

*W*ilthorpe Infant School

Head Teacher : Mrs J. Bradley

Greenfoot Lane, Wilthorpe, Barnsley S75 1QA, Telephone (01226) 288676 Fax: (01226) 288676
Email: wilthorpe.infant@barnsley.org



SCHOOL PROSPECTUS 2005/2006



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Wilthorpe Infant School – PROSPECTUS 2005/2006

WELCOME TO WILTHORPE INFANT SCHOOL

Wilthorpe Infant School is a happy, thriving school with dedicated staff and Governors who strive to provide the very best for the children. We consistently achieve excellent standards and we work in partnership with the Local Education Authority to share our particular areas of expertise with other schools.

We have achieved Primary Quality Mark which is a recognition of the excellent systems we have in place for developing reading writing and numeracy.

This year we have also achieved the Healthy School Bronze Award.

We are also proud to have achieved the Arts Mark Silver Award for our commitment to providing an exciting stimulating

Everyone at Wilthorpe Infant School is committed to achieving high standards and offering the very best education for the children in our care.

With your support I am confident that we can continue to do this.

This Prospectus is an introduction to our school and what we have to offer at Wilthorpe Infant School. It describes the values of our school, the curriculum and school organisation, our approaches to teaching and learning and also our achievements.

Parents and children need to know as much as possible about the school of their choice. The information provided in this prospectus is intended to fulfil this.

Please read the prospectus carefully since the acceptance of a place in our school indicates your acceptance of the contents of this brochure.

Our overall aim is for you and your children to be secure and confident in Wilthorpe Infant School to provide an education suitable for the needs of all children.

You are invited to visit the school at any time and we look forward to working in partnership with you and your child.

Mrs J Bradley
Head Teacher

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SCHOOL ADDRESS AND DETAILS

SCHOOL:

Wilthorpe Infant School

ADDRESS:

Greenfoot Lane
Wilthorpe
Barnsley
South Yorkshire
S75 1AQ

Tel: 01226 288676
Fax: 01226 288676
Email: wilthorpe.infant@barnsley.org

DESIGNATION:

Co-educational County Infant School

AGE RANGE:

4 to 7 years (including a nursery unit)

HEADTEACHER:

Mrs J Bradley

CHAIR PERSON OF GOVERNORS:

Mr B. Willerton
C/o Wilthorpe Infant School
Tel. 01226 288676

EDUCATION AUTHORITY:

Barnsley Metropolitan Borough Council
Education Offices
Berneslai Close
Barnsley
South Yorkshire S70 2HS
Tel. 01226 770770

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WILTHORPE SCHOOL

Wilthorpe Infant School is a co-educational Infant School with a Children's Centre, which caters for children from 0 to the age of 7 years.

The Children Centre which is due to open early in 2006 will operate for 48 weeks per year from 8am to 6pm, Monday to Friday.

We are situated approximately 2 miles from Barnsley town centre. The School has a nursery, eight teaching areas, a library, a computer suite, a resource room, a large well-equipped hall and a Dining Room. The playground consists of two hard-surfaced playgrounds with an additional grassed area. There have been considerable improvements made to the playground in recent years to make a more attractive and safe environment for the children.

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SCHOOL GOVERNORS

The Governing Body meets at least once a term, and is responsible for the general running of the school, the curriculum, school budget, appointment of staff, maintenance of the buildings and school policies such as discipline, Health and Safety, Religious Education, Special Needs etc.

The Governors have also established a programme of additional governor training meetings, where issues of particular relevance to school are discussed and developed. This reflects the Governors commitment to being informed and involved in the life of the school.

The Governing body consists of:

Mr A Conway	L.E.A	
Mr D Bates	L.E.A.	
Mr R Willerton	L.E.A.	Chairperson
Mrs P Heggie	Co-opted	
Mrs A Wroe	Co-opted	
Ms K Sokell	Parent Governor	
Mrs S Hill	Parent Governor	
Mrs C Best	Parent Governor	
Mrs H Bailey	Parent Governor	
Mrs J Bradley	Head Teacher	
Mrs L Corson	Teacher Representative	
Vacancy	Staff Representative	

The Governors produce an Annual Report and all parents of pupils in school receive a copy of the report. A copy of last years report is available on request.

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THE TEACHING STAFF

Name	Subject Co-ordinator for:
Mrs J Bradley Head Teacher	Special Needs, Health and Safety Staff Development/English
Mrs L Corson Deputy Head	Science/Display Art/Display
Mrs K Hanley	Maths, Poetry/Library
Mrs K Seabury	Information Technology
Mrs S Bean	P.S.H.E., R.E., P.E.
Miss K Hunter	History/Geography

NURSERY UNIT

Mrs V Dickinson Nursery Teacher	Design Technology
Miss S Wooller Nursery Nurse	Role Play, Outdoor Provision
Mrs L Untisz Mrs L Blackburn Nursery Nurses	Art and Craft, Technology

NON-TEACHING ASSISTANTS

Mrs C Bonson	Miss S Russell
Mrs D Rutt	Mrs L Ellis
Mrs D Craig	

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SECRETARY

Mrs C Mitchell

CARETAKER

Mr S Smith

CLEANING STAFF

Mrs C Batty
Mrs R Poskitt
Mr C Smith

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THE AIMS OF WILTHORPE INFANT SCHOOL

'Everyone to be motivated and confident learner'

< Vision Statement

Wilthorpe Infant School promotes high achievement and learning by working with children to:

< Aims for Pupils

- develop enquiring minds and a spirit of curiosity
- become highly motivated learners
- have high self-esteem – respecting themselves, others and the environment
- be able to work independently and collaboratively
- achieve high standards in all areas of the curriculum
- seek to extend themselves in mind, body and spirit

We believe that each child will succeed through experiencing quality in:

< Mission for the School

- a broad and balanced curriculum
- an enriching programme of first-hand activities and visits
- a stimulating learning environment
- a rich, varied and up-to-date range of learning resources
- innovative teaching and an investigative approach to learning
- an ethos of support, challenge and encouragement to succeed
- learning partnerships between school, home and the community

We demonstrate our commitment to working as a learning community by:

- striving for continuous improvement in all that we do
- working collaboratively towards common goals
- becoming an Investor in People

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ADMISSION ARRANGEMENTS

ADMISSION TO SCHOOL

The Authority's admission arrangement which will be implemented for the 2005-2006 school year are as follows:-

The school's standard admission number is 76.

Key Points

Two point admission to Reception

- 1st September for birthdays between 1st September and 31st December.
- 1st January for birthdays between 1st January and 31st August.

NURSERY UNIT

The nursery unit(Foundation 1) is a 39 place part-time nursery.

The nursery staff consists of one teacher and two nursery nurses. The nursery aims to provide a varied and challenging nursery curriculum to promote each child's social, emotional, physical and intellectual development.

Children's names may be placed on the nursery class waiting list **after their second birthday**, for either a morning or afternoon session.

Children are admitted to nursery in chronological order, and not on length of time on the waiting list. We aim to offer, where possible, at least one term's nursery experience to each child before starting school. However, the demand for places is always high.

Attendance in the nursery class does not necessarily guarantee a place in the Infant School.

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Admission Arrangements Continued

PROCEDURES FOR ADMISSION

Parents are now able to apply for their child to attend any school in Barnsley, or the surrounding district, regardless of their address. A formal application must be made to **the school of your choice** using the form in the Local Education Authority's Admissions Handbook.

The Admissions Handbook will be sent by the school to all those parents who have registered their name either with the nursery unit or school.

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

PRE-SCHOOL VISITS

Parents and children will have the opportunity to visit school on a number of occasions before admission. The school has now developed a successful policy of home visits before school visits take place.

Through this induction programme, we hope to make your child's transition to school as comfortable and secure as possible. Parents and children are welcome to visit the school at any time by arrangement with the Head Teacher.

TRANSFER TO THE JUNIOR SCHOOL

Transfer to the Junior School takes place at the end of the school year in which the children are seven.

Admission to the Infants School does not automatically mean admission to the Junior School.

A programme of visits to the Junior School are planned in the Spring and Summer terms to help children become familiar and confident with the next phase of their school life. The Junior School Staff also visit the children in the Infant School on a number of occasions.

ORGANISATION OF THE SCHOOL

ORGANISATION OF CLASSES

There will be 145 children on the roll in school this academic year. Children are generally grouped in classes according to their age in the following year groups:

Reception (R)

Year 1 (Y1)

Year 2 (Y2)

This year the number on roll is divided between six classes.

The placement of individual children is at the discretion of the Head Teacher.

SCHOOL SESSION TIMES FOR PUPILS

Morning Session: 09.00 am – 12.00 Noon (Break 10.30 am – 10.45 am)

Lunchtime: 12.00 Noon – 1.00 pm

Afternoon Session: 1.00 pm – 3.20 pm (Break 2.10pm – 2.20 pm)

Please note that there is **no supervision** for children who arrive at school before the designated times. Although staff are on the premises, this time is used for preparation.

ARRIVING AT AND LEAVING SCHOOL

Car Parking Facilities: The car parking space at school is limited and is restricted to use by staff and official visitors.

Parking in the entrance to the car park creates dangers for all children when arriving and leaving school. We request that the appropriate and legally accepted parking spaces on Greenfoot Lane and the surrounding areas are used. **This is to ensure the safety of the children.**

Disabled Parking is available at the top entrance to school.

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Organisation of the School Continued:

THE SCHOOL BUS

The use of a school bus is available. The cost is 40p per journey. The decision to allow a child to travel on the bus alone is at the parent's discretion. The children are aware of the standards of behaviour we expect both in and out of school. However, their behaviour on the school bus is ultimately a parental responsibility.

SCHOOL DRESS

School uniform is red and grey and is optional, although it is worn by the majority of children. Children should be sensibly dressed in easy to manage clothes. Flat heeled shoes are required.

For PE children should wear vest and pants or if parents wish t-shirt and shorts.

All clothes are to be marked clearly with the child's name.

JEWELLERY

As part of the school's dress code, the wearing of jewellery is generally considered to be unnecessary (other than small ear studs) for both safety and security reasons.

In accordance with Barnsley Education Authority Policy (Circular /95/9) **ALL** jewellery must be removed for physical education.

NB: Children will be unable to take part in PE lessons whilst wearing jewellery, and they will therefore not be fulfilling the legal requirements of the National Curriculum.

Parents can support the school in ensuring children's safety by:-

(a) removing jewellery before coming to school on the days PE is timetabled

OR

(b) ensuring that children are able to remove jewellery themselves.

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Organisation of the School Continued:

ATTENDANCE

Regular attendance at school is the responsibility of parents and is the best way to ensure your child makes the most of the educational opportunities provided by school. If your child is ill, or unable to attend school, please notify the school immediately either by telephone or in writing on his/her return. Without notification an absence will be recorded as “unauthorised” and will be shown as part of the school’s published attendance record.

Our school attendance record for 2004/05 was 94.4% with 5.5% authorised absences and 0.1% unauthorised absences.

FAMILY HOLIDAYS

In accordance with DfEE regulations and the school’s Attendance Policy the following procedure will apply:

Ten days leave in the school year is at the discretion of the Headteacher and after that the leave is unauthorised and officially classified on school records as truancy

- (i) Parents **must** request leave of absence in writing to take their child on holiday during term time. (A form can be obtained from the Secretary)
- (ii) School will carefully consider each case on its merits. No blanket approval will be given.
- (iii) Parents are informed in writing about the outcome of their request and whether the absence will be recorded as authorised or unauthorised.
- (iv) Parents **must** apply for leave of absence in advance of the holiday and **not inform** the school as a right or seek retrospective permission on their return.

EDUCATION WELFARE OFFICER

Annette Woodward is the Educational Welfare Officer (EWO) for Wilthorpe Infant School. She advises families about assistance with school meals and clothing grants and receives any applications for these. She may be asked by the school to visit you if there are attendance or other problems concerning your child in school.

Annette can be contacted either through the Head Teacher or the Education Office, Berneslai Close, Barnsley.

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Organisation of the School Continued:

SCHOOL MEALS

School meals are cooked on the premises. We have a family service system which encourages and develops the children's social skills.

A packed lunch service is provided as well as traditional school meals.

The cost of school dinners is £1.50 per day, ie. £7.50 per week. This should be sent to school on Mondays in an envelope clearly marked with your child's name and class.

A complimentary lunch is available for each intake on one of their preliminary visits. Both parents and children can have a clear idea of the quality of food available.

Children may bring a packed lunch from home. This should be stored in a lunch box with a drink in either a carton or plastic container. **Bottles or cans are not allowed.** As a school we are promoting a healthy diet as part of children's health education, and therefore sweets are **not to be included** in a packed lunch.

The choice of a school meal or packed lunch should be made at the beginning of the week, for the whole week.

MILK

School milk is available during the day at a cost of £6.00 per term. Alternative drinks other than water are inappropriate.

WATER

Water will be provided for your child to drink. If you want to provide your child with his/her own water, can you please ensure that water bottles has a sports top and is clearly marked with their name.

FRUIT

A piece of fruit/vegetable is provided daily for your child and we encourage children to try different things.

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Organisation of the School Continued:

ILLNESS AND ACCIDENT PROCEDURES

If your child is taken ill at school, we will contact you as necessary from the information given on your child's Admission Form. It is important that this information is accurate and kept up to date, and we would ask you to inform us of any changes.

If your child has a serious accident and needs hospital attention, an ambulance will be called, or your child taken by car, and a close relative will be contacted or collected as soon as possible.

You will be informed of minor accidents that occur in school by a standard letter giving you details of what happened and any action taken.

MEDICATION

Only medicines prescribed by a doctor can be administered in school. All medicines will be kept in the Head Teacher's office, but will be accessible at all times. This is part of the school's Health and Safety Policy. Parents will be asked to complete a form giving details of how and when any medication should be given.

Inhalers may be kept in a safe place in the classroom.

MEDICAL PROBLEMS

Please keep us informed of any medical problems which may affect your child's well-being or his/her ability to learn effectively.

SCHOOL ACTIVITIES

Educational visits are an essential part of our topic-based curriculum. Children have the opportunity to learn directly from these experiences. Such visits provide an exciting and challenging way of learning that is followed up back in the classroom.

It will be necessary to ask parents to contribute towards the cost of these visits. These contributions are voluntary. However, the Governing Body wishes to make it clear that where voluntary contributions are insufficient, it may not be possible for the visit to take place.

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Organisation of the School Continued:

COMMUNITY LINKS

Our school is committed to developing its involvement with both the local and wider communities in the area. We already have links with the local church, Police and Fire Services, the Health Authority, local and national charities and joint projects with businesses in Barnsley.

Students on placement are regular contributors to our school. We have students from Holgate, Kingstone, Barnsley College and Trident.

SAFETY OF CHILDREN

- (i) Children will not be allowed to leave school premises whilst the school is in session, unless accompanied by a parent, or another authorised and responsible adult.
- (ii) Official school closure will be notified with at least 24 hours warning.
- (iii) A Fire Drill is held once a term to train children in the appropriate procedures. This is reported termly to the Governing Body
- (iv) The safety of the children, staff and parents is a priority of any school. Wilthorpe Infant School has a successful security system with all doors being secured at the beginning of each session. Entry to the school can only be gained by ringing for attention at the Reception Main Door.
- (v) Parents and visitors are requested not to bring dogs on to the school premises (with the exception of guide dogs).

PASTORAL CARE AND DISCIPLINE

Wilthorpe School is committed to its responsibility of caring for all children throughout the school day.

From the start children are encouraged to behave in a polite, responsible manner towards adults and other children. This is part of the ethos of our school.

Every adult in school works hard to achieve this through our school “Good Behaviour Policy”. To develop children’s self-esteem we try to focus on the positive aspects of behaviour and work. Appropriate behaviour and achievement is rewarded by praise, eg. awarding stickers, certificates, a Special Mention.

The school has a set of **Golden Rules**, known by all children and staff. The school has clear sanctions that relate to the breaking of these rules.

If a child’s behaviour is causing concern, parents and staff will discuss the matter at the earliest opportunity. Appropriate action can then be planned together.

The Head Teacher reserves the right to exclude children whose behaviour is not acceptable. Both parents and the Chair of Governors will be informed of this before it is carried out.

In this important aspect of our school partnership, we look to you for co-operation and support in promoting good behaviour in our school. Our Home-School-Child Agreement, forms an important part of this.

THE CURRICULUM

HOW DO CHILDREN LEARN BEST?

Children learn most effectively through a well-planned and challenging curriculum. Our curriculum includes a variety of first-hand experiences which bring a topic alive and really help children to understand by touching, seeing and doing. Educational visits, visitors and well-planned play opportunities play a vital role in achieving this.

CORE SUBJECTS

(i) ENGLISH

English is taught through a structured literacy teaching each day.

In a distinct Literacy Lesson the structure may be as follows:

Element 1: In the first part of the lesson children are engaged in shared reading and writing. This is followed by:

Element 2: Sentence/Word work whereby the whole class work together with the teacher on learning about:

- letter sounds
- spelling and word families
- handwriting
- how to punctuate and organise sentences
- how English grammar works.

Element 3: In the third part of the lesson children work independently in small groups whilst the teacher focuses on one or two different groups.

Element 4: In the final part of the lesson children discuss with the teacher and the rest of the class what has been achieved and learned.

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The Curriculum Continued:

(ii) MATHEMATICS

Mathematics is taught through a structured daily maths lesson. The lesson has three elements:

Element 1: This starts with whole class teaching whereby children do brisk mental practice, then the focus of the lesson is introduced and explained.

Element 2: In the second part of the lesson the children work in groups or individually whilst the teacher focuses on one of two different groups.

Element 3: In the final part of the lesson the children discuss with the teacher and the rest of the class what has been achieved, and what strategy the child has been using.

(iii) SCIENCE

The purpose of our Science curriculum is to foster a child's natural curiosity in the world around them, and to help to increase their knowledge and understanding of the world and their place in it.

The termly topic is the vehicle through which Science is taught. Children are encouraged to find out for themselves, observe, predict, experiment, explain, draw conclusions and solve problems. These skills are not exclusively scientific skills, but are essential for all learning.

(iv) INFORMATION TECHNOLOGY

We aim to teach children to use IT equipment and software with confidence and for different purposes, eg. to communicate and handle information, to solve problems and for recording and expressive work. Opportunities to develop these skills are planned by the teacher across all curriculum areas.

Wilthorpe Infant School has a computer, linked to the Intranet in every classroom, plus a computer suite. There is an interactive whiteboard in each classroom and in the computer suite. There is a range of software in school for use with different curriculum areas. We are committed to upgrading our IT resources in school and nursery whenever possible.

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The Curriculum Continued:

(v) DESIGN TECHNOLOGY

Design and technology is a cross-curricular subject in which children investigate, design and make a product and then evaluate their work. Children develop their skills of designing and making with their knowledge and understanding of materials. This is achieved mainly through practical tasks which start in nursery, eg. modelling, using construction materials, toys etc.

From nursery and throughout the school the tasks become more challenging, building on children's previous learning experiences.

The school has a central Design and Technology area.

(vi) HISTORY

History gives children not only the knowledge to make sense of the past, present, and to anticipate the future, but also the skills to interpret events.

Our aim is to provide a wide variety of historical experiences for children appropriate to their level of development. This is achieved by progressing from familiar situations to those of a more distant time and place. Artefacts and educational visits are essential to help children understand historical concepts. Stories, poems, news events and photos are also used to raise historical awareness.

(vii) GEOGRAPHY

The geography curriculum provides opportunities for children to investigate their surroundings in terms of physical and human features. They will develop knowledge and understanding of local places and the world beyond the locality.

The children will be using skills to observe, question, record and communicate ideas and information. They will learn to use geographical terms, follow directions, make maps, observe weather patterns and compare and contrast localities.

The community is an important source of geographical resources. Visits, walks and local amenities provide first-hand experiences needed for children to learn.

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The Curriculum Continued:

(viii) ART AND CRAFT

Art and other creative activities are an essential part of providing any child with a truly broad education. All children are given the appropriate rich, exciting experiences that provide opportunities to develop strengths and skills very different from those demanded by other curriculum subjects and which can have a lasting effect throughout their lives. Some children have a definite flair and talent that needs to be expressed.

Children's understanding and enjoyment of creative work is developed through cross-curricular activities. These activities include painting, drawing, claywork, collage, sewing, printing, modelling etc. They develop skills as investigators and makers, using a range of materials, media and equipment. It is important to encourage the expression of a child's feelings, observations and individuality.

Displays are a very important part of our school environment. They are a celebration of the children's achievements and a source of interest and stimulation for the children themselves.

(ix) MUSIC

Music is essentially a practical subject. Young children's earliest musical experiences involve them taking part in singing, listening to music and experimenting with sounds and musical instruments.

The developing of listening skills is vital in order to enjoy and appreciate music. Composing and performing are additional aspects of the music curriculum.

We aim to develop children's confidence in these areas, so that music is both an enjoyable and worthwhile subject.

(x) PHYSICAL EDUCATION

The school's aims for Physical Education and sport are:-

To develop children's physical skills at their own pace and in accordance with their confidence and physical development and to:-

- (a) promote the development and enjoyment of a healthy life style
- (b) encourage children to take pride in their achievements and those of others

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The Curriculum Continued:

- (c) learn to work safely and responsibly either as individuals or as part of a group
- (d) involve children in planning and performing all areas of physical education.

Through the P.E. curriculum the children take part in games and dance, both indoors and outdoors. The school is very well equipped with large and small apparatus. Children are encouraged to use the equipment independently. Two grassed areas in the school provide facilities for sporting activities.

(xi) RELIGIOUS EDUCATION

The 1988 Education Act requires Religious Education to be taught in accordance with the locally agreed syllabus.

Religious Education reflects the religious traditions and practices of the Christian faith as well as raising children's awareness and knowledge of other religions in our society.

It is important for young children to develop a sense of respect, caring, responsibility and sensitivity towards themselves and others. Through the moral and spiritual aspects of R.E. we hope to develop personal qualities and relationships which will stay with our children for life.

R.E. is taught through themes in assemblies and in class from the school's R.E. scheme of work. Wherever possible, this relates to events, festivals and stories that are relevant to the lives of young children. This leads to thoughtful and purposeful discussions, which gives children the opportunity to reflect on their beliefs and attitudes and values.

(xii) COLLECTIVE WORSHIP

An act of daily collective worship is a legal requirement for schools. It can either be a whole school or class assembly. Collective worship, whilst being broadly Christian, also includes a celebration of other religions and cultures. Many themes relating to the social, moral, cultural and spiritual education of children are explored.

Visitors from local community churches make welcome contribution to our collective worship. Parents have a right to withdraw their child from collective worship by arrangement with the Head Teacher.

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The Curriculum Continued:

(xiii) SPECIAL EDUCATIONAL NEEDS

All children have a right to a broad and balanced curriculum. All children are entitled to have access to the National Curriculum at a level appropriate for their development.

Following the Special Needs Code of Practice (1994) our school has developed a profile to identify the needs of all children – educational, social, physical and behavioural. Children with special needs are monitored through the school-based system. Most children's needs can be met in the classroom by the class teacher, and the Special Needs Co-ordinator. They will plan appropriate and differentiated tasks through individual educational plans (IEP's).

Most children with Special Educational Needs will be mainstream school and will not need a Statement. Many children with a Statement will succeed in mainstream education. This is achieved through the commitment of everyone concerned to delivering effective SEN provision.

(xiv) EDUCATIONAL INCLUSION

The School is committed to being an educationally inclusive school and to creating an environment where all our pupils – irrespective of ethnicity, attainment, age, disability, gender or background – can feel valued, successful, happy and included. We seek to remove barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils and to give every pupil the opportunity to succeed and reach their full potential.

(xv) PUPILS WITH DISABILITIES

The school operates an equal opportunities policy and all pupils are considered for admission to school on exactly the same basis. All pupils are given every help and encouragement to join all aspects of school life and all pupils are provided with a broad, balanced and relevant curriculum which is accessible to them. No child will be knowingly discriminated against.

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The Curriculum Continued:

(xvi) SEX EDUCATION

Whilst the prime responsibility for bringing up children rests with parents, schools also have a contribution to make in helping children cope with the emotional and physical aspects of growing up.

Children will be taught sex education:-

- through knowing and understanding their physical, emotional and social development
- through relevant areas of the curriculum, or as part of a Health Education Programme appropriate to their age and state of development
- through developing the necessary skills and attitudes to manage relationships in a responsible and healthy manner.

(xvii) DRUG EDUCATION

Drug Education is part of a cross curricular theme of health education, when covering the topics 'MYSELF' and 'MY BODY'.

Progression from Key Stage 1 and Key Stage 2 is provided by teaching staff and further reinforced by outside agencies, in particular the Community Policeman.

(xviii) EQUAL OPPORTUNITIES/RACE EQUALITY

Our school is committed to equal opportunities for all children, regardless of gender, race or creed. We actively promote good race relations, and seek to eliminate any racial discrimination. We have a nominated Race Relations Officer (Mrs L Corson) and systems in place for monitoring racist incidents. All children participate equally in all school activities.

(xix) HOMEWORK

For young children, developing a partnership with parents and carers and involving them actively in children's learning is vitally important.

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The Curriculum Continued:

Short activities of different kinds – simple games, learning spelling, number facts and reading together, provide a very important opportunity for young children to talk about what they are learning.

Any homework will reflect this, and will consist of practising and consolidating work done in the classroom.

(xx) CURRICULUM COMPLAINTS PROCEDURE

The procedure proposed by Barnsley Education Authority is as follows:

1. Concerns of parents will be dealt with, in the first place, by informal discussion with the Head Teacher and staff at the school.
2. Informal complaint to the Chairperson of Governing Body.
3. Only if the complaint cannot be dealt with to the satisfaction of everyone concerned will the formal complaints procedure be followed:
 - (a) formal complaint to the Chair of Governors to be discussed by the Governing Body
 - (b) formal complaint to the Local Education Authority.
4. All complaints will be dealt with as quickly and effectively as possible.

(xxi) CURRICULUM POLICIES

All curriculum policies are available on request from the Head Teacher.

Some children may have specific problems that need help from outside agencies. If the need arises you, as parents, will be consulted and the staff, Head Teacher, Special Needs Co-ordinators and the Local Education Authority will work together to plan how best to meet the needs of your child.

(xxii) CHILD PROTECTION

We have a Child Protection Policy and a designated Child Protection Teacher, and we work closely with Social Services, the School Nurse, Health Visitors and other agencies.

ASSESSMENT

Assessment takes place formally and informally through children's ongoing classroom activities. It is a means of improving and assisting your child's learning by showing what has been achieved and what the next stage will be.

The assessment process needs to be continuous and systematic. Records are kept daily, weekly and termly according to the curriculum subject. This information is used to inform future planning as well as indicating children's progress.

When children start school, we complete a Base Assessment during their first few weeks in school. Appropriate learning programmes can then be introduced immediately.

A selection of children's work is kept as evidence of their achievements in National Curriculum subjects.

At the end of Key Stage 1 (in the last infant year group) children are assessed in the National Curriculum by teacher assessment in English, Maths and Science. These assessments, in fact, are normal classroom activities that the children will be familiar with. You will receive a written record of your child's progress in these assessments.

Wilton Infant School – PROSPECTUS 2005/2006

SATS RESULTS 2004

TEACHERS ASSESSMENT

Percentage at each level

	W	1	2	3	4+	Pupils Disapplied	Pupils Absent
Speaking and Listening		2	57	41			
Reading			48	50			
Writing			74	24			
Mathematics			50	46			
Science			41	57			

PARENT – SCHOOL PARTNERSHIP

Parent and adult volunteers are always welcome in our school. The children and staff gain much from the support you are able to give.

You will be invited to the many events which take place in school, eg. concerts, assemblies, discos, fayres, etc. This invitation also extends to offers of help in the classroom and on educational visits. You will have the opportunity to work with children on a variety of activities, such as reading, baking, computers, maths games, creative activities and much more. You have an active part to play in the busy life of our school.

(i) INFORMATION TO PARENTS

We try to keep you informed about school activities and events through letters and posters. Each class has a parent's notice board where most information is displayed.

(ii) PARENT – TEACHER CONSULTATION

Each term you will have the opportunity to visit school to discuss your child's progress. However, your child's class teacher will discuss matters of concern at any mutually convenient time.

(iii) PARENT – SCHOOL PARTNERSHIP

The school welcomes any parents who are able to help fund raise, and get involved with school in any way they can.

Wiltorpe Infant School – PROSPECTUS 2005/2006

SCHOOL HOLIDAY DATES

The 2005/2006 holiday dates will be as follows:

TERM	SCHOOL CLOSES AT 3.20 P.M ON	SCHOOL REOPENS AT 9.00 A.M. ON
Autumn Term 2005 Beginning of Term Half Term End of Term	21st October 2005 21st December 2005	6th September 2005 31st October 2005
Spring Term 2006 Beginning of Term Half-Term End of Term (Easter)	10th February 2006 31st March 2006	4th January 2006 20th February 2006
Summer Term 2006 Beginning of Term May Day Bank Holiday Half Term (Spring Bank) End of Term (Summer Holiday)	28th April 2006 26th May 2006 21st July 2006	19th April 2006 2nd May 2006 5th June 2006
In-Service Training INSET Days (included above) 5th September 2005 14th November 2005 15th November 2005 3rd January 2006 18th April 2006		