



St Andrew's CE (VA) Infant School

School Brochure



Welcome

Welcome to St Andrew's Church of England Voluntary Aided Infant School. The Governors, staff and children are extremely proud of our school and we hope that you will soon feel part of our friendly family. We work hard to learn together, striving to ensure that all our children achieve their best in a caring, Christian community.

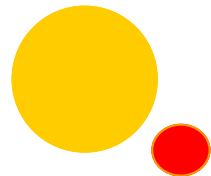
Our Infant School was rated 'Good' with outstanding features in Personal Development and Behaviour & Attitude by OFSTED in June 2023. In our most recent SIAMS (Statutory Inspection for Anglican and Methodist Schools) inspections, we were 'Outstanding'.

Our teaching is based on the knowledge that all children are unique and have differing abilities and educational needs and that all children should have the opportunity to thrive, feel valued and be happy at school.

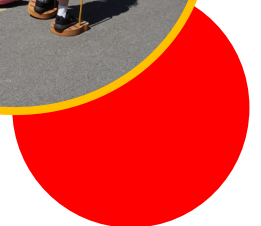
At St Andrew's, we set high expectations and continually strive to raise standards by providing stimulating activities and experiences that make learning exciting and enjoyable.

We welcome visits to our school. We have organised Open Days each year, which are listed in our calendar on the website. If you wish to visit on a different date, please ring the office who will be happy to help you.

Mrs J Swallow
Deputy Executive Headteacher



Respect
Peace
Friendship



"Promoting Excellence Within A Caring Christian Community"

Name: St. Andrew's CE (Voluntary Aided) Infant School
 Address: Lightcliffe Road
 Brighouse
 HD6 2HH

Telephone: Brighouse (01484) 714964
 E-mail: admin@st-andrews-inf.calderdale.sch.uk
 Website: www.st-andrews-inf.calderdale.sch.uk

School hours: 8:45am to 12:00 noon and 1:15pm to 3:15pm

Executive Headteacher: Mrs C Palmer
 Deputy Executive Headteacher: Mrs J Swallow

Clerk to the Governors: Mrs P Gunter

Who are our Governors?

Our Federated Governing Body are responsible for both St Andrew's CE (VA) Infant and Junior School. They work closely with the Executive Headteacher to make key decisions vital to the successful running of the two schools. The Governors appoint the Executive Headteacher and make decisions that directly affect the education and well-being of the children. They play an important role in improving standards throughout the schools and agree the schools' budget. As a church school, our Governing Body comprises of foundation governors appointed by the church and other people from different walks of life. This brings a good balance of skills to move the school forward.

Role	Governor	Type
Chair	Mrs J Flavell	Parent
Vice Chair	Mrs E Lawley	Foundation
	Ms G Brook	LA
	Mrs N Shaw	Staff
	Ms S McKelvey	Parent
	Mrs L Peacock	Parent
	Mrs G Phillips	Foundation
	Mr G Lawley	Foundation
	Mr I Knight	Foundation
	Reverend P Webb	Foundation

The Governors may be contacted through school by letter, telephone or e-mail:

chair@standrews.calderdale.sch.uk

About Us

St Andrew's CE (VA) Infant School is a two form entry Church of England Voluntary Aided School, where we actively foster a Christian environment and love of learning. We have up to 180 pupils on roll, an incredible team of staff and supportive Governors who work well together to make our school a warm and welcoming place to be.

The majority of our children move on to St Andrew's CE (VA) Junior School after finishing in Year 2 with us and our Executive Headteacher, Mrs C Palmer, has overall responsibility for both schools.

Our School Vision

Promoting excellence within a caring, Christian community

- | | |
|-------------------|---|
| Confident | – We embrace challenge and persevere |
| Aspire | – We aim high |
| Respectful | – We are friends and cherish God's world |
| Inclusive | – We welcome everyone and are all of equal worth |
| Nurturing | – We look after each other so we can all flourish |
| Generous | – We give to each other and our community |



"Love each other as I have loved you."

John 15:12

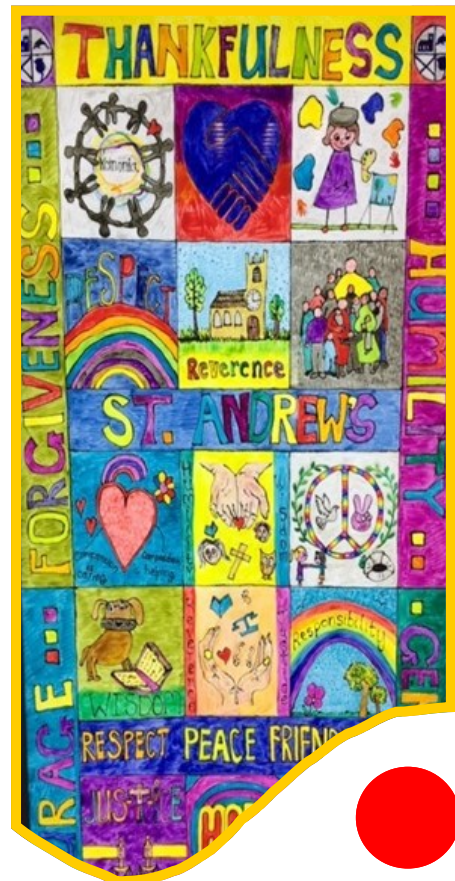
The beliefs and practices of the Church of England are fundamental to the life of our school.



The Aims Of Our School

Promoting
excellence
within a caring,
Christian
community

- Develop to the full the individual potential of each child incorporating academic, social, moral and physical development within a Christian environment.
- Provide a broad and balanced curriculum. This encourages aesthetic, physical, academic and social development, while meeting the requirements of the National Curriculum.
- Promote an atmosphere of co-operation between Governors, staff, parents/carers and pupils working together as a school, ensuring that all feel valued.
- Foster a positive self-image in pupils and staff, building self confidence through praise and encouragement.
- Maintain a happy, friendly, caring and welcoming school and provide a safe and attractive environment for all.
- Promote high expectations of teaching and learning.
- Encourage personal development.
- Prepare pupils for a changing world.



We Endeavour To Fulfill Our Aims Through:

Pursuing high academic standards

Teaching vital skills and knowledge

Fostering a love of learning

Encouraging moral and spiritual development

Embracing equal opportunities for all

Acquiring technological capability

Welcoming parents and visitors

Promoting the school's values and achievements

Developing a sense of responsibility and the ability to make decisions

Using ICT to enhance teaching and learning in the curriculum

Working in partnership with the local community, and other schools

Working with pupils and staff to maintain a safe and happy environment

Promoting Christian beliefs, while valuing all individuals, all cultures, beliefs and backgrounds

School Ethos



St Andrew's Infant CE (VA) School is about pupils, parents, staff and governors working together in the community to develop to the full, the individual potential of each child, incorporating academic, social, spiritual, moral and physical development within a happy, caring Christian environment.

We are a caring, happy and inclusive school, where positive relationships overarch and underpin all our work. At the centre of everything we do is the partnership between parents/carers, staff and pupils, each taking their responsibilities seriously and having high expectations of one another.



EYFS—What will my child be learning?

At St Andrew's Infant School, we build on skills, plan activities and assess children over the course of the year to support pupils in meeting the Early Learning Goals using the Early Years Foundation Stage (EYFS) Statutory Framework and Development Matters Document. There are 17 Early Learning Goals in Reception and 7 areas of learning, which are a bit like subjects. These areas of learning are exactly the same as those in a nursery setting so should be viewed as the final stage in your child's early learning journey before moving onto the National Curriculum.

What are the areas of learning?

The areas of learning are broken down into 'Prime Areas of Learning' and 'Specific Areas of Learning'.

The Prime Areas of Learning			
Communication and Language	Physical Development	Personal, Social and Emotional Development	
Specific Areas of Learning			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design

The three Prime areas in the EYFS are:

- **Personal, Social and Emotional Development**
- **Communication and Language**
- **Physical Development**

These areas are fundamental in a child's life and if they are not achieved then the further four specific areas cannot be developed efficiently. These three areas are seen as essential 'building blocks' for securing these positive outcomes for young children in later life and into adulthood.

The four specific areas in the EYFS are:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Art and Design**

These areas are essential in order to **fully** build the prime areas and be successful in the community. They also help your child to achieve long term confidence and participate in the wider world. The specific areas must be gradually built upon and develop alongside the prime areas in order to support all development and learning.

When your child finishes Reception in the Summer Term, you will be given a report which tells you whether or not your child has met the Early Learning Goal (ELG) in each aspect.

EYFS—How will my child be learning?

How do teachers plan the Reception Curriculum?

Planning is based on the areas of learning and the curriculum is reflected in both the indoor and the outdoor learning environments.

Themes are built around the children's interests and are recorded and shared at planning meetings.

Children are provided with first hand experiences and structured play. The education we offer aims to extend and enrich the experiences children receive at home.

Children have a range of adult-led and independent activities, working alone, in pairs, in small groups and with the whole class.

This curriculum lays the foundations for the National Curriculum at Key Stage One and prepares your child for Year One.

How are the classrooms organised?

Our Reception classrooms are organised with the Early Years Curriculum in mind, with carpeted areas for whole class teaching, areas for creative and imaginative development and teaching areas for focused teaching or one to one work.

There is a strong focus on learning and exploring through play.

Children are encouraged to engage with their peers, choose and use resources independently and have their own ideas.

Each classroom is equipped with an interactive whiteboard for whole class teaching or group work.

Pupils have access to continuous provision shelves in the classroom; resources and equipment are organised so that children can demonstrate what they know and understand without the presence of an adult.

Stimulating and engaging resources are added to the areas (enhanced provision) which are determined by the needs and interests of the children in the class or what is being taught within focused learning sessions.

Children are exposed to a range of challenges; this might be through teacher questioning or open and closed challenges.



The EYFS outdoor area

Self-access provision sheds are stocked up with relevant provision for the areas.

Pupils are involved in setting up the outdoor area, alongside the teacher. This gives them an opportunity to respect and look after the resources and equipment.

Outdoor challenges are displayed on chalkboards and these are introduced and built on over the course of the week.



A typical day in Reception...

Each Reception classroom has its own entrance at the side of the classroom. The door opens at 8:45am. The doors are closed at 9:00 am. If you are late you must take your child to the main reception. On entry to the building, the children will need to hang their coats on their pegs and go to their morning activity.

Reception home time – at 3:15pm the doors are opened ready for you to collect your child. If you know that you will not be picking up your child at the end of the day, it is important that you inform the class teacher in the morning or phone the office. Teachers should also be informed if they are going to an afterschool club/childminder and on which days.

8:45 - 9:00am	Children arrive at school – self registration time
9:00 - 9:10am	Registration- changing weather chart, date, day and daily visual timetable
9:10 - 9:35am	Read Write Inc Phonics
9:30 - 12:00pm	Indoor provision, reading/maths/literacy, outdoor provision, snack
12:00 - 1:15pm	Lunchtime
1:15 - 3:10pm	Topic, indoor and outdoor provision, story time
3:15pm	Home time

This timetable is based on a 'typical day' and as I am sure you will all be aware with younger children, this may change depending on what occurs that day.

EYFS— Assessment

In the first few weeks, with your help, we aim to find out what your child is interested in, already knows and can do using a 'Baseline' assessment. We will use this information, alongside the information from their Nursery/Pre-school learning journey, to help us develop an individual learning programme for your child. We will use iPads to take photographs of your child's progress and link them to the areas of learning. Throughout the year, we will inform you of our topics, events and other information through letters, texts and on the school website. As the year progresses, we use books to evidence the children's progress. You will also be invited to discuss your child's progress at parents' evenings. In July, you will receive a report which you will have opportunity to discuss with the class teacher if you wish.

Area of Learning	Aspect	Early Learning Goals
Communication and Language	Listening, Attention and Understanding	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Understanding the World	Past and Present	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and story telling.
	People, Culture and Communities	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
	The Natural World	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development	Self- Regulation	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing Self	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Expressive Arts and Design	Creating with Material	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
	Being Imaginative and Expressive	Invent, adapt and recount narratives and stories with peers and their teachers. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
Mathematics	Number	Have a deep understanding of numbers to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting and other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
	Numerical Patterns	Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Physical Development	Gross Motor Skills	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor Skills	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Being to show accuracy and care when drawing.
Literacy	Comprehension	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Word Reading	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistently with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.



General Information

Absences

Please notify the school by telephone from 8:00am on the first day of absence if your child is unable to attend school due to illness. Please leave a message if you do not get through to the office. If no notification is received, parents will be contacted to ensure the child is safe.

The Headteacher is not allowed to authorise holidays in term time. Unauthorised absences may result in a penalty notice being issued by the Local Authority. Due to the nature of the National Curriculum, it is not possible for a child to catch up on missed work and this could cause problems in the future.

Admissions Policy

The Governing Board is the admissions authority for this school.

We welcome equally, applications from parents of the Christian faith, of other faiths and of no faith. We ask all parents applying for a place here to respect our distinctive Christian ethos and its importance to the school community.

The planned admissions number (PAN) for admission to Reception in the school year commencing September will be a maximum of 60.

1 Making an application

Applications for admission to Reception at the school should be made using the Local Authority Common Application Form by the national closing date in January. This can be found here, www.calderdale.gov.uk/admissions.

The Governing Board will consider first all those applications received by the published deadline. Applications made after midnight on that date will be considered after all on-time applications have been fully processed unless exceptional circumstances merit consideration alongside on-time applications.

2 Admission procedures

The Local Authority operates a co-ordinated admissions scheme and administers a system of equal preferences under which all applications are considered equally and the Governing Board allocates the available places in accordance with its published admissions arrangements. In the event that there are more applications than places available, the Governing Board will allocate places using the criteria (below), which are listed in order of priority.

The Local Authority will inform parents of the offer of a place on behalf of the governors on the national offer date in April.

3 Children with an Education, Health and Care Plan (EHCP)

All governing boards are required by Section 324 of the Education Act 1996 or the Children's and Families Act 2014 to admit to the school a child with an education, health and care plan (EHCP), formerly a statement of special needs (SEN), which names the school. This is not an oversubscription criterion and relates only to children who have undergone statutory assessment and for whom an EHCP has been issued. If this school is oversubscribed after the admission of children with an EHCP then the oversubscription criteria will be applied to other applicants.

4 Oversubscription criteria

Where the number of applications received exceeds the planned admission number of the school the Governing Board will apply the following criteria in strict order of priority:

1. **Pupils who are either currently or have previously been 'looked after'.**
2. **A child who has a sibling who will be attending St Andrew's CE Infant or St Andrew's CE Junior School at the proposed date of admission.**
3. **A child who is a regular worshipper at a Christian church, or who has a parent who is a regular worshipper at a Christian church.** (See notes)
4. **Children of staff at a school in our Federation:**
 - a) Where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or
 - b) The member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
5. **Other children**

Where a request has been made for a place at the school after the child has started in September of Reception, the application for a school place must be done via the school directly and not via Calderdale School Admissions (for example, part way through Reception or in Years 1 or 2). Applications made outside of the usual entry to Reception should be done in writing using the request for a school place form. This should be returned to the school office.

5 Tie Breaker

Where there are more applications than available within any one of the above criteria applications will be allocated to those living closest to the school. This distance will be measured using the same method as the Local Authority:

'If there is oversubscription in any category then pupils will be admitted in order of proximity of the pupil's permanent home to the school.

Distance will be calculated using a straight line measurement from the pupil's permanent home to the nearest designated school gate.

Distances will be calculated using the Local Authority's Geographical Information System (GIS). To ensure consistency applies, all measurements will be carried out by this method and no other method of measuring distance will be considered.

Each property has a coordinate taken from Ordnance Survey Address-Point data. This is the point from which distance measurements will be taken.' In the event of two or more children living equidistant from the school, as measured by the procedure above, then the decision on which child will be allocated will be made using random allocation.





6 Waiting Lists

Where an application has been unsuccessful in entry to Reception or Year 3 for September, parents/guardians may request that the child's name is added to the waiting list. The waiting list will be maintained until December 31st. Any places that become available will be allocated according to the published oversubscription criteria of the admission arrangements with no account being taken of the length of time on the waiting list.

In accordance with the School Admissions Code, as soon as school places become vacant the Governing Board must fill the vacancies from any waiting list, even if this is before admission appeals have been heard. Placing a child's name on a waiting list does not affect a parent's/guardian's right of appeal against an unsuccessful application.

It should be noted that children, who are subject of direction by a Local Authority to admit or who are allocated in accordance with an In-Year Fair Access Protocol (The School Admission Code), must take precedence over those on a waiting list.

7 Appeals

Where governors are unable to offer a place because the school is oversubscribed, parents have the right to appeal to an independent admission appeal panel, set up under the School Standards and Framework Act 1998, as amended by the Education Act, 2002.

Parents who intend to make an appeal against the Governing Board's decision to refuse admission must submit a notice of appeal in writing within 20 days of receiving the offer letter to

The Admission Appeal Clerk, PO BOX 1694, Huddersfield, HD1 9DL

Tel: 07949 707868

Email: churchschoolappeals@gmail.com

Please note the right of appeal against the governors' decision does not prevent you from making an appeal in respect of any other school.

8 In-year admissions

Parents/carers seeking to transfer a child to the school/academy during the school year should make an application by completing the In-Year Admissions Form which is available from St Andrew's CE Infant School office. Forms should be returned directly to the school office. Following receipt Governors will inform parents/carers whether a place has been offered within 10 working days.

Where more applications are received than places available the over-subscription criteria will be used to support the decision. This form does not need to be completed for pupils wishing to enter Reception in September as these applications are done via www.calderdale.gov.uk/admissions.

9 Fair Access Placements

Outside the normal admissions round, it may sometimes be necessary for a pupil to be placed by the Governing Board or the Local Authority, in a particular school even if there is a waiting list for admission. Such placements are made in accordance with the Local Authority's Fair Access Protocol.

10 Fraudulent Applications

The Governing Board reserve the right to withdraw the offer of a place if fraudulent or intentionally misleading information has been used on an application, e.g. a false home address. This includes cases where parents take out a short-term let or buy a property solely to use its address on the application form without any intention of taking up permanent residence there. In fairness to all parents, all allegations of fraudulent practice brought to the Governing Board's attention will be investigated.

After School Provision

We run our own Kids Club for children attending St Andrew's Infant School. The **Kids Club** runs from the end of the school day (3:15pm) until 6:00pm to offer a child care service for parents. Kids Club provides the children with flexible opportunities for play, relaxation and activities in a co-operative and supportive atmosphere. All staff in Kids Club are school staff, who are known to the children.



The cost of Kids Club is currently £10.00 per day (£9.00 each for siblings at the same school) which includes a healthy snack. If you would like to book a place for your child please contact the School Office.







Arrangements Made For Parents Wishing To Visit Our School

We hold an Open Day in the Autumn Term for prospective parents/carers to visit our school and meet the staff. If parents/carers would like to visit the school outside of this event or if your child is joining part way through the year, we ask that you contact the Infant School office to arrange a suitable time.

Our school operates a 'buddy' system where the Junior School Year 5 children write to our Year 2 children before they move on to the Junior School. This makes sure that they have a 'friend' when they arrive. Children from the Infant School visit the Junior School throughout the year, but towards the end of the summer term, they visit with their teachers. They are shown round the school and meet the Year 3 teachers and their buddies.

Behaviour

A Christian environment is actively fostered in our school. We actively notice, praise and reward good behaviour and have the following School Rules:

-  Be kind and considerate at all times
-  Share with everyone
-  Listen to each other
-  Be a friend to everyone
-  Try to always have a smiling face
-  Work hard

Children will be introduced to their class system of rewards. At the start of each year, children will discuss what each of the rules mean and will be encouraged to follow them. These rewards may include verbal praise, stickers, or a certificate. We also have a 'Good to be Gold' system in place for children who reach the gold section on their class chart.

Sometimes children find it difficult to follow the rules in a classroom setting with other children and struggle to behave, disrupting the learning taking place in the classroom. At St Andrews, we believe in positive behaviour strategies to encourage children to follow the school rules.

We review our procedures for behaviour at the start of each school year and we aim to ensure consistent and fair treatment for all our children.



Breakfast Club

Our Breakfast Club is open from 7:30am until the start of the school day. Children are able to enjoy a nutritious and healthy breakfast, as well as having opportunities for play, relaxation and creative activities. All staff in Breakfast Club are school staff who are known to the children.

The current charge for a session is £4.50, payable in advance when booking.

Bookbags

Children need to bring their book bag to school every day with their reading books. Please check in the book bag at the end of the day for any letters. The children read regularly in school, either individually or in small groups. Please discuss your child's book with them when you listen to them read and write in their reading record.



Buildings And Grounds

Our school is housed in a two story building with six classrooms, each with its own internet access point, reading area, cloakroom and toilets and two fully equipped additional teaching spaces. The school was built in 1892 and new classrooms, a hall and a kitchen extension were added in 1969. There is a hall/gymnasium, a well-equipped library and a 15 workstation computer suite. We also have interactive screens in every class.

The school stands in its own fenced grounds, which includes a playground that is marked out for games, a sports field with a walking track and our newly installed bike and scooter track. Children are safeguarded with a locked security gate into the playground.

We have also provided outdoor shaded seating for pupils and playtime activity equipment. CCTV cameras operate outside to provide extra security.

We have a reflection area built in the playground; children can use this area for some quiet time during break times.

Child Protection

Our school recognises the important role that the whole community plays in promoting the health, safety and well being of all children. We are also required to follow procedures set out by the Calderdale Safeguarding Children Board for child protection and to have clear internal procedures and guidance for staff. It is expected that school will develop effective working relationships with all agencies concerned with the welfare of children.

Please read all the Safeguarding and Child Protection Policies on our school website.

The school's Learning Mentor, Mrs Wood, supports children and parents. Mrs Wood is in the playground each morning before school for parents to talk to if needed.

Mrs J Swallow is the Designated Safeguarding Lead with responsibility for Child Protection matters throughout the school.

The Designated Safeguarding Deputies are the Learning Mentor (Mrs Wood), the Learning, Achievement and Inclusion Liaison Officer (Miss Kerry) and the Executive Headteacher (Mrs Palmer).

Classes—Organisation Of Learning

The children are grouped in mixed ability classes which are appropriate to their age. There are no mixed age classes. The decision to split a year group of pupils rests with the Headteacher.

Community

We want our children to become active members of our local community. We have established links with local businesses, which also helps to enhance the curriculum. We work closely with our Junior School to ensure a smooth transition into Year 3. Our strong links with St. Martin's Church mean that the clergy lead worship regularly and we hold services in the Church.

Computing

We have a wide range of ICT equipment in school, which we use to enrich and enhance children's learning. Pupils will be provided with supervised internet access, where it is important to their education. Please contact the school office, if you have any concerns or need to report inappropriate use of ICT equipment. Children are taught about appropriate internet use and online homework tasks may be set from time to time. We recommend parents supervise and support children, while using ICT equipment at home. Please access our E-Safety Policy (joint with our Junior School) on our school website.

Complaints Procedure

Our Governors have adopted the Local Authority Complaints Procedure for dealing with complaints concerning the responsibilities of the Local Authority and/or the Governing Body of the school. This procedure applies to all aspects of our work.

Where a parent/carers has a complaint, he or she should raise the matter with the school. If the matter is not resolved, the parent should put their complaint to the Headteacher. The procedures then provide for the complaint to be considered formally by the School Governors. Copies of the complaints procedure can be obtained from the school and can be found on our school website.

Curriculum

Our school seeks to deliver a broad, balanced and progressive curriculum within a Christian environment, responsive to the needs of the pupils and community served by the school. The 2014 National Curriculum provision is available on our school website. We follow the Diocesan syllabus for Religious Education. Each year group's Long Term Plans are on our website along with the details of our curriculum. Each half term, we send a knowledge organiser and the key learning for the topic your child will learning about for you to be able to support your child.

Daily Worship

We hold a whole school act of worship on Mondays, Tuesdays and Wednesday; on Thursdays we have class worship and we invite parents/carers to our Friday Worship which is held at 9:10am. At this assembly, we celebrate the children's work or behaviour and present them with certificates. Parents/carers of certificate children will be invited by text to attend but other parents/carers are welcome to attend.

Services are held throughout the year both in school and at St Martin's Church. Parents will be invited to events and will be notified of upcoming services via the newsletters and the termly diary dates.



Dinners

We have our own school kitchen and we are committed to providing healthy meals for our children. We have a rotating 3 week menu, which is published on the school website. Children can choose to have a school lunch for the whole week or nominate certain days and have this as a default pattern. All children at the Infant School are entitled to free dinners under the Universal Infant Free School Meal scheme.

Your child may prefer to bring a packed lunch but we do **not** allow sweets/chocolate, glass containers, fizzy drinks or vacuum flasks. We are a nut-free school so do not allow any products containing nuts.

During morning break, children have a choice of a piece of fresh fruit or vegetable which is provided free through a government scheme.

If your child wishes to change from school meals to packed lunches or vice versa then please inform the office giving one (working) week's notice. All food is cooked onsite, so if your child has any dietary requirements or allergies, please contact the school office and we will accommodate these.

Extra Curricular Activities—Extended Schools

Extra curricular activities play an important role in fostering the happy atmosphere, which exists throughout our school. We run various clubs at lunchtime and after school which include Lego club, football club and arts and crafts. Parents/carers will be sent a link at the beginning of each half term to sign up to the after school clubs of their choice. Families will be notified if a place has been given. If you would like to run a club, you just need to get in touch! We also have regular social events for the children such as discos and fayres.



First Aid

Should your child need minor first aid during school hours, you will be informed by a note at the end of the day and it will be recorded in a first aid log. For minor head bumps, children are given a sticker on their jumper and we also send a text to parents. We will **always** telephone you if we are concerned. Please ensure contact numbers are up to date.

We can administer medicine that has been prescribed 4 times per day only; please call at the office to complete a form. If your child needs an inhaler at school, again, please complete a form at the office. Your child also needs to be encouraged to use their inhaler on their own/ with minimum support.

Hairstyles

Extreme hairstyles are not allowed. Children may be excluded for this reason at the discretion of the School Governors.

Health

The school nurse service works with us to promote a healthy school. Parents are welcome to contact the service on 030 3330 9974.

Holidays

Please see separate sheet for holiday dates or check on our website.

Homework

Homework makes an important contribution to pupils' progress at school. Children can gain from spending regular periods of time on learning activities. To be effective, any homework programme requires the help and support of parents. Homework need not, and should not, get in the way of other out of school activities such as sport, music, clubs of all sorts and youth organisations. Homework can be done at the weekend or during the week.

Inclusion And Equalities

We are committed to ensuring that equality of opportunities is a reality for all our children regardless of differences in ability, faith, culture, disability, gender or race. We plan our curriculum to ensure that we meet the specific needs of individuals and groups of children and to overcome potential barriers to learning. Where appropriate we provide additional opportunities outside the National Curriculum to meet the needs of individuals or groups of children e.g. Speech and Language Therapy.

Jewellery

Pupils may wear **one** set of small stud earrings if necessary. These will need to be removed for P.E. and games. If they cannot be removed, then you are asked to supply a plaster for P.E. and games so that the earrings are covered during these activities to prevent injury either to your child or to others.

Keeping You Informed

There will be a half termly curriculum information sheet about the work to be covered in your child's class on the website. You will also receive a full written report at the end of each school year and regular updates on progress through termly Parents' Consultation Evenings. A fortnightly newsletter is published on our website, if you are unable to access this, a paper copy can be provided on request. Of course, if you have a query about anything at school, you are more than welcome to telephone or to make an appointment with your child's class teacher.

Mobile Phones

Children are not permitted to bring a mobile phone to the Infant School. Parents/carers must turn off their mobile phones inside the school or at school events.





Pastoral, Social And Welfare Needs Of The Children

Our Learning Mentor, Mrs Wood, is in school to support children where needed. Mrs Wood is available before school in the playground every day from 8:45am until 9:00am and then in school until 3:15pm. If you wish to make an appointment to see her, please contact the school office.

We want all the children to spend their days in a safe and happy environment. So that we can contact you if there is a problem, all parents are asked to provide an emergency contact address and telephone number. At our school, we encourage parents to contact the school to discuss any social or welfare issues.

Physical Education

Children should tie long hair back during P.E. lessons. All earrings should be removed or covered and appropriate footwear and clothing worn. P.E. can also be included in the creative curriculum areas of school therefore your child should always have a full P.E. kit in school at all times (please see uniform section for details).

Progress

We carefully monitor the progress of the children in our care by both teacher assessment and periodic testing. We maintain close liaison with St Andrew's Junior School, to monitor progress. We send a written report to parents at the end of each school year. If a child has parents who live at different addresses, reports can be sent to both parents upon receipt of a stamped-addressed envelope. We hold three Parent Consultation Evenings for parents during the year to discuss your child and their achievements.

Reading Records

Children are provided with a reading record. They are expected to bring their reading record and reading book in to school daily. Teachers may also send notes home to families in the reading records, for example, if a child has forgotten their P.E. kit or has not brought their library book back to school. We ask that parents/ carers check their child's planners at least weekly and use the reading records to communicate with the class teacher.

Religious Education

Our school is a Church of England Voluntary Aided School. We actively foster a Christian environment. Parish clergy regularly lead worship. We hold services in the Parish throughout the year. We make arrangements for parents to exercise their rights of withdrawal from religious worship and instruction under Section 25 of the 1944 Education Act. Children learn about a wide range of different faiths in order to prepare them for life in a multicultural society. Festivals from different faiths are included in our worship calendar. To find out more about RE at St Andrew's, look on our website under 'Learning' and then 'Curriculum'.

School Charging And Remissions Policy

Our Charging and Remissions Policy is available to view on our website. A summary of the main features of this policy as it applies to our school is as follows:

School visits both during and outside school hours can be a valuable experience and are to be encouraged. Charges applicable may include:

- **Visits during school hours** - Voluntary donations to cover costs are invited from parents. Whether or not parents feel able to make a donation will not affect a child's right to join in with a visit. However, it may not be possible to go ahead with any visit if insufficient funds are available.
- **Visits outside school hours** - A charge may be made to parents to cover costs.
- **Materials etc. e.g. Arts Week** - A small charge might be made e.g. cookery.
- **Special events during school hours e.g. theatre groups** - Voluntary donations to cover costs are invited from parents. Whether or not parents feel able to make a donation will not affect a child's right to go. However, it may not be possible to go ahead with any event if insufficient funds are available.

Special Educational Needs & Disability (SEND)

We have a dedicated Special Educational Needs Co-ordinator (SENDCo), Mrs Marsden, and a governor with SEND responsibility, Mrs Lawley who oversee our provision for children with additional needs. We are fully committed to ensuring that all children reach their full potential. More information on how we meet the needs of our SEND children can be found on the SEND page on our school website.

We provide children with disabilities full access to the curriculum. Pupils with disabilities may apply for places at the school. There is good access to the building and the playground and provision for disabled toilets. Our local SEND offer is on our website.

Spare Clothes

Please provide spare underwear and tights/socks in your child's P.E. bag in case of any accidents. If your child does need to use these spares in school, we will inform you so you can send more in.

As Reception children spend a lot of time outside, we ask that you are able to provide a named pair of wellies so that your child can explore the outdoor area without ruining their school shoes.

Sex Education/RSE

More information about what is covered can be found on the school website in the RSE (Relationship and Sex Education) Policy.





Staffing

Mrs C Palmer	Executive Head Teacher
Mrs J Swallow	Deputy Executive Headteacher
Mrs N Shaw	Assistant Head /Class Teacher
Mrs J Hall	Executive School Business Manager
Mrs L Marsden	Special Educational Needs and Disability Co-
Mrs N Shaw	Class Teacher
Mrs M Fearnley	Class Teacher
Miss V Taylor	Class Teacher
Mrs R Tempest	Class Teacher
Mrs L Harrison	Class Teacher
Miss Z King	Class Teacher
Miss K Bracher	Class Teacher
Mrs S Hainsworth	Class Teacher
Mrs D Wood	Learning Mentor
Miss C Kerry	Learning, Achievement & Inclusion Liaison Officer
Miss S Clayton	Office Manager
Mrs S Shazada	Admin Assistant
Miss A Scott	Caretaker

The Senior Management Team comprises of the Executive Headteacher (Mrs C Palmer) the Deputy Executive Headteacher (Mrs J Swallow), the Assistant Head (Mrs N Shaw) and the Executive School Business Manager (Mrs J Hall).

Staff names and photographs can be found in our main entrance on the staff board.

Timetable For The School Day

Monday – Friday

Registration	8:45am – 9:05am
Lesson 1	9:05am – 10:20am
Worship	10:20am—10:40am
Morning Break	10:40am—11:00am
Lesson 2	11:00am – 12:00pm
Dinner	12:00pm – 1:15pm
Lesson 4 & 5	1:15pm – 3:15pm
School closes	3:15pm

The total of hours set aside for teaching during each week is 21.25 hours. Children are welcomed into the playground from 8:30am but parents must be responsible for their children before they enter the school between 8:45am and 9:00am.

Uniform

The school has a uniform. The details are as follows:

SCHOOL UNIFORM	
Red jumper, cardigan or sweatshirt (not hooded) – with the school badge. * White shirt/blouse or white polo shirt Grey trousers (long or short), grey skirt or pinafore Summer alternative – red and white checked dress, grey shorts Sensible black shoes, plain short black boots allowed in winter Sensible weather proof coat with a hood	
PE	
Red T-shirt – with or without badge * Navy shorts or PE skirt (indoors) Dark jogging bottoms (outdoors) Black pumps	



You can purchase school bookbags and water bottles via the school app or from the school office.

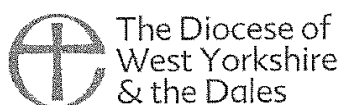
* School uniform can be purchased from either Frank Harrison Ltd, Kershaw's Garden Centre, Hove Edge, Brighthouse 01484 719288, or online from MyClothing at www.myclothing.com or School Trends at www.schooltrends.co.uk.

Parents experiencing difficulty meeting the cost are asked to contact the school. We have pre-loved uniforms sales throughout the year; we will notify parents/carers of these via our newsletter.

Valuables

The children are discouraged from bringing items of value into school. **The school cannot accept any responsibility if such items go missing.** If a child brings an item to school inadvertently, they must give it to a teacher to look after until home time. This is no guarantee of security.





The Diocese of
West Yorkshire
& the Dales

Bishop of Leeds: Hollin House,
Weetwood Avenue, Leeds LS16 5NG
Tel: 0113 2742395
www.westyorkshiredales.anglican.org

The Rt Revd Nicholas Baines

Bishop of Leeds

Direct number: 0113 2242789

Email: bishop.nick@westyorkshiredales.anglican.org

Dear Parent,

As the Diocesan Bishop of Leeds I am delighted to welcome your child to this church school, within the Diocese of West Yorkshire and the Dales.

Education is at the heart of the church's mission and I am confident that at this church school your child will enjoy a high quality education within a distinctive Christian context. Our schools reflect the inclusive nature of the love of God by reflecting and celebrating the diversity of the communities within which they are located and establishing values and behaviours rooted in faith.

I am proud of the church's historic commitment to provide schools for local families within local communities. The distinctive and inclusive ethos of this school will create a firm foundation which will prepare your child both educationally and personally for their journey into adult life.

I share my interest in, and commitment to, the life of this church school with your local Area Bishop whom I am sure will become a familiar face to you and your child within the school community.

Please be assured of my prayers for you and your child at this exciting time of your family's life. May God bless you and your family.

The Rt Revd Nicholas Baines
Bishop of Leeds



Our School Prayer

Dear God,

**Thank you for our happy school,
for all our teachers and children.**

**Help us to be kind to each other
and remind us that everyone is special.**

**We are sorry when we do something wrong
but happy when we're working hard.**

Please keep us safe, day and night.

Amen





St Andrews CE (VA) Infant School

Lightcliffe Road, Brighouse HD6 2HH
01484 714964

Website: <http://www.standrews.calderdale.sch.uk>