



Welcome to Hunter's Bar Infant School

Our Core Values



We are a 'can-do' school

Frequently Asked Questions by Prospective Parents 2020

Question	Answer
What is the capacity of Hunter's Bar Infant School?	We are a 3 form entry (90 children per year group) infant school with 270 children in total. We are usually full.
What age group are the children?	The children start in Reception at age 4 and leave after Year 2 at age 7 years.
What happens at the end of Year 2?	Parents need to apply for a junior school when their child is in Year 2. The vast majority of children (100% last year) move to Hunter's Bar Junior School, together in the same class. The junior school shares the site with the infant school, though they remain distinctly separate with a different head teacher and staff. They use different playgrounds but the children like to see one another, especially siblings, at the point where the playgrounds meet.
Do you work with Hunter's Bar Junior School?	The two schools have a healthy partnership and share the same core values. Each school is a valuable asset to the other and acts as additional support. We share the same families and the same context so we are uniquely alike. This means that we frequently share the same priorities so staff may train together and we aim to teach using the same strategies and techniques. Transition between the two schools is extensive and smooth.
Can you tell me more about the school context?	This is a diverse school in every way. School is unable to fill from catchment due to the make-up of the local area, although this does seem to be a changing community with more families moving to the area year on year. This means that we do take from out of catchment. This academic year, 46% of children are from out of catchment. Currently, the population is made up of 35% black and minority ethnic children. There are 24 different home languages which brings something special to the school. The school encompasses and teaches about many faiths, and respect for others is paramount as one of our curriculum drivers. It is an inclusive school, with 10% of children identified as having SEN (Special Educational Needs). We strongly believe that the skills staff have learned to support these needs, can be applied to enhance the teaching of all children.

	Pupil mobility is low so the majority of children stay together throughout their time with us.
How does transition work between nursery and school?	<p>School works with up to 36 different nursery providers! This means that when children start, some of them already have friends but many do not. Transition then, has a focus on making new friends and settling in happily.</p> <p>As soon as we have our admission list, we contact nurseries and parents to find out useful information about your children. School staff visit the nurseries, with whom we have good relationships. Our Reception leader has worked with many nurseries in this area to support consistency in the information given at transfer.</p> <p>We invite the new children, along with their parents, to two summer visits so that they can meet their new teacher and experience their new classroom. The Reception team have made a welcome film that is distributed to new families, showing the children their new school. We've heard anecdotally that this has been proven to be a big hit, with many repeated plays prior to starting!</p> <p>If any children have particular needs that we need to be aware of, the nurseries should alert us and invite our SENDCo (Special Educational Needs Co-ordinator) to any meetings relating to these in the summer. Parents are also encouraged to provide any information that will help school to better support their child.</p> <p>It should be noted that transition was severely disrupted this year by COVID-19, but we would hope that it will be business as usual by next year.</p>
How does transition look in school at the start of the year?	We have a full transition timetable that is bespoke to our children. In Week 1, the first week in September, the children do not attend school at all. Instead, the staff make home visits (virtual this year!) to establish those vital relationships. This is a good opportunity for parents to make school aware of any concerns or useful information. We strongly believe that the home, school, pupil triangle is key to a successful education and that the children need to see that we are united and consistent.
What is the staffing ratio?	All of our classes have a maximum number of 30 children, in line with government direction. All classes benefit from teaching assistant time to support the children's learning needs. Currently, all Reception classes have the benefit of full time additional support but this is always budget dependent so is never guaranteed.
What is staff mobility like?	Staff mobility is low but there is some positive movement. We are proud that staff have grown in our school then left to pursue leadership roles. Our staff team is well balanced with a mix of very experienced teachers and some more recently qualified teachers. We access the best quality CPD and staff embrace leadership at all levels. Just in the last three years, three class teachers have taken on Assistant Headships in other schools, and one has returned as Deputy Head.
How has school adapted practices as a result of COVID-19?	School practices have vastly changed in order to mitigate risk. We have adapted and tweaked the Sheffield Local Authority risk assessment (currently Version 10) and this can be seen on our website in the policy page under Covid Risk Assessment. This risk assessment has been approved by local unions and Public Health. We are in close contact with Public Health who have liaised with us throughout the pandemic.
What are your outcomes?	Our outcomes are above the national average when children leave us in Year Two in Reading, Writing, Phonics and Maths. Most importantly, our focus is on individual progress, taking children on from where their starting point is. Teachers meet with the Head and Deputy every half term to discuss progress of every single child. A provision map is created to support any children who may need a targeted boost or specific skills practice. We believe that there should be challenge at all levels, so accurate assessment is really important. Staff moderate assessments together and with colleagues in other local schools. We have a Local Authority Locality assessment leader and a Local

	Authority Year 2 SATs moderator on staff, so this supports accuracy of assessments.
What are your school priorities?	<p>Lockdown was a real challenge for children, especially in areas such as Reading where they didn't have access to all of our structured school reading books. Reading and Phonics have to be a key priority this year, then. We are continuing to develop our wider curriculum in line with the most up to date research of how children best learn. Emotional and physical wellbeing feature as a third key priority this year.</p>
How can parents support their children?	<p>Our children are fortunate that they have parents who are keen to support their learning. Regular workshops presented by teachers in how best to support Reading, Writing, Phonics and Maths are well attended. We send out:</p> <ul style="list-style-type: none"> • half termly topic newsletters to inform parents of what learning is coming up • half termly home learning menus with ideas for home support and 'Chilli Challenges' for the children <p>We do not send regular formal homework but ask that parents hear their children read as much as they possibly can. This is recorded in diaries and children work towards achieving a Reading Challenge Award. We also request that parents support learning in Phonics. School uses the Seesaw learning platform to support regular communication, which includes uploading examples of work from school or home.</p>
How can parents be involved in school?	<p>There are many ways in which parents can be involved. Unfortunately, COVID has got in the way of our usual recruitment of parent volunteers this year but we hope that this will be back to normal as soon as possible. Parents and carers are one of our greatest assets and we are lucky to have volunteers who are happy to share their skills with children or offer to support school. Our Home School Association is very strong and active. Parents support much fundraising and organise fantastic events where parents and carers can volunteer. Last year for example, they organised a tramline fringe event at High Storrs, a Christmas fayre, a sponsored fun run in Endcliffe Park, child designed Christmas cards sale, bake sales and second hand uniform sales. Currently, the HSA are working with school to redevelop an area of our playground.</p> <p>Parents have supported the planting and maintenance of our green barrier and carry out regular litter picks in the local community. One of our favourite family events of 2019 was when three of our children switched on the Sharrow Vale Christmas Lights.</p>
What about the wider curriculum offer?	<p>We are proud of the wider curriculum that we offer our children. All teachers have a curriculum responsibility and they lead other staff in developing their teaching in this area. This has led to many developments. For example, our Science leader has developed Key Stage One Science Ambassadors as part of our Ogden Trust partnership work. Our ambassadors have worked with children in other local schools (of all ages) to learn and share exciting experiments. They teach experiments to their peers in school and have presented work at Hallam University. Our computing curriculum has been recognised as outstanding and PE is a particular strength. All of our curriculum areas are carefully planned and delivered by our year group teams, taking the latest research about metacognition into account. At the heart of everything is PSHE and good emotional health and wellbeing.</p> <p>Enrichment is planned by teachers throughout the year to appropriately support the curriculum and offer opportunities for personal development. Examples of this include performances, Entrepreneur Week, Green Day, half-termly trips and visits. Outside of COVID times, school offers opportunities to attend violin or guitar lessons and a language club. We even have a violin orchestra!</p>

How does remote learning work?	School had to quickly adapt to remote learning when lockdown occurred. We already had the Seesaw learning platform in place and this has been used to show recorded learning presentations and lessons by teachers. We do not currently do 'live' teaching as research does not back this up as the prime way to teach infant children. Our teachers are skilled in presenting lessons remotely now, and may use voice over flip charts to teach a lesson or a film of themselves. We take a year group team approach and families can access provision from online learning companies that we subscribe to, such as Bug Club.
How do you deal with bullying?	It is important that children understand what bullying is and the fact that they can do something about it. In school, we teach children how to be safe by knowing how to recognise if they or someone else is being bullied, then how to respond by telling an adult. We teach this through our PSHE curriculum, circle times, assemblies and vehicles such as Anti-Bullying Week. We would always involve parents if their child were a victim or perpetrator.
What is your behaviour policy?	Our Behaviour Policy can be found on our Policy page on the website. Please note that some policies are due to be renewed this year where lockdown has interrupted normal business.
How do you safeguard children in school?	We have three designated safeguarding officers in school who are the Head Teacher, Deputy Head Teacher and Learning Mentor. Our safeguarding policy can be found on the website and is very extensive. The Learning Mentor often describes her role in school as 'to keep children safe and happy'. She works with individual or groups of children at times when they are in need of additional support for their health and wellbeing.
What secondary and primary schools do you work with?	We are in the High Storrs family of schools. We are also part of the SWIP (South West Improvement Partnership) group of schools with Hunter's Bar Junior School, Greystones Primary School, Ecclesall Primary School, Clifford Primary School, Dobcroft Infant School, Dobcroft Junior School, Holt House Infant School, Carterknowle Junior School, Dore Primary School and Totley Primary School. We have a close working partnership, sharing CPD, strategies and moderation of assessments for example.