



HERINGTON
HOUSE SCHOOL



The School

Herington House was founded in 1936 as a private day school. The current premises have been added to considerably in order to diversify the amenities and widen the scope of the School's teaching and games provision.

The School has gained a reputation for high academic standards and this reputation is zealously guarded. The staff are chosen not only for their qualifications, expertise, experience and commitment but also for their ability to motivate and lead children to reach their full potential.

The aim of the School is to provide an environment where each pupil can realise his or her true potential. We believe this is best achieved in an extended family environment in a caring community in which each child is an important member of the School. Happy children thrive in a calm, orderly but purposeful world where they are treated as individuals. First and foremost we seek to be a happy school. A place where children can work and play in a structured environment. We aim to provide, within this framework, a rounded education which can be divided under three principal headings: the academic curriculum; music and the arts; sport. The structure and organisation of the School encourages qualities of leadership, the enquiring mind and respect for others, self-discipline and a commitment to hard work.

Properly organised learning requires a willing response from the pupil. Within our framework of firm discipline the School aims to achieve a happy and calm atmosphere so that children of whatever temperament, level or ability are encouraged to give their best. Herington House is a caring school with classes that are sufficiently small to ensure that teachers can really know their pupils and thus pin-point any difficulties or problems at an early age.

Homework helps the children, once they have reached a certain age, to consolidate their work and to develop a capacity for study.

The School is very aware of the importance of a good public image. This is far from being measured purely in terms of examination results, important as these are. Herington House has a high local reputation for well behaved and courteous children and, with the co-operation of the parents, we intend this will always be so. The School has an unofficial motto "There are others" to emphasise consideration and thoughtfulness for other people.

The size of the School is maintained at around 135 pupils. When they are three and one half, or nearing that age, children join the school.



Children continue their education up to the age of eleven and take the appropriate examinations for the secondary school or schools of their parents', choice in which we have an exceedingly high rate of success be it Grammar or Independent Schools.

Applications to join the School after the age of three can always be considered depending on availability of places. Older applicants will be tested informally to assess their suitability for the class where a vacancy has occurred. Current achievement, temperament and potential are all taken into account.



The Academic Curriculum



English: The School seeks to strike a balance between formal language work, which includes knowledge of parts of speech, tenses, correct sentence construction and creative writing, all aimed at bringing out the child's imaginative ideas and helping him or her to express them with fluency. Literary studies are important here to introduce children to examples of good poetry and prose which will stimulate and encourage writing.

Mathematics: Practical and theoretical work go hand in hand so that children can see the relevance of these studies. They must learn their tables and acquire good grounding in 'sums', but, treated purely academically, mathematics can be a barren subject to some children, so practical applications are very important.

Science: The Science curriculum is based on the development of the knowledge of the world around us. We encourage pupils to develop the intellectual and practical skills necessary to explore and investigate a full understanding of environmental issues and mechanical application in simple physics. The children evaluate scientific data which they can question, observe and thereafter classify. Through this study, they begin to understand how science shapes and influences the quality of our lives.

Languages: It is essential that from an early age children become used to the sound of other languages which they will study. The knowledge of other languages is becoming more important in this ever shrinking world. At this age, studying other languages gives the children insight into alternative language construction and this assists their understanding of and the importance of grammar and construction generally. French is taught from the age of five. German is at present taught from the age of ten.

Social, Environmental and Religious Studies: Ample time is given to children to begin "their awakening to the world around them" near or far - and receive guidance as to the world's infinite variety of people and things both past and present. History, Geography, Nature Studies, Science, Religious Education, etc, have separate allocations in the class timetable but the School encourages teachers individually or in co-operation to feel free to blend the knowledge these subjects offer so that project and theme work may be pursued without undue subject restraints.

History: Our children study the past in a chronological framework. The topics are organised to cover the important episodes and developments in Britain's past from Roman to modern times. Selective understanding of ancient civilisations in other parts of the world is an important part of the syllabus, leading children to understand how history has conditioned the world we live in.

Geography: Pupils are encouraged to develop their geographical skills through studying places and geographical themes using their own interests and abilities. They are taught how to acquire and use information which will develop their understanding of other cultures and environments in relation to their own. They are invited to make full use of the School's resources, including Information Technology and technical equipment.

Information Technology. From the age of five throughout the School, the children receive specialist lessons which enable them to achieve their optimum level of competence and understanding. These lessons introduce and develop specific skills as well as providing support across other areas of the curriculum. Radio and television programmes as well as computers all add a valuable dimension to the classroom.

Library: The children, when old enough, are encouraged to use books to strengthen their ability to search in them in pursuit of the answers to their general knowledge homework or simply to read for pleasure. In addition to the main school library each class has its own class library.

Remedial: Additional tuition is given to children found to be experiencing learning difficulties and every effort is made to assist these children to achieve their true potential. With parental consent, a child with difficulties will be assessed and a programme of individual work designed to supplement class-work.

Homework: Homework is undertaken by all pupils over the age of six. It helps children to consolidate their work and to develop a capacity for study.





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Music and the Arts

Music and The Arts present a perfect foil to the academic studies of the classroom. Therefore, great emphasis is laid on these activities and the School has a fine musical tradition.



Music: The basics of musical understanding are taught and every class has some form of singing. Individual singing lessons are available. Recorder lessons are given to all children from the age of five and each child is given the opportunity to study individual instruments, including flute, clarinet, saxophone, piano and violin. The School has a small orchestra and choir. Children are encouraged to join the School choir and the orchestra. At various times during the year, the orchestra and the choir perform at concerts and at Speech Day. The children respond to these musical challenges with great enthusiasm and achieve a high level of performance. They learn to pursue their individual abilities, at the same time experiencing the excitement, satisfaction and the discipline of taking part in group musical activities.



Art and Craft: Painting, drawing, model-making, etc., often link naturally to all aspects of the school curriculum, as the walls of our classrooms frequently illustrate. Beyond that, we encourage the children to express themselves in artistic terms and to find pleasure and interest in the use of brush, crayon, needle and such materials as the teacher thinks will help develop the growing urge to make and produce something individual. The school's Annual Open Day enables parents and friends to see some of the children's work, both academic and artistic, and moreover set the individual child's school performance against the background of the School's current achievement at all levels.



Drama: There is a thriving drama group. Children are taught to observe and through their observations of human behaviour to act out various characters. Drama, too, teaches the basics of Theatre and the children are encouraged to write their own plays. Drama acts as an introduction to the world of literature and theatre and proves all important in confidence building for those participating. This often assists their studies in other directions. There is an annual School production to which all parents are invited. There is also Speech Training to L.A.M.D.A. examination standard which is available to interested children.





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Sport

Sport: Sport plays a very important part of a child's development, helping them to attain motor skills and providing a venue outside the classroom where they can display their talents.

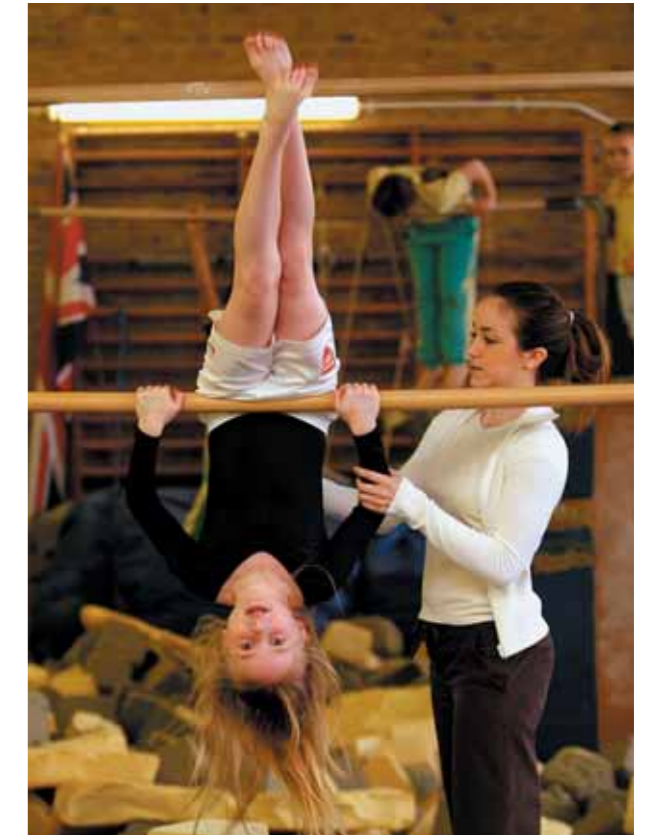


The children belong to either Robins or Nightingales. Every term the House Cup is awarded to whichever House has won the most points for effort and achievement. If a child belongs to a House, he or she gains experience in belonging to a group, supporting it with pride and working for it to be successful.

Children from the age of five onwards are all involved in group sporting activities. In the winter term, football (the boys are instructed by the coach of one of the junior teams of a Premiership Club) and netball predominate. In the summer all the children are involved with cricket, tennis, rounders, netball and athletics. There is an annual Sports Day.



Throughout the year, children in the Lower School are taught to swim and are encouraged to take various proficiency tests including life saving. Children in the Upper School take part in weekly gymnastics lessons at a specialist gymnastics centre under the supervision of qualified staff. Netball and football matches are arranged against other local schools. The School also, successfully, takes part in netball and football competitions.



School Assembly

Four times a week all classes start the day together with a simple ceremony based on Christian teaching. On Fridays, however, the children of the Upper and Lower Schools respectively take responsibility for their own assembly, so that children can make a personal contribution. Children who play a musical instrument are encouraged to play their favourite pieces of music to entertain the children before the start of the assembly.

On occasions we invite guests to come to the School to talk to the children on different topics.

Herington House has no particular religious affiliation. We firmly believe children have to learn to respect each other and live and work responsibly with their contemporaries. The School can in all honesty say that we have never had any problems in embracing all creeds in our caring and understanding atmosphere.

Extra-Curricular

Extra-Curricular Activities

On most days during the week, extra curricular activities take place after the School proper has finished. These take the form of clubs and at present encompass Art and Craft, Sewing, Drama, French, Football, Fitness, Computer and Conservation. There is an 'After School Care' facility which runs from 3.00 - 5.00pm and is subject to availability. Please enquire at the School Office.

In addition, children can join the School choir, the School orchestra and various music groups.



Residential Trips

Once a year, the older children have the opportunity to go on a residential recreational or environmental course for a week aimed at teaching them proficiency in sailing, wind surfing or other water-based activities and an in-depth awareness of the environment around them.

The School and the Parents.

Parents are kept informed of their children's progress by means of termly reports and once a year through an appointment to speak with the Form Teacher and the Principal. This is usually held during the Autumn Term. Parents may make an appointment to see the Principal or Deputy Head at any time. In addition, parents whose children are taking, in the academic year, examinations to secondary schools, meet with the Principal and Form Teacher to discuss procedure and choice and any special needs arising therefrom. The parents of younger children normally have daily contact with the Class Teachers when children are brought to or collected from School and minor problems can often be discussed at this time. Concerts, the School Play, Sports Day, Open Day and other School celebrations all provide opportunities for parents to visit the School. Dates are published well in advance.

Friends of Herington House

All parents automatically become members of the Friends of Herington House, an Association of Parents, which exists to provide support for the School and to bring parents together by means of social events.



Other People's Needs

The School supports various charities throughout the academic year, thus bringing home to the children the School motto that outside the School as well as inside "there are others"



The School is under the personal direction of the co-principals, Mr. & Mrs. R. Dudley-Cooke and their Deputy Head Teacher, Mrs. C. Watson Lee. In all there are some 23 members of staff on the teaching side.



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1 Mount Avenue, Hutton,
Brentwood, Essex, CM13 2NS

Tel: +44 (0)1277 211595

Fax: +44 (0)1277 200404