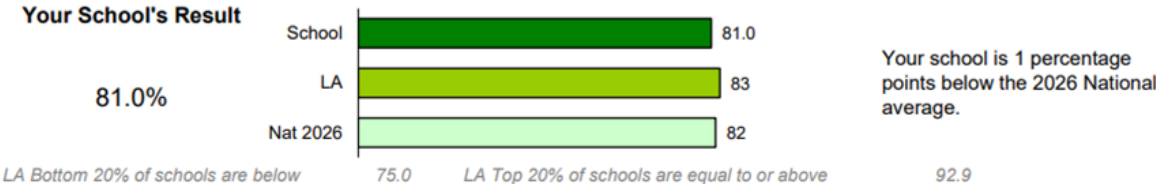
Average number of Early Learning Goals at the Expected level per child



LA Bottom 20% of schools are below 14.4 *LA Top 20% of schools are equal to or above* 16.1

Phonics Check

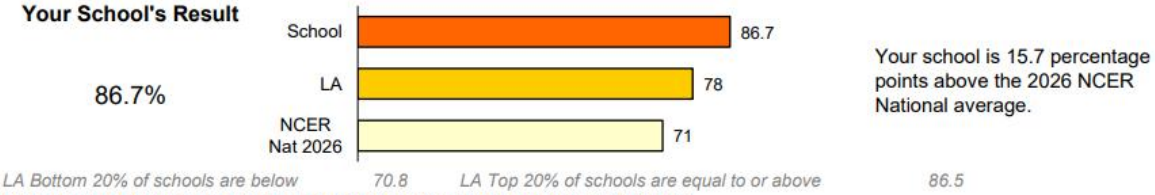
Year 1 - Percentage of pupils achieving the expected standard



LA Bottom 20% of schools are below 75.0 *LA Top 20% of schools are equal to or above* 92.9

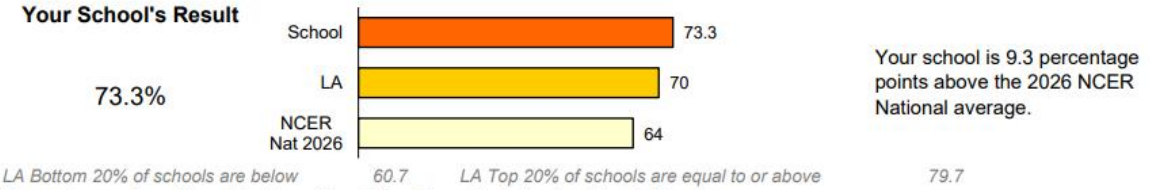
Key Stage 1 (OPTIONAL - LA and NCER "National" data are derived from a limited number of schools)

Percentage of pupils achieving at least the Expected standard in Reading



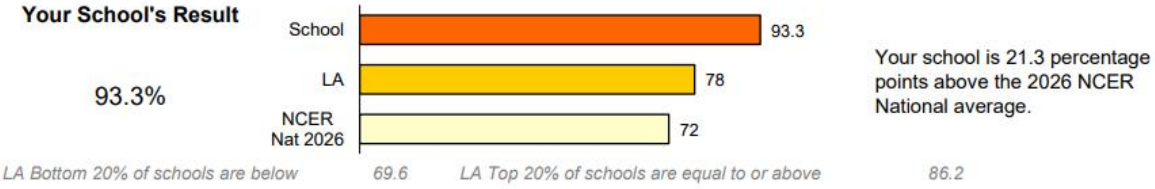
LA Bottom 20% of schools are below 70.8 *LA Top 20% of schools are equal to or above* 86.5

Percentage of pupils achieving at least the Expected standard in Writing



LA Bottom 20% of schools are below 60.7 *LA Top 20% of schools are equal to or above* 79.7

Percentage of pupils achieving at least the Expected standard in Maths



LA Bottom 20% of schools are below 69.6 *LA Top 20% of schools are equal to or above* 86.2