



Hunter's Bar
Infant School

Our aims and values direct our thinking and are at the heart of all school policies and practice.

Our aims are for all children to...

- learn within a caring and supportive ethos which celebrates diversity
- aim high and realise their potential
- be successful in a broad range of achievements
- feel valued by all members of the school community
- be independent with a sense of self-worth
- be recognised, respected and valued
- take responsibility for their own actions
- behave respectfully to everyone
- attend regularly and on time

Our aims for the school are...

- to provide a safe, secure and stimulating learning environment
- to support and challenge children to achieve their full potential
- for teaching and learning to be effective and suited to individual needs
- the provision of a broad and balanced curriculum
- to provide stimulating, varied and challenging activities which, in addition to the curriculum, enrich the children's school experience
- to provide learning through structured play, first hand experience and social interaction
- to work in partnership with parents, carers and the community
- to communicate regularly with parents and carers about their child's progress
- to value and respect our staff team and provide them the opportunity for professional development

"Happy children achieving their potential in a caring and supportive environment"



"This is an improving school... children love it and are very happy there"

Ofsted, May 2008

welcome

Dear Parents and Carers,

We are delighted to have the opportunity to introduce you to our school. The prospectus can provide you with useful information, however **Hunter's Bar Infant School** is a welcoming, stimulating and exciting place to be and we would encourage all prospective parents to visit the school in order to see this at first hand. We are only too pleased to talk to parents and offer you the time to look around the school.

Hunter's Bar Infant School is dedicated to making a positive difference to the lives of all our children. We aim to foster a love of learning through the nurturing of confidence and self-esteem, enabling every child the opportunity to achieve their full potential.

We are committed to providing equality of opportunity for all and we encourage children to value the rich diversity within our community. Time is taken to celebrate the proud achievements of all children and we value their personal, social, moral and spiritual development just as much as their academic attainment.

We look forward to working in partnership with you as parents to provide a truly happy and successful start to school for your child.

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“Lots of fun, lots of energy, lots of hard work and enthusiasm- just Hunter's Bar Infants really...I wish I was a child at this school!”

Parent, Year 2

our school

At Hunter's Bar Infant School we are committed to the development of the whole child. We understand that personal development and well-being are as equally important as academic attainment. We believe it is important for everyone to appreciate one another and to celebrate the diversity which exists within the school. Parents and carers are very much encouraged to be involved in their child's infant school experience.

Hunter's Bar Infant School aims to create a stimulating and welcoming environment, in which children can grow in confidence and motivation, develop self discipline and enjoy a positive sense of achievement.

Hunter's Bar Infant School is located within the vibrant Ecclesall and Sharrow Vale Road shopping areas in which there are numerous amenities, along with many cafés and restaurants. The school is also situated close to both Endcliffe Park and the Botanical Gardens.

There are approximately 270 children in the school and the staff team work hard to get to know all the children and their families very well which helps to create a 'small school feel'. The school is fortunate in having 90 children in each year group, creating three classes in each of the Foundation Stage, Year 1 and Year 2 teams –so that there are currently no classes containing children from split year groups.

The original school building was completed in 1892 and houses four classrooms. An extension, built in 1983, provides three classrooms for the Foundation Stage, library and computer suite. The school also has two large, mobile classrooms.

admission into school

Along with their children, prospective parents and carers are most welcome to visit the school during our scheduled 'Open Days'. To find out more details about these, please contact the school office.

Our Admissions Policy is set by the Local Education Authority (LEA) and does not permit gender, race, colour or disability to be used as criteria for admission. The allocation of places and admission of children into the Foundation Stage is the responsibility of the Primary Admissions Team, Floor 3, Howden House, 1 Union Street, Sheffield S1 1SH. Telephone: 0114 273 5766.

Children are admitted to school in September or January, depending upon their birthdate. Children with a birthday between 1st September and 29th February will be admitted into full-time school in September. Those with birthdays between 1st

March and 31st August will be admitted into full-time school in January. Application forms for places are available from the school and can be collected in the year before your child's admission date. If you have any queries at all regarding admissions, please do not hesitate to contact us.

If your child is transferring from another school then, once again, the school will be most happy to help with any queries you may have about admission and transition procedures.

During their time in Year 2, all children who attend Hunter's Bar Infant School are offered a place at Hunter's Bar Junior School, in line with the LEA published application procedure. Both schools share the same site.

starting school

We aim to ensure that the transition into school is as smooth and successful as possible for you and your child. Indeed, we have an excellent transition programme which involves having strong links with all local nurseries and pre-schools. We meet all children before they start school and visit them in their pre-school setting. Prior to starting school, your child will also be invited to visit their new classroom and meet the teaching staff. After which, your child's future class teacher will arrange a home visit. This is an opportunity for them to meet you and your child in their home environment before starting school and to answer any further questions you may have about starting school.

coming to school

Children of infant school age must always be accompanied to and from school by an adult.

As an Eco-school, we encourage parents and carers to make use of our successful 'walking bus' scheme. Hunter's Bar Infant School is rightly proud of its daily walking bus, operated by the parents and carers of children. If you are interested in joining the existing scheme, or starting an additional walking bus of your own, please do contact the school for details.

Safety is paramount for our children and, in partnership with Sheffield City Council, we are committed to doing everything we can to reduce traffic on our local streets. So that we also have a 'Park and Stride' scheme in conjunction with 'The Stag' on Psalter Lane so that parents and carers who cannot avoid driving are invited to park in 'The

Stag' car park and walk the short distance from there to school. We would ask those parents who do drive to school, to park safely and with extreme care in order to safeguard their own child and others.

Parents are encouraged to make full use of the crossing point on Junction Road which is controlled by traffic lights and of the School Crossing Warden who patrols Cowlshaw Road from 8.30am -8.55am and again from 3.10 – 3.40pm.

Many of our children enjoy travelling to school on their scooters and bicycles and we have a safe section of playground designated as the 'Cycle and Scooter Park.' Parents are reminded that they are responsible for the safety of their own child in the playground, both before the start and after the end of the school day.

the school day

The school opens its doors at 8.40am. Please bring your child directly to their classroom in good time for the official start of the school day at 8.50am.

You are asked to collect your child at 3.20pm which is the official end of the school day. An After-School Club is run on the school site. It operates daily from 3.20pm to 6.00pm and those children attending it are collected by the Club staff at the end of the school day and accompanied from their classroom.

Doors open	8.40am
School begins.....	8.50am
Learning session.....	8.50am – 10.15am
Assembly	10.15am – 10.30am
Playtime	10.30 - 10.45am
Learning session.....	10.45am – 12.00 noon
Lunchtime	12.00 noon – 1.10pm
Learning session.....	1.10pm – 2.15pm
Playtime	2.15pm – 2.30pm
Learning session.....	2.30pm – 3.20pm
School ends	3.20pm
After-school Club	3.20 – 6.00pm

“Parents appreciate the school’s warm and welcoming atmosphere”

Ofsted, May 2008

parent partnership

Parents and carers are encouraged to become involved in the school community and to support the school in a variety of ways such as helping in the classroom with, for example, art, reading, library and other activities such as baking, gardening or coming to help on school visits and sports days. If you have a talent or interest that could be shared and enjoyed by everyone we would be very pleased to hear from you.

Throughout the school year parents are invited along to share in special assemblies, concerts, sports day, school trips and to celebrate a variety of other events.

In line with school policy the Governing Body requires all volunteers who work with children in school to have a Criminal Records Bureau (CRB) check. Application forms are available in school and there is no charge for this CRB check.

In order to comply with the school’s Health and Safety Policy, all visitors to the school are asked to report to the main office where they can sign in on arrival and sign out on departure. Badges are issued so that all visitors can be clearly identified.

home School agreement

The Home-School Agreement is a document that outlines the school’s aims and responsibilities together with its expectations of parents, families and children.

HOME SCHOOL AGREEMENT

The School will:

- ✎ Create a comfortable, safe and welcoming environment where children are respected and listened to.
- ✎ Encourage children to grow in confidence and to become self-motivated.
- ✎ Encourage children to develop self-discipline.
- ✎ Encourage children to do their best at all times to enjoy a positive sense of achievement.
- ✎ Welcome difference, celebrate diversity and recognise that everyone has an important contribution to make.
- ✎ Encourage children to take care of their surroundings and others around them.
- ✎ Inform parents of their child’s progress.
- ✎ Inform parents about what the teachers aim to teach the children each term
- ✎ Welcome and encourage the involvement of parents and carers.

The Parent, Carers and Family will:

- ✎ Make sure their child arrives at school on time at 8:50 am and is collected at 3:20 pm.
- ✎ Make sure their child attends school regularly and provide an explanation if child is absent.
- ✎ Take an active and supportive interest in their child’s work and progress.
- ✎ Attend Open Evenings to discuss their child’s progress.

Together we will encourage the child to uphold the Friendship Charter:

- ✎ Be polite to everyone.
- ✎ Try not to hurt people’s feelings or bodies.
- ✎ Be honest and truthful even when things go wrong.
- ✎ Ask people to join in.
- ✎ Share and take turns fairly.
- ✎ Listen to people and talk together about things.
- ✎ Say sorry if things go wrong.
- ✎ Use equipment and property carefully and sensibly.
- ✎ Help each other whenever we can.

Together we will:

- ✎ Make each other aware of any concerns or problems that might affect the child’s work or behaviour.
- ✎ Support the child’s learning to help them achieve their best.
- ✎ Promote the ethos of the school.

Parents and carers are asked to sign the Home School Agreement as a gesture of willingness to work in partnership with the school.

“Pupils’ good behaviour helps them to feel safe in school...they know exactly how to respond”

Ofsted, May 2008

the friendship Charter

We recognise that the positive ethos within the school is based upon the development of good relationships between the children, the staff team and their parents.

The children themselves have created a 'Friendship Charter' of their own and it is this framework which underpins the behaviour policy and guides their conduct in school.

“Making new friends is easy and the Friendship Charter helps people to be kind to each other here”
Class council children, class 8.

We agree that at Hunter’s Bar Infant School we will:

- 👋 Be polite to everyone
- 👋 Try not to hurt people’s feelings or bodies
- 👋 Be honest and truthful even when things go wrong
- 👋 Ask people to join in
- 👋 Share and take turns fairly
- 👋 Listen to people and talk together about things
- 👋 Say sorry if things go wrong
- 👋 Use equipment and property carefully and sensibly
- 👋 Help each other whenever we can

supporting your child’s learning

To support and extend the learning taking place in school, we encourage parents and carers to become regularly involved in the following ways:

- 👋 reading and sharing books with your child at home
- 👋 talking to your child about what they have been learning
- 👋 sharing fun activities or ‘home tasks’ that reflect what they have been learning at school
- 👋 keeping abreast of the current topics being taught in school via curriculum information meetings, parental workshops and the half termly curriculum newsletter you will receive from school
- 👋 attending regular meetings with the class teacher to discuss your child’s progress

Parents and carers are welcome to view their child’s work and briefly chat with teachers at the start and end of each school day. On occasion, you may need a longer discussion to talk something over in detail. If you have any concerns about your child, please make an appointment for a mutually convenient meeting time with the classteacher. We would also encourage you to make your child’s teacher aware of any change in home circumstances that may impact upon their learning.

Open Evening meetings for parents and teachers are held in the Autumn and Spring terms. In the summer term you will receive an annual report for your child and may wish to make an appointment to talk it through with the class teacher.

“We’re really pleased with how interested our son is in learning and applying what he’s covered in his school day to things at home”
Parents, Year 1.

“We are really happy with what the children learn at school. Our son finds it challenging and always enjoys it”

Parent, Year 2.

Learning and teaching

The school is organised into three year groups with three mixed ability classes in each year group.

Children learn together in a variety of ways - working with their whole class and, on occasions, they may work in smaller groups or are taught individually where appropriate. Classteachers have responsibility for children’s learning progress and for their pastoral care. Children work mostly with their own classteacher and with the Teaching Assistants who work with their class or year group. Children follow programmes of work which are derived from the schemes of work developed with reference to the Early Years Foundation Stage Curriculum and National Curriculum.

The curriculum is taught through a creative, cross-curricular approach which seeks to develop progression through key skills. Detailed planning for each area of the curriculum is the responsibility of individual classteachers. The staff in each year group often plan as a team during their dedicated Planning, Preparation and Assessment time and all classes in each year group largely experience the same learning activities.

At the start of each half term, parents and carers receive ‘Curriculum Newsletters’ which provide information about the learning and teaching that will take place, the topics that will be covered and suggestions for ‘home tasks’ and other ways of helping at home.



the school curriculum

Everything that your child learns at school contributes to the curriculum. Hunter's Bar Infant School seeks to deliver a broad and balanced curriculum to enable children of all abilities irrespective of gender, class, cultural background, and ethnic origin to realise their full potential.

The Early Years Foundation Stage and National Curriculum - in outline

Foundation Stage	3 - 5 years (Pre-school and Reception classes)
Key Stage 1	6 - 7 years (Years 1 and 2)
Key Stage 2	8 - 11 years
Key Stage 3	12 - 14 years
Key Stage 4	14 - 16 years

Foundation Stage

"Parents are full of praise for the way in which their children are introduced to school, helped to settle in quickly and start learning"
Ofsted, May 2008

The Foundation Stage encompasses the Early Years Foundation Stage Curriculum for children aged 3-5 years. This is therefore the curriculum for children in their first year at Hunter's Bar Infant School. The Early Years Foundation Stage Curriculum consists of the following six Areas of Learning:

- Personal, social and emotional development
- Communication, language and literacy
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development

During their time in the Foundation Stage, children are working towards the Early Learning Goals in each of the above areas of learning. Practitioners working with your child in their reception class continually assess them against the criteria found in the Foundation Stage Profile. These profiles are shared with parents during termly meetings with the classteacher.

Key Stage 1

The National Curriculum at Key Stage 1 consists of four core subjects:

- English
- Maths
- Science
- Information and Communication Technology (ICT)

and six foundation subjects:

- Art
- Design and Technology
- Geography
- History
- Music
- Physical Education
- plus
- Religious Education

Copies of the school's curriculum policies, together with those of Sheffield LEA and official statements from the Department for Children, Schools and Families (DCSF) are available for parents and carers on request from the Headteacher.

English

Children learn to communicate and understand themselves and the world in which they live through the four main areas of language: speaking, listening, reading and writing.

We place great emphasis upon the development of these skills which are central to the curriculum, not only in dedicated Literacy sessions, but through the linking of learning with other subject areas too.

Children bring home reading books daily to share with parents and carers. Each child has a Reading diary offering them an opportunity to work toward achieving a specific 'Reading Challenge' - both children and parents gain a great deal of enjoyment from working toward this challenge and are rightly proud of gaining special Reading Challenge certificates during weekly 'Celebration' assemblies.

The school also has a library. All classes visit the library regularly to browse, research, borrow and return books.

"Pupils' attainment is best in reading"
Ofsted, May 2008

Mathematics

Mathematics is planned and taught using the Primary National Framework. Each lesson includes an opportunity for mental and oral work, along with whole class teaching based upon a central learning objective, followed by activities differentiated at the child's own ability level and ends with a whole class plenary. The National Curriculum divides the teaching of mathematics into four areas:

- Using and applying mathematics
- Number and algebra
- Space, shape and measures
- Data handling

Maths booklets containing information about their child's numeracy targets and games are provided for parents to enable them to support learning at home. Children are encouraged to solve problems through an investigative approach and activities are mainly practical in order to promote interest and excitement.

Science

Science and scientific enquiry is taught through contexts linked to Life Processes and Living things, such as growing things, minibests, our bodies and keeping healthy; Materials and their properties and Physical Processes, such as creating electricity and investigating forces.

Children are given the opportunity to carry out scientific investigations and to record and interpret their findings. A variety of teaching approaches are used in the teaching of early scientific skills and

emphasis is given to practical activities and first hand experience.

Information Communication Technology (ICT)

The school has a large, dedicated Computer Suite equipped with an Interactive Whiteboard and networked PC's that can be accessed by an entire class at one given time. In addition, every classroom in Key Stage One has an interactive whiteboard along with three networked PC's. Further networked access is available in the library and in the workroom dedicated to small group work.

"We have fun in the ICT suite because there are rules for using the computers and the programs are active"
a member of the lunchtime Challenge Club, Year 2 child.

All classes are timetabled to use the Computer suite on several occasions throughout the week. Every child is given opportunities to use a variety of computer programs designed to ensure the National Curriculum guidelines for ICT are fully met. Children develop skills in word processing, data and information handling, simulation and control technology.

Children's learning is also enhanced through their use of digicams and during their time in school they will have opportunities to engage in basic animation and film-making.

Geography

Geography is taught within a topic-based approach. The school works hard to present children with positive images of people throughout the world. Children are encouraged to develop an interest and understanding of the local environment and of contrasting areas in the UK and other countries. They are helped to understand the inter-dependence of people and resources and the relationship between people and landscapes.

Children have numerous opportunities to visit not only the school locality but some localities a little further a field too.

History

Once again this subject area is also taught within a topic -based approach and classteachers seize opportunities to link history with other curriculum areas.

The school is able to draw upon the local environment as a rich source of history and children have opportunities to handle artefacts and investigate a range of other evidence via photographs, stories and the internet.

Music

We aim to develop children's enjoyment and appreciation of music through dedicated weekly sessions delivered by the classteacher. Children also engage in year group or whole school singing sessions and the school choir is frequently asked to perform at local events. Children have opportunities to listen to music and visiting musicians from a variety of cultures and to explore instruments from many different countries. Musical activities are often linked to other curriculum areas in which the elements of listening, composing and performing are incorporated.

Children in Key Stage One have opportunities to learn how to play a musical instrument including the violin and recorder.

Art and Design

Art is a highly valued aspect of our curriculum. We try to develop each child's confidence and pleasure in art and design through a range of activities and incorporate a rich variety of media and techniques through which children are encouraged to express their ideas, thoughts and feelings.

The school has strong links with the annual Sheffield Children's Festival and a close association with several local artists who regularly work on projects with our children, both in and out of school.

Design and Technology

Children are offered a range of opportunity to develop the skills of Design and Technology throughout their time in the infant school.

They undertake projects in each year group which involve designing and making using a variety of materials, tools and techniques to produce such things as pop-up cards, puppets, musical instruments and moving models, toys or vehicles for instance. Food technology such as baking and cookery is also an element of design and technology.

The school has a dedicated children's kitchen and all children have regular opportunities in which to make use of its facilities- often to prepare and cook the fruit and vegetables grown in the school's own garden.

Physical Education

All classes in Key Stage One have three timetabled sessions of Physical Education weekly incorporating aspects of gymnastics, games and dance. Our commitment to at least two hours of quality PE weekly has gained the school national recognition in the award of 'Activemark' and local recognition in the award of the 'School Sports Partnership Gold Award.'

Not only is full use made of the hall and outdoor areas around the school building, but children also have opportunities to access Endcliffe Park and the sports facilities of High Storrs School and, on occasion, the Institute of Sport and Don Valley stadiums.

Religious Education

Religious education based upon the 'Sheffield Agreed Syllabus' is provided to children throughout school. The development of moral values and appreciation for the multi-cultural nature of our diverse community are essential features of the Religious Education curriculum at Hunter's Bar Infant School. Indeed a variety of festivals are celebrated during the year which reflects the multi-faith school community that exists here at Hunter's Bar Infant School.

"I've thoroughly enjoyed hearing my child relaying information around cultural and religious awareness. Difference and diversity are celebrated and embraced"

Parent, year 1.

The daily act of collective worship is broadly Christian in nature and held in whole school or class assembly times. Parents wishing to exercise their right to withdraw their child from assemblies or from religious education should inform the Headteacher of their wishes in order that alternative arrangements can be made.

Personal, Social, Health Education and Citizenship

"Amongst the good features of this school is pupils' personal development"
Ofsted, May 2008

At the core of the school curriculum is the personal development and well-being of each child.

The national SEAL programme (Social and Emotional Aspects of Learning) is integral to the Personal, Social and Health Education (PSHE) curriculum. SEAL involves work on a different theme each half term. The themes are: New Beginnings, Getting On and Falling Out, Say NO to Bullying, Going for Goals, Good to Be Me, Relationships and Changes. Each theme begins with a whole school assembly and is then developed into other aspects of school life.

Each class has a weekly, timetabled Circle Time during which children are supported in the development of their friendships, their relationships with others and the importance of excellent standards of behaviour.

Bullying is not tolerated in our school. Our anti-bullying policy focuses upon strategies to promote an anti-bullying ethos within school.

"Our Headteacher and Deputy Headteacher always listen very carefully to our ideas and to what we've got to say"
a member of the School Council, Year 1 child.

In support of the Citizenship curriculum, two children from each class act as representatives for the School Council. They attend regular meetings and, in addition to feeding back ideas from their own Class Council meetings, they are involved in key decision-making about school life at Hunter's Bar Infant School.

Many children have other opportunities to make a valuable contribution to the life of the school through the 'Job Squad' – taking on vital roles such as Playground Friends, Lunchtime Buddies and Rubbish Busters!

"Pupils look out for each other and are very keen to take on responsibilities...such exceptional contributions to the school community have a significant impact on pupils' well-being"
Ofsted, May 2008.

Sex and Relationship Education

Sex and relationships education is taught within our Personal, Social, Health and Emotional (PSHE) programme. It is covered within the themes of caring for others, friendship, family life, love and the people who care for us, along with personal safety. It is aimed at developing the children's self-esteem and confidence. Copies of the school policy and scheme of work are available on request.

Curriculum Enrichment Activities

Hunters Bar Infant School provides a truly rich and enriched curriculum. Children have access to a varied programme of extra-curricular activities.

"Pupils' are clearly aware that the school values each one of them and they are proud of their individual skills and qualities"
Ofsted, May 2008

Lunchtime clubs are run daily. They include chess, cricket, computer, Eco-club, library, gardening and nature club.

Children also have an opportunity to be a member of the school choir and to learn how to play a musical instrument such as the recorder or violin.

After-school clubs include a Multi-skills Sports Club, Football and French Club.

A wide variety of activities also take place during the day – both in and out of school. These are designed to enrich the planned learning and to consolidate the half termly topic focus. Such activities include visits to local galleries and museums including the Weston Park and the Heritage Museums. Plus other localities, such as Chatsworth and Whirlow Farm. Regular use is made of local amenities such as Endcliffe Park and the Botanical Gardens.

Visitors into school are common and include authors, illustrators, artists, musicians, sports specialists and theatre companies.

charging policy

In line with statutory requirements, the Governing Body of each school must have a 'Charging Policy.' The full policy for our school is available on request. In brief however, the Governors feel that enrichment of the school curriculum through educational visits and visitors into school is an essential part of each child's experience at Hunter's Bar Infant School. Indeed a proportion of the school budget is set aside for just such experiences each year, although Governors recognise that funding for all such enrichment cannot be fully met by school resources. Voluntary contributions will therefore be







requested from parents. The Charging Policy sets out to ensure that no child will be disadvantaged by a parents' inability to pay. However where there is insufficient support from voluntary contributions then planned visits and enrichment activities may not take place.

It is also the policy of the school to reserve the right to ask parents to pay for wilful breakage or damage to school property or equipment by a child and for the loss of reading or library books.

assessment

Assessment is a continuous process that supports the school's aim of realising the potential of every child in all aspects of learning and development.

A range of approaches are used and evidence of assessment is kept to monitor the progress of each individual. Each child's Assessment Profile includes:

-  Records from pre-school provision and visits made by our Foundation Stage practitioners to these settings
-  Foundation Stage Profile Assessments completed in the child's first, Reception year
-  Pupil progress and tracking information from on-going teacher assessment in
-  English, Maths and Science
-  Copies of all Annual Reports, along with information from the child and their parents
-  Data from End of Key Stage One tasks and tests for children in Year 2

End of Key Stage Assessment

All Primary school children continue to take part in National Curriculum testing during the summer term of Year 2.

Standard Assessment Tests (SATs) and Teacher Assessment Results in 2008

% of children at Level 2 or above:

	English	Maths
Hunter's Bar Infant School	84%	94%
National	83%	90%

NB: The expected level of attainment in these Standardised Assessment Tasks and Tests (or SATs) for a 7 year old is Level 2b.

The % of children in our school attaining Level 2b or above in Reading and Maths is above the national average and further details of this are available to parents on request.

"I'm so pleased with the progress my daughter has made. This I'm sure is the direct result of the attention and care given to her by the staff"

Parent, Foundation Stage.

children with special needs and disabilities

The school and Governors are required by law to make special educational provision for any child who has significantly greater difficulty in learning than most children of the same age. Such needs may include learning difficulties, physical disabilities, hearing or visual impairments, specific language needs or emotional and behavioural difficulties.

Class teachers are responsible for differentiating for the needs of children with SEN. It is the role of the Inclusion Manager to co-ordinate the provision of SEN and seek advice, where necessary, from those specialist support agencies, such as the Educational Psychologist for instance. The Inclusion Manager, Catherine Carr also links closely with Cathy Spencer, the Governor responsible for Special Needs, who can be contacted by parents via the school office.

Our Special Educational Needs (or SEN) Policy is based upon guidelines from the SEN Code of Practice published by the Department for Children Schools and Families. Our aims are to ensure early identification and assessment of SEN in order to provide an appropriately tailored curriculum which is monitored carefully, alongside close liaison with parents and carers.

Under the Disability Discrimination Act of 1995, each school is required to have an Accessibility Plan covering future actions for increasing access to the school by children with disabilities.

HUNTER'S BAR INFANT SCHOOL ACCESSIBILITY PLAN 2008-9

Priority	Action	Success Criteria	Monitoring Strategy	Status
Increase access to the school for those with disabilities	Review disabilities for existing children	<ul style="list-style-type: none"> • Existing disabilities are identified • Priorities for reasonable adjustment are established 	<ul style="list-style-type: none"> • Reviewed half termly in Pupil Progress and Provision Mapping meetings • Feedback provide termly to Governors 	On-going
	Review current provision for existing children	<ul style="list-style-type: none"> • Improve classroom environment to reduce noise for hearing impaired child • Improve visibility to edge of all steps for child with visual impairment and poor balance 	<ul style="list-style-type: none"> • Discussions with children and their parents • School Action Review meetings 	On-going
	Review provision for parents with disabilities	<ul style="list-style-type: none"> • Priorities for reasonable adjustment are established • Review entry to premises 	<ul style="list-style-type: none"> • Discussions with and feedback from parent 	On-going and planned

Details of existing facilities to assist access for those with disabilities are available from the school.

child protection

Changes in the law, notably the Childrens Act (1989) mean that staff in schools have a duty to report any concerns they may have that any child may be suffering significant harm, particularly as a consequence of possible abuse.

Every school has a nominated Child Protection Liaison Teacher, in this case the Headteacher, who can be trusted to deal with all these matters with professional confidentiality.

The school has a Child Protection Policy agreed by the Governing Body. The policy states that, in the event of an investigation into possible child abuse, the school has a duty to co-operate with all investigating agencies. Our aim is to work in partnership with parents at all times in order to ensure they are fully informed and able to participate in any action concerning their child. However, if there is a conflict of interest then the welfare of the child must be of paramount consideration.

school meals

The majority of children at Hunter's Bar Infant School remain in school over lunchtime and have either a cooked school meal or bring a packed lunch from home.

Private contractor, Scolarest provide meals for our school. Scolarest comply fully with the latest national food standards for children and their menus also offer Vegetarian and Halal options.

The school meals are prepared in the nearby Junior School kitchen and served in the Infant School hall. The kitchen tries to make provision for special dietary requirements wherever possible. The weekly menu can be found on classroom noticeboards.

Payment for school meals is made by parents each Monday morning.

Payments of cash or cheques (made payable to Sheffield City Council) should be sent to school in an envelope clearly labelled with your child's name and class. Advance half-termly or termly payments are welcome and the most updated price list for school meals is available in the school office.

free school meals

Children living in families receiving Income Support are entitled to free school meals (and milk). We encourage parents to take up this option if they are eligible. Free school meals can be authorised by the Benefits Section, First Point, Howden House, 1 Union Street, Sheffield S1 21SJ. Telephone: 0114 273 5705.

drinks and snacks

The school is part of the School Fruit and Vegetable Scheme and provides a daily fruit or vegetable snack for all children.

Milk is available for children each morning and all children under five, and those in receipt of free school meals, are entitled to receive milk free of charge.

It is important that children remain hydrated during the school day and water fountains are located around the school from which children can refill their water bottles. We strongly encourage parents and children to invest in a non-drip, plastic water bottle and these are available to buy in school at a small cost.

what should children wear?

Hunter's Bar Infant School has a voluntary dress code.

Our Dress Code includes

- ✎ Plain sweatshirt, fleece, cardigan or jumper in red or bottle green
- ✎ Plain polo shirt in red, bottle green or white
- ✎ Plain, dark trousers, shorts, skirts or pinafore dresses in navy, black or dark grey
- ✎ Checked dresses in red/white or green/white

Parents have the option of purchasing polo shirts, sweatshirts, fleeces, jackets and hats, embroidered with the school logo through the school office. Alternatively, items in the school dress code colours can be purchased from all major suppliers such as supermarkets and chain stores. The Home School Association (H.S.A) can arrange for second hand items to be available for parents and carers to purchase at a reduced rate, if they wish.

The following items fall outside of the dress code and we request that parents avoid them:

- ✎ tops, trousers and skirts of colours other than those listed above
- ✎ jeans, combat trousers and sports wear with logos

Clothes should be comfortable and appropriate for the weather conditions - including a hat and sun cream in the summer, a water resistant coat during wet weather and warm, outdoor clothing in the winter.

Religious Dress

In line with the school's Equality Policy, scarves and hats can be worn for religious reasons. Where ever possible, these items should be worn in our dress code colours. Please consult with the School and Governing Body if you have any further questions regarding religious dress.

Clothing for Physical Education (PE)

Parents and carers are asked to provide a PE bag containing shorts or jogging bottoms, t-shirt, sweatshirt and plimsolls or trainers. Eco-friendly PE bags bearing the school logo and a name label are available to purchase from the H.S.A via the school office.

Health & Safety

Clothing & Footwear: The parents and carers of those children attending school in clothing or shoes considered inappropriate, on the grounds of health and safety, will be contacted by the school. Such items include strappy or backless tops that allow over exposure of delicate skin to the sun, or very short tops and shorts. Children should wear safe, comfortable footwear, appropriate for the season. The following styles of footwear are not acceptable:

- ✎ high heels and high platform shoes
- ✎ flip flops and slip-on shoes without backs
- ✎ other fashion boots or shoes that do not facilitate active play

If children come to school in Wellington boots please provide a change of shoes to wear indoors. **Jewellery:** It is the policy of Hunter's Bar Infant School that jewellery should not be worn by children in school.

Labelling of Clothes

Please label all items of clothing and footwear to be worn by your child in school. In this way, misplaced items can be returned to you and laundry pens are available for purchase at the school office. Lost property items can be found in the cupboard beside the main entrance of the school.

after school clubs

An After School Club is run on the school site daily between 3.20pm and 6pm during term time.

The After School Club is organised by Crescent House Nursery and is very popular with our children and parents. Application forms can be obtained via the school office and further information regarding the availability of places can be gained by phoning the Crescent House directly on 0114 281 5963 or speaking with Gina Glossop on 0770 484 7822.

- 👤 All visitors are required to sign in, at the school office, on arrival. Collect a badge to wear whilst visiting and sign out when they leave.

Children must always be accompanied into school by an adult. Please ensure the classteacher is informed of any change to the usual adult bringing your child to school or collecting them at the end of the day.

At the start and end of the school day, children must be supervised at all times in the school playground by a responsible adult.

absence

Full attendance at school is vital if children are to gain maximum benefit from their education and so achieve their potential.

The school has a statutory duty to maintain detailed records of children's absence from school. It is therefore essential that parents let the school know the reason for their child's absence. Please telephone the school on the first day of absence, and before 10.30am wherever possible.

We are obliged to treat any unexplained absence as an unauthorised absence. Unauthorised absence means all absence which does not fall into the following categories:

- 👤 Illness
- 👤 Medical or dental treatment
- 👤 Family holiday for which prior permission has been given (a maximum of 10 school days over the academic year)

- 👤 Receiving part time education elsewhere
- 👤 Days of religious observance
- 👤 Exclusion
- 👤 Other circumstances authorised by the Headteacher –who has limited discretion to grant leave for exceptional circumstances.

Holidays in term time are not encouraged and must be authorised, in advance, by the Headteacher. Parents and carers who wish to take their child out of school during term time are asked to complete a request form available from the school office.

Parents and carers who have an essential need to withdraw their child during the school day must obtain an absence pass issued by the Local Authority. The pass is available from the school office.

children's health

We understand that there will be rare occasions when it is necessary for children to take medication at school. However we are also aware of the potential dangers surrounding the presence and use of medicines in school and have therefore created certain safeguards regarding the administering of medicines in school.

- 👤 Parents and Carers are asked to provide full information regarding the medical needs of their child
- 👤 In the instance of serious conditions (such as asthma, allergies and cystic fibrosis) medication will be administered by those school adults trained to do so.
- 👤 Children will not be given medication without the signed consent of their parent or carer.
- 👤 Medicines are not allowed in classrooms (other than epi-pens and inhalers). Class teachers cannot be responsible for their administration.
- 👤 Medicines should be sent in the original container as dispensed by a pharmacist and include the instructions for administration.

To support the school in minimising the spread of infection we ask that, in cases of vomiting or diarrhoea parents ensure a period of 24 hours is given between the last bout and the return to school.

If your child becomes unwell at school, we will contact you as soon as possible. In the case of your child suffering an accident it is paramount that we have full and up to date information about all your emergency contact details. Please contact the school office as a matter of urgency if there are any changes to these.

Please check the hair of your child (and other members of the family) weekly for head lice. Please treat any infestations immediately (including the whole family) and let the classteacher know about this.

The school nurse visits school regularly. Each child has a health check during their first term in school and is seen by the dentist once yearly. The school nurse is happy to offer help and advice to parents and can be contacted via school.

safety and security

All doors of the school building are fitted with an entry control system in order to ensure for the safety of your child during the school day. The children themselves are able to gain access by using a touch sensor. To allow access at the start and end of the day, these doors open from 8.40 and until 9.00am and again between 3.20 and 3.40pm. If your child arrives after 9.00am please report to the school office.

The doors also open during play and lunch times and open automatically if the fire alarm is sounded.

At other times visitors need to use the intercom on the main door and report to the school office.

- ✎ In order to ensure Fire Exit routes are kept clear, prams and buggies are not allowed in the school building

- ✎ Smoking is not permitted anywhere on the school premises, including the playground

- ✎ Other than dogs supporting those with a visual or physical impairment, dogs are not allowed in the school building or playground area and should not be tied to the school gates or railings – except in the case of disability or guide dogs.

Children must be accompanied to and from school by a responsible adult. Please inform the classteacher of any change to the usual adult dropping off and collecting your child.

Please ensure that children are supervised by an adult at all times in the playground at the start and end of each day.

the home school association (H.S.A)

The HSA is a registered charity and works on behalf of the children to...

- ✎ develop and extend positive relationships between staff, children, parents and others associated with the school
- ✎ provide support for the school in raising funds
- ✎ engage in activities which support the school and help enrich the lives of the children
- ✎ give all parents and carers opportunities to be involved in school and to make friends and network with other parents and carers

The H.S.A aims to have fun as well as raise funds! It organises various fund-raising events throughout the year, including the Spring Fair, Film Show and Cake Sales.

As a parent, you automatically become a member of the Home School Association and are encouraged to come along to the regular monthly meetings held in school and social events organised specifically for parents, such as our infamous 80's Disco.

These events and projects bring everyone together and strengthen the idea of the school as a community facility. Over recent years, our funds have helped to provide new library equipment and support school visits and other enrichment activities. In 2006, the HSA helped to fund improvements to the school grounds and the provision of Interactive Whiteboards for Key Stage One classrooms.

Meetings are usually held twice a term and enable us to share ideas and plan future projects and events in a lively and informal atmosphere. Minutes of meetings are circulated to parents and HSA news can also be found on the school notice board situated in the playground.

Our HSA Committee are fantastically dedicated and work extremely hard but they need your continued support. All parents and carers are automatically members of the HSA and new members are always especially welcome. Indeed all offers of help are greatly appreciated. We can be contacted through the school or via Class Representatives and we look forward to meeting you soon.

Marion Bourne, Chair of the HSA Committee



school governors

The Governing Body has wide reaching responsibilities and is actively involved in each area of the school through four main committees: Finance & Premises; Curriculum; Parents & Community and Staffing.

All Parents and Carers are eligible to serve on the Governing Body through election as a parent representative and serve a four year term. There are currently no vacancies.

The Governing Body

Local Education Authority Representatives

Alastair Goldman
Sarah Baxendale
Pat Barnsley

Community Representatives

Saghir Ahmed
Vina Khan
Teresa Hagan
Lynda Moore

Parent Representatives

Tracey Shibli
Cathy Spencer
Jo Clark
Kaltum Rivers
Martin John

Staff Representatives

Michelle Hayes (Headteacher)
Catherine Carr (Deputy Headteacher)
Pauline Hodkinson (Teacher)
Trevor Thompson (Support Staff)

Associate Governors

Stephen Walker
Carla Thornley
Ian Parkin (Premises Staff)

the staff team

Name	Role
Salma Akhtar	Lunchtime Supervisor
Zoe Baker	Teaching Assistant, Year 1
Rihana Bakhtiar	Class Teacher, Year 1
Sarah Banks	Class Teacher, Foundation Stage
Joanne Beaton	Lunchtime Supervisor
Rabeena Begum.....	Lunchtime Supervisor
Judith Bell	Lunchtime Supervisor
Helen Bowman	Class Teacher, Year 2
Peter Brearley	Assistant Caretaker
Lisa Burley	Teaching Assistant, Year 2
Catherine Carr	Deputy Head
Louise Cunliffe.....	Office Administrator
Rachel Donaldson.....	Office Administrator
Sandra Doyle.....	Class Teacher, Year 1
Lucy Edwards	Teaching Assistant, Year 2
Ann Ferris.....	Lunchtime Supervisor
Jane Fillingham.....	Class Teacher, Foundation Stage
Joe Francis	Class Teacher, Year 1
Sue Hall	Class Teacher, Year 2
Michelle Hayes	Headteacher
Pauline Hodkinson.....	Class Teacher, Year 2
Pam Jackson	Teaching Assistant, Year 1
Claire King	Teaching Assistant, Year 1
Tinuviel Machin-Cowen.....	Class Teacher, Year 1
Jennifer Murat	Teaching Assistant, Foundation Stage
Marilyn Murphy.....	Teaching Assistant, Foundation Stage
Joyce Parker	Lunchtime Supervisor
June Parker	Lunchtime Supervisor
Nicola Parker.....	Lunchtime Supervisor
Ian Parkin	Building Supervisor
Manisha Popat.....	Lunchtime Supervisor
Samina Rafiq.....	Teaching Assistant, Foundation Stage
Julie Rhoades	Lunchtime Supervisor
Angie Rushforth	Lunchtime Supervisor
Trevor Thompson	Teaching Assistant, Year 2
Fiona Walker	Whole School Assistant
Sally Wiberg	Class Teacher, Foundation Stage
Jeanette Wood.....	Teaching Assistant, Foundation Stage
Kate Wragg	Class Teacher, Year 2

raising concerns and resolving complaints

From time to time parents, carers and others connected with school may become aware of matters which cause them concern. In order to encourage resolution, those with such a concern are encouraged to contact the school.

Section 23 of the 1988 Education Act allows for parents to make a complaint if they form the view that the Governing Body or Local Authority is failing in its duty to comply with the legislation. There are three stages:

- ✎ The Informal Stage: the complainant should contact the Headteacher to discuss the nature of the complaint. Should informal discussions fail to resolve the difficulty then the next stage applies.
- ✎ Formal Complaint to the Governing Body: this involves a written complaint to the governing body. If this too proves unsatisfactory, then there may be recourse to the third stage.
- ✎ Formal Complaint to the Local Education Authority: This will apply where the first two stages have failed to provide resolution or where the complaint concerns the LEA and would therefore be inappropriate to refer to the Governing Body.

The Headteacher will supply all necessary information and documents to a complainant regarding the procedure for making a complaint in this way.

Please note that the above arrangements do not cover complaints about the actions of individual teachers or the Headteacher. In this instance, complainants should contact the Chair of Governors, Tracey Shibli c/o Hunter's Bar Infant School.

Disclaimer

The information published in this prospectus relates to the school year 2008/2009 and is correct at the time of publication. However the school is constantly developing and there may consequently be changes during the school year 2008/2009.



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