

Hoyland Springwood Primary School
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Headteacher: Julian Wroe

Deputy Headteacher: Josie Ranson

Chair of Governors: John Sanderson

Vice Chair of Governors: TrevorArmstrong

The school comes under the jurisdiction of
Barnsley Local Education Authority.

Executive Director: Ms Edna Sutton

WELCOME TO HOYLAND SPRINGWOOD SCHOOL

In this booklet you will find a brief description of our school, the staff and of our life as a school. We hope that you will find it helpful. If there is anything else you would like to know or would like to find out please come and ask.

School Year 2005/2006

OUR ETHOS

Hoyland Springwood Primary School

Our Ethos

Hoyland Springwood Primary School is a lively and forward looking school which aims to create a school community with a positive, calm and caring atmosphere in which children learn to value themselves, each other and the world in which they live.

Equal opportunities which reflect individual emotional, social, intellectual and physical needs are provided for each pupil irrespective of gender, ability or race and positive attitudes towards learning are developed.

Each individual is encouraged to reach her / his full potential through quality first hand experiences and a broad, balanced and meaningful curriculum which is carefully planned to ensure continuity and progression in learning.

There is a strong emphasis placed on high standards of work, of consideration for others, of self-confidence, self-discipline, trust and reliability amongst all members of the school community.

The school environment is warm, welcoming and healthy and reflects and promotes the quality in which the school believes. Ownership of the school, of its environment and of its beliefs rests with all who are involved with it, this being felt critical for the promotion of such quality.

The school endeavours to give its pupils a wide range of quality experiences which cover not only the demands of the National Curriculum but also those of the individual, of society and of future employers.

Close relationships with parents are forged to enable their effective involvement in the home – school partnership which is vital to a child’s education.

The school has a high profile history of providing innovative experiences for its pupils. Such experiences have involved working with builders Tay Homes in the development of a housing estate, the setting up of “SpringPrint” a design and printing company which uses modern technology to design and print a range of products and the use of fax and electronic mail to correspond with, interrogate, understand work collaboratively with people in other areas of Britain as well as in other countries.

Pupils of the school have appeared on television on a number of occasions, having filmed in Castleton for a nationally networked schools programme “Children of Winter”, based on a book by Bertie Doherty, which told the story of The Plague. Children from the school, together with Eeyore the late school pet rabbit, appeared on Yorkshire TV’s Calendar News Magazine programme. More recently a group of our children appeared on television during a series of 10-minute features on the Worksrough Mystery Plays broadcast by Yorkshire Television. The school has also featured widely on both local and national radio and has a long history of featuring in local and national newspapers.

The school has been the organising body of the Barnsley Schools Writers In Residence Project, a project which has introduced professional writers into the classrooms of 70% of Barnsley's schools, and has also coordinated the national and international Fax 'n Fiction project "Views" which introduced the sharing of fax transmitted views from individuals across an extensive geographic base.

The school was the pilot school for an across Barnsley project, understood to be the first of its kind in Britain, which involved both visual and written artists working together to create works of art within school grounds. The result of the pilot project, Jason Thomson and Ian McMillan's "Eeyore" can be seen within the school grounds.

Other developments have included the coordination of the wartime memories of Hoyland folk to write and produce "Billy Blackout's Wartime Diary" a local history study with potential use for all of Hoyland's schools, together with the writing of Hoyland's very own Easter Mummers Play "Martha & The Milton Monster" another local study based on characters from Hoyland's folklore.

SCHOOL INSPECTIONS

OFSTED INSPECTION MAY 2005

The Inspectors found that Hoyland Springwood Primary is a good school.

They continued:

- Pupils achievement is good and standards are at the expected levels for English, Maths & Science
- Pupils have very good attitudes and behave well
- Teaching and learning are good
- The school is well led and managed and provides good value for money

The schools main strengths are:

- The headteacher and staff have established a caring ethos that leads to very good attitudes of the pupils
- Provision in the Resource Unit for Autistic pupils and pupils with special educational needs are well supported throughout the school
- The pupil's achievement is good
- Progress made by individual pupils through school is good
- The pupils personal development is good
- The quality of education is good
- The curriculum is good and is enriched by visits and regular visitors
- The before and after school provision on the school's premises provides further good opportunities for pupils
- Leadership and management are good
- Parents have positive views of the school
- The pupils enjoy school
- The pupils find most lessons fun and feel that teachers are caring and supportive

In order to further develop our school the Inspectors advised that the following needed to be improved:

- Improving the monitoring and evaluation of standards of teaching and learning in curriculum subjects
- Raise standards of investigative and experimental work in maths and science

Ensure that marking helps make improvements to their work

STAFF AND GOVERNORS

STAFF

Members of the Learning and Support Staff are:

Mr. Julian Wroe	Headteacher
Mrs. Josie Ranson	Deputy Headteacher
Mrs. Jane Stokoe	Teacher/Coordinator for Key Stage 1
Miss. Christina Lee	Teacher/Special Needs Coordinator
Mr. Richard Holt	Teacher
Mr. Scott Heald	Teacher
Ms. Amanda White	Teacher/Coordinator for Key Stage 2
Ms Sally Greaves	Teacher In Charge Resource Base
Mrs. Jackie Armstrong	Admin Financial Assistant
Mrs. Hilary Simmons	Learning Assistant
Miss Analise Blackburn	Learning Assistant
Mrs. Joan Shaw	Learning Assistant
Ms Carol Windle	Learning Assistant
Mrs. Josie Callender	Learning Assistant
Mrs. Liz Armstrong	Early Intervention Assistant Learning Assistant
Mrs. Karen Scholey	Curric.Support Assistant Resource Base
Mrs. Helen Goulding	Curric. Support Assistant Resource Base
Mrs. Lynn Ostcliffe	Curric. Support Assistant Resource Base
Mrs. Carla Nowell	Nursery Nurse Resource Base
Mrs. Jan Goodison	Learning Assistant
Mrs. Maxine Sunderland	Learning Assistant
Mrs. Vivienne Hannaghan	Learning Assistant
Mrs. Lynette Rose	Learning Assistant
Mr. Phil Hall	Site Manager
Mrs. Barbara Golby	Cleaner
Mrs. Michelle Wroe	Cleaner
Mrs. Sarah Robertson	Cleaner
Miss Natalie Low	Lunchtime Supervisor
Mrs. Shirley Hardy	Lunchtime Supervisor
Mrs. Denise Stephenson	Lunchtime Supervisor
Mrs. Jean Brammah	Lunchtime Supervisor
Mrs Christine Crouch	Lunchtime Supervisor Resource Base
Mrs. Jayne Massey	Lunchtime Supervisor Resource Base

GOVERNORS

Members of the School Governing Body are:

Mr. John Sanderson	Chair of Governors / Coopted Governor
Mr. Trevor Armstrong	Vice-Chair of Governors / Coopted Governor
Mrs. Josie Callender	Parent Governor
Mrs. Helen Goulding	Parent Governor
Mr. Gordon Sinclair	LEA Representative
Mr. Neil Spencer	LEA Representative
Mrs. Janet Green	Coopted Governor
Mrs. Jackie Armstrong	Staff Representative
Miss Amanda White	Teacher Representative
Mr. Julian Wroe	Headteacher

The Governing Body meets twice each term.

Members of the Governing Body can be contacted through school.

QUESTIONS ANSWERED

We have tried to answer the kinds of questions, which parents ask.

What sort of school is it?

Hoyland Springwood is a Primary School. This means that children are admitted to our school at the beginning of the term in which they have their fifth birthday and can continue their education with us until they transfer to secondary school at age eleven.

When can I put my child's name down for school?

After your child's third birthday come to school and see Jackie Armstrong, the school secretary. She will put your child's name on the list of children who wish to come to the school. This does not guarantee your child a place at the school. During the year before your child is due to start school you will receive an application form which will allow you to apply for a place at the school.

If the number of applications for places at the school exceeds the number available, the following criteria are used to allocate places:

1. Children with brothers and sisters in school at the time of their admission gain automatic admission.
2. The distance between the child's normal place of residence and the school (measured in a straight line on a map).....closest addresses gain places until the school is full.

When the school is full applications may be refused, although it should be stressed that in such cases parents do have the right of appeal via the Education Committee to an Independent Appeals Tribunal. In the absence of an appeal parents will be expected to approach another school with an admission request.

All decisions regarding the admission of children to the school rest with the Local Education Authority.

This procedure is the same for all refused a place at this school.

How do I get to know the school?

You are most welcome to visit the school at any time. During the term before your child is due to start he / she will be invited to spend several afternoons with us and you will be able to meet your child's teacher, visit the classroom and look round the school and ask about anything you need to know.

I have just moved into the area. What do I do about school?

We are pleased to welcome new parents and their children into school. Either telephone or make an appointment or call in to see us.

How is the school organised?

The school currently has six classes and is organised in the following way:

- 1 Reception / Year 1 Class
- 1 Year 1 Class / Year 2 Class
- 1 Year 2 Class / Year 3 Class
- 1 Year 3/ Year 4 Class
- 1 Year 5 Class
- 1 Year 6 Class

What time does school start?

We have a flexible start to the school so that if you want to come into school with your child there is time to do so. Your child should be in school between 8.45 a.m. and 9.00 a.m.

Times of school sessions for all children are:

- 9.00 a.m. – 12 noon
- 1.0 p.m. – 3.30 p.m.

How much actual Learning time will my child receive?

All of the children at our school receive 25 hours learning per week. This excludes lunchtimes and break times.

What happens when my child is too old for this school?

Most pupils transfer to Hoyland Kirk Balk School in September of the year in which they become 12 years old. Extensive communication between staff of this school and staff at Kirk Balk together with visits to the school by children in the term before their transfer ensures that the transfer takes place as smoothly and sensitively as possible.

What is the philosophy of the school?

We aim to create a school community with a positive atmosphere in which children learn to value themselves, each other and the world in which they live. Equal opportunities are provided for each individual and positive attitudes towards learning are developed. Each individual is encouraged to reach his / her potential through first hand experiences and a meaningful curriculum. There is a strong emphasis placed on consideration for others, self-confidence, self-discipline, trust and reliability amongst all members of the school community.

What are the children taught?

In keeping with the Education Reform Act 1988 we teach the National Curriculum. Subjects taught are Mathematics, English, Science, Design Technology, Information Technology, History, Geography, Music, Art and Physical Education, Religious Education is also part of the basic curriculum.

The curriculum of our school is broad and balanced and is designed to promote the spiritual, moral, cultural, mental and physical development of our children and complies with the requirements of the National Curriculum.

The National Curriculum for primary children is divided into two Key Stages. Each key stage has programmes of study which set out the skills and processes which the children need to experience. The two stages also have attainment targets covering the knowledge, understanding and skills which children should master as they progress through school. Children will be assessed on their progress at school at regular intervals.

Our school is currently involved in both the national Numeracy and Literacy Strategies.

The following gives a rough indication of how children pass through the National Curriculum.

Reception	Foundation Stage
Y1	Begin Key Stage One
Y2	Continue Key Stage One...End of key stage assessments
Y3	Begin Key Stage Two
Y4	Continue Key Stage Two
Y5	Continue Key Stage Two
Y6	Continue Key Stage Two...End of key stage assessments

This programme is designed for the majority of children. Some children may move more quickly through key stages and some less quickly. It is expected that most children in any year group will be at different stages of each programme of work.

Do you only teach the National Curriculum?

There are other aspects to our Learning as well as the National Curriculum. We encourage all our pupils to become independent, care for each other and also to take pride in and care for the school. They are taught to observe and understand the world around them. When children learn to read, write, draw, make music and express themselves clearly, they are able to share their feelings about the world with others. We offer practical experiences which will help children to develop a greater understanding of number, science and technology. Teachers make sure that children pursue planned and purposeful physical activities. Great attention is paid to pupils' attitudes and values in everyday life relationships.

What about reading?

We believe that reading should be enjoyable and this is supported by a host of reading opportunities available in school. Children have ready access to our school fiction library from which they can borrow books on a regular basis. An annual Book Fayre is held in school during which children can immerse themselves in the world of books.

What about Religious Education?

All children take part in a moral, social and spiritual programme of development. All children take part in a daily assembly which celebrates the worth ship of the shared values of the whole school community. Teachers appreciate that we belong to a multi-faith society and teach in

accordance with the Education Reform Act 1988 and Barnsley LEA's syllabus of Religious Education. If you wish your child to be excluded from Religious Education please discuss this with us.

What about Sex Education?

Aspects of human reproduction will be taught through the Science Curriculum notably in Year 5 & 6. If any issues crop up to do with sex or relationships senior teachers will handle them sensitively.

How good is the school's attendance?

The percentage attendance for the school year 2004 / 2005 was over 94.3 %. Of the absences 0.6% were unauthorised.

What is the school's policy regarding out of school time holidays?

Should you need to take holidays in term time then you should ask well in advance for permission for your child to miss school...forms are available from school. Leave of absences that will not be considered are during the first half term of a new academic year, between February & May for pupils in years 2 & 6 due to the timing of SATs and any time while internal assessments are happening in school.

How did children do in the last round of SATs?

SATs are the assessment tests which children have to take at the end of Key Stage 1 and Key Stage 2 in the subjects of Maths, English and Science.

The results for the last school year are to be found in the annexes at the back of the booklet.

What is your policy for charging for school activities?

The Education Reform Act 1988 introduced rules about the charges schools can make for activities such as school visits, materials for work in craft lessons or transport.

The rules are very simple but cause concern because they seem to put a lot of out of school activities at risk. In short we cannot charge for an activity which takes place in school time. Nor can we charge for activities outside school hours if they are being carried out to meet the requirements of the school curriculum.

This means that we cannot charge for any materials, books, equipment used during school hours. In practice we can charge for board and lodging costs of residential visits to somewhere such as Halton Gill Bunk Barn, Littondale but we can only ask for contributions towards day visits in term time.

Any visit which takes place during school holidays can obviously be charged for.

We can also charge for any wilful breakages or damage done by pupils.

It is our policy to ask for voluntary contributions towards the cost of out of school visits, which involve transport. Without such contributions the valued part, which such visits plays in the education of the children, would not be possible.

How do you expect the children to behave in school?

We expect each child to behave in a sensible, responsible and considerate way. We have a small number of simple rules, which are designed to ensure a safe and happy community.

What should my child wear to school?

We do not have a school uniform but he / she does need suitable and sensible clothing. All your child's clothing should be clearly labelled with his / her name.

We also ask that all our children have a pair of soft indoor shoes into which they can change whilst they are in the school building.

Make up is not allowed in school.

Do you teach sport?

Sport is part of the National Curriculum and we teach children the basic skills of a number of team games, which include netball, football, rounders and cricket. From time to time visiting coaches come to school and we have in the past had visitors from Barnsley Football Club, Sheffield Eagles and Hoyland Vikings Rugby League Clubs and Yorkshire County Cricket Club who have worked with our children.

Wherever possible we try to introduce the application of the taught skills through team games, which may on occasions take place outside school hours.

On average the Learning of games would have an allocation of 45 minutes to one hour per week.

Does my child need special clothing for P.E.?

We ask that all children change into shorts / leotard for P.E. and have a complete change of clothing for games lessons. Younger children may however do P.E. in vest and pants.

What about jewellery?

We prefer children not to wear jewellery in school. Jewellery, in particular looped earrings, can cause a safety hazard when children are playing outside or working in P.E. lessons. Children must take full responsibility for any personal property, which they bring to school. **All** jewellery, including stud earrings, must be removed for all games and P.E. lessons.

How do you cater for a child who has special education needs?

All our children are educated to their own individual capabilities. Where children require educational provision, which is additional to, or different from the provision made generally

for children in school, their learning programmes are modified and alternative Learning strategies are adopted.

Parents are requested to inform school of any special needs their children might have. This may include physical disabilities (e.g. impaired eyesight or hearing) emotional or educational problems.

If teachers identify a need which parents have not already mentioned this will be reported to the headteacher. If we think that your child may have a special need, we will inform you and consult with you about all measures taken to meet those needs.

Please be assured that in all cases of children who have a special educational need we have only the best interests of the child at heart.

It should be noted that this policy relates to both able and less able children.

If I am worried about my child at school what should I do?

If you are concerned about any aspect of your child's life at school please do not hesitate to contact either your child's teacher or the headteacher.

What if my child is ill at school?

Should children become ill at school they will be cared for until parents can be contacted to take them home.

What happens if my child needs to take medicine during the school day?

Where children need to take medicine at school we ask that the medicine is clearly labelled with the contents and the child's name. Parents should complete and sign a form provided by school which asks for details of the medicine and both times and dosages.

We are not able to give medicine to children but are happy to oversee children taking their own medicine.

In the case of asthma inhalers we encourage children who are able to manage their own treatment to have their medicines near to hand at all times. In the case of those who have not learned self-management the above procedures should be adhered to.

During a child's first year in school parents are asked to complete a health summary questionnaire. Should the Child Health Doctor feel that as a result of the information contained in the completed questionnaire a medical is necessary, parents will be notified and invited to attend the medical which will be held in school.

Do you have parents' evenings?

Parents' evenings are held twice a year (during October and July). They give an opportunity for parents to talk formally with their child's teacher.

Annual reports are issued at the July parents' evening.

If you wish to discuss issues of concern on other occasions an appointment can be made at any time convenient to both the teacher and yourself.

I would like my child to stay for school dinners / bring a packed lunch from home.

Children can stay for school meals or bring a packed lunch from home. It would be helpful if all school meals could be paid for on Monday of each week. Information about free meals is available from school.

What about school milk?

School milk is available to children at a cost of £6.00 per term for a third of a pint of milk on each school day. The money is payable in advance at the beginning of each school term.

Children whose parents are in receipt of income support will be entitled to free milk.

We are not able to make refunds for days or longer periods of absence.

Is my child insured?

Children are not insured by the Education Authority when they are in school. It is possible to take out a personal insurance policy for your child should you wish to do so. Most insurance companies offer this facility and will be happy to advise you.

Whenever children are taken out of school on visits they are insured through a policy held by the Local Education Authority.

Where should I park if I bring my child to school by car?

In the interests of the safety of our children who need to cross the road outside school we ask that **all** parents / grandparents / friends who bring children to or fetch them from school park their cars in the Potters Wheel Pub Car Park. This allows our children to have a free and uninterrupted view up and down the road, which they have to cross.

What about parents and school?

It is our belief that the education of children is a partnership between home and school and that the involvement of parents in the education of their children is necessary for its success. We feel that it is important that a close relationship is forged between teachers and parents and that children are aware of this and the resulting cooperation.

Parents are welcome in school at any time by arrangement with class teachers. If you would like to help in school please talk to your child's class teacher....you will be most welcome!

If you want to discuss the educational policy / philosophy of the school or to discuss the progress of your child Mr. Wroe will be happy to talk with you.

I have heard that there is a Nursery and Out of School Clubs.

Yes we have recently opened a Neighbourhood Nursery for day care from 8 a.m. – 6 p.m. and 2 x ½ day funded sessions. There is also Out of School Care for children who attend school. Further information can be obtained from Susan Duke on 01226 743415.

What if I have a complaint to make?

Please come and discuss any concern you may have with your child’s teacher or the headteacher Julian Wroe

If you are not satisfied with the outcome of such a discussion you will be invited to share your concerns with the Chair of the Governing Body. Should the difficulty remain unresolved the Chair of Governors will advise of further procedures available to you.

What are the dates of the school year?

The dates of school end term and half term holidays together with other school closures are published in the first “Newsletter” of each school year.

Holiday dates for both this school year and next school year can be found on the insert to this booklet.

Do you need any information about my child?

Yes. It would be very helpful if you would complete and return to school the accompanying questionnaire. All information on the completed questionnaire will remain completely confidential.

I understand that you have Resource Base For Children With Autism.

Yes we are the host to the Local Education Authority’s provision for primary school children with Autism who cannot be placed in mainstream school.

The Resource provides for up to twelve children across the primary range who have varying ability and a varying degree of autism. Wherever it is suitable for both the children and the school they may integrate into peer group mainstream classes for individual lessons or whole sessions.

Who are my representatives on the Governing Body?

Turn to the beginning of the booklet for the name of your parent governor who can be contacted through school.

**NATIONAL CURRICULUM
STANDARD ASSESSMENT TEST
RESULTS
2005**

KS1 SATs 2005

Cohort Size 23 children
Special needs 3 children 1 Statement 2 School Action

Maths

W	0	0%
L1	1	4%
L2C	4	17%
L2B	7	30%
L2A	4	17%
L3	7	30%

L2+ → 22 94%

Writing

W	0	0%
L1	10	43%
L2C	6	26%
L2B	6	26%
L2A	1	4%
L3	0	0%

L2+ → 13 57%

Reading

W	0	0%
L1	1	4%
L2C	8	35%
L2B	4	17%
L2A	5	22%
L3	5	22%

L2+ → 22 96%

KS2 SATs 2005

Cohort Size 32
Special needs 1 Statement 2 Autism Statements

Maths

B	2	6%	
N	0	0%	
L3	11	34%	37%
L4	11	34%	37%
L5	8	25%	27%

L4 + → 59% **4%**

English

B	1 Res Base		
N	1 Res Base		
L3	5	16%	17%
L4	18	56%	60%
L5	7	22%	23%

L4+ → 78% **83%**

Science

B	1 Res Base	3%	
Absent	1	3%	
L2	1 Res Base	3%	
L3	6	19%	21%
L4	12	38%	41%
L5	11	34%	38%

L4 + → 72% **79%**

The numbers in bold give the percentage that would have been achieved without the Resource Base.

CONTACTS FORM

