


Welcome to  
**Hatherley Infant  
School**



**2018 – 2019**



Learn and grow  ... together

[www.hatherley-inf.gloucs.sch.uk](http://www.hatherley-inf.gloucs.sch.uk)

# Welcome

Dear Parents and Carers,

This school brochure is intended as an introduction to Hatherley Infant School.

We hope it will provide you with:

- an introduction to our ethos and values;
- an insight into the curriculum and how opportunities for learning are organised;
- information about everyday school life.



Hatherley Infant School is well established, with a caring and hard working team who place children's wellbeing and learning at the heart of its existence. We aim to provide a stimulating and caring environment where children thrive intellectually, emotionally and socially. We strive to make learning an enjoyable and memorable experience, ensuring that all children achieve their potential. Governors and staff work together to ensure high standards of expectation and behaviour in a supportive and inclusive environment. We also work hard to foster a sense of community, where everyone has a part to play and is valued as an individual.

We encourage you as parents/carers to take an active and supportive role in your child's education. For children to gain a real benefit from their education, it is important that we as staff, and you, as parents develop good relationships and work in partnership. We have a 'Better Together' policy which encourages everyone to work together in a positive and respectful way. We provide many opportunities for you to be involved in your child's learning and always welcome further suggestions.

I hope you find this information useful and that you enjoy reading about our school. If you have any further enquiries or wish to arrange a visit, please do not hesitate to contact me on 01452 522027.

We are very proud of our school and look forward to meeting you and hope this home school partnership is the beginning of a new and exciting phase of your child's learning and development.

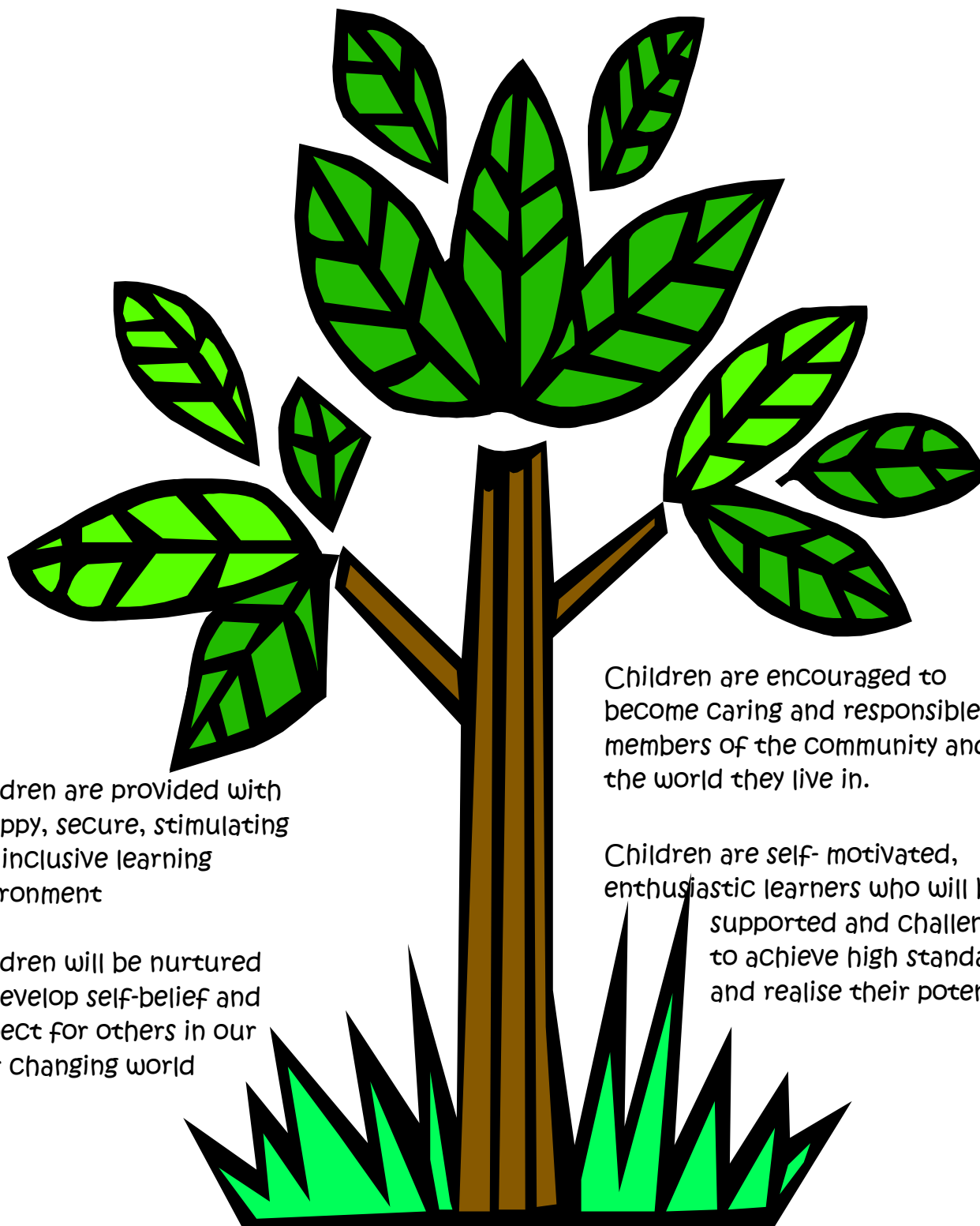
Julie Gardener  
Headteacher

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## Vision and Aims

Imagine a school where:



Children are provided with a happy, secure, stimulating and inclusive learning environment

Children will be nurtured to develop self-belief and respect for others in our ever changing world

Children are encouraged to become caring and responsible members of the community and the world they live in.

Children are self-motivated, enthusiastic learners who will be supported and challenged to achieve high standards and realise their potential.

Welcome to Hatherley Infant School,  
a place where children learn and grow together.

## ***General Organisation***

### **ABOUT OUR SCHOOL**

Hatherley Infant School was opened in 1901 and is a well-established Infant School situated in Tredworth, once a small community outside Gloucester but now very much part of Gloucester City. The community spirit is reflected in the ethos of the school and it retains a very welcoming atmosphere. The tradition of attending Hatherley Infant School has been handed down from generation to generation.

The school remains in its original Victorian building with rather grand old iron railings encircling the deceptively large grounds where children have played for well over a hundred years. The grounds are also used nowadays to support the curriculum and children's learning.

Children are at the heart of Hatherley and come from a range of local pre-school settings. In April 2017, Hatherley Infant School took over the running of Hatherley Early Education Centre which is based on-site and provides nursery education for children age 2 to 4 years.

Hatherley Infants is a happy school, with a dedicated and caring staff who are always willing to consider new ideas and give their best to further serve the children's wide ranging educational needs. We value the role of governors and parents as partners in the education of the children. All of us are extremely proud of our popular school and of the achievements our children continue to make.

There are currently six classes; two reception, two Year 1 and two Year 2. Each class has a Teaching Assistant. We serve a very diverse community and have staff employed to support children who have English as an additional language.

There is capacity for sixty children in each year group. Hatherley Infants is a very popular school, with its reputation for excellence and our Reception classes are currently over-subscribed.

We are paired and foster close links with St James C of E Junior School, which is situated close by.

### **ADMISSION TO SCHOOL**

#### **POLICY**

Gloucestershire Local Authority (LA) determines the school's admission policy. The LA operates a 'rising fives' policy which means that children who are 4 by 31<sup>st</sup> August can start school in September of that year. This ensures that children can have 3 years of infant education before transferring to a Junior (KS2) department or school for a further 4 years. In our case many children transfer to St James C of E Junior School in September following their 7<sup>th</sup> birthday. There is close liaison between the two schools to ensure smooth transition. The starting age for compulsory education is the term after a child's 5<sup>th</sup> birthday.

## ADMISSION AND TRANSFER ARRANGEMENTS

The admission number of children that can be accommodated will be 60 in Reception, 60 in Year 1 and 60 in Year 2.

If you move into the area during the school year, please apply directly to the school for a place. If you wish to enrol your child at this school, please contact us to arrange a visit so that we can show you around and arrange a suitable time for your child to visit. After your child/children have started school at Hatherley, staff will support them so that they settle as quickly as possible.

When your child is seven, you will be sent information regarding transfer to the school of your choice. Many of our children transfer to St James C of E Junior School.

All information on admissions can also be accessed through the Gloucestershire website.

[www.gloucestershire.gov.uk](http://www.gloucestershire.gov.uk)

## STARTING SCHOOL (INDUCTION FOR NEW CHILDREN)

Starting school can be a big step for a child and their parents. We try to ensure that each child is helped to settle in happily and quickly.

We have a planned induction programme to ensure that all parents have as much information as they require. These induction arrangements give children an opportunity to become familiar with their teacher and TA and this helps to ensure a smooth transition into school life.

May	The school contacts parents with the date of their induction morning.
June	An induction morning takes place for parents where they are given information and dates for their child starting school.
July	Transition day when the children make a visit to school to meet their teacher, teaching assistant (TA) and other children in the class. Teachers visit the children who attend local pre-schools.
September	Teachers and TAs make home school visits. These visits, of course, only take place with parental permission. They also allow parents to discuss any concerns in the privacy of their own home. Children start their phased entry into school.

## INSERVICE TRAINING (INSET) SCHOOL CLOSURES

During the year, school is closed to children on five days for staff in-service training, which is part of their professional development and benefits your child. You will always be notified of these days well in advance.

## SCHOOL ORGANISATION

The school caters for children between 4 and 7 years of age. The 4 - 5 year olds are known as The Early Years Foundation Stage, the 5 - 6 year olds are Year 1 and the 6 - 7 year olds are Year 2. The class organisation for September 2018 will be as follows:

- Hedgehogs and Foxcubs - 60 Foundation Stage children
- Rabbits and Moles - 60 Year 1 children
- Badgers and Squirrels - 56 Year 2 children

The majority of children transfer to St. James C of E Junior School but it is, however, a matter of parental choice. In the Spring of the final infant year, you are sent information to help with your choice. We aim to ensure a smooth transition from infant to junior school and therefore make strenuous efforts to make sure everyone at the next phase of education is well informed about the education and attainment of each child.

## **STAFF**

The teaching staff are currently:-

<b>Headteacher</b>	Mrs Julie Gardener
<b>Assistant Headteacher</b>	Mrs Freya Briggs
<b>Class teacher (part time)</b>	Mrs Karen Berry
<b>Class teacher (part time)</b>	Mrs Charlotte Clifford
<b>Class teacher</b>	Mrs Sharon Hill
<b>Class teacher</b>	Miss Natalie Hardy
<b>Class teacher (EYFS Lead)</b>	Mrs Paula Walker
<b>Class teacher</b>	Mrs Rachel Norris
<b>Inclusion Lead/SENDCO</b>	Mrs Kali Rama

Support staff are:

<b>Teaching Assistants</b>	Miss Clare Williams Miss Sarah Granville Mrs Karen Grimes Mrs Paruma Uddin Mrs Jenny Fadden Mrs Carole Ayling
<b>HLTA/Pupil Premium Teaching Assistant</b>	Mrs Tina Bick
<b>Specialist Teaching Assistants</b>	Mrs. Nina Parry-Phelps Mrs Kerry Hyett
<b>Family Support Worker</b>	Mrs Sam Buckley
<b>School Business Manager Administrator</b>	Miss Angela Nicholson Mrs Kate Phillips
<b>Kitchen Assistants</b>	Miss Ceri Davies Mrs Mary Jenkins Miss Tracy Pritchard
<b>Lunch Break Supervisors</b>	Mrs Sylvina Quintal Mrs. Aaqilah Rhyman Mrs Jane Harley Mrs Hayley Taylor Mrs Shirley Wilde Miss Sam Ireland Miss Zainab Patel Mrs Maria Baptista Rocha Mrs Karen Kingscott
<b>Caretaker</b>	Mr. James Stones
<b>Cleaning staff</b>	Mrs Shirley Wilde / Maria Correia Rios Miss Sam Ireland

## GOVERNING BODY

We have a very active Governing Body which is comprised of staff, parents, Local Authority representatives and members of the community.

The Instrument of government for Hatherley Infant School states that we should have 10 Governors. The members of the Governing Body are as follows:

Mr Albert Gardiner (Co-opted) Chair  
Vacancy (Local Authority) Vice Chair  
Mr Churchil Audi (Co-opted)  
Mr Anthony Saunders (Co-opted)  
Vacancy (Co-opted)  
Ms Susanne Lewis (Co-opted)  
Mrs Joanne Davis (Parent)  
Mrs Jane Harley (Parent)  
Mrs. Julie Gardener (Headteacher)  
Mrs. Paula Walker (Staff Governor)  
Miss Angela Nicholson (Clerk to the Governors)

## DAY TO DAY ROUTINES

### SCHOOL TIMES

Reception	Year 1	Year 2
Morning 8.55am to 12.00 noon	Morning 8.55am to 12.15pm	Morning 8.55am to 12.15pm
Afternoon 1.00pm to 3.00pm	Afternoon 1.15pm to 3.00pm	Afternoon 1.15pm to 3.00pm

Children are encouraged to arrive at school in the ten minute period before school starts in the morning. At 8.50am class teachers will come into the playground and the whistle will be blown at 8.55am. Children will line up with their teacher and be taken into their classrooms. Registration is completed at 8.55am ready for the school day to begin promptly with assembly and lessons.

If your child arrives late to school, they must be taken to the main reception entrance door. Parents are required to sign the late book which records the child's name and the reason for late arrival at school. This information is also recorded in the register.

The school has an attendance policy which can be seen by anyone expressing an interest. We also have an 'Attending School' leaflet which is distributed to all new families during the induction period.

If children go home for lunch, they should arrive for the afternoon session in time for the afternoon session to begin for their year group. The children have a fifteen minute morning break. There is no afternoon playtime.

The school day finishes at 3.00pm. Children are not allowed to leave until they are collected by their parent/carer unless other arrangements have been made. You **must** inform your child's class teacher in advance if your child is to be collected by any other adult. In order to safeguard children, authorised adults **MUST** be identified on the data sheet and know the password for that child. If we do not have authorisation, your child will not be allowed to leave school with that adult.

**It is important that children are collected on time at 3.00pm.**

The children are taught for 22  $\frac{1}{2}$  hours a week. The remaining time is taken up with registration, assemblies and playtimes.



# HEALTH, SAFETY AND WELFARE ISSUES

## ATTENDANCE

Please ensure that your child attends school regularly and he/she is punctual. Progress and attainment are affected by poor attendance.

Parents must let the school know by phone every morning of absence the reason for that absence. On the child's return please send a note in to confirm the reason for absence. If we do not have notification for a child's absence, this will be registered as an unauthorised absence. We are required by law to record attendances and absences which are reported every year. Percentage attendance is closely monitored and letters will be sent to parents/carers to highlight any fall in their child's attendance. Unauthorised absences and frequent late arrivals are followed up by the School Attendance Team and The Local Authority where necessary. Attendance Improvement Plans, penalty notices or prosecution for non-attendance may follow.

Attendance - Authorised absence statistics - details can be obtained from the school office. There were 1599 (23.2%) unauthorised absences and 1852 (3.7%) authorised absences in the academic year of 2017/2018 to 23/05/2018 (each absence equates to 1 school session. There are 10 school sessions per week).

Any child whose absence falls below 90% is considered to be a Persistent Absentee and will be referred to the School Attendance Improvement Team. The Education Act of 1996 states that all children should attend school regularly and punctually. Section 444 of this Act states: *"If a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school, the parent is guilty of an offence".*

You may only request leave of absence for your child in exceptional circumstances.

### **Exceptional circumstances are:**

- Children whose parents/carers are in the armed forces.
- Children, whose parents/carers are dictated by their employer as to when they can take holiday's e.g police, fire service or working for a company that closes between certain dates. (These requests will however need to be accompanied by a letter from the employer as to why the family can only take a holiday during said dates term time)
- A child with a parent/carer or sibling who has a life threatening illness. (This request will need to be accompanied by a letter from a medical professional working with the family, or the request will not be seen as exceptional. The request will not be deemed as exceptional if it is the illness of other extended family members)

**YOU MUST REQUEST PERMISSION AND FILL IN A FORM TO REQUEST ABSENCE FROM SCHOOL before you go!**

Parents **DO NOT** have the right to take children out of school for a holiday during term time, and this will not normally be allowed. Request for leave will only be authorised if there are exceptional circumstances as above. Requests are considered on an individual basis. Pupil attendance and standard of work will take priority when considering requests during term time. We will not authorise any leave for children whose attendance is below 90%.

Leave will also be refused for Year 2 children if requested during the month of May, which is when they will be undertaking statutory end of key stage assessment tasks and tests (SAT's) and for Year 1 and Year 2 children in June when phonic screening takes place.

## **SAFEGUARDING/CHILD PROTECTION**

All school staff, both teaching and non-teaching, take seriously their responsibility to safeguard children and minimise the risk to children's welfare. The term 'Child abuse' refers to physical abuse, sexual abuse, emotional abuse or neglect.

All school staff, both teaching and non-teaching, ensure children are listened to, taken seriously and their comments fully evaluated. Staff report any concerns or disclosures to the Designated Safeguarding Leads or to the Headteacher, who are required under the procedures to alert 'The Front Door' (Children's Helpdesk).

Our first priority is your child's welfare and therefore there may be occasions when our concern about your child means that we have to consult other agencies before we contact you. The procedures we follow have been laid down by 'Gloucestershire Safeguarding Children's Board'.

Child abuse is a particularly sensitive issue, and does create for those involved, particularly strong feelings and emotions. However, whatever parents may feel about a situation, it needs to be appreciated that school staff are required by law, to report, in line with procedures, any situation where abuse is suspected. Staff could be deemed to have acted improperly if this were not the case.

It is a statutory requirement that, all teaching staff and non-teaching staff have a Disclosure and Barring Service check (DBS).

Parents may seek advice and guidance from school or contact the Children's Social Care Team / The Front Door (Children's Helpdesk) direct, if necessary.

## **E-SAFETY**

E-safety forms part of our work in safeguarding children whilst using all ICT equipment. As part of the computing curriculum and personal, social, health and citizenship curriculum, children are taught about safe use of the internet including websites and search engines. We use Hector's World to promote e-safety and the downloadable Hector dolphin icon which children can click on to cover the computer screen. All children are provided with e-safety rules and sign an acceptable use agreement. The school e-safety policy applies to all members of the school community. Filters are provided by the South West Grid for Learning and unacceptable websites are blocked. E-safety information sessions are offered to parents in order to support you in keeping children safe online whilst at home.

## **NO SMOKING POLICY**



It is against the law to smoke in the school building and grounds. Staff, parents and visitors are asked to abide by this for the sake of the health of the children in our school.

## **SECURITY**

The gates are opened between 8.30 and 9.15 am. If you arrive outside of these times, you will need to enter via the Hatherley Road gate and buzz to request entry. The main door to the school is also operated by a buzzer entry system. Any visitors to the school, including parents need to press the gate buzzer (please **DO NOT push the gate**, be patient, it will open automatically) and press the main door buzzer and identify themselves before being let in. We do not encourage the children to use this door to enter or leave the school unless they are arriving late or leaving early with their parent/s. If you would like to visit the office for any reason, please use this entrance. All visitors to school must sign in and are given a badge to wear.

All other exterior doors are fitted with a special lock which can only be opened from the inside. The playground has been made secure by extending the height of the original Victorian railings and visitors need to identify themselves before being let in.

### **CAR PARKING**

For safety reasons, NO cars other than staff cars are allowed in the car park. Cars parked in the road should be beyond the yellow lines outside the school. This ruling applies even in poor weather conditions.



### **MID MORNING MILK AND SNACKS**

School milk is provided free for all 4 year olds. We also provide milk at a small charge for the children who are over 5 years old. This is ordered and paid for termly in advance. Water is readily available in the classrooms and the children have access to water throughout the day. Water from the water fountain is always available for the children to drink when they are outside. We are also part of the School Fruit and Vegetable Scheme for Schools and every child receives a piece of fruit or vegetable every day, usually eaten in the morning.

### **LUNCHTIME**

School meals are prepared and cooked on site in our school kitchen. All Infant children are entitled to a **Universal Infant Free School Meal**. Children can have a cooked school meal (vegetarian option available) or order sandwiches. A copy of the cycle of menus for the term is displayed on the school office notice board and the community notice board in the playground, and usually distributed to each child before the end of the term beforehand. Children select the meal they would like to have at the beginning of the day. The meals are colour coded and children are given a coloured card to ensure they receive the meal they ordered. A vegetarian option is always available.

Alternatively you can send a packed lunch for your child in a lunch box. Please ensure that the packed lunch provides a balanced meal, e.g. a sandwich / pasta, yogurt, and fresh fruit /vegetables. We do recommend that you limit the amount of processed / pre packed food and crisps / biscuits that are put into a packed lunch, and would ask that **sweets and chocolate bars are NOT included**. A drink is provided. If you send fresh fruit (kiwi fruit or oranges etc.) please wherever possible peel and prepare it for your child.

### **FREE SCHOOL MEALS**

*All* infant children are currently entitled to a school meal every day as part of the Universal Infant Free School Meal programme (UIFSM). Many families are also eligible for Free School Meals (FSM), and children who are eligible for a free school meal attract additional funding for school. We would ask **all parents to register** for this funding on the county council website at [www.gloucestershire.gov.uk/freeschoolmeals](http://www.gloucestershire.gov.uk/freeschoolmeals) using a confidential form, to find out which category of free school meal your child is entitled to.

### **MEDICAL NEEDS**

When children are ill at school - Parents are contacted and asked to take them home. Please make sure we have a contact number for another family member/s, a neighbour or friend in case we cannot contact you. When a young child is ill, he/she really only wants a parent and we have limited facilities for ensuring a child's comfort at these times. It is very important that parents notify us immediately if they change their phone number (including mobile phone numbers) so that we can keep our records up to date.

If a child is ill during the night, please keep her or him at home until you are sure he/she is fit to be with other children.

If a child is sick or has diarrhoea at school or at home, please keep him/her home for 24 hours to prevent the risk of spreading infection.

If a child needs to take any medication whilst at school, parents must complete and return a 'Request to Administer Medication' form which can be obtained from the office before any medication is brought into school. On receipt of this form, the Headteacher will discuss with the child's class teacher to establish if there is a member of staff who is willing to administer the medication. Parents will be provided with a 'Health Care Plan' based on the information given to us, and notification of whether or not we are able to give the medication.

When medicine for children must be kept in school - i.e. for asthma, epilepsy etc. this is kept in a designated place either in the child's classroom (asthma), or in a locked medicine cabinet in school for other medicines. If your child requires any prescribed medication i.e. antibiotics etc. you may be asked to come to school to administer this yourself.

Medical information on the children concerning regular medication requirements or allergies is in the class registers and in a designated file.

## **FIRST AID**

Minor injuries such as cuts, bumps and bruises are dealt with by trained adults. If a child has bumped their head or face during the day we will contact you by phone to alert you. Accident slips are sent home for all accidents, thus keeping parents fully informed. Parents are immediately contacted if there is a more serious injury. In exceptional circumstances children may be accompanied to hospital in an ambulance by the Headteacher, Classteacher or qualified First Aider acting in 'loco parentis'. All accidents that are treated at school are entered into the accident book.

## **DOGS**

School tries to ensure the children's safety at all times. We request that parents and visitors do not bring dogs onto the premises.

## **BIKES AND SCOOTERS**

Children are encouraged to walk, cycle or scoot to school. We have a storage area for bikes and scooters, but for health and safety reasons, we ask that children and adults do not cycle or scoot across the playground when dropping off or collecting children.

## **COMPLAINTS**

Sometimes difficulties and misunderstandings arise but we hope that any concerns will be resolved by discussions with the class teacher and Headteacher. Matters can also be taken up with the governors. If you are still not satisfied, there is a formal complaints procedure, the details of which are available from the school office on request.

## CLOTHING

### School uniform

We are very proud of our school uniform. The children look very smart and it encourages a sense of belonging. School uniform is available from Trutex (the uniform shop) in Northgate Street.

#### Boys should wear:

Grey trousers  
Blue or white shirt  
Blue jumper, preferably with the school logo  
Blue tie

#### Summer wear:

Grey shorts  
White polo shirts  
Baseball caps with school logo for outdoor use

#### Girls should wear:

Grey skirts or pinafores  
Blue or white shirts or blouse  
Blue jumper or cardigan preferably with the school logo  
Blue tie

#### Summer wear:

Blue gingham dress  
Baseball caps with school logo for outdoor use  
A school fleece jacket is available in royal blue with the school's name and logo embroidered on it from Trutex.

Sensible footwear is essential. It is helpful if children have Velcro or buckle fastenings until they are able to do their own laces up.

Please mark all clothing clearly with your child's name (including surname).

### Clothing for PE

For Physical Education, simple clothing is necessary to allow children to move freely and safely. Children will need:

- A pair of daps (plimsolls), preferably elasticated for the youngest children
- Shorts
- T-shirt

A clearly named P.E. bag is needed to keep these items in.

Health and Safety regulations **do not allow children to wear earrings in P.E. lessons**. If children do wear stud earrings to school they must be able to take them out **INDEPENDENTLY**. If this is not possible, they must cover their earrings with adhesive tape. Any child who cannot do this will not be permitted to take part in the P.E. lesson.

Please mark all P.E. clothing clearly with your child's name (including surname).

### JEWELLERY

For health and safety reasons, we follow Local Authority guidelines and do not allow jewellery to be worn in school with the exception of small stud earrings and a watch.

### PROPERTY

We ask that you do not allow your child to bring items/toys from home into school unless the classteacher has specifically invited your child to do this. Children can become very upset if something they have brought in becomes lost or damaged.



## *The Curriculum*

### WHAT DO WE TEACH?

#### EARLY YEARS FOUNDATION STAGE

During their first year at school children in the Foundation Stage classes follow the 'Early Years Foundation Stage Framework'. The Foundation Stage is currently organised into the following areas of learning:

##### Prime areas

1. Personal, Social and Emotional Development
2. Physical Development
3. Communication and Language

##### Specific areas

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design



Characteristics of effective learning permeate all of these areas and children learn through play and exploration, active learning and by creating and thinking critically.

The emphasis is on enhancing children's knowledge through skill based learning, practical child initiated activities and learning through fun. Learning is structured to meet the needs of the individual child and is age appropriate. These learning activities build on children's existing knowledge and abilities, deepen their understanding and take them forward in their learning.

#### YEAR ONE AND YEAR TWO (Y1 and Y2)

We offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

In Y1 and Y2 children follow Key Stage 1 of the National Curriculum. Maths is taught through a Mastery in Maths approach. Phonics and guided reading are taught using Read Write Inc. Talk for Writing is used to teach story making and writing.

## **The National Curriculum**

applies to all children from Y1 & Y2 and comprises the following subjects

### CORE SUBJECTS

ENGLISH      MATHS      SCIENCE

### FOUNDATION SUBJECTS

HISTORY      GEOGRAPHY      MUSIC      ART      COMPUTING  
DESIGN and TECHNOLOGY (DT)      PHYSICAL EDUCATION (PE)

Plus

PERSONAL, SOCIAL & HEALTH EDUCATION AND CITIZENSHIP (PSHE)  
RELIGIOUS EDUCATION (RE)

These subjects are largely taught in a cross-curricular way, making links between subjects, although if appropriate, they are taught as discreet subjects.

## HOW DO WE TEACH?

Children experience a variety of learning opportunities which include:

- Whole class teaching and learning, for example in PE, Music, and part of English and Maths lessons;
- Guided group teaching and learning, where the teacher / teaching assistant (TA) can concentrate on teaching a smaller number of children;
- Paired or Independent learning where children investigate, research or participate in problem solving activities;
- Individual teaching and learning, where children may receive one to one support, for example with reading or for children with Special Educational Needs (SEN) or particular abilities.

Teachers plan, following comprehensive cross-curricular schemes of work to ensure all children participate in relevant and appropriate learning experiences.

We have a high level of Teaching Assistant support, with all classes currently receiving additional adult support for the whole week. This level of support ensures additional group work/ interventions and individual learning can be well facilitated.



School is committed to children's all round education. During the course of each day, children participate in a variety of learning activities covering different aspects of the curriculum. Through these activities we aim to promote children's intellectual, personal, social, physical, spiritual, moral and cultural development.

### CHILDREN'S LEARNING

Our focus is always on children's learning and achievements, ensuring children know what they are learning and why, as well as how it relates to other areas of the curriculum. Children need to know what their next steps should be in order to make improvements and move on in their learning. A range of teaching and learning styles and strategies are used to ensure the needs of all children are met. Children are encouraged to develop an awareness and understanding of how they learn.

### LEARNING GEMS

We introduce children to the following learning gems to help them acquire specific behaviours to become effective learners.

**Ruby power:** Ruby power is the ability to work as a team.

**Sapphire power:** Sapphire power gives you the ability to fight off monster distraction and keeps you focused.

**Emerald power:** Emerald power makes you feel challenged so that you feel 'butterflies' in your tummy. Once you get used to that feeling you can learn to control it rather than the Emerald power controlling you!

**Diamond power:** Diamond power is the ability to solve problems and learn! The more problems you solve the better you become at learning.

### THEMED CURRICULUM (topics)

In all year groups, learning across all curriculum areas is planned around a theme (topic). These themes are linked to the areas of learning identified in the Foundation Stage Framework and the National Curriculum, are skills based and have different emphases which have been planned to ensure a balance over the school year.

Our Topics are currently:

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year One</b>	YES THAT'S ME DONALDSON'S DELIGHTS	ANIMAL MAGIC! VICTORIOUS VICTORIANS!	THE GRASS IS ALWAYS GREENER AWESOME AFRICA
<b>Year Two</b>	MARVELLOUS ME! CRACKLE, CRACKLE	IT'S CHILLY OUT THERE TERRIFIC TUDORS	A WORLD IN MINIATURE INCREDIBLE INDIA

## ENGLISH

In English we aim to become excellent communicators by developing our skills of speaking, listening, reading and writing.

### In our speaking and listening we will...

- Develop the talent for listening attentively so that we can understand what is being said
- Engage in meaningful discussions in all areas of the curriculum
- Identify words to enrich our learning and add interest to our conversations and writing
- Speak with clarity to a range of audiences
- Tell a range of stories with enthusiasm and expression so as to delight the audience
- Respect others when communicating, even when our views differ

### As readers we will...

- Read a wide range of books for both pleasure and information and to foster a love of books
- Use our phonic knowledge to develop our decoding skills as well as recognition of familiar printed words
- Listen and respond to a range of stories, poems and non-fiction texts so that we may fully comprehend them
- Use our reading to feed our imaginations and make our minds curious so that we continue to be life-long learners





### As writers we will...

- Write fluently and with interesting detail on a number of topics throughout the curriculum
- Engage readers of our writing by using a rich and powerful vocabulary
- Create well-organised and structured writing, using a variety of sentence structures
- Use excellent transcription skills to ensure that our writing is well presented and punctuated, spelt correctly and neat

To help us in our learning we will bring home books to read. At the beginning these will be books for us to read with an adult. We should be encouraged to ask lots of questions, look carefully at the pictures and predict what might happen next. We will need lots of praise and encouragement since reading should always be pleasurable and never frustrating!

We will be taught a daily phonics lesson, through 'Read, Write, Inc', to develop our phonic knowledge and skills, which we can apply to our reading, writing and spelling.

## MATHEMATICS



The children follow the National Curriculum for mathematics. The Mathematics curriculum aims to ensure that all pupils become fluent in the fundamentals of Mathematics (add, subtract, multiply and divide), including the ability to recall and apply knowledge rapidly and accurately. Children at Hatherley Infant School are taught to reason

mathematically, solve problems and apply their mathematical skills in a variety of real life contexts. There is a strong focus on children's understanding of numbers and the number system including their mental maths skills. Children also learn about data handling, shape and space and measures. We provide a daily maths session that seeks to reinforce previous learning and allow children to take on new skills, apply these in a range of contexts and deepen their learning.

We aim for the children to become competent mathematicians. Learning maths is like learning a new language and it needs continuous repetition to help children learn it and remember it.

## SCIENCE

### As Scientists we will...

- 🕒 Ask simple questions and recognise that they can be answered in different ways
- 🕒 Observe closely using simple equipment and perform simple tests
- 🕒 Identify and classify and use observations and ideas to suggest answers to questions
- 🕒 Gather and record data to help us to answer questions

In Year 1 children will study plants and animals and everyday materials as well as observing and describing seasonal changes.

In Year 2 children will study living things and their habitats and develop their knowledge and understanding of plants and animals including humans. They also study the uses of materials in more depth.

## COMPUTING

Computers are now part of everyday life. For most of us, technology is essential to our lives, at home and at work. 'Computational thinking' is a skill children must be taught if they are to be ready for the workplace and able to participate effectively in this digital world. In computing we aim for children to be introduced to how computers and computer systems work, allowing them the opportunity to design and build simple programs.



They will use technology purposefully to create and store digital content and will be taught how to work safely and respectfully.

Classrooms are equipped with internet linked computers, an interactive whiteboard and digital cameras. A suite of laptops and Learnpads are also used in the classrooms.

## HISTORY

As **historians** children develop a sense of identity through learning about the development of Britain, Europe and the world. We introduce children to what is involved in understanding and interpreting the past. They will find out:

- . How to observe/handle artefacts and to ask questions about the past
- . About significant people/events from the past including some from their own locality
- . How to use historical language to describe the passing of time eg a long time ago, in the past .

## GEOGRAPHY

As **geographers** children will develop knowledge, skills and understanding relating to the children's own environment and the people who live there, and develop an awareness of the wider world. Many of our families have links with other family members across the wider world and this supports learning about global / international citizenship. Children will find out how to:

- ♦ Ask and answer geographical questions
- ♦ Use world maps, globes and atlases to locate specific places
- ♦ Identify seasonal changes linked to the weather
- ♦ Use fieldwork activities to find out about their locality including the school environment
- ♦ Compare similarities and differences between their local area and a small area in a non-European country.

## DESIGN AND TECHNOLOGY

As **designers**, children will develop the skills of designing, making and evaluating products for themselves and other uses. Through this work they will learn to:

- ✂ use a range of tools and techniques
- ✂ select from a range of different materials according to suitability.

Children will also learn to use the basic principles of a healthy diet to prepare simple dishes and understand where food comes from.



## MUSIC

As **musicians**, we value music as an important communication skill which enables children to relate well to one another. Children are given the opportunity to:

- ♪ perform, sing, play instruments and listen to a range of music styles, commenting on what they like and why.

Enjoying music helps children to develop an awareness of how sounds are made, their length, pitch, volume and speed as well as exploring beat and rhythm.

We regularly participate in "National Sing Up Day", highlighting the important role we feel singing plays in children's learning.

## PHYSICAL EDUCATION

In PE we...

- wish to be inspired to succeed and excel in competitive sport and other physical activities
- learn the values of fairness and respect
- begin to understand how important a healthy lifestyle is.

Children will be encouraged to challenge themselves and think about and apply the skills they are being taught when working independently and with others.

As a **games player** children will play both competitively and co-operatively in different situations. they will be able to make up simple rules for their own games and apply the skills and tactics that they have been taught.

As a **gymnast** children will develop balance, agility and co-ordination and master basic movements such as jumping, twisting, spinning, and rolling.

As a **dancer** children will be inspired by exciting music and different cultures to create dances and sequences of movement that will tell a story.



## RELIGIOUS EDUCATION

The role of RE plays an integral part in children's spiritual, moral, social and cultural development. The Gloucestershire agreed syllabus is used to inform the planning of R.E. at Hatherley Infant School. We aim to give the children an understanding of the beliefs of Christianity, Islam and Judaism and an awareness of other religions and their teachings.

The syllabus reflects that we live in a multi-cultural community and all faiths are to be respected and valued. Within the teaching programme of RE children are given first hand experiences of places of worship and religious practice.



## ART

As artists we

- ✍ Use our experiences and ideas to inspire our work
- ✍ Explore a variety of techniques e.g. painting, drawing, printing, collage, model making using natural materials and sewing.
- ✍ Learn about the work of a range of artists, craft makers and designers.

Our learning helps us to become creative individuals who are able to work with growing independence, initiative and originality.



## PSHE, CIRCLE TIME AND CITIZENSHIP

As **responsible citizens**, children at Hatherley are constantly being supported to develop their ability and willingness to try new things, work hard, concentrate, push themselves, imagine, improve, understand others and not give up.

The school's PINK (People IN the Know) PSHE/safeguarding curriculum supports this and regular circle times encourage the growth of self-confidence and respect for others. Children are encouraged to be aware of others less fortunate than themselves.

The school keeps up to date with PSHE initiatives and this helps to ensure the subject is given a high profile.

## ASSESSMENT

### Early Years Foundation Stage

Throughout their first year at school, foundation stage children are continually assessed in the areas of the Early Years Foundation Stage Framework. This assessment is mainly carried out through observations by the teacher or teaching assistants, of practical activities that the children are involved in. This assessment forms the basis of the end of year report.

### Key Stage One

In the core subjects of English, Maths and Science teachers formally assess all children termly. This assessment information is used to track children's progress and support future planning. Ongoing teacher assessment is also used to help identify and meet learning needs.

In line with government requirements, a Phonics Screening check is carried out in Year 1 and statutory assessment tests and tasks (SATS) are carried out at the end of Year 2.

Parents are given the opportunity to discuss their child's assessment information towards the end of the summer term.

## TARGET SETTING

Targets are set for children in reading, writing and maths. These targets are shared with parents/carers during parent's consultation evenings, enabling parents to support their children to achieve their targets and next steps. Parents are sent an overview of what is being covered in the foundation subjects via parental topic webs.

## **SCHOOL COUNCIL**

We have a very active school council. Children are elected to be on the school council by the other children in their class. The school council meet regularly and help make decisions about school life and are constantly striving to think about how to make the school even better!

## **BUDDIES and PLAYLEADERS**

All year 2 children are Buddies and Playleaders. Buddies are also actively involved in making decisions, expressing opinions and tackling issues, which directly affect pupils' life. Buddies also have a range of responsibilities within the school. Playleaders have been trained to lead playtime activities and games at playtime and lunchtime.

## **PUPIL ECO GROUP**

We have an active pupil eco group (Eco Warriors) who are widely involved in making decisions, expressing opinions and tackling issues regarding how to make the school environmentally friendly. School has already gained the Bronze Eco award and is working towards the Silver award.

## **GOOD BEHAVIOUR**

At Hatherley Infant School we have a positive approach to good behaviour and support children to behave well. We encourage children to work hard, develop positive attitudes to learning, become independent and care for their own possessions and those of others. We give praise in various ways for good work and good behaviour. Classroom rules (The Class Contract) are negotiated with each class at the beginning of the school year and these are clearly displayed and referred to regularly. Where an achievement has been made they are rewarded with praise, a sticker or written comments. Children also have the chance to have good behaviour or work rewarded with a Golden Ticket when they are 'caught' making good choices and keeping the school rules. The Golden Ticket is posted into a year group box and each week one card is drawn from each box. If their name is drawn out, the child is allowed to choose a new book to take home from the selection we keep for this purpose. Positive behaviour is also rewarded daily on the class 'reach for the stars' behaviour chart (see school Behaviour Policy).

Each classteacher also selects a star of the day (someone who has kept the class promise/contract). The star of the day is rewarded by sitting in the rainbow chair for a day. We have high expectations of children's behaviour and are firm, fair and consistent in our approach to children who choose to display unacceptable behaviour and follow the school's agreed policy and procedure. Parents will always be contacted if a pupil's behaviour is causing concern.

Children are made aware of the importance of telling an adult if they experience bullying behaviour.

## **RELATIONSHIPS AND SEX EDUCATION**

We teach the aspects of relationships and sex education that are appropriate for infant children through the science curriculum and Personal, Social and Health Education i.e. the life cycle of animals and feelings & emotions. This involves developing personal and social skills as well as knowledge about their own bodies. Questions are answered honestly and sensitively as they arise, with regard to age and in an atmosphere of respect and trust. Parents do currently have the right to withdraw their child from this area of the curriculum, but please see the Headteacher for further information.

## **BRITISH VALUES AND SPIRITUAL AND MORAL EDUCATION**

We support children to develop their own moral and spiritual code which will last throughout their lives. We expect children to accept and engage with British Values of democracy, rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. We also focus on the following UNICEF children's rights:

- The right to a childhood (including protection from harm)
- The right to be educated (including all girls and boys completing primary school)
- The right to be healthy (including having clean water, nutritious food and medical care)
- The right to be treated fairly (which includes changing laws and practices that discriminate against children)
- The right to be heard (which includes considering children's views)

We aim for children to develop, demonstrate and take responsibility for skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain.

## **COLLECTIVE WORSHIP**

Acts of collective worship are held daily and at special times of the year e.g. Diwali, Harvest, Chinese New Year, Eid and Christmas; parents/carers are invited to join us. Parents may request in writing to withdraw their child from Collective Worship during which time children would be supervised in other work. The Headteacher would be pleased to discuss this at parents' request.

## **STAR AWARDS ASSEMBLY**

Every week we hold a special assembly. During this assembly each teacher chooses two children who have achieved something special during the week. One award will be for a piece of work or learning which is then displayed on Star Awards display. The other could be for effort, achievement or behaviour and will be awarded a certificate. All of these children will receive a special Hatherley Headteacher Award sticker. Parents can also send awards and certificates in from home e.g. swimming badges and these will also be handed out at our special assembly. We feel this assembly lets the children know that as a school we appreciate all the hard work they do. Birthdays for the week are also celebrated and the birthday children are given a sticker.

## **INCLUSION**

### **Special Educational Needs and Disabilities**

Children have special educational needs when they have different or additional needs which teachers should address when planning. Each teacher has high expectations for each pupil and acknowledges they have an even greater obligation to plan for pupils with low levels of prior attainment.

A range of pupils have special educational needs, some of whom also have disabilities. Lessons are planned to minimise and reduce any barriers to learning enabling all pupils to achieve. A minority of pupils will need access to specialist equipment and different approaches. The SEND Code of Practice (2014) is clear about what should be done to meet their needs: The school makes all reasonable adjustments for a child with a disability by working with the pupil, parents and local authority to increase full access to the curriculum and everything else the school can offer, ensuring they are fully included in the school community. Adherence to the Equality Act 2010 through our Single Equality Scheme, ensures that steps are taken to prevent

pupils with protected characteristics, including race, age, religious belief, sexual orientation and disabilities, being treated less favourably than others, and demonstrating our commitment to promoting an inclusive ethos and equality of opportunity.

The Inclusion Lead is responsible for overseeing the provision of SEN support in school. Regular Pupil Progress Meetings are held, attended by all staff involved in supporting the child's learning. Parents are actively encouraged to discuss their child's progress.

### **Setting Challenges**

We understand that some children will have other needs due to academic, creative or sporting talents. All teachers assess and track children's progress in order to monitor their achievements. Those achieving very high standards are set challenging targets. Similarly, where children are not making expected progress, this will be investigated and additional support/targeted interventions put in place to prevent further underachievement.

### **English as an Additional Language**

Our inclusive school environment welcomes children from a diversity of backgrounds, including those whose first language is not English. Monitoring of progress takes account each EAL pupil's age, length of time in our country, previous educational experience, proficiency in English and ability in other languages. Teachers differentiate work to ensure children have full access to the curriculum, reduce barriers to learning and develop a positive self-image.

### **HOME LEARNING**

Children may be asked to follow up Maths, Literacy and Topic work at home. Homework grids are provided on the back of each termly learning map for parents. Parents are actively encouraged to become involved in their child's learning and education by supporting phonics learning, listening to and talking to children, enjoying books together by hearing children read and reading to them regularly. If any child is experiencing specific difficulties in an area of their learning, parents may be asked to help their child with related activities. In EYFS children have a weekly homework activity based on their learning from that week. In Year 1 and Year 2 children have a weekly maths and spelling homework.

### **EXTRA CURRICULAR ACTIVITIES**

#### **Clubs**

Children have the opportunity to join in with a range of after school clubs such as:

- Outdoor play
- Gardening club
- Modelling
- Art club
- Games Club
- Music makers
- Zumba
- Boxercise

Throughout the year the clubs on offer change and children have opportunities to participate in other clubs.

#### **Performances and workshops**

Visits from musicians, theatre groups and dancers are used to support and enhance the curriculum as well as workshops such as Rainforest animals, dance and drumming.

#### **Educational visits**

These visits are arranged in connection with the themed curriculum for each class. We will always ask for your signed permission to take your child out of school for this purpose.

### **Charging for trips and extra-curricular school activities**

Voluntary contributions will be requested for a range of additional school activities. For example where there are entrance fees, coach travel, visiting performers or workshops or use of external coaches. No child will be excluded from activities where voluntary contributions are not received, but activities may have to be cancelled if additional costs are not covered.

### **SCHOOL FUND**

We do have a school fund which helps to provide additional resources for the school and we are most grateful for any contributions throughout the year no matter how small. The Friends of Hatherley raise funds for this.

### **REPORTING TO PARENTS ON PUPIL PROGRESS**

We have consultation sessions for parents every other term. During the Autumn and Spring we hold parents consultation evenings. These give parents an opportunity to talk to their child's teacher and find out how their child is getting on, where their child is in relation to national expectation, what progress they have made, what parents can do to help children with their learning at home and what their attendance is.

During Term 6, an end of year report summarising your child's progress is sent home for you to keep. In this report your child's attainment, progress and next steps are summarised. The report comes with an open invitation to make an appointment to talk to your child's class teacher about the report.

If at any other time throughout the year you would like to speak to your child's teacher, you are very welcome to come in or telephone to make a suitable appointment. Staff are very willing to meet with you if a need arises, as often, such issues are best not kept until parents evening, when time is restricted.

### **DATA PROTECTION AND FREEDOM OF INFORMATION**

School follows the General Data Protection Regulations (GDPR May 2018) and Freedom of Information Act 2000 when dealing with information held about our pupils.

School holds information about pupils in order to support teaching and learning, to monitor and report on pupil progress, to provide appropriate pastoral care and to assess how well the school as a whole is performing. From time to time we are required to pass on some of this data to the local authority, to another school to which the pupil is transferring, to the Department for Education and to the Standards and Testing Agency (STA) which is responsible for the National Curriculum and associated arrangements.

Pupils have a general right to see information held on them. Parents can exercise this right on their behalf. If you wish to see their information, please write to the Headteacher.



# *Working with parents and carers*

## **HOME SCHOOL PARTNERSHIP**

We believe that a positive partnership between home and school is crucial and we actively encourage all parents and carers to be co-educators of their children.

All schools are required by the government to have **Home/School Agreements** in place. We ask all teachers, parents/carers and children to sign our agreement, which was drawn up in consultation with parents, staff and children.

We also have a **Better Together** policy. We believe that every child deserves to experience a calm, friendly, safe and welcoming environment; one that encourages them to nurture and care for those around them. We encourage you as parents/carers to take an active and supportive role in this. For children to gain a real benefit from their education, it is important that we as staff, and you, as parents develop good relationships and work in partnership. This policy contains protocols for expected conduct of parents. All parents are asked to sign and adhere to these.



Parents are kept in touch with all forthcoming events and items of information through regular newsletters and the school website. These are either sent home via the children or can be emailed. Newsletters are also displayed on our website.

Parents are always welcome in school and we value voluntary parental help in classrooms and around school to support children's learning and the work of the school. Help can be on a regular or occasional basis and is always appreciated. We are also interested to hear from anyone who has particular skills or interests which can be used in school.

All helpers in school must agree to the guidance issued to helpers and volunteers, including the confidentiality policy and safer working practices policy. An induction meeting for helpers is held during term 1.

A letter is sent to all parents at the beginning of each academic year, but if at any point during the year you become available and would like to help in any way, please see your child's class teacher.

## **FRIENDS OF HATHERLEY**

All parents with children at this school are automatically 'Friends of Hatherley'. Various events are held throughout the year and include a mixture of social and fund raising activities. The committee welcomes suggestions and ideas and new parents are warmly welcomed and encouraged to take part. The 'Friends' contribute greatly to many areas of school life and benefits all the children

## **FAMILY SUPPORT WORKER**

We have a Family Support Worker, Mrs Sam Buckley, who is able to offer impartial support, advice and guidance to parents/carers. She also works alongside children and families who may be experiencing some difficulties or would like some extra help and support for whatever reason.

## **PARENTAL ENGAGEMENT**

We have termly Parent Coffee Mornings / Family Make and Create sessions / curriculum information sessions which provide an opportunity for parents to voice their views and establish a mechanism for consulting parents on many day to day and strategic matters as well as providing information.

## ***Community links***

### **GOVERNING BODY**

The school governors represent a cross section of the community. They are very involved with all aspects of the school and hold regular meetings. Governors generally serve for a period of 4 years. Parents are entitled to attend governors' meetings if they give at least 1 months notice in writing to the Chair of Governors. The confirmed minutes of each meeting are available upon request.

### **ST. JAMES C OF E JUNIOR SCHOOL**

Close liaison is maintained with our partner junior school to ensure continuity and progression in education for our pupils. Children make regular visits to and from both schools so that transition from Year 2 to Year 3 at the end of Key Stage 1 is happy and stress free.

### **PRE-SCHOOL**

We have very close links with all pre-school providers and now manage the on-site Early Education Centre (Nursery). Foundation Stage teachers have very close links with our on-site nursery provision. Foundation Stage teachers visit children at this and other settings during the induction process in readiness for their start at Hatherley. Pre-school children from all settings visit during the Summer term.

### **COMMUNITY LINKS**

**LOCAL COMMUNITY:** We maintain close contact with the local community in various ways. Visits are made to local places of interest and visitors are invited into school to talk to the children. We also have very close links with the local church, which provides regular collective worship.

**WIDER COMMUNITY:** Children participate in Gloucester School's Partnership (GSP) events such as sporting (dance, athletics, gymnastics), Shakespeare Festival, Science Festival. The school choir also sings outside the Guildhall in Gloucester at Christmas.

**INTERNATIONAL LINKS:** Every year we hold an International week when the children learn about different countries and cultures, and enjoy some traditional activities from around the world. We also have a Global Arts week and every year one of the termly topics has a cultural theme.

### **STUDENTS**

Local secondary school pupils join us for work experience, as do students undertaking studies in Early Years and Childcare from Gloucestershire College and Hartpury College. Students from Cheltenham and Gloucester University and GSP School Direct students undertake initial teacher training in our school.

## Conclusion

As well as the information in this Prospectus, parents are welcome to come into school to read policy statements or other information relating to the education of their children. They are also entitled to see any documents relating to the curriculum published by the DFE.

If parents wish to obtain copies of any of the above that are not subject to copyright they may do so, unless there is a statutory obligation to provide it free.

This document relates to the school year commencing September 2018. Although the information and particulars herein were correct for this year at the date of publication below, it should not be assumed that there could be no change affecting the relevant arrangements or some matter particularised before the start of or during the school year in question.

Published June 2018

This document is available in other formats - i.e. Large Print or Braille. Please ask at the school office for details.

### Statutory Assessment Results of Year 2 children - 2017

Assessment				
Percentage at each level				
		Expected or Above	Greater Depth	Pupils absent or disapplied
Reading	School	61%	18%	0
	National	76%	25%	0
Writing	School	53%	2%	0
	National	68%	16%	0
Mathematics	School	59%	16%	0
	National	75%	21%	0

## *Contacts*

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Chair of Governors  
Mr Albert Gardiner

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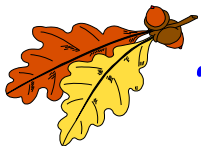
### **And finally...**

Thank you for taking an interest in our school and taking time to read about our school.

We are sure that your child will have a happy and successful time at Hatherley Infant School if this is the school you select.

We look forward to working with you.

# Term & Holiday dates 2018-2019



## Term 1

Wednesday 5 September 2018 - Friday 19 October 2018

## Term 2



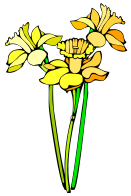
Monday 29 October 2018 - Friday 21 December 2018



## Term 3

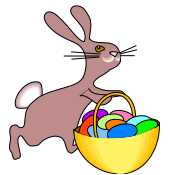


Monday 7 January 2019 - Thursday 14 February 2019

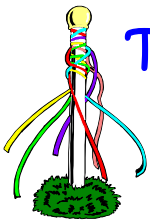


## Term 4

Monday 25 February 2019 - Friday 5 April 2019



## Term 5



Tuesday 23 April 2019 - Friday 24 May 2019

## Term 6



Monday 3 June 2019 - Friday 19 July 2019