



THE HILL PRIMARY SCHOOL

INFORMATION BOOKLET

THE HILL PRIMARY SCHOOL
Tudor Street,
Thurnscoe,
Rotherham,
South Yorkshire
S63 0DS

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Website	www.thehillschool.ik.org
Acting Headteacher	Mrs.M.Deakin

Chair of Governors Mrs.C.Evans

Vice Chair Mr.B.Key

Local Education Authority Barnsley

Barnsley Metropolitan Borough Council,
Education Services,
Berneslai Close,
Barnsley S70 2HS.

Telephone 01226 - 773500

THE HILL PRIMARY SCHOOL GOVERNING BODY:

Mrs. C. Evans LEA Chairperson

Mrs.S.Hill	LEA	
Mrs.I. Calladine	LEA	
Mrs. R. Smith	Parent	
Mrs. L. Leach	Parent	
Mrs.J.Harvey	Parent	
Mrs. S.Slater	Parent	
Mrs. J. Fogerty	Parent	
Mrs J.Kerry	Parent	
Vacancy	Parent	
Mr. B.Key	Community	Vice-Chairperson
Mr.G.Hill	Community	
Father M.Thompson	Community	
Mr.C.Hamer	Community	
Mrs.M.Deakin	Staff	
Mrs. C. Baker	Staff	
Mrs. L. Leach	Staff	
Vacancy	Staff	

School Team

Mrs M.Deakin	Acting Headteacher
Mrs.D. Poxton	Assistant Head KS1
Mr.L.Falkingham	Acting Assistant Head KS2

Teaching Staff:

Mrs.K.Beverley	Foundation Stage Coordinator
Mrs.S.Wray	Foundation
Mrs.J.Hensby	“
Mrs. C. Johnson	KS1
Miss P.Bonner	“
Mrs D.Poxton	“
Mrs J.Shaw	“
Miss G. Farrell	“
Miss C.Corbett	KS2
Mrs.G.Thomas	“
Mrs J.Lowther	“
Mrs A. Gregg	“
Miss J.Murdie	“
Mr. L. Falkingham	“
Mrs H Longfield	“
Mrs. M. Deakin	“
Miss S Zenbergs	“
Miss S Welburn	“
Miss H. Fearnley	“
Mrs.C.Williamson	“ Special Educational Needs Co-ordinator

Nursery Nurses:

Mrs. D. Winks
Miss S. Wood
Mrs. A. Key
Miss E.Barnett

Classroom Learning Assistant

Mrs.J.Harvey
Mrs.J.Law
Mrs M.Randerson
Mrs.D.Tarmey

Mrs.L.Wilcox
Mrs E Law
Mrs.N.Barnett
Mrs L.Leach
Mrs C.Rich
Mrs.S.Slater
Mrs.J.Featherstone
Mrs S.Holt
Mrs L.Jackson
Mrs K Johnson
Mrs.J.Gollick
Mrs D. Frettsome
Mrs.S. Beardsley
Miss C. Lawrie
Classroom Mentor (funded by DEAZ)
Mrs.S Miller

Parental Support Worker

Mrs.Diane Gillespie
Mrs Alison Key

Behaviour Improvement Mentor

Mrs.K.J.Wood

School Office Staff

Mrs.K.M.Thompson
Mrs.J.Hole
Mrs.C.Burnitt-Hutchinson

Site Manager/Caretaker

Mr.David Eshelby
School House, Brunswick Street, Thurnscoe, Rotherham. 01709-897501

School Welfare Officer

01709 - 892211

School Nurses

01226-730000 (Ext 3158)

Our School:

OFSTED (April 2004) said" The children love their school".

We go to great efforts to meet all our children's needs and work with parents to promote high standards at all times within a caring and supportive ethos.

We have good teachers and a strong team of teachers' assistants and support staff who work

together and share a common belief in their work and ambitions for our children. We are an 'Investors in People' school.

We have good support for children with special needs and work with other agencies to gain the best advice and support.

The school has many excellent features. We boast very good accommodation and have a new Performance/Sports hall with changing room/showers and facilities for Dance/Badminton/Basketball. Music productions are a main factor.

The Hill is a Creative Partnership school and has a reputation for its Art development. We have a successful performing Brass Band.

We received the UK Award for Excellence from the Achievers International Project in May 2004. This is a massive recognition of our work with business and schools overseas. We are a training school and are in demand from universities and colleges to train teachers and nursery nurses.

ICT is very good (OFSTED) and our children achieve well in computer learning. Some achieve higher than the expected levels.

We have a thriving and successful Nursery and Day-care provision for 3-4years old. We have extended this provision with a Neighbourhood Nursery for children 0-3years.

OFSTED recognised our work with the Community as "excellent" and we welcome the involvement of other adults in the work of our school and are very keen to involve parents in their children's learning. We have recently received funding and now employ parental support workers.

We offer a range of extra curricular activities and summer "schools" for Y5 and Y6 children.

Y6 and Y4 children go on residential visits to Llandudno and Scarborough.

We have a thriving children's school council and children are very much involved in the running and management of our school.

A breakfast café opens each day for anyone who wishes to call in – both children and adults.

We are part of the Dearne Education Action Zone and benefit from extra staffing to support children with attendance issues and to help them engage with the work of the school.

Our targets for the next development plan involve raising the attendance percentage and cutting down lateness (Much progress has been made but still a way to go) and to involve parents especially in KS2 with their children's learning at home. If we can achieve this, our school will raise attainment at KS2. We have the ambition to do that.

We have a vision that all children who come to our school will value its work and believe that they can succeed. This drives our ambition to raise attainment and increase the life option for children in our school.

Dear Parent

If you are a new parent to our school, may we on behalf of The Hill Primary School and The Governing Body welcome you. If you already have a child at our school, we hope that the prospectus updates and reminds you of any previous information you may have received and helps your ongoing relationship with us.

We hope that your child's stay will be both successful and enjoyable and that there will be a genuine partnership between parents, children, governors and staff.

The degree of co-operation between home and school influences profoundly the progress the a child makes during the primary years. The "home/school" agreement is symbolic of that partnership and reminds us of the part that we may play in our pupil's development. There are numerous opportunities to meet teachers, both formally and informally and we welcome contributions and initiatives from parents throughout the school. You will always be welcome and important to us!

We care deeply about the quality of the whole school environment and we seek to provide your child with a sound and appropriate education within a stimulating, challenging and safe school. A school about which we can all feel pride and ownership.

With your help and support, we feel confident in this aim.

If you ever have a problem concerning your child's education or welfare, please do not hesitate to come into school and discuss the issue with the class teacher, assistant Head and or Headteacher. It is best to make an appointment wherever possible, but you will always be seen immediately if the Headteacher is available.

Similarly, if there are good things about your child/children that you may wish to share with us- please let us know. Please remember, that this is a large busy school and it is always best to try and make an appointment so that the Headteacher and relevant teacher can give you the time you require. If you require further information at anytime or wish to discuss a particular aspect of the information in the Prospectus - please do come to school.

We are looking forward to seeing you at our school during your child's time at The Hill.

*Mrs C. Evans
Chair of Governors.*

*M.Deakin
Acting Headteacher.*

Home/school partnership

We all have high expectations of our school. We believe very strongly that only when school and home work closely together can we help our children achieve of their best. We do not believe that home/school partnerships should be a matter of paying lip service to an idea. Rather that the relationships are meaningful and helpful to the child and everyone involved in the partnership.

What parents can expect of the school?

As parents, you quite rightly expect that the school will:

- provide your children with a safe caring environment in which learning takes place.
- value each pupil as an individual
- provide challenging programmes of teaching and guidance and a range of appropriate opportunities designed to enable your child to reach full potential
- offer you regular information about the progress and performance of your children and be available to you.
- give you early warnings of problems your child may be having, with work, relationships or discipline and try to sort these out.
- make it easy for you to express your views on wider school issues and recognise and value those views and will always listen
- employ teachers who will inspire confidence by clearly translating the stated aims of the school into action and by addressing any issues which are known to cause misunderstanding such as the pace of learning, the teaching of basic skills transfer and group arrangements, testing arrangements for children with special educational needs.
- encourage all adults who work with children in school to support the ethos of our school and teachers in their work.

The School Day

AM

- | | |
|------|---|
| 7.30 | Caretaker opens the school
(Camera system activated - staff start to arrive) |
| 8.30 | Field Gate opened/ closed at 9.20am-reopens 2.50pm |

8.50 School door open for children. Parents are welcome into the classroom and are expected to settle their child and stay with KS1 children until the teacher takes over.

9.00 Registration

<u>KS1</u>		<u>KS2</u>	
9.00	Morning work	9.00	Morning work
9.10	Session 1	9.10	Collective Worship
10.00	Collective Worship/Break	9.30	Lessons
10.15	Session 2	10.30	Break
11.00	Collective Worship/Break	10.45	Lessons
12.00	KS1 Lunch	12.15	KS2 Lunch

PM

1.15 Start of afternoon session

3.15 KS1 Department end of school day

3.20 KS2 Department end of school day

3.30 After school activities

6.00 School close down. Alarms set

Aspects of pastoral care

Though we are a large school in pupil numbers, the management and organisation of the department means that there is every opportunity to develop good working relationships between children, teachers and parents. Everyone at the school will go out of their way to ensure this.

Children are encouraged to talk about any concerns or problems that they may have in or out of school. We seek to establish close relationships with home, including grandparents and other carers where possible and appropriate.

The individual pastoral care and welfare is the responsibility of the class teacher, though the Assistant Head and Headteacher share much of the day-to-day pastoral role.

We value greatly being made aware of any important changes in home circumstances which may have some bearing on the child's school life. Such confidences are treated with the utmost respect. Please come to school and inform us through the class teacher or the Headteacher - or it may be someone else of your choice.

We have a teacher dedicated to the pastoral care of children. She is the Special Needs Coordinator and Child Protection officer and will offer help and advice.

Also to support us we have a team of Learning Support Assistants and a school mentors and a Behaviour Improvement Coordinator.

Aims of the School

We aim to create within the school a happy, caring and orderly community, which encourages children to realise their potential intellectually, socially, physically and spiritually. The school believes that the partnership among children, staff, parents and governors and the LEA is fundamental in achieving these aims

We wish to contribute in a very special way to the children building rewarding, satisfying lives during which they contribute to society as active and responsible members.

- to develop each child through a curriculum that is broad, balanced and differentiated within a calm, happy and purposeful learning environment
- to make each child feel valued, not only as an individual, but as part of a team which contributes to the development of the whole school
- to raise standards through a programme of effective teaching and learning coupled with high expectations of achievement
- to develop citizenship through working within a context of mutual trust and respect
- to hold a continuing commitment to the development of the school and the people within it, giving value for money to the community which it serves
- to develop an increasingly effective all-round education for our pupils, by providing training opportunities for teaching and non-teaching staff, governors and parents.

The Ethos of the School

These are the characteristics of the Ethos of our school as suggested and agreed. There is no rank order

- A curriculum underpinned by clear values, which is appropriate for our school.
- A recognition of and respect for individual differences
- A sense of order and mutual respect

- A concern for the whole child
- Genuine involvement of the parents
- Concern about the quality of relationships within the whole school community
- High priority given to the quality of the school environment both internal and external
- Strong links and involvement with the local community and a place in the wider community.
- One-world consciousness
- Importance of co-operation and collaboration
- Concern for the processes involved in learning as well as the outcomes
- Development of a sense of awe, wonder and responsibility
- High expectation of effort and achievement – raising aspirations
- Tenacity and rigour
- High priority given to: -
 - Understanding learning styles
 - Investigative and interactive rather than passive learning
 - Over riding concern for quality and sensitivity

As a result the ethos will

- provide opportunity for the social and spiritual development of all children
- give clear guidance on appropriate behaviour through a written policy which will be communicated to all
- respond to opportunities to foster multi-cultural understanding and recognise diversity

The teachers will

- give the children opportunities to undertake responsibilities
- see their role as including those of instructor, guide, mentor and counsellor within the context of good relationships with children
- be supportive of each other seeking to share their skills and talents to support common development
- throughout the schools' curriculum exploit opportunities to develop children's perceptions of wider moral and spiritual issues

The children will

- be encouraged to show sympathy, sincerity, kindness and understanding to each other reflected in the way they are treated by the staff
- show respect for all adults that they come into contact with, the school environment, resources and the possessions of others

The Key Stages

There are two "Key Stages" in our Primary School. KS1 (5-7yrs) KS2 (7-11yrs). Key Stages are defined in ages of the majority of the children in a teaching group.

Reported assessments are taken at or near the end of each Key Stage for example, at the age of 7 for most KS1 pupils and at the age of 11 for most KS2 pupils. There are other Assessment points throughout a child's school life. These are managed by the teachers and reflect all aspects of the curriculum.

The Curriculum Planning and Assessment

We are working hard at The Hill to be an increasingly effective school combining the best of traditional and modern practices to offer broad and relevant teaching that meets the requirements of the National Curriculum in Core and Foundations Subjects and other cross curricular elements.

We advocate a broad based approach encouraging the acquisition of basic skills, high standards of work, appreciating high achievement in all areas - the practical and the academic, the oral as well as the written together with the ability to communicate with others in different tasks and instructions.

Careful shared planning at long, medium and short term ensures the curriculum incorporates all the necessary skills, processes and knowledge required in the Core Subjects of English, Maths and Science together with Information Technology and those in the Foundation Subjects of History, Geography, Art, Technology, Physical Education, Music and Religious Education. The staff are fully aware of the experiences and levels of understanding expected of children at the end of each key stage and plan accordingly. We try to recognise always the need of our children as uppermost in the planning process.

Assessment is part of that planning and forms the cornerstone of individual's development. Ongoing assessment informs school, home and child as to how progress is being made against levels of attainment expected within the National Curriculum and against other benchmarks

The National Curriculum and Related Documents

All National Curriculum documents and Education Authority documents relating to the curriculum are available from the school for you to borrow and read. If you wish to see any or all of these documents please make an appointment through the school office.

Time spent on curriculum subjects

Curriculum subjects as laid down by the Department of Education and Employment have to be taught for a reasonable time. We are able to determine that time within guidelines. Actual teaching time for children at The Hill Primary School is as follows: -

KS1 - 22.30 hrs per week

KS2 - 24.10 hrs per week

The core curriculum

Subjects: English, Mathematics and Science constitute about 50% of teaching time.

English

The development of reading, writing, speaking and listening skills are essential to the development of the whole child. They are the tools we use to communicate with the outside world, and, with this in mind, they are given a high priority within the National and School Curriculum.

Reading is promoted through a wide, rich diet, which includes a variety of scheme material, access to a library and an environment rich in print of various sorts.

We would stress the value of reading for enjoyment both in school and at home and would recommend that parents play an active role in their child's reading development. We organise and run courses for parents and carers on all aspects of Literacy and you are welcome to join in. We would encourage children to use the local library.

Throughout school children are provided with a variety of experiences, which will motivate them to become successful and confident writers. Writing is seen as a purposeful activity

We aim to develop the self-confidence of children to speak in a variety of situations developing and extending these skills as children mature. We also actively encourage the listening skills needed to understand and respond appropriately. This will enable them to hold conversations, ask questions, relate experiences, discuss and debate in a clear and confident way.

Through an Early Intervention Programme -Additional Literacy Support and Further Literacy Support we identify areas of need and develop further the children's literacy skills.

When all skills are available to the child then they will move forward as confident communicators in all areas of their lives.

Mathematics

A clear understanding of mathematics helps us to make sense of the changing world in which we live. It provides us with a wide range of skills, which enable us to tackle many practical tasks and real life problems.

At The Hill Primary School the teaching and learning of mathematics is developed and consolidated through a highly structured approach that develops skills of problem solving, investigation and reasoning.

Throughout school a positive attitude towards mathematics is raised and fostered, helping children to use mathematics with confidence, pleasure and understanding.

Science

The world today is more complex than it has been in the past, with advances in Science and technology playing more important roles in our lives. Without doubt, the impact of these will increase further still and it the responsibility of schools to prepare children to live in the world of the future, whatever this may be.

The teaching of science plays an important part in this, and our Science curriculum is divided into four main areas.

1. Living things – This involves the study of plants and animals and their place in the environment.
2. Materials – Children will look at the variety of materials that we use in everyday life, relating their uses to the properties that they have. Changes of state, the water cycle, conductivity and magnetic properties and dissolving to make solutions play an important part in this study.
3. Physical processes – This concerns the study of forces, electricity, light, sound and space.

Throughout all of this, the skills of science are taught. These are the skills that are essential to the development of thinking and learning – observation, measuring, prediction and the interpretation, evaluation and analysis of evidence.

Information Technology

Computers, communication and electronic devices play a large role in society and have made a major impact on the lives of everyone. In turn this has increased their impact on education and in effect the curriculum as a whole.

Our school is committed to providing its pupils and staff with excellent ICT resources. We have just completed a yearlong study (Objective 1 – E.Learning) into using ICT to raise standards, both in ICT and other curricular areas.

The school is an accredited European Community Driving Licence Teaching and Test Centre, and offers the wider community access to its resources.

Each classroom in school is connected to a central server within school, which then offers access to the Internet and e-mail facilities. Every child and member of staff in school has his/her unique e-mail address. The school has a computer cluster area –KS2 is resourced with 30 PC's – coloured printers, interactive whiteboard and digital projector.

In KS1 we have classroom P.C's printers, interactive whiteboard and projectors.

ICT is used across the curriculum as a learning tool, where children can word process; handle data and use CD Rom material and Internet material to enrich areas of learning. The school also has a wireless weather station situated in KS2 building. This collects and displays data on our local climate.

There are also 50 laptops, which use modern wireless Internet links.

Art

Through our well-established art programme and the recent successful bid for Creative Partnerships, our major aim is to offer our children a rich, broad based developmental pattern of education plus the opportunity to work with a wide range of cultural and creative organisations both in and out of the school environment.

From Nursery to Y6 children will be taught the creative, imaginative and practical skills they will need in order to express themselves confidently, gather and use resources, collect visual information and explore a range of sensory experiences in a variety of two and three-dimensional media.

With Creative Partnerships these experiences will be extended further by working with cultural and creative organisations from the community and wider field.

Through completing a planned, rolling programme of creative activities children will have the opportunity to take part in memorable and life-changing experiences from a variety of different art form and different cultures.

Design/Technology

In Design and Technology, we provide opportunities for the children to investigate, disassemble, learn new skills, specific to the subject and design their own products, through a range of enjoyable and stimulating activities.

Through Design and Technology, we encourage the children to develop their ability to generate and produce their ideas.

We provide the children with opportunity to use a wide variety of tools and materials in order to develop their skills and knowledge to use them in a safe and appropriate manner, and increase their understanding of the use and qualities of such equipment.

Throughout the school the children are encouraged to plan and work individually or as a team member and to communicate and explain their ideas to others.

The children are also provided with opportunities to develop personal qualities such as

- Enquiry – born of interest and curiosity
- Confidence – in proposing ideas
- Vision – to see what could be done
- Decision making
- Collaborative working
- Striving- for quality in their work

In addition the children are able to develop the ability to draw on knowledge and skills acquired from other areas of the Curriculum to support their design and make activities.

Music

Music is a highly valued part of our curriculum. It plays an important part in children's lives. We will endeavour that all children will have the opportunity to play musical instruments to sing, listen to and compose music including the use of computer programmes.

There are opportunities for children to develop their skills on recorder, brass, violin and keyboard. We have a successful brass band and there is a dedicated music room in the KS2 department.

History

In the Foundation Stage and KS1, pupils are given the opportunity to develop an awareness and understanding about the past, including their own through a variety of historical sources-artefacts, photographs, books etc. as well as visits and visitors. They compare their own life with that of people in the past, and learn about famous people and events.

In KS2 historical skills and knowledge of different periods in History are developed through history 'study units'. These study units develop a range of skills, which enable careful and accurate interpretation of historical evidence, and knowledge of major issues and events in the periods studied.

Through our both key stages, ICT, drama techniques and links with Literacy are used to help to develop skills and understanding.

Geography

Geography in the curriculum will:

- Stimulate an interest in, and a wonder of, the world around us – giving our children a desire to understand and explore areas in and beyond their own locality
- Provide a meaningful context for developing transferable skills – literacy, numeracy, ICT, problem solving, teamwork, thinking skills and enquiry.
- Empower our children to become active global citizens by allowing them to think about their own place in the world and their rights and responsibilities to other people and the environment.
- Enable children to develop a knowledge and understanding of physical processes and human activities and the relationship between them

Children will participate in a range of experiences that will develop the geographical knowledge and understanding. Fieldwork will play a vital role in this development, through local studies and residential visits to Scarborough and Llandudno.

The school has a satellite-linked weather station.

Physical Education

Physical Education is a foundation subject within the National Curriculum. It is taught throughout the year in both Key Stage 1 and 2. The children are offered opportunities to cooperate, improve fitness and skills and to socialize together in a non-threatening, enjoyable environment. The children work individually to improve their skills, before working in pairs and small groups, experiencing both cooperative and competitive situations. During their time at our school, the children will take part in Games, Gymnastics, Dance, Athletics and Swimming activities. All children have the opportunities to enjoy and succeed in Physical Education and we hope that these positive experiences will encourage them to form a healthy approach to exercise, which will stay with them throughout their lives.

During Year 4 all children go swimming to Dearnside Leisure Centre to cover the national curriculum requirements. Parental contributions are made to assist in the payment of 2 qualified instructors to teach the children. A class teacher is present at the poolside.

The school offers a number of extra curricular activities related to sport and physical activity. These sessions take place before and after school and during lunchtimes. Although some children go on to represent the school in a competitive role, the emphasis of the clubs is participation and enjoyment. Currently the school offers the following activities:

- Boys football
- Girls football
- Netball
- Athletics
- Cricket
- Rounders
- Fitness

The school has a strong tradition for boys' football and the team has enjoyed much success. We have links with local sports clubs and associations.

Religious Education

RE forms part of the school curriculum as required by the 1988 education Act. The school follows the QCA guidelines for RE and collective worship.

Collective worship is mainly Christian and includes all pupils and staff. Parents can withdraw their children from some or all of the elements of RE as taught in school. Such a request should be made in writing to the Head teacher /Governing body.

In RE lessons the children explore, questions and extend their understanding of the world and the feelings and relationships of the people within it. They develop an awareness of other religions through a study of Islam at Key stage 1 and Hinduism and Judaism at key stage 2. Through these studies and the core work in Christianity they are able to appreciate the variety of faith groups in society today. We also endeavour to foster the key principles of living in harmony, which are common to all religious groups.

Foundation Stage

The Children in our Foundation Stage are given the opportunity to experience the best possible start to their education. The curriculum is planned by assessing the children's diverse needs in all six areas of learning and supported by the DfES document.

'Curriculum guidance for the foundation stage'

At the end of the Foundation Stage a child's development is recorded on the 'foundation stage profile' and discussed with parents. The Foundation curriculum is then reinforced, built upon, and extended through our their school life. We continually aim to provide a setting that enables all children to learn, to develop and to thrive in a safe, caring and welcoming environment.

Homework

At some time or another all of our children will receive work to do at home. For most of them it will be of an informal nature and parents will be asked to support learning in reading, spelling, and in mathematics for example with tables etc. Reading books are sent home with helpful instructions to parents. Children who may need a little bit of extension work in particular areas will also be encouraged to do work at home.

Parents will be informed and advised how best to deal with their children with this sort of work. Increasingly and certainly in Y5 and Y6 children will receive homework on a slightly more formal basis. Children are not compelled to do this but are advised to take a full and active part in this extension and preparation for secondary school. We find that many of our children work willingly at home of their own volition and parents are usually supportive and only too willing to help the school to raise standards of achievements. However, it must be pointed out that homework should never be seen as a punishment but rather an opportunity to learn more.

Sex education

The Governors have agreed that Sex Education should form a natural part of the school curriculum. As part of Personal Health Social Education (PHSE) the children are taught to develop the ability to make choices, to be assertive and to practice discussion and other communication skills. This enables them to establish self-esteem and confidence, which fosters respect for them and others.

In year 6 there is a more defined element of sex education, which is delivered to mixed groups in partnership with the school nurses. Parents are notified that the programme is in place and are invited to a showing of the video material, which is used with the children. The sessions are arranged so that there is a natural development in looking at the ways our bodies' change and the purpose of these changes. There are hygiene sessions for both boys and girls and time for questions.

These sessions are always well received and parents have supported our open approach for a number of years.

Inclusion

All staff has high expectations and aspirations for pupils. The school ensures that all children have open access to the formal and informal elements of the curriculum. There will be no barriers to learning or participation on the grounds of gender, religion, ethnicity or ability where they can be overcome.

As a school we have a responsibility to provide a broad and balanced curriculum for all pupils. In planning the curriculum we have regard to the statutory inclusion statement. This sets out the principles essential to developing a more inclusive curriculum. The school will set suitable learning challenges, respond to pupil's diverse needs and overcome potential barriers to learning and assessment of all children.

Curriculum assessment and planning procedures are so designed that all children's needs should be met. The school has regard to the Special Education Needs Code of Practice, which, is issued, to all schools. Parents will be informed and consulted whenever and wherever there is cause for concern in a child's academic, personal, social or physical development. Likewise parents are encouraged to contact school if they have concerns. The school has a member of staff identified as Special Educational Needs Co-ordinator (SENCO). It is she who coordinates the special educational needs procedure and provision in school.

We recognise that some of our children have special gifts or talents, which will need extra or a special kind of support. We celebrate such opportunities and see our role as one of exploring a variety of activities and settings with which children may succeed at a higher level of engagement.

Child Protection

The school views child protection issues seriously. Where there are concerns about a child's welfare, it is our duty to pass on the information to social services or other appropriate agencies. School follows guidelines issued by the South Yorkshire Area Child Protection committee

The school works closely with agencies in the pursuit of children's welfare and is included at all levels of partnerships

Daily Collective Worship

There is an act of worship organised each day according to the guidelines issued to schools. These may be whole school, key stage or class assemblies. Acts of worship are mainly, but not exclusively Christian in character. This means they will reflect Christian beliefs such as love, forgiveness and friendship alongside some stories from the Bible. They will also include some assembly material linked to the Major World Faiths studied in classroom Religious Education.

During the year assemblies provide an opportunity to explore personal beliefs and consider spiritual and moral issues.

Parents may ask for their child to be excluded from collective worship or Religious Education. Please arrange an appointment with the Headteacher if you wish to discuss this matter.

Attendance

Regular attendance at school is very important. Apart from illness it is in your child's best interest to keep him or her at school during term time. Each child's attendance and non-attendance is fully recorded in school and an accurate record is logged onto the school system. We would appreciate a telephone call if your child is absent from school. If the absence is for more than one day a note will also be required on your child's return to school.

In the case of medical or dental appointments please send a note to the teacher concerned and arrange for your child to be collected from school. Children will not be allowed out of school unaccompanied during school hours.

The Government is pushing schools very hard to improve their percentage attendance. School has improved its attendance by 7% in eight years. This will not improve further so long as children are taken on holiday during term time. I urge all parent to try to avoid such absences.

Autumn Term - 2005

School opens Tuesday 7th September
School opens Monday 31st October

School closes Friday 21st October
School closes Wednesday 21st December

Spring Term – 2006

School opens Wednesday 4th January
School opens Monday 20th February

School closes Friday 10th February
School closes Friday 31st March

Summer Term – 2006

School opens Tuesday 18th April
School opens Tuesday 6th June

School closes Wednesday 24th May
School closes Friday 21st July

Further closure Monday 1st May – Mayday holiday

NB Week commencing Monday 8th May – SATS Week – please avoid absence if at all possible.

If family holidays must be taken in term time a holiday request form should be obtained from the school office and returned to school before the holiday date.

Our registers are checked continually for unauthorised absences. Such absences may be referred to the Educational Welfare Officer or Behaviour Improvement Coordinator.

Our target attendance for this academic year is 94%. This will be very hard to reach! We hope that all parents and children will help us move towards that target. Our attendance figure for the school year 2004/5 is 93.60%

School Meal Supervisory Assistant

The school employs school meals supervisory assistants (SMSA) and their role is, with the Head teacher, to care for the children throughout the lunchtime period. This is a difficult job. Among their busy schedule are such jobs as:

- a) First Aid (and comfort)- In the event of a serious accident the school's accident procedures come into force and parents are contacted.
- b) Organise games
- c) Listening and talking to children
- d) Sorting our squabbles
- e) Trying to ensure children stay where they should and don't put themselves at risk
- f) Managing the dining room
- g) Ensuring hand washing and supervising toilets
- h) In poor weather if the children are inside the 'SMSA's' have responsibilities for the children's supervision in the classroom or in groups in the Hall. Videos are sometimes viewed. The teachers prepare wet lunchtime activities. Children are expected to show respect for the lunch -time supervisors and engage fully with the school's code of conduct.

The teachers are also available to deal with issues for ten minutes after AM session and ten minutes before the start of the PM session.

Children who persistently break the rules or show no respect for the code may ultimately go home for lunchtimes. Before this the Head will try, with the help of the parents, to improve behaviour.

School Meals

Children who stay at school for a school prepared meal are able to use our cash dispensers located in either department. Each child has a unique pin number on which to deposit dinner monies. The machines take coins and notes and are open each day from 9.00am to 1.00pm. Please enquire at the office for the current rate if you have not already been informed. Cheques should be made payable to Barnsley M.B.C. and brought to the school reception. The cash dispenser's do not accept cheques.

Please note that the school is not responsible for the school meals system. We simply collect the money. Credit will not be given.

A small number of children go home for the lunchtime period. If children opt to do this they should not return to school until just before the afternoon session.

Many children qualify for free school meals. If you think that your child will qualify for free school meals because you are on benefit or for any other reason - please call in at the office and the staff will help you with the procedures.

The new school kitchen opened in June 2003. It's opening marks the start of a new era of dining at The Hill. We now have the most modern food preparation and a refurbished dining room for all our children. This works well and is most popular. Join us for a meal sometime?

The cook and staff are willing to put on buffets etc. by request.

We hope that the wider school community will make use of the facility in the future.

If your child still brings a packed lunch, please send in a strong, clearly labelled container. The food should be suitable and if a drink is included, this should be in a plastic container. No glass bottles, thermos flask or cans please.

The Schools Meals Supervisory Assistants will help children with their packed lunches if necessary.

All children are encouraged to finish their lunch whether school or pack-up. Items of packed lunch can only be eaten inside the dining hall and should never be eaten anywhere else.

For the present year school meals cost £1.30p per day.

The introduction of some of our volunteer Y6 children to help KS1 children in the dining hall will be an added feature. They will wear 'yellow hats' as a sign of their importance and value to the school.

School Milk

All children on income support may have milk each morning. It is also possible for parents to purchase milk for their child. The cost of this is at present £5.00 per term. We have three terms per year. This is subject to review and should be paid at the beginning of each term. All milk is kept under refrigerator conditions when stored in school. There is also the option now of receiving Dental Milk if your child is in KS1 department.

Medical Matters

If children are seriously unwell in school or have a severe accident warranting professional medical attention, this will be called immediately. Parents will be contacted directly. We therefore, need emergency contact telephone numbers. Please keep us up to date with contact numbers.

Medicines in School

It is not normally possible for medicines to be administered by school staff and medicines should not be sent to school as a general rule. The exception to this is where children are on long-term medication for conditions such as Asthma or when an adult has been trained to administer certain medications on a regular basis.

In these cases the child's inhaler or other medication may be brought to school, clearly labelled with the child's name and class. The school office must be given details of the medication - in order that the medical card can be completed.

If you wish your child to take any other medication during the school day - it must be brought into school and administered by the parent or any other authorised adult at the appropriate time. In exceptional cases and only when parents have filled in the appropriate form a named teacher or other adult in school may administer medicine.

The Headteacher will always consider individual circumstances and try wherever possible to help with the situation.

School Nurse

If you need any help, our school nurse is available to meet with you at a mutually convenient time, to discuss any issue you may have with regard to your child's well being.

Dental Service

The community dental service may carry out dental inspections in school. Parents are recommended to register their children with their family dentist for treatment but if this cannot be provided for any reason children can obtain dental treatment from the community dental service.

School Photographs

We have individual photographs taken in September each year. Family groups can be arranged if required. Parents have the opportunity to see the photographs and either keep them or return them. Families are under no pressure to purchase.

Educational Visit

We regard educational visits as an essential and integral part of our curriculum. Throughout school all children have the opportunity to take part in such visits. The visits are varied in content and duration and are all organised in connection with the work in school and related to some aspect of the school's curriculum.

The school has acted upon Government legislation to oversee with rigour the appropriateness, planning, staffing and realisation of all visits made by the school. Full and taxing procedures are followed by the staff under the direction of the Head and Educational Visits Coordinator to ensure the health, safety and enjoyment of all children and adults.

We welcome parents' involvement in educational visits and sometimes rely heavily on their support for the success of such visits. Parents are usually asked to make a contribution towards the cost of visits. We hope that you will support your child on the few occasions when we ask for help.

The school also arranges residential visits. These are principally for Y6 children to Llandudno and Y4 children to Scarborough.

All adults who accompany a residential visit must be Criminal Records Bureau cleared.

Extra Curricular Activities

Staff in the school and other adults (on a voluntary basis and during their own time) offers various activities over and above the regular school based curriculum. These tend to be musical, sporting and creative activities and are open to pupils at different levels in school. Written consent is required for any activities outside of school hours. We would wish that parents would pick up their children after the out of school activities. Examples of this year's activities include, Band, , Drama, Dance, Art, Computer and various PE activities.

Charging Policy

It is a requirement under section 457 of the Education Act 1996 that a school intending to make a charge for an activity must have a policy in order to do so. See our Charging and Remission Policy. The Governing Body will request parents to make voluntary contributions for the following

- Board and lodgings (on residential visits for all participants)
- Entrance fees

- Coach Hire
- Insurance
- Tuition fees for music lessons
- Some extra curriculum and school clubs
- Breakages and replacements as a result of damages caused wilfully or negligently by pupils

Transfer to Secondary Schools

Before leaving The Hill Primary School pupils and parents will be given full information on the choice of secondary schools in their area. The vast majority go to the Dearne High School. We have excellent liaison with all secondary schools and in particular the Dearne High.

Visits for Y6 Children are arranged in good time before they transfer and teachers from the secondary schools visit school and carry out sample lessons with them. All parents are welcome to attend open evenings at the Dearne High School.

The transition to KS3 is prepared for and monitored very carefully in order to ensure that children prosper.

Transport of Children to School

Many parents now transport their children to and from school by car. Please remember that vehicles should never be driven into the school grounds and should be parked away from the school gates where there are parking restrictions. From time to time the police take action regarding parking in restricted areas. The Hill Park now has a car park available for parents to use.

Children are not allowed to bring bicycles onto the school premises and parents are reminded that bicycles should not be ridden anywhere inside the school grounds in order that all children and in particular our younger children are safe.

Parents in school

We are always pleased to accept the support of parents. This can take many forms. Please let us know if you would like to be included and tell us what sort of things you would like to do. If you feel you can make some contribution to your child's school or would be happy to be called upon let us know. We value your help.

Communication with parents

From time to time letters with information, requests and news are sent home using the children as couriers. Please take the time and trouble to read these letters. They often need a response from you and they are a very important link between home and school. " Always check the bag and pocket!"

Complaints procedure

Under section 23 of the Education Reform Act - parents wishing to complain about the contents of the school curriculum with regard to the National Curriculum and Religious Worship or any other issue should in the first place contact the Head of the school on an informal basis. Following the outcome of that meeting where parents are still dissatisfied the complaint should be made in writing

to the Clerk of the Governors or a designated LEA officer and will be considered by the Governing Body. If as a result of that consideration parents are still dissatisfied then the specific complaint should be made to the LEA. This is in keeping with the LEA's recommended complaints procedure document.

If any parent requires clarification or further information about the school's curriculum - please do not hesitate to consult the class teacher or the Head or Assistant Head. Any of these will be happy to help.

School Uniform

The Governing Body in agreement with the Parents has approved a school policy that all children who attend the school will adhere to our school uniform code. We believe that our school uniform is important for several reasons: -

School Uniform gives

- all children a sense of belonging to our school community
- helps children to develop to have pride in their school
- gives a sense of unity
- is practical and sensible for daily work in school
- is smart and very good value
- removes pressure from parents to buy expensive fashion items for school

Our children are commended for their smart appearance wherever they go.

To allow for individual preferences there is some element of choice. Please contact the school at anytime to help with any matters concerning our school uniform.

Our uniform comprises of

Black/Dk.Grey Trousers/Skirt

Royal Blue Logo Polo Shirt (available from school)

Royal Blue Logo Sweatshirt/Cardigan (available from school)

Dark Footwear.

P.E.Kit:

Black shorts (available from school)

Royal Blue PE Logo Tee- Shirt (available from school)

Optional:

Royal Blue Logo Fleece Jacket (available from school)

Royal Blue Logo Waterproof Jacket “

Book Bags “

School Logo Caps “

Girls make wear blue/white dresses during the summer season.

'LOGO' sport type jogging bottoms e.g. Stripes etc. are not allowed and are not part of the school uniform.

With regard to footwear all children will require a plain pair of sensible black shoes/trainers/plimsolls. High heels are not allowed.

We take a great pride in the way the school is kept clean by the cleaning staff- particularly the floors and carpets. It is for this reason we ask all our children to make sure their footwear is clean before they come into school or bring alternative footwear whilst they are in school.

For hygiene and safety reasons all pupils are required to have a PE/Games kit to change into.

Naming Items

It is vital that some form of identification desirably the child's name is on each item of clothing that may not be removed. This saves hours and hours of searching for misplaced or lost items. Your co-operation on this is greatly desired.

Jewellery

Children with pierced ears may wear a single stud in each ear but no other jewellery e.g. nose studs or other body jewellery are allowed in school. Studs cannot be worn during any PE/Games/Swimming activity. The school follows strict guideline procedures under Health and Safety for all such activities. If an ear-stud is worn during the day it is the child's responsibility to remove it prior to commencement of the lesson. There can be no exceptions to this.

Toys

Children should not bring toys or personal possessions into school. The school cannot accept responsibility for personal property brought to school by the children. This includes toy cars, computer games, etc.

Mobile Phones

Children are not allowed to bring mobile phones to school.

Health and Safety

Our school makes great efforts to maintain a healthy and safe school for all who work and play here.

We have made strenuous efforts to ensure safe playgrounds and have introduced security measures on external doors.

Our working environment is clean and hygienic. Hand-dryers are fitted in all children's toilets, which have been refurbished.

The Health and Safety school representative carries out a full two-day inspection each year and his recommendations are acted upon. The children are encouraged to think about health and safety of themselves and others. The children receive regular instruction of Road Safety, Railway Line Safety and Fire Safety.

During the school day children are not allowed to leave the school premises unless collected by a responsible adult by arrangement or if the parent has given specific instructions to the school that the child may leave unaccompanied.

It is very important that all children of KS1 age - up to 7 are brought to school at the beginning of the school sessions and are collected at the end of the school day BY A PARENT OR RESPONSIBLE ADULT OVER 16 YEARS OF AGE. We do not have any provision for children to come to school on bicycles.

IN THE INTERESTS OF SAFETY

Parents' cars must not enter the school grounds. Resist the temptation to do a quick turn around inside the gates. This is when you would be most lethal.

PARK AWAY FROM THE SCHOOL GATES PLEASE. IT MAY COST YOU A COUPLE OF MINUTES - BUT IT COULD SAVE A LIFE.

All pedestrians should use the pedestrian side gates. Our main car park for visitors/staff is located at Tudor Street.

Behaviour

We want our school to provide a safe enjoyable environment in which all children can reach their full potential without worrying about incidents or verbal abuse from other less minded pupils. There are very few incidents of this nature. If such an incident does arise it is dealt with immediately using set school procedures.

Obviously when dealing with a large number of children there may be occasions when minor rules are broken or unacceptable acts of behaviour take place. In such circumstances the Class Teacher, Assistant Head or Headteacher deal with these. Where more serious breaches of unacceptable behaviour take place, - or when a pupil has become so disruptive as to affect his or her well being, parents are immediately informed and invited into school to discuss the matter.

Each situation is treated on an individual basis and the best interests of the children involved are always our main concern. Parents are naturally kept informed at all stages of these particular procedures. It is important to emphasise at this point just how crucial the school views the relationship between home and school in all aspects of school life and work. This emphasis includes the important part parents have to play in partnership with teaching staff to ensure that a good standard of behaviour is maintained within the school.

We have an excellent working relationship with our parent body. They recognise the school is striving for a quality experience for children and a raising of standards in academic life. We are therefore usually able to discuss issues through to a satisfactory end.

We are fortunate that we are able to use a number of support services and do so to seek the best possible advice in difficult circumstances. This practical help often helps us sort out situations quickly and profitably.

In the event of persistent and or most serious misdemeanour in a child, it may be that he/she could be excluded for a fixed period. This would be regarded as a temporary measure designed to give time to sort out the issues of concern. At such times an adult in school would be dedicated to the issue to try and sort out a satisfactory outcome and a return to school. The Headteacher and staff

will call upon the services of School Support Staff to advise/and or work with individual children. Other agencies may be called upon for help and guidance. In the unlikely event that the situation reaches extreme proportions a permanent exclusion is the ultimate sanction. Be assured that the School would explore every avenue before resorting to this action. This is an inclusive school and we work with our children and parents to solve our issues.

So as a school we have a policy of sorting out the issues in school, with help where necessary. We make strenuous efforts to sustain and develop order in school and to that end children know that we expect them to work with us. Sometimes children find this a difficult concept, preferring to be blamed and excluded. It is a challenging choice we make but we believe that in the long term for the child it is currently by far the most satisfactory route to take. Parents share our beliefs with increasing voracity.

Even so there may be an occasion of such bizarre and dangerous behaviour that a child will be put out of school until the issue is investigated and resolved.