

PROSPECTUS 2005-2006

Hunter's Bar Junior School

'Every child counts'

Hunter's Bar Junior School, Sharrowvale Road, Sheffield S11 8ZG
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Head Teacher: Mrs Jill Hallsworth Chair of Governors: Mrs Jill Malcolmson

Forward

Dear Parent,

I am very pleased to be asked to contribute to the prospectus of Hunter's Bar Junior School.

Every child deserves and needs a high quality, broad-based education in order to succeed in life. To this end, the education service will work with all schools in the city to ensure that your child has the best possible resources, provided by well-trained and motivated staff in sound buildings. The award this year of Beacon Council status to the education service for its policies and practices on workforce development is a welcome recognition of the work already done.

The education service strives constantly to develop its relationship with schools in order to improve standards. We have invested £1m. this year in raising standards and levels of attainment in the primary sector. A revised secondary strategy will go to Cabinet later this year; this will focus on achieving excellence across all our secondary schools.

There are still schools in the city which require more capital investment, despite the fact that huge sums of money have been spent in recent years on rebuilding and refurbishing a number of schools. Indeed, £250m. has been secured since 1997 and there is more to come. But we will not cease in our efforts to maximize investment in our school buildings.

We are committed to listening to parents' views on the schools their children attend and I hope that schools will continue to develop close relationships with the communities they serve.

I am sure that all the Members of Sheffield City Council join me in wishing you and your child well. You have my assurance that we will work as hard as possible to offer your child the best from your education service.

Councillor Angela Smith
Cabinet Member for Education and Training

Welcome!

Dear Parent/Guardian,

Welcome to Hunter's Bar Junior School, which looks forward to another busy and successful year. This booklet is intended as an introduction to the way in which the school works and to what it seeks to achieve for its pupils. We hope that it provides useful information about all the areas of school life, including teaching and learning, behaviour and home-school matters. Staff are always willing to answer any further questions you may have, at mutually convenient times.

The staff, governors and parents are working together to provide an environment in which all children are valued and have the opportunity to realise their full potential. We are determined that every child is recognised as an individual, helped to develop his or her talents and encouraged to work and co-operate with others.

We believe that the school deserves its reputation for being a lively, stimulating and caring community of children and adults. Its particular educational and social atmosphere stems from a dedicated and committed staff, the welcome diversity of the children's experience, and positive attitudes to all aspects of school life. The school seeks continuous improvement through the active engagement of all concerned in its activities.

Visits to the school are welcome at any time. Please telephone to make an appointment.

Yours sincerely,

Jill Malcomson, Chair of Governors
266 5404

Information in this booklet is correct at the time of publication, January 2005, and is based upon the current year and provisional plans for next year. The school is constantly developing and changing and therefore certain statements in this booklet may be superseded or modified due to altered circumstances either before September 2005 or in the subsequent school year.

The values of Hunter's Bar Junior School

For ALL members of the school community: pupils, parents & staff

Relationships

We value others for themselves, not only for what they have or what they can do for us. We value relationships as fundamental to the development and fulfilment of ourselves and others, and to the good of the community. On the basis of these values, we should

- respect others
- care for others and exercise goodwill in our dealings with them
- show others that they are valued
- earn loyalty, trust and confidence
- work co-operatively with others
- respect the privacy and property of others
- resolve disputes peacefully

Self

We value ourselves as unique human beings capable of spiritual, moral, intellectual and physical growth and development. On the basis of these values, we should

- develop an understanding of our own characters, strengths and weaknesses
- develop a sense of self-esteem
- clarify the meaning and purpose in our lives and decide on the basis of this, how we believe our lives should be lived
- make responsible use of our talents, rights and opportunities
- strive, throughout life, for knowledge, wisdom and understanding
- take responsibility, within our capabilities for our own lives.

(Based on the values document from SCAA, 1997)

Contents

Forward	2
Welcome!	3
The Values of Hunter's Bar Junior School	4
General Information	7
Our Vision	7
Our Aims	7
The school	8
School crossing patrols	8
The school community	8
Teaching organisation	9
Admission procedures	9
School meals	9
Dress	10
Behaviour in school	10
Liaison with other schools	10
Working and getting on with others	11
Playground friends	11
Bullying	11
Policy to combat bullying	11
Combating Racism	12
Pastoral care and child protection	12
Teaching and Learning	13
The National Curriculum	13
Assessment	13
Teacher Assessment	13
Base line assessment	13
Annual standardised tests	14
Standard Assessment Tasks (SATs)	14
School Results	15
National Results	16
The School's Curriculum	17
Curriculum information	17
English	17
Mathematics	17
Science	17
Design and Technology	17
Information and Communication Technology	18
History and Geography	18
Art	18
Physical Education	18
Extra Curricular Activities	18
Music	19

Modern Foreign Languages	19
Religious Education	19
Homework	19
Residential Activities	20
Personal development	20
Personal Development	20
Children with special needs	21
Home and school	22
The parent – teacher relationship	22
Voluntary helpers in school	22
Home School Association	22
Children’s welfare	23
Medicines	23
Lateness	23
Absence from school	23
Unauthorised absence	24
Attendance statistics	24
Benefits	24
Charging for school activities	25
Charging for music tuition	25
Charging for deliberate damage	25
Access to documents	25
How to make a complaint about an individual teacher or the headteacher	25
How to make a complaint under Section 23 of the Education Act 1988	25
Who’s who	27
School Governors, November 2004	27
Staffing (in January 2005)	28
Home School Association:	28
The School Day	29
School terms and holidays Academic year 2005/2006	30
Term dates	30
Holiday periods	30
Staff training days	30
HOME – SCHOOL AGREEMENT	31

General Information

Our Vision

Hunter's Bar Junior School seeks to promote high achievement and learning for life in an environment of mutual respect which enables all children to realise their full potential.

Our Aims

The school will endeavour to help all children to

- Achieve and enjoy high standards in all areas and realise their full potential as individuals and as members of our society
- Value themselves and others, irrespective of ability, gender, class, cultural background, ethnic origin or health
- Respect and value the world around them
- Develop enquiring minds and a spirit of curiosity
- Become highly motivated lifelong learners
- Be flexible and adaptable for the modern world
- Achieve high standards of behaviour and learn the skills of self-discipline and compromise
- Express themselves confidently and be able to argue rationally, persuasively and with sensitivity
- Be able to learn independently and collaboratively and appreciate the need for co-operation with others

We believe that our children will achieve these aims through experiencing

- A broad and challenging curriculum which is differentiated according to individual need
- Innovative teaching and an investigative approach to learning
- A stimulating, caring and inclusive learning environment
- An enriching programme of extra-curricular activities and visits
- An ethos of support, challenge and encouragement to succeed
- Partnership between school, home and 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

The school also has responsibilities to members of staff, teaching and non-teaching, and will therefore endeavour to

- Value and encourage the distinctive contribution of each member of staff
- Foster a sense of mutual respect between all members of staff
- Develop the working environment and provide equipment and training so that each member of staff will be able to work efficiently and happily.

The school is very much part of the community and will therefore endeavour to

- Inform and involve parents in all stages of their children's education and personal well-being
- Maintain and develop links with feeder schools and secondary schools
- Maintain links with wider community of Sheffield schools and with officers of the Sheffield Education Service
- Encourage the sense of the school being a vital part of the local community

The school

The main school building dates from 1906 and was built as a secondary school. It is a substantial stone building with three floors and originally had boys, girls and manual skills departments. The school occupies a triangular site that is shared with the adjacent infant school.

On the ground floor there are four classrooms and the hall. On the first floor there are a further five classrooms, a group room for special needs work and an extensive reference library. A fully networked computer suite has been installed on an upper mezzanine level. The basement has been converted into a kitchen and dining room. In addition there is a double Horsa classroom unit in the top yard. There is also an excellent garden area in the top playground which provides seating and green relief.

The school office is currently situated on the ground floor. The head's office is adjacent.

During working sessions external doors are kept closed. The only access to the school is through the main entrance, which is protected by a CCTV system. When this door is locked, we ask visitors to press the buzzer and speak to the admin staff, who will open the door.

WE ASK ALL VISITORS TO GO TO THE MAIN SCHOOL OFFICE TO SIGN IN ON ARRIVAL WHERE THEY WILL BE GIVEN A SCHOOL AUTHORISATION PASS AND ALSO TO SIGN OUT ON DEPARTURE.

(This is to enable school to comply with health and safety requirements.)

School crossing patrols

Parents are reminded that supervision of children in the school yard is only provided from 8.40am and that children should not arrive at school long before the start of the school day or remain after school unless they are taking part in an organised activity.

There is a crossing patrol on Junction Road. At the time of writing, the City Council has been unable to find people willing to fill the warden position on Cowlshaw Road, and children therefore have to cross the roads by themselves.

Currently there should be crossing patrols operating at the following times.

Before school:	Junction Road, 8.30 – 8.55 am
After school:	Junction Road, 3.10 – 3.40 pm

When a crossing patrol person is ill it may not always be possible to replace him or her at short notice. Parents should ensure children know what to do when there is not a person on duty.

The school community

Hunters Bar Junior School is a county, co-education day school taking children from the ages of 7 + to 11+ (Year 3 to Year 6).

There are approximately 370 children in the school, in 12 classes of a usual size of 31. The majority of children come from the lively and diverse local community around Hunter's Bar. A number of the children also travel from well outside this area.

Teaching organisation

The school is organised into four year groups. There are 12 mixed ability classes each formed of children from a single age group. Each year group is then made up of three equal classes. All children spend the vast majority of their time with their class teacher who is responsible not only for their academic progress but also for their pastoral care.

Teachers plan the curriculum in year teams, and all classes in a year follow a similar programme of work in all subjects.

Admission procedures

The standard admission number for each year group within the school is 90. Children who attend Hunter's Bar Infant School are all offered a place at Hunter's Bar Junior School at the end of Year 2 (6+).

There may be a few places available for other children to be admitted to any of the year groups. Applications for admission are administered and decided upon by

Primary Admissions Team
Floor 3, Howden House
1 Union Street
SHEFFIELD. S1 1SH
273 5766

Parents who are considering asking for their children to be admitted to the school are encouraged to contact the Head Teacher who will always be pleased to meet them.

We welcome children with special educational or physical needs. It is obviously essential that we have detailed discussions with all concerned before admission to ensure that we can make appropriate provision for their needs.

School meals

At lunch time children may either go home, with parents' permission, or remain on the school premises. The majority of pupils remain at school and either have a cooked school meal or bring a packed lunch. All meals are eaten in the dining room.

A private contractor, Service Team, now provides meals for every school in the city. It operates a multi-choice system whereby children will normally have a choice of at least three different meals, one of which will be non-meat. Fresh fruit or yoghurt are usually offered as alternatives to the traditional pudding. The kitchen tries to make provision for children who have special dietary requirements.

Children who go home for lunch must not return to school until the end of the lunch break and those who stay at school are never allowed to leave the school premises without the specific permission of a member of staff.

Some parents choose to give their child a snack for playtime. As part of the healthy eating initiative, we encourage fruit and vegetables, although crisps are also allowed.

Sweets and gum of any sort are NOT permitted anywhere in school.

Dress

There is no compulsory school uniform but we do have school clothing available for purchase from the office, consisting of sweatshirts, polo shirts and PE t-shirts. We do expect that children will come to school in clothes that are suitable for school work.

In addition it is essential that all children have a full PE kit to change into. This should consist of a t-shirt, shorts, leotard or a PE skirt, and trainers or plimsolls.

IT IS FOR EVERYBODY'S BENEFIT FOR CLOTHING TO BE MARKED WITH ITS OWNER'S NAME.

Behaviour in school

The aims and values of the school make it clear that we should demand a high standard of work and behaviour from everyone in the school. To this end, the school has drawn up five expectations that form the basis of all that we ask of children. At Hunter's Bar we ...

- Always do the best we can
- Look after each other
- Look after our school
- Move around calmly and quietly
- Are positive and polite

Liaison with other schools

We have close permanent links with Hunter's Bar Infant School, our official feeder school. The headteachers of both schools meet regularly, as do the Y2 and Y3 teachers.

This liaison ensures the continuity of the curriculum and also enables us to be aware of the individual needs of the children coming to us.

The Y2 children visit the junior school regularly, particular in the summer term. All children normally meet their new teachers before the summer holiday.

The majority of our Y6 children go on to High Storrs School, which is the school we officially feed. All Y6 children have an opportunity to visit High Storrs and the High Storrs headteacher visits this school to meet children and parents during the autumn term.

However secondary school places are allocated by the LEA. Many of our children do not live in High Storrs' catchment area and are therefore offered a place at another secondary school. If parents are not happy with the initial offer they are invited to apply for a place at an alternative school, but there can be no guarantee that a place will be available at the school of their choice.

We make every effort to liaise closely with the staff of every school to which we send children and ensure that the receiving school has appropriate information about each child.

Working and getting on with others

Children are expected to work to the best of their ability at all times, and to work in a co-operative way with others. As children progress through the school we expect them to become more self-disciplined and mature in the way in which they organise their work and relate to each other.

The school and governors believe that inter-personal relationships are crucial to a successful school community, and destructive and anti-social behaviour of any sort is therefore unacceptable.

Playground friends

There are approximately twenty highly committed Y6 Playground Friends who provide friendship if wanted at playtimes and lunchtimes, supported by the Citizenship co-ordinator. These children have received intensive training in peer mediation which allows them to meet with peers and help them work together to create satisfactory resolutions to their disputes.

Bullying

Bullying of any kind is alien to the school's expectations and is totally unacceptable. All children are told that they must report any incidence of bullying to a member of staff in the knowledge that it will be dealt with.

Policy to combat bullying

Definition: Bullying takes many forms and is the physical, mental and emotional abuse of another person. Its particular features are that it is malicious, usually repetitive and often premeditated.

- The four 'expectations' underpin all behaviour in the school
- Whatever form it takes, bullying is always wrong.
- Everyone needs to know to whom to report bullying: Children must be aware that they can report bullying to their class teacher, to the teacher or other adult on duty in the playground, or alternatively that they have the right of direct access to the headteacher or to the deputy head teacher
- All reports of bullying will be taken seriously and fully investigated
- Minor episodes may be properly dealt with by the class teacher or by the adult in the playground to whom the report is made. If the member of staff does not have time for a proper investigation then year leader, headteacher or the deputy headteacher should become involved.
- All serious or repeated incidents must be reported to the headteacher or deputy head teacher
- In all investigations it is essential that the full facts are ascertained and that all those involved are interviewed
- At the end of the investigation there should be a clear agreement of the facts and justice needs to be seen to be done. The incident must have been resolved
- The bully needs to apologise to the victim and make other reparations if necessary
- All incidents will be recorded in the Serious Incident Book kept by the headteacher
- The parents of the children involved will be informed of serious cases of bullying
- The school aims to give children the skills to manage relationships and to develop a better understanding of themselves as individuals, and pursues these issues through its wider curriculum

Combating Racism

At Hunter's Bar Junior school we believe every individual, irrespective of their colour, culture, ethnic origin or any other difference, has a unique and valuable contribution to make to the school. Our aim is to enable all students to reach their full potential within a supportive learning environment.

The school opposes racism and discrimination and works to combat such attitude. We encourage all those involved with the school to have a positive self-image and to treat others with fairness and respect. The school works to promote these beliefs through the lessons and subjects we teach, the learning support that we provide and our relationships with the community groups and parents.

The school's adopted definition of racism is "A racist incident is violence which may be verbal or physical and which includes attacks on property and on the person suffered by individuals or groups because of their colour, race, nationality, and ethnic or national origins, when the victim believes the perpetrator was acting on racial grounds and/or there is evidence of racism." (Commission for Racial Equality)

Racist incidents will be investigated in line with school policy and a record kept for monitoring purposes. The number of recorded racist incidents will be reported to the school's Governing Body and the LEA.

Pastoral care and child protection

The class teacher has the primary responsibility for day-to-day pastoral care of the children in his or her class. However, if a serious incident occurs or it is inappropriate for the class teacher to deal with the matter for whatever reason, the deputy headteacher or the headteacher will become involved.

All children are regularly told and know that they can approach any member of staff that they feel they can trust if they have any concerns relating to their safety or welfare. Children will always be taken seriously. Changes in the law, notably the Children Act (1989) mean that staff in schools have a duty to report any concerns they may have that any child may be suffering significant harm, particularly as a consequence of possible abuse. It is a Department of 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, has been in receipt of training in this area and can be trusted to deal with all these matters with professional confidentiality.

The school has a policy on child protection which has been agreed by the governing body. As a school, we have close contacts with the School Health Service, Social Services and the Police, any or all of whom may become involved if abuse is suspected or alleged.

The school has a responsibility to collate basic information such as who has parental responsibility for a child, and to pass this information to the relevant agencies if so required. In the event of an investigation into possible child abuse, the school has a responsibility to co-operate with the investigating agencies to the best of their ability to promote the welfare of the child. Whilst the school will always attempt to work in partnership with parents and try to ensure that they are fully informed of, and participate in, any action concerning their child, if there is a conflict of interest the welfare of the child must be the paramount consideration.

Should you wish to discuss child protection and the safety of you child, or indeed any topic involving your child, please feel free to contact the school.

Teaching and Learning

Children work mostly with their own class teacher. All children follow programmes of work which accord with the policies and schemes that have been drawn up and agreed by the staff. The detailed teaching plan for each subject is the responsibility of individual teachers working in year teams. All classes in a year team cover largely the same work.

All the schemes of work have been developed with reference to the National Curriculum and the school's defined aims and objectives.

All curriculum documents are available for inspection. Please contact the headteacher if you would like to see them.

The National Curriculum

The National Curriculum requires that all children study each of the following subjects: English; Mathematics; Science; Technology; History; Geography Art; PE; Music and Citizenship. In addition all children must be offered RE, though this is not a National Curriculum subject and parents have the right to withdraw their children.

The school uses many of the principles and ways of working suggested by the Literacy and Numeracy Strategies.

The school ensures an appropriate balance of time between subjects.

Assessment

Assessment of every child's performance is an important part of a school's work. Assessment takes many forms, some formal and some informal, some devised by the individual teacher or year group and some required by the LEA or Government. The main types of assessment that every child will experience are listed below.

Teacher Assessment

All children are assessed by teachers on a very regular basis. Sometimes this will take the form of teachers using their professional judgement to assess the work of a particular child. At other times the whole class will undertake a more formal assessment task to enable the teacher to get information about each child's progress. These assessments also inform and assist the planning of work.

Base line assessment

Shortly after entering the school all Y3 children take a non-verbal reasoning test which is organised by the LEA to gather information about the capabilities of children entering the school. This information is used to compare the school with others in Sheffield and is used to track children's progress throughout their school careers.

Annual standardised tests

Each year in May/June, all children in the school do standardised tests devised by QCA (Qualifications and Curriculum Authority) in Maths and English. The purpose of these tests is to enable us to make year on year comparisons of each child's progress and to help identify those children who might be in need of special help. These are purely internal tests and the results are for the school's use. Y4 QCA results are collected by the LEA. Parents may have the information if they ask.

Standard Assessment Tasks (SATs)

At the end of Key Stage 2 (Y6) all children take part in Standard Assessment Tasks in the three core subjects, English, Maths and Science. These are externally marked and the results are reported to parents. The results are also used to compare the school's performance to that of other schools both locally and nationally. The school is required to give you a summary of the school's results, and they are shown below. For your guidance, Level 4 can be regarded as average nationally with Level 5 being somewhat above average and Level 3 somewhat below. All these tables show the percentages of Year 6 children achieving each level. The figures may not total 100% because of rounding.

- means 'not applicable'

0 represents some pupils but less than 0.5%

D represents pupils who have been disapplied under the Education Act 1996

A represents pupils who have failed to register a level due to absence

B represents pupils who were assessed by teacher assessment only

N represents pupils who took the tests but failed to register a level

W represents pupils who are working towards Level 1

The figures show percentages of year groups, rounded to the nearest whole number.

School Results

These tables show the percentage of children in the school at the end of Key Stage 2 in 2004 achieving each level.

The number of children at the end of the key stage is 91

TEACHER ASSESSMENT									
	Percentage at each level								
	W	1	2	3	4	5	6	Pupils disappled	Pupils absent
English	0	1	2	21	52	23	0	0	0
Speaking and Listening	0	0	4	20	50	25	0	0	0
Reading	0	1	1	14	51	32	0	0	0
Writing	0	1	3	27	52	15	0	0	0
Mathematics	0	0	4	10	66	18	0	0	0
Science	0	0	3	17	52	26	0	0	0

TEST RESULTS						
	Percentage at each level					
	Below Level 3*	3	4	5	Pupils not entered#	Pupils absent
English	3	4	42	48	0	1
Reading	3	3	29	62	0	1
Writing	3	10	57	27	0	2
Mathematics	4	14	43	35	0	2
Science	3	5	32	55	0	3

Figures may not total 100 percent because of rounding.

W represents the number of children who were working towards Level 1 but have not yet achieved the standards needed for level 1.

* represents children who were not entered for the tests because they were working below Level 3 in English/Mathematics, or Science; children awarded a compensatory level from the tests; and children entered but not achieving a level from the tests.

formerly referred to as disappled.

National Results

These tables show the percentage of year 6 children achieving each level at Key Stage 2 nationally in 2003

TEACHER ASSESSMENT									
	Percentage at each level								
	W	1	2	3	4	5	6	Pupils disappplied	Pupils absent
English	1	1	5	21	49	24	0	0	0
Mathematics	1	1	4	20	46	28	0	0	0
Science	0	1	2	15	51	31	0	0	0

TEST RESULTS						
	Percentage at each level					
	Below Level 3*	3	4	5	Pupils not entered#	Pupils absent
English	6	17	48	27	1	1
Reading	7	10	39	42	1	1
Writing	8	30	45	15	1	1
Mathematics	6	20	44	29	0	1
Science	2	10	41	41	0	1

Figures may not total 100 percent because of rounding.

W represents the number of children who were working towards Level 1 but have not yet achieved the standards needed for level 1.

* represents children who were not entered for the tests because they were working below Level 3 in English/Mathematics, or Science; children awarded a compensatory level from the tests; and children entered but not achieving a level from the tests.

The School's Curriculum

Curriculum information

At the start of every term the school will send information to parents about the year ahead, including the topics to be studied, anticipated activities and trips. Our aim across the whole curriculum is to include all the children and our schemes reflect the school's rich cultural diversity as well as our support of special needs. If parents require more detailed information they may, by appointment, consult the detailed plan of work for their child's class.

English

Children learn to communicate and to understand themselves and the world in which they live through the four modes of language; reading; writing; speaking and listening. Development of these skills is therefore central to the curriculum, not only through English lessons but through learning in other subject areas too. As a school where children's levels of achievement in English are high, we place great emphasis on literacy, aiming for one and a quarter hour's work specifically on this area of the curriculum each day, using the National Literacy objectives. English is also taught at other times during the week, often under other subject headings.

Mathematics

The Maths curriculum is now made up of hourly blocks called Daily Mathematic Lessons. The main feature of these lessons are mental and oral work, class introductions and activities based on a learning objective and a conclusion. The balance between number and topic work has been retained and the lessons allow the children to work at a pace appropriate for their own needs within appropriately supported ability groups. According to children's progress these groups are reviewed regularly. A variety of resources are used including text books, photocopiable sheets, work sheets and games using simple equipment such as cards, dice, counters, number lines etc. There is now a very strong emphasis on mental calculation which may result in less written recording. All children are encouraged to learn their tables. Every effort is made to use and apply mathematical knowledge in other areas of the curriculum.

Science

Science is taught almost exclusively in topics. Whilst the content of what is taught is important, we are also concerned to develop in children scientific approaches and skills, as emphasised in the National Curriculum. A variety of teaching methods is therefore used, with particular importance being attached to practical work. Children are helped to identify the need to explore and learn through practical investigations. Through these children develop scientific skills. They are taught how to devise a 'fair' test, observe, record, draw conclusions and communicate findings.

Design and Technology

Children follow a structured programme of design and technology activities through the school. They are given the opportunity to develop their capability in a variety of ways. They undertake assignments in which they design and make products; they carry out

focused practical tasks in which they develop and practise particular skills and knowledge and also engage in activities in which they investigate, disassemble and evaluate simple products.

Information and Communication Technology

The school has a purpose built computer suite, equipped with eighteen networked PCs with CD-Rom facilities; two printers and an interactive whiteboard. In addition, every classroom has a PC with three more in the library and two specifically for special needs teaching.

Every child is given the opportunity to use a variety of programmes which allow the national curriculum guidelines for ICT to be fully met. Pupils experience word processing, data and information handling, multi-media presentations, simulation and control technology.

History and Geography

History and geography are taught as separate subjects but are also included in other lessons when appropriate cross-curricular links can be made. Children develop their understanding of the world in which they live through direct experience wherever possible and learn to use a range of resources, including ICT, as part of their work. A variety of teaching approaches is used; whole class lessons; group activities and individual work. Field trips and visits to historical sites are an integral part of the work. Children are encouraged to become increasingly independent and organised in their learning.

Art

Children develop their creativity and imagination through activities, which build on their skills in using a range of materials and processes. They investigate art, craft and design made for a variety of purposes, developing their ability to use visual language to communicate their own ideas, feelings and meanings. The value placed on children's work is underlined through displays, which contribute to making the school an attractive and stimulating environment.

Physical Education

All classes have regular PE lessons each week. We make full use of the hall and outdoor areas around the school as well as occasionally taking groups to Endcliffe Park. Activities include gymnastics, dance, games and athletics. Y5 children will have a series of swimming lessons at King Edward's pool with the aim of ensuring that every child can swim before leaving the school.

Extra Curricular Activities

Teachers voluntarily organise extra activities in their free time. These will vary from time to time. The range of extra curricular activities varies according to the particular skills and interests of the staff.

The school also runs special events such as a cross-country run and sports events in which all children are encouraged to take part.

Music

We aim to develop children's enjoyment and appreciation of music through regular class lessons. There are other opportunities for children to develop their musical skills. For part of the year all children sing in either a Y3/4 or Y5/6 choir during the school day. In addition there are choirs, which practise either at lunchtime or after school, and these are open to any child who wishes to join. Children learn the recorded at school – we have several lunchtime clubs which cater for all years.

There are opportunities for children to learn musical instruments at school – parents contribute to the cost of this according to the LEA's charging policy. When children have been playing an orchestral instrument for about a year, they can join the school string orchestra – these groups take place as an extra curricular activity.

Modern Foreign Languages

The teaching of Modern Foreign Languages at present is done in every class. We aim to provide the children with some knowledge of life in the country and to teach them to begin to understand, speak and read French and to see it as a living language, and to develop in the children an enthusiasm for foreign languages.

Y3 & Y4 experience tasters of different languages. Y5 & Y6 have programmes in French.

Religious Education

Non-denominational assemblies, of a broadly Christian nature, are held each day. These feature a wide range of topics and a number of different approaches. Religious education based upon the Sheffield Agreed Syllabus is provided throughout the school. The development of reasoned moral values and the multi-cultural and multi-faith nature of society are important features of this aspect of the curriculum.

Parents who wish to exercise their right to ask for the children to be excluded from the assemblies or from religious education lessons should let the headteacher know of their wishes. Alternative arrangements will be made.

Homework

In 1999 the Government decided that all children should do homework in some form. There has always been homework at Hunter's Bar and so the good practice was used as a foundation. In Y3/4 the work should take about 20 minutes a day, about 1_ hour a week. In Y5/6 it should be about _ hour a day, approximately 2_ hours a week. Often the homework might include reading, spelling and number practice. Year groups and class teachers provide details. Probably the most important aspect of working with children at home is that they feel relaxed and supported in their learning. They should be able to receive individual attention and view the experience as part of a regular, positive routine. School provides a folder for homework, which needs to be carried to and from school every day.

Residential Activities

We aim to offer all children, at least one residential opportunity during their time at school. These are planned and designed to be accessible to all. They compliment work done in school as well as contributing to their social development.

Personal development

Central to the whole curriculum is the growth of the individual child as a person who has a healthy sense of self-esteem and can relate well to others. Children should develop an awareness of each other's worth as individuals and learn how to appreciate the feelings and view points of others. They need to learn how to work together and how to resolve conflict, developing a sense of fairness and justice. We believe they must be helped to understand their own culture and society and further their understanding of other people and their cultures. They also need to develop a concern for both the immediate and the world environment.

These personal and social issues are addressed both directly, in specific lessons, and through day-to-day learning situations. The building of good relationships is a vital part of the curriculum, permeating all aspects of school life.

Personal Development

The school has a policy on personal, social and health education, which has been developed in consultation with governors.

Y3	<p>Me and my new school</p> <p>Changes as we grow up</p> <p>Appreciating ways in which people learn to live and work together by listening, discussing, sharing</p>	<p>Looking after myself</p> <p>Healthy lifestyle and hygiene</p> <p>Skeleton and muscles</p>	<p>Personal safety</p> <p>Individuals' rights over their bodies</p> <p>Skills to maintain personal safety</p>
Y4	<p>Keeping healthy</p> <p>Why we need food and healthy eating</p> <p>Teeth</p>	<p>Myself and others</p> <p>Me</p> <p>Friends</p> <p>Keeping safe</p> <p>People who affect me</p>	<p>My body</p> <p>Parts of the body</p> <p>Major organ systems and main life processes</p> <p>Human reproduction</p>
Y5	<p>Respecting others</p> <p>Varied lifestyles in the class and community</p> <p>Celebrations</p>	<p>How to look after myself</p> <p>What do I have to keep safe from?</p> <p>'Germs' – micro-organisms</p>	<p>Changes in my body</p> <p>Puberty – physical</p> <p>Emotional and social changes</p>

	Relationships	Healthy lifestyle	Changing school
Y6	Families Friendships and relationships Sexuality and health messages	Major organs and main life processes. Healthy diet and why we need food. Things that I take into my body	Bullying Assertiveness Consequences of actions

Children with special needs

Each child is an individual and needs a programme of learning which meets his or her requirements. However, some children have special educational needs. These might be connected with learning, physical, behavioural or emotional difficulties. Up to 20% of children will have such needs at some time in their school lives. Class teachers regularly review the children in their classes to assess and monitor development and special needs.

The school has two special needs support assistants whose role is to ensure, through monitoring and review, that the needs of children with special needs are being met as far as possible.

The school also has a special needs support teacher whose role is to support some of the children with special needs by withdrawing them in small groups for specialist teaching, supporting individual children in the classroom and by helping to identify additional specialist work for children to do with their class teacher.

We bring in specialist support teachers or our educational psychologist for advice where necessary. The school employs Learning Support Assistants according to the needs of the particular children. Each year group has a Teaching Assistant who is used to support differentiating and children with special educational needs.

The School has special needs policies which are in accordance with the DfEE's Special Needs Code of Practice.

The main emphasis is on a graduated response to childrens' needs, involving school, parents and the child. In each class there may be a few children who will be monitored more closely by the class teacher. 'this is our own first level of concern and parents will be informed. We call this teacher Action.

- **School Action** – the next level of concern, when a higher level of support may be given and there is a recognition that difficulties may be longer term. Children at this level will have an individual Education Plan (IEP) or an Individual Behaviour Plan (IBP), with specific targets agreed with parents usually in October and March, to be reviewed in February and July.
- **School Action Plus** – we now seek advice from expertise outside the school as progress is not being made in spite of extra help. We use the LEA's support services. We frequently work with Jatinder Singh, our Educational Psychologist, Ron Baynes, our Learning Support teacher and the Behaviour Support service. We also draw on other areas of expertise to assist us.

The partnership between parents and teachers is of extreme importance and we will always inform parents if a child's work or behaviour is causing concern

Any parent concerned about their child's work or behaviour should contact their child's teacher, the headteacher or the special needs co-ordinator

Home and school

The parent – teacher relationship

Parents are an important part of the school community and good, positive relationships between parents and teachers are highly valued. This is formalised by a home-school agreement which parent(s), child and teacher are invited to sign. Each year group team of teachers also produces a leaflet in the autumn term outlining the plans and expectations for children in that age group for the next twelve months.

There are formal opportunities through the year to discuss children's progress. In the autumn term to review how the child is settling into the new class and in the spring term school holds parents' evenings with appointments to review the work and progress of each child. Reports are sent home towards the end of the summer term.

In addition to this, parents should feel free to contact the school immediately if they have any worries or concerns about their child. Parents are also most welcome to make appointments to see any member of staff at a mutually convenient time.

At the beginning of the school year class teachers are concerned to get to know children as quickly as possible. We have a system for passing on details of each child. However, it is always sensible to tell your child's teacher of any special needs or circumstance.

There are many opportunities for parents to be involved in the life of the school. Y3 parents are invited to work in classrooms during maths games and help is welcomed in all classes with delivering various aspect of the school curriculum. Any parent wishing to help with school activities is encouraged to make contact with the class teacher or headteacher. Parents are welcome to a range of activities during the school year, from cross-country races, concerts, class assemblies and visits. The School Association supports these links and provides other opportunities to be involved in the school.

Voluntary helpers in school

- The term 'voluntary helpers' is taken to principally include parents and students (other than those on official teaching practice).
- The school will regularly use voluntary helpers to enhance the school curriculum to provide support for members of staff in a wide range of activities and to support out-of-school activities.
- The headteacher and staff will ensure that voluntary helpers are under the supervision of a member of staff and that they are clear as to what is expected of them
- Voluntary helpers will be required to work within the school's Health and Safety policy and LEA guidelines.
- Voluntary helpers will be expected to understand and work within all school policies in particular policies relating to equal opportunities, behaviour and discipline.
- The governing body will ensure that adequate insurance arrangements are in place to cover possible liabilities arising from voluntary workers in school.

Home School Association

The Home School Association is a voluntary group run by parents. Throughout the year we raise funds, which contribute to the better education of our children. The Association provides for the areas the school cannot afford. Over the past few years, their fundraising has contributed to the major refurbishment of the children's toilet areas and gives financial support to school excursions.

You can help! Members of the committee are always eager to welcome new parents to support the work of the Association. They hold meeting in school about twice a term everyone is welcome. If you would like to become involved, please come to the meetings, contact any member of the committee.

Children's welfare

The care of children is of paramount importance. The LEA will designate an Inclusion Officer to the school who has the responsibility of ensuring that a child attends school. They will check registers and sometimes make home visits to check details and give advice to parents. Every school has a designated Child Protection Liaison Teacher who has the responsibility of ensuring that the best interests of each child are being protected. To achieve this they will work with parents and, if appropriate, organise the involvement of other agencies.

Medicines

The staff and governors understand that there will be rare occasions when it is necessary for children to take medication at school. However they are also aware of the potential dangers surrounding the presence and use of medicines in school and have therefore drawn up the following safeguards.

Parents should ask their family doctor if it is possible to adjust their children's medication to avoid school time doses. There is no requirement for any school staff to administer medication; such administration is undertaken on a voluntary basis. If, in exceptional circumstances, medicines need to be taken at school, parents should contact the headteacher to discuss the matter. A written request will then need to be made.

- Children should not normally bring any medicine to school whether prescribed by a doctor or not
- Medicines are not allowed in classrooms (other than inhalers and epipens). Classroom teachers cannot be responsible for their administration.
- Any request for a child to take a medicine at school must be made in writing by parents, to the headteacher.
- Children who have chronic asthma, which requires medication, should have this information recorded on their emergency contact forms. Children who use inhalers for asthma will be permitted to keep them in school for self-administration
- The staff and governors are mindful that there may be a few children with other chronic conditions for which long-term routine medication is essential. The parents of such children are asked to contact the headteacher to make special arrangements

Lateness

All children are expected to arrive promptly to start each day at 8.50 a.m. Arriving late is very disruptive both to the child concerned and for the rest of the class, and is the worst possible start to the school day.

Absence from school

Full attendance is vital if children are to gain maximum benefit from their education. The school has a statutory duty to keep detailed records of children's absence from school. It is therefore essential that parents let the school know the reason for their child's absence. In

the case of illness please telephone the school ON THE FIRST DAY and confirm by sending a note on the child's return. We are obliged to treat any unexplained absence as unauthorised absence. Taking holidays in term time is not encouraged and any request for annual holidays within term time must be authorised in advance by the headteacher, stating the reason for the leave. Parents can obtain a holiday form from the school office. The maximum number of school days that can be authorised is ten days within any one school year. For extended holiday periods the school follows LEA policy. Please contact the headteacher well in advance as this requires additional procedures and a contract to be agreed.

unauthorised absence

Under the Education (Pupil's Attendance Records) Regulations 1991, schools are now required to publish the following statistics in the governors' Annual Report to Parents and in this prospectus.

Unauthorised absence means all absence, whether the parent is aware of it or not, which does not fall into one of the following categories

- Illness.
- Medical.
- Annual family holiday for which prior permission has been given (a maximum of 10 school days over the year.
- Exclusion.
- Receiving part-time education elsewhere.
- Day of religious observance.
- Other circumstances authorised by the headteacher. This allows limited discretion to grant leave for exceptional circumstances.

All other absence for whatever reason is casual absence and therefore unauthorised and unlawful

Attendance statistics

These figures refer to the period from September 2003 to 28th May 2004

Number of pupils on roll: 374
Number of pupil sessions: 119,454

Number of authorised absences: 5063
Number of pupils with one or more authorised absences: 361

Number of authorised absences: 690
Number of pupils with at least one unauthorised absence: 66

Benefits

Children who live in families who are receiving Income Support will be entitled to free school meals. We would like to encourage parents to take up the option for free school meals as this has a direct and positive effect on our school budget. Free milk is no longer available. Free meals have to be authorised by the Benefits Section, First Point, Howden House, 1 Union Street, Sheffield S1 21SJ (273 5705). The headteacher will be pleased to give confidential advice and assistance.

Charging for school activities

Under the Education Reform Act, the school cannot require parents to pay for activities that take place during the school day. We believe that visits are a vital part of the learning experience but a visit can only take place if a substantial number of parents make a contribution. No parent's contribution will ever be used to subsidise any other child. No child will ever be left out of an activity because his or her parents have not made a contribution. However, a trip may have to be cancelled if it proves to be financially non-viable.

Charging for music tuition

Many children have instrumental music lessons even though the number is limited to the availability of an instrument. These lessons are mostly provided by teachers from the Sheffield Music Services, but some violin tuition is provided by a self-employed teacher. A refundable deposit of between £20 and £40 is required for the hire of an instrument and lessons, which at the time of writing are expected to cost £3.66, with advance payment required for the 11 which will be taught in the term ahead. Sheffield Music Services directly invoices parents for instrumental tuition.

Charging for deliberate damage

The governors have resolved to seek a contribution from parents towards the cost of any deliberate damage caused by their children

Access to documents

Any parent who wishes to consult documents produced by the DfES, Sheffield Education Service or the school is welcome to make such a request to the headteacher.

How to make a complaint about an individual teacher or the headteacher

The school welcomes parents/guardians/carers to contact their child's teacher if there is ANY cause for concern. A mutually convenient time will always be arranged so that they can talk with the teacher. Mrs Hallsworth, the headteacher, also welcomes parents to come and discuss any issue – either a specific or general nature so that potential difficulties can be quickly solved.

However, if any parent/guardian/carer wishes to make a complaint about the actions of an individual teacher or the headteacher, there is an official procedure that is outlined below.

How to make a complaint under Section 23 of the Education Act 1988

This section of the act allows for parents and others to make a complaint if they think that the school, governing body or LEA is failing to comply with the legislation. There are three stages:

- The informal stage: the complainant should contact the headteacher to discuss the nature of the complaint. Should this fail to resolve the difficulty, then the second stage is:
- A formal complaint to the governing body. This involves a written complaint to the governing body. If this, too, proves unsatisfactory, there may need to be recourse to the third stage.
- Formal complaint to the LEA. This will apply only where the first two stages have failed to resolve the problem or where the complaint concerns the LEA and therefore it would be inappropriate to refer to the governing body.

The headteacher will supply all necessary information and documents.

Who's who

School Governors, November 2004

Chair of Governors – Jill Malcomson
25 Victoria Road
Sheffield S10 2DJ
Tel. No. 266 5404

Parent:	Sylvia Downing (until 2008)	Tel. No. 2667248
Parent:	Jasper South (until 2008)	Tel. No. 2661003
Parent:	Martin Rescorle (until 2008)	Tel No. 2667123
Parent:	Martin Hughes (until 2007)	Tel. No. 2550573
Parent:	Nicola Castle (until 2008)	Tel. No. 2551295
LEA:	Christina Tudor (until 2008)	
LEA:	Colin Roth (until 2006)	
Co-opted:	Jill Malcomson (2006)	
Co-opted:	Glynis Jones (until 2005)	
Co-opted:	Mary Cornish (until 2005)	
Co-opted:	Vacant	
Associate Governor:	Sean Cavan	
Associate Governor:	Graham Marcroft	
Headteacher:	Jill Hallsworth	
Teacher:	Shirley Harrison (until 2008)	
Teacher:	Simon Murch (until 2007)	
Non-Teaching staff:	Carol Hardwick (until 2007)	

The Governors have the following sub-committees:

Finance and Premises
Staffing
Exclusion
Curriculum and Equal Opportunities
School Improvement Planning

Staffing (in January 2005)

Headteacher: Jill Hallsworth

Deputy Headteacher: Mary Machan

Class teachers:

- Y3: Marlene Foster, Claire Tinker/Kathy Baillie, John Jenkin
- Y4: Sally Ismay, Paul Boulton, Rachel Pearson
- Y5: Phil Goode, Simon Murch, Joanne Brocklesby/Cath Thomas
- Y6: Gareth Powis, Shirley Harrison, Jane Lovett

Modern Foreign Languages: Vicky McDougall

SENCO: Kath Mowforth

Support staff:

Senior Administrative Officer:	Carol Hardwick
Clerical Officer:	Sandra Gregory
Teaching Assistants:	Susannah Sollitt, Janice Pringle, Emma Honess, Jackie Stephenson and Karoline Rose
EAL Assistant:	Sajida Anwar
General Assistant:	Claire Scott
Building Supervisor:	Ian Parkin
Cook:	Sheila Offiler
Lunchtime Supervisors:	Linda Barnes, Julie Garvey, Tricia Seymour, Jill Gilbert, Lisa Turner, Yasmeen Khan, Kate Day, Suzanne Wetherill,
Cleaning staff:	Marie Curtiss, Carole Leadley, Sue Smith
School Nursing Sister:	Christine Palmer

Home School Association:

Chair: Karen Grady

The School Day

8.50 Start of school day

8.50 – 9:00 Registration

9:00-10.30 First working session

10.25-10.40 Morning break

10.40-12.05 Second working session

12.05-1.05 Lunch break

1.05-1.10 Registration

1.10-2.10 Third working session

2.10-2.20 Afternoon break

2.20-3.20 Fourth working session

3.20 End of school day

Assemblies are held at 10am on Monday: 9am on all other days

The time actually available each week for teaching after deduction of time for registration, assemblies and breaks is 23 _ hours.

School terms and holidays Academic year 2005/2006

Term dates

Autumn Monday 5 September to Wednesday 21 December 2005 inclusive

Spring Tuesday 3 January to Friday 31 March 2006 inclusive

Summer Tuesday 18 April to Friday 21 July 2006 inclusive

Holiday periods

School reopens for children, Tuesday 6 September 2005

Half term Monday 24th October to Friday 28th October 2005 inclusive

Christmas Thursday 22nd December to Monday 2nd January 2006 inclusive

Half term Monday 13th February 2006 to Friday 17th February 2006 inclusive

Easter Monday 3rd April 2006 to Monday 17th April 2006 inclusive

May Day Monday 1st May

Spring Monday 29th May – Friday 2nd June 2006 inclusive

Summer begins Monday 24th July 2006

Staff training days

(school closed for pupils)

to be advised

HOME – SCHOOL AGREEMENT

HUNTER'S BAR JUNIOR SCHOOL

We at Hunter's Bar Junior School aim to:

- Ensure that everyone in the school respects and values everyone else
- Help and encourage the children to:
 - Work to the best of their ability
 - Achieve a high standard of personal behaviour and self discipline at all times
 - Value themselves and others irrespective of ability, gender, class, cultural background, ethnic origin or health status
 - Appreciate the need for co-operation with others
 - Develop a sense of responsibility for the well-being of others
- Provide all children with an appropriate broad and balanced curriculum
- Contact parents should there be any concerns relating to their child's work or behaviour
- Inform parents of progress regularly

Head's signature.....	Date.....
Class Teacher's signature.....	Date.....

I..... aim to:

- Keep to the school's expectations:
 - Always do the best I can
 - Think about other people's feelings and respect everyone's right to work
 - Look after our school
- Be on time for school
- Have the right equipment for lessons
- Make sure that homework is done on time

Child's signature.....

I / we aim to:

- Support the school's values
- Take an active interest in my/our child's school life
- Let the school know of any home circumstances which might affect his/her work or behaviour
- Support my /our child with learning / reading / writing / research homework
- Attend parents' evenings and any other discussions about my/our child's progress
- Make sure that my/our child attends regularly and is on time

Parent/Guardian	Date
signature/s	