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Hinde House 3-16 School Primary Phase

Academic Year 2011-12



Learning • Achievement • Success

Hinde House 3-16 School

Primary Phase

Principal: Mr. C. French
Head of Primary Phase: Mrs. J. McWilliam
Chair of Governors: Mr David Drayson

Hinde House 3-16 School: Primary Phase
Bracken Road, Sheffield S5 6FH

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Times of School Sessions

Nursery 8.40 am – 11.40 am
12.15 pm – 3.25 pm (Mon, Tues, Thurs, Fri)
12.15 pm - 2.35 pm (Wed)

Foundation Stage to Year 6 Register at 8.50 am
School closes at 3.20 pm (Mon, Tues, Thurs, Fri)
School closes at 2.35 pm (Wed)
Enrichment time 2.35 - 3.45 pm (Wed)

Lunch
Foundation Stage 11.55 am - 12.45 pm
KS1 12.15 pm - 1.05 pm
KS2 12.45 pm - 1.35 pm

Pupils are welcome in classrooms from 8.40 am.

Term Dates 2011/12

Autumn Thursday 1st September, to
Friday 16th December 2011

Spring Tuesday 3rd January, to
Friday 30th March 2012

Summer Monday 16th April, to
Friday 20th July 2012

Holiday Periods

School re-opens Thursday 1st September 2011

Half term Monday 24th October,
to Friday 28th October 2011

Christmas Monday 19th December 2011,
to Monday 2nd January 2012

Half Term Monday 13th February,
to Friday 17th February 2012

Easter Monday 2nd April,
to Friday 13th April 2012

May Day Monday 7th May 2012

Spring Monday 4th June,
to Friday 8th June 2012

Summer School closes at the end of the day on
Friday 20th July 2012

There will be 5 teacher training days during the school year to be determined.

There will be an additional bank holiday to celebrate the Queen's Diamond Jubilee to be scheduled by the school





Welcome from The Principal

Thank you for expressing an interest in our school and reading this prospectus. I hope this provides a flavour of our school although I know this can never provide a full picture. For that you need to visit our school, talk to our children and meet our staff. I believe that this will provide a compelling picture of the school, its current strengths and its ambition for the future.

The school was the first public sector 3-16 *through school* in the country (2002). Today it is part of a small but growing number of schools who see the very real benefits of cross-phase education. This approach provides many opportunities to develop practice in an innovative way and gives pupils a unique experience.

As a school, Hinde House has made immense progress in recent years securing tangible improvements to student attainment and the creation of two state of the art buildings (Secondary 2005 and Primary 2006). The school was awarded Engineering Specialist Status in 2005 and was re-designated for the next 3 years in December 2008.

During December 2007 our primary school received national recognition for its progress over the last five years, and was identified as one of the *most improved schools in the country*. During December 2010 our secondary phase received national recognition for progress made in the last 3 years and was identified as one of the top 100 of the most improved schools in the country.

Indeed, by any measure (attainment, quality of teaching

and learning, behaviour, attendance etc) the school has secured substantial and consistent improvement. Perhaps more importantly, it is a safe, happy, vibrant and positive place to work and learn. Pupils' attitudes to school and behaviour are good. As a consequence the school enjoys confidence and support within the local community and a growing reputation locally and nationally.

Notwithstanding this, we are not complacent and remain committed to further and substantial school improvement.

We have very strong links with Longley Park 6th Form College and in 2010 over 96% of pupils secured a full time college course, employment or training after leaving in Year 11.

Nevertheless, these broad statistics and headline achievements express little of what our school is really like. The school is an unusually vibrant, energetic and positive place in which we strive to ensure all students learn, achieve and are successful. We have a very talented and committed teaching and support staff and a very effective school leadership team. We are committed to the progress of every child and will only accept the very best of everyone in our school learning community.

Whilst recognising our strengths, we are open and honest about what we need to do to improve.

If you have any questions or concerns, which are not answered in this prospectus, please visit our website www.hindehouse.net or contact us at school.



Chris French *Principal*



Students' spiritual, moral, social and cultural development is good in the primary phase. Ofsted 2007





The foundation stage provides a safe and happy learning environment. Ofsted 2007



The Aims and Ethos of the School

At Hinde House we want everyone to:

- be involved in learning
- aim for achievement at their highest possible level
- experience and celebrate success within a community where relationships are based on mutual respect.

We aim to create a community within which everyone:

- is known, valued and feels secure
- is supported and encouraged to achieve their potential
- has the opportunity to develop academically, socially and personally
- is encouraged to take responsibility for their own learning
- can develop an appreciation of their responsibilities within the wider society.

Within the school community we expect everyone to:

- make learning the priority
- show respect, courtesy and consideration towards all other members of the community and to visitors
- take responsibility for their own actions
- be honest and co-operative with others
- follow the rules and procedures of the school
- look after the school environment, the property of the school and the belongings of others
- contribute to the continuous improvement and development of the school.

As a school we aim to contribute positively to the communities we serve.

As such we expect everyone to:

- promote a positive image of Hinde House School
- respect members of the wider community and their property
- look for and participate in opportunities to become constructively involved with the wider community.

Hinde House – a brand new 21st century learning environment

At Easter 2006 we moved into our new building, which provides our pupils with one of the best learning environments in the city.

Our new learning environment includes high quality facilities and embraces the most recent developments in E-Learning with an interactive white board in every classroom and access to ICT facilities for both pupils and staff.

Open Door Policy

Once your child starts at Hinde House Primary Phase we operate an open door policy. Staff are available from 3.20 pm – 3.30 pm daily to answer any queries you may have or you can make an appointment to speak to them after school. If there is urgent information that you wish the teacher to know first thing in the morning please speak to the staff in the school office.

Lunchtime

Many of our children stay for school dinners, which are cooked on the premises. Meals offered follow local authority guidelines ensuring that the meals are nourishing and attractively presented.

Children may bring their own sandwiches, including a drink. Please note that fizzy drinks are not allowed and we discourage pupils from bringing too many chocolate biscuits and crisps.

We ask that dinner money is sent into school on Mondays sealed in an envelope clearly marked with your child's name and class on it. If you claim benefits you may be entitled to free school meals, please call in at the school office for a form to help you make a claim.

Admissions Policy

Parents considering applying for pupil places at the school are welcome to visit and should contact the Primary Phase office to make the necessary arrangements.

At present the school has a standard admission number of 45. Parents requesting a place for their child in a

year which is at or above the standard number should contact Pupil Admissions at the Education Office.

Equal Opportunities

In all aspects of school life we try to promote an equal opportunities and non-stereotyping policy of anti-sexism and anti-racism and generally endeavour to foster equal respect for all other human beings.

Children with Special Needs and Disability

In order to meet the needs of all our pupils/students, we follow well-defined procedures for the identification and assessment of children with special needs.

Parents are encouraged to speak to the class teacher, Phase Leader, Learning Mentor, Special Educational Needs Co-ordinator (SENCO) or Head of the Primary Phase if they are concerned about their child's learning or behaviour. The SENCO in school is Mrs A Robson.

If a child's name is placed on the 'Special Educational Needs List', parents are informed of this. They are subsequently involved in regular discussions about their child's progress and about ways in which they can help at home.

In the majority of cases, needs will be met by the subject teachers who will provide differentiated teaching within the classroom. In other cases, children are withdrawn on a regular basis to work with staff on an Intervention Programme for a certain length of time. Examples of interventions are Rainbow Reading, Turnabout, Reading Recovery time in the Learning House, 1-1 or groupwork with a Learning Mentor.

Sometimes, in order to best meet a child's needs, we request advice from an external specialist, eg learning support teacher, hearing support, communication therapist, physiotherapist or educational psychologist. We always check with parents that they are happy for their child to be seen by this specialist, and usually parents are invited

into school to meet him / her. Copies of our Special Needs and Disability Policies, which detail our procedures are available from the School Office and on our website for any parent who would like to read them.

School Standard Dress

The school's Governing Body has adopted a standard dress policy and all pupils must wear it.

The standard dress consists of:

- White or light blue polo shirt with or without logo
- Navy blue sweatshirt/ cardigan with logo
- In years 5 and 6 pupils may wear Royal Blue sweatshirts prior to going through to the secondary phase.
- Black trousers / skirt / shorts (no track suits, no jeans, no combat trousers)
- Black shoes or boots

It is extremely helpful if the children's clothes are marked with their names so that items found can be returned to their owner.

■ No jewellery can be worn during PE.
Standard dress can be ordered through school. A more detailed copy of the standard dress policy is available from the School Office.

Attendance

Good attendance is essential to ensure that your child makes good progress throughout school. Research shows that children will not meet or exceed targets if their attendance is poor.

Every child should aim to have 100% attendance, but unless there is an unavoidable problem, 95% is the minimum. 95% attendance means that your child will miss no more than 1½ days in any half term.

Absence

If your child is ill please ring school on the first day of the absence and explain the problem. School will ring you if we do not know why your child is not in school. Please make sure that school has your current home and mobile numbers.

Children returning from absence should bring a note

for their class teacher stating the reason for the absence and the period of time for which they have been absent. School will then check whether this is an authorised or unauthorised absence.

If school does not know why a child is absent, then staff may visit your home to see what the reason for absence is. This is partly to make sure you do not need extra support. We need to ensure that every child is achieving and safe.

Holidays

Wherever possible please avoid taking holidays in term time. Legally, we can only authorise absence up to 10 days in a school year for holidays but even this time affects progress. A holiday request form must be completed and we ask that you check there are no tests/exams at this time. We are unable to authorise any holidays in the first two weeks of the Autumn term and no holiday can be authorised if a child's attendance is below 90%. Please note that the school is expected to issue Penalty Notices if attendance levels are low and absences are unauthorised.

Safeguarding Students

Every child must be kept safe. Legally, staff in school have a duty to report any concerns that they have that a child may be suffering significant harm, particularly as a consequence of possible abuse. Every school in the country must nominate a Child Protection Liaison Officer who is a member of the school's senior team. At Hinde House this is Mrs A Robson. The deputy CPLO is Mrs A Rocca. Both members of staff have received extra training in Safeguarding.

The school has a policy on Safeguarding including E-Safety which has been agreed by the Governors. This policy is available from the school or on the school's website with a range of information available for parents on Safeguarding issues. If you wish to discuss any Safeguarding issues, and in particular the safety of your child, please contact the Team in school.

Medical Appointments

In the event of your child needing to visit hospital etc, during school time a 'permission to be out of school' pass can be obtained from Reception. Children are not allowed to leave school during the day unless clear information is given by the parent, indicating the time and identifying the person who will be collecting the child.

Medicines

CHILDREN ARE NOT ALLOWED TO BRING MEDICINES INTO SCHOOL.

However, children with long-term problems e.g. asthma / epilepsy can with a doctor's note, bring medicine into school but this must be administered by the child, under supervision. Children with asthma should bring a letter from home about their condition and an inhaler to leave in school. The inhalers, which should be labelled with the child's full name, will be kept in a secure store in the classroom or medical room. Parents who are particularly concerned about the administration of their child's medication must see the Head of Primary Phase.

Illness

The school has no medical facilities to cater for children who become unwell, for any length of time. Parents are contacted if children need to go home. Parents are always informed of any head injury. First aid will be administered, when necessary, by a qualified First Aider.

Daytime

It is sometimes necessary to contact parents/carers during school time because of illness, accidents or other reasons. For this reason we ask that parents/carers inform the school of a means of contacting them (by telephone if possible) should the need arise. We ask for an update of this information at the beginning of each school year. This is essential for your child's well being.



The primary curriculum, designed to develop pupils' skills through interesting topics engages pupils and promotes their enjoyment of learning.
Ofsted 2007



The assessment of pupils' work in the primary phase, including marking, is good.
Ofsted 2007



The Curriculum

English	English is taught through a specific literacy lesson each day and through theme work. Additionally, each day there is 20 minutes of focussed teaching in basic skills which includes phonics, spelling and handwriting and a 'Reading Aloud' session by the teacher at the end of each day. There is also a large focus on speaking and listening in all lessons.
Mathematics	Hinde House allocates 60 minutes per day in each key stage for the teaching of mathematics.
Science	Science is taught every week. Where possible, links are made to the theme for that half term.
ICT	Hinde House allocates a minimum of 60 minutes per week to each class in a dedicated ICT suite for the development of ICT skills and capability. These lessons are linked wherever possible to the theme. Each class also has access to additional time in the ICT suite to develop the use of ICT in all other subjects.
PE	Hinde House allocates a minimum of 2 hours per week in each key stage for the teaching of PE. This includes dance, gymnastics, athletics, games, outdoor adventurous education and swimming. No jewellery is allowed for PE lessons and all children are required to take part.
Personal Social Health and Citizenship Education/ Circle Time/SEAL (Social and Emotional aspects of learning)	Each week there is dedicated time for the teaching of Personal, Social and Health Education, including delivery of the SEAL programme.
Religious Education	Hinde House's coverage of the RE curriculum is included in the CTC (Creative Thematic Curriculum) and based upon the locally agreed syllabus for RE.
History	The CTC (Creative Thematic Curriculum) (history, geography, music, art and design) is taught for a minimum of 3 1/2 hours per week. The length of teaching time spent on each subject within a theme varies. It could last for an hour per week, or take up the whole allocation of 3 hours per week. Wherever possible, Art is used as a medium at least once a week to teach the theme. Example themes are Y1/2, Super heroes and monsters, Y3/4, Earthquakes and volcanoes, Y5/6, circus.
Design and Technology	Design and Technology is part of the CTC but is taught by the immersion model where a whole day is spent on D & T each half term.
Modern Foreign Languages	Taught by a cross phase and specialist Modern Foreign Languages teacher. Although Hinde House allocates a minimum of 3 1/2 hours per week to the CTC, MFL can take up part of this allocation. It is taught for a minimum of 30 minutes directly in every year group from Foundation Stage 1 to Year 6 and for 30 minutes in small episodes throughout the week.
International and Global Dimensions	The global dimension explores what connects us to the rest of the world. It incorporates the concepts of global citizenship, conflict resolution, diversity, human rights, interdependence, social justice, sustainable development and values and perceptions. Every year there are separately timetabled thematic days, activity weeks and events set aside for the study of particular aspects of global awareness together with links in all themes to the wider international arena and through visits and assemblies.

To complement and facilitate the Creative Thematic Curriculum, the last 3 days of each half term are allocated to focused learning challenges and investigations.



Class organisation

The children are organised into single or mixed year classes.

Curriculum Provision

Teachers are qualified to teach the primary age range of the curriculum through a mixture of class teaching, group teaching and individual teaching sessions. All staff hold curriculum responsibilities.

Early Years

At Hinde House the Foundation Stage consists of: Foundation 1 (Nursery) and Foundation 2 (Reception).

Foundation 1 (Nursery)

The Foundation 1 class runs two sessions each for 26 children.

We have a waiting list for parents who would like their children to attend Foundation 1, children have to be at least 3 years old. Places are allocated to the oldest children first.

A Foundation Stage Teacher and HLTAs work with the children.

Foundation 2 (Reception)

The reception classes take in children full time in the September and January before their 5th birthdays.

Fs 2 January starters are offered 3 days of full time provision in the term before they start their full time education.

The Foundation Stage Curriculum

EYFS - Early Years Foundation Stage Principles. There are six areas of learning and development:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

Sex Education

The objective of sex and relationship education at Hinde House Primary Phase is to help and support young people through their physical, emotional and moral challenges of growing up, so that they can learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

We teach about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. We also teach about sex, sexuality, and sexual health in Year 5/6. At this stage parents are invited into school to discuss the content of the lessons and how different issues will be dealt with.

We aim to present all these issues in an objective,

balanced and sensitive manner as part of our personal, social and health curriculum (PSHE) and citizenship lessons. Some lessons will be taught as a whole class, some in small groups and some in single sex groups.

Sex and relationship education is delivered in year 5 and 6 by class teachers, the school nurse and other health professionals. Parents have the right to withdraw their children from any aspect of sex education not included in the national curriculum.

Assessment, Recording and Reporting

Children throughout school are assessed by the teacher formally at the end of each term and a National Curriculum level is awarded in English, Mathematics and Science. Sometimes the children will be tested to help the teacher make their judgments.

Children in Years 2 and 6 will be tested in accordance with the requirements of National Curriculum procedures. Parents are kept informed of the progress of their children through consultations, open afternoons and an Annual Report at the end of the academic year.

Staff are prepared to discuss issues as they arise and the Head of Primary Phase is always willing to arrange a meeting to resolve any concerns. Remember that prompt action can often stop a problem turning into a crisis. If we have any concerns about your child, we will contact you as soon as possible.

The school has a disability equality plan and the Governing Body feel that the school is easily accessible for most people with disabilities. If you would wish to discuss specific issues please do contact the school.

Homework

Parents are encouraged to help their child at home, in particular with reading and numeracy. We expect children to read nightly whenever possible.

At KS2 a Passport to Learning is provided where children

can choose from a range of activities to do at home.

The following broad expectations of time will be encouraged:

Foundation	1 hour per week
Y1/2	1 hour per week
Y3/4	1½ hours per week
Y5/6	30 minutes per day

School Targets

The Governing Body of the school has to set targets relating to the expected number of children who will achieve level 4 or above in the end of key stage 2 tests in English and Mathematics.

Targets are set after careful consultation with teaching staff paying due regard to the abilities and special needs of the group of children taking the tests each academic year and the support being offered in school.

Different groups of children take the test each year and will therefore produce different results. The targets set are always challenging and rely on a number of issues especially the following - cohorts remaining unchanged, children attending school regularly and maintaining a positive learning attitude, teaching and support staff remaining constant, and parental support.

School Travel Plan (STP) at Hinde House Primary Phase

Our STP has been produced in partnership with the community and Sheffield City Council, to manage methods and resources for getting children to and from school safely.

The aim is to reduce the number of cars on the road whilst promoting other methods of transport including walking, cycling and public transport. Our STP has done this through delivering various activities including pedestrian training, cycling proficiency, Crucial Crew recruiting, Junior Road Safety Officers (JRSOs), Walk on Wednesdays (WOW), and more recently the Bike-It Scheme.

Our STP has seen an increase in walking and cycling to school and a drop in the number of car users.



Behaviour and Discipline

Rights

At Hinde House everybody has rights.

- Children have a right to be heard, a right to learn and a right to be safe.
- Teachers/staff have a right to teach in a friendly, safe and fair school, that is supported by the school community.
- Parents/carers have the right to feel welcome and to know that their children learn and achieve in a friendly, safe and supportive school.

Responsibilities

To ensure these rights are met everybody has certain responsibilities:

- To show good manners
 - being polite, saying please and thank you
- To share and take turns
- To show respect for others and property
- To follow instructions
- To tell the truth and be honest and fair
- To be ready to learn

Rules

To help protect our rights and encourage responsibility we have the school rules.

- Rules should support and protect everyone's rights
- Rules should reflect the social and emotional skills that underpin effective learning and positive behaviour
- Rules are based on our principles
- Rules are common throughout the school

Our school rules are:

Happy

- We value everyone in our school and community
- We are a good friend to others
- We bounce back after we have made a mistake

Safe

- We make the right choices
- We care for each other
- We talk to an adult in school if we are worried, scared or sad

Fair

- We take responsibility for our actions
- We listen carefully to everyone
- We solve problems together
- We respect other people's beliefs and feelings

Routines

- The children in class discuss what routines will need to be in place in order for the rules to be followed so that the school is safe, fair and happy
- Routines state what the rules look like in the classroom, dining room, corridors, and in the yards
- The children then devise their own Class Charter based around the routines

Children failing to meet the school rules will face planned consequences, normally involving the loss of time or privileges. Where a child's behaviour continues to give concern parents will be informed and their support enlisted.

Copies of our Behaviour Policy will be given to all new parents and are available in school for parents wishing further information.

Child Protection

Changes in the law, notably the Children Act (1989), mean that staff in school have a duty to report any concerns that they may have that any child may be suffering significant harm, particularly as a consequence of possible abuse. It is a Department for Education requirement that each school in the country nominates a senior member of staff who will have special responsibility for Child Protection. In Sheffield, this member of staff is known as the Child Protection Liaison Teacher. They will have been in receipt of training in this area, and can be trusted to deal with all these matters with professional confidentiality. In Hinde House Primary Phase this person is Mrs A Robson.

The school has a policy on Child Protection which has been agreed by the Governing Body. Should you wish to discuss Child Protection and the safety of your child, or indeed, any other topic involving your child, please feel free to contact the school.

Anti-Bullying Policy

Our school takes bullying very seriously. At the start of each school year our Anti Bullying policy is sent to parents and teachers to discuss with children how to deal with bullying.

The Anti Bullying Policy is available in school.

Racism

Hinde House has a clear anti-racist policy. Racism is not tolerated. Parents are asked to support our policy in combating all forms of racism.

Parental Involvement

Parents and carers – mums, dads, grandparents, friends etc – are welcome to help in school on a voluntary basis in non teaching activities, such as school visits, helping with activities in the classroom and helping make and prepare resources for the children to use. If you would like to take part, please let the office know. Please note all volunteers will be required to undertake a Criminal Records Bureau check.

School Council

The school council consists

of children from Year 2 to Year 6 who meet regularly to represent all classes in discussing any issues within school.

Letters

Invitations to parents' evening, other activities and general information are usually sent home by letter. We have a system whereby very important letters home have a reply slip at the bottom. This must be signed and returned so we know the letter has reached you.

Community Partnership

The Hinde House Community Partnership was formed in July 2004 and meets every half term. The partnership is made up of governors, senior school staff and representatives of local community groups. The aim is to discuss and address issues of mutual interest and to work effectively together to address local concerns and create a better community.

Newsletter

The school regularly produces a newsletter through which we keep parents/carers informed about activities within the school and the achievements of our pupils. Parent Governors and the Parents' Association also use the newsletter for contacting and informing parents/carers.

Charging and Remissions Policy

Contributions towards the cost of day and residential visits and also activities requiring the use of costly consumable materials will normally be requested.

Complaints Procedure

Arrangements for dealing with general complaints to the Governing Body and complaints about the curriculum to the Governing Body or LA can be obtained from the School Office.

The Governors and Principal will not tolerate abusive behaviour towards any member of staff in the school. Any parent/carer behaving or speaking in an abusive way towards a member of staff will be asked to leave the school and only to return when they have made an appointment with the Principal.





In the primary phase,
staff work hard
to involve parents
and carers in their
children's learning.
Ofsted 2007

Pupils try hard and
are expected
to do their best.
Ofsted 2007





Sportsmark
2006



Safemark
2005/6



Arts Mark
2004



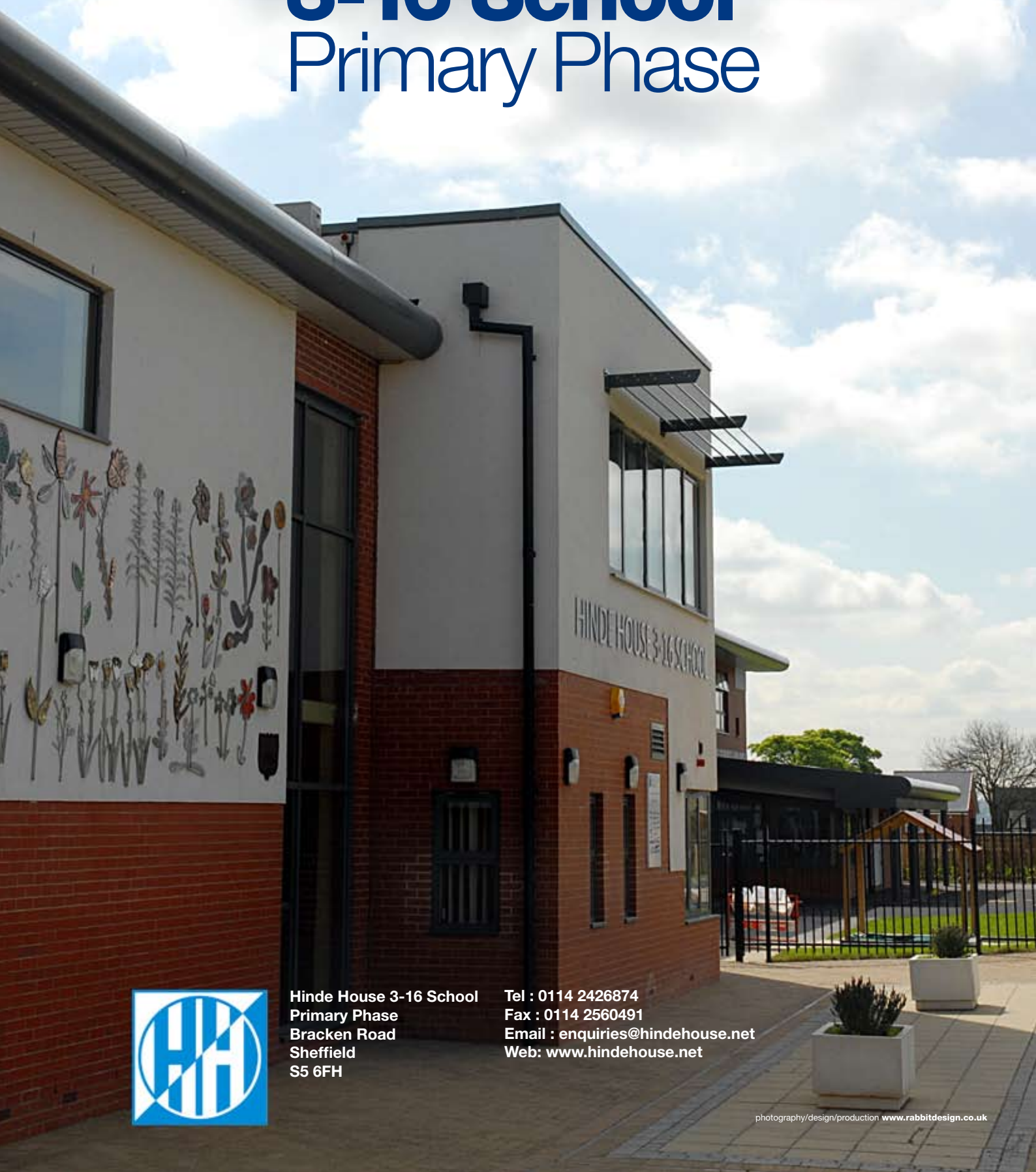
Careers Quality Mark
2006



Sheffield Partnership Award
(Duke of Edinburgh) 2003



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