

CONTENTS

	<u>Page No.</u>
Welcome	3
School Vision	4
School Details	4
School Structure	5
The Governing Body	6
Admission and Organisation of the School	7
Admission Numbers / Holiday Periods	8
The School Day	8
Hoylandswaine 'Owls' Out of School Club	9
Home / School Agreement	10
Admission of Children with a Disability	10
School Dress	10
Admissions to Class 1	11
Medical Information	12
The Curriculum	12
Religious Education	13
Progress	13
Special Needs Education	13
Sporting Aims / Provision of Sport	13
School Trips	14
Active Mark Information / Grounds Development	14
Parental Participation	14
Homework Policy	15
Pastoral Care / Discipline / Behaviour Policy	15
School Council	15
Health and Safety	16
Fire Practice	16
School Book Club	16
Friends of Hoylandswaine School (P.T.A.)	16
Charging for Educational Outings	17
Scheme of Aid	17
Local Management of Schools	17
Links with the Community	17
Consideration of Complaints	17
Public Access to Documents and Information	18
Every Child Matters	18
Conclusion	19
Comparative Reports: SAT's Results and Targets	20 / 21
Poetry by Y5 and Y6 children	22

At Hoylandswaine we are a family.
We expect **FRIENDSHIP**

We expect

F	Friendly, polite, well behaved children
R	Respect and tolerance for others, with no bullying or racism
I	Involvement in all aspects of school life for everyone
E	Everyone to work hard and do their best
N	Nature and the environment to be looked after
D	Development of a safe and healthy lifestyle
S	Supportive staff, children and families
H	Happiness and enjoyment every day
I	Independence to increase through school
P	Positive attitudes – think ‘I Can Do It’

Welcome to Hoylandswaine School

This brochure provides information about our school. If you are considering applying for your child to join us we hope you will find the information useful. If you already have a child with us we are happy to renew and continue previous contacts.

If you would like any further information please do not hesitate to contact the school.

*B. Woodhead
Headteacher*



*"This is a good school. Pupil's personal development is good with outstanding features because of the caring, family ethos and robust policies to help keep pupils safe and healthy."
Ofsted 2010*

A Vision for Hoylandswaine Primary School

To provide for children:-

- A caring / sharing environment where the children are at the heart of everything we do.
- A school where everyone feels valued and respected, where everyone has the opportunity to be involved in making decisions about their school.
- A school with a calm, welcoming atmosphere where they feel happy, are eager to attend and enjoy learning and working together.
- An inclusive school which has high expectations for all, where we celebrate achievement and success at all levels, recognising that academic achievements are not the only measure of success.
- A broad, stimulating curriculum which reflects the balance between the academic and creative aspects to ensure learners will be enthusiastic and self-motivated.
- An environment where children will become capable of thinking for themselves, making decisions and having an impact on the world they live in now, and in the future.
- A solid foundation for their lifelong learning journey.



Our Outdoor Quiet Area covered in snow

OUR SCHOOL

School, school I love school
 Class teacher Miss Hudson and art afternoon
 Headteacher Mr Woodhead, best headmaster on earth
 On the field I run
 On the grass on the field until the day is gone
 Lovely school, brilliant school, best school in the world.
by George Abernethy

"The staff's high expectations and the rigorous procedures to identify and support the needs of all pupils, lead to outstanding equality of opportunity and diversity."
 Ofsted 2010

It is our firm belief that children will not learn unless they are happy. Our chief aim, therefore, is to create a relaxed, but stable, family atmosphere, in which all our children, regardless of their ability, will achieve their full potential academically and also learn the skills and attitudes necessary to enable them to become well-adjusted and useful members of society.

In this caring community, children are encouraged to grow as individuals, becoming self-reliant whilst respecting others. We are a forward-looking school, being aware of educational innovations, but retaining the best of the traditional.

We have been acknowledged for providing a quality teaching and learning experience for many years. Our many visitors comment upon the caring ethos and wonderful atmosphere within the school, and Ofsted recognised the outstanding behaviour of our children.

Throughout the brochure there are quotes from our most recent Ofsted Inspection (2010) and from children in some of the classes.

At Hoylandswaine Primary school everyone is valued, everyone has the opportunity to succeed.



Children are presented with their Achievement Certificates in Assembly

"The teachers are really friendly"
 Year 4 child

HOYLANDSWAINE PRIMARY SCHOOL

Address: Haigh Lane, Hoylandswaine, Sheffield. S36 7JJ

Tel./Fax No.: 01226 762027
01226 762045 (fax)

E-mail address : b.woodhead@barnsley.org

Age range : 5 - 11 years

Headteacher : Mr Brian Woodhead

Teaching Staff : Mrs Ann Beever
Miss Beth Hudson
Mrs Jane Walton
Miss Susan Birkinshaw
Mrs Claire J Sayles
Miss Jennifer D Oates

ICT/Teaching Assistant: Mrs Sheila M Foster
Teaching Assistants : Mrs S Carole Burr
Mrs Sharon Brown
Mrs Sarah L Ogden

Special Needs Assistant: Miss Rachel Claydon
Office Manager: Mrs Nicola M Taylor
Administrative Assistant: Miss Lucy Lockwood
Caretaker: Mr Harry Sidebotham
Cleaner-in-Charge: Mrs Denise Sidebotham
Cook : Mrs Dawn Grange
Kitchen Assistant : Mrs Lynne Gibbons
School Meals Supervisory Assistants: Mrs Sheila M Foster/Miss Rachel Claydon /
Mrs Carol Faxon

Out of School Club Co-ordinator: Mrs Carol Faxon
Out of School Club Assistant: Miss Lucy Lockwood

The Governing Body

Governors have a general responsibility for the effective management of the school, acting within the framework set by national legislation and with the guidance of the Local Education Authority. They are not expected to take detailed decisions about the day to day running of the school, but are answerable to the parents and to the Local Education Authority.

The governing body of Hoylandswaine Primary School meet on at least two evening each term to discuss and determine matters relating to the school and its management. There is also a Finance and General Purpose Committee and a Personnel and Curriculum Committee made up of members of the full governing body who meet termly to discuss specific issues.

Parent governors can often be found in the playground before and after school if there are issues you would like to discuss, but if they concern day to day running of the school then the first contact should be either your child's teacher or the headteacher.

We value parental feedback and encourage the completion of our questionnaires to tell us how we are doing. A full list of the school governors can be found below.

"The ably led governing body provides a wide range of skills to challenge and support leadership" and (the governing body) "provides strong well organised support which is sharply focused on improving pupils' achievement."
Ofsted 2010

Governors :

		<u>Period of Office</u> (date of termination)
Mr Mark Pawson	Chairperson	16.09.2015
Mr Brian Woodhead	Headteacher	
Mr Phil Mullins	Community Representative	24.3.2015
Mr Jon Gardham	Parent Representative	15.9.2015
Mrs Zoe Blair	Parent Representative	31.10.2015
Mrs Ann Beever	Teacher Representative	11.09.2013
Mrs K Jane Pemberton	Community Representative	20.09.2014
Mrs R Pritchard	Parent Representative	31.05.2013
Mr A Hewitt	Community Representative	30.09.2014
Mrs S Davies	L.A. Representative	17.11.2015

"The headteacher and his staff are focused and ambitious for the school. This has resulted in good improvements in pupil's achievements and in their personal development since the last inspection."
Ofsted 2010

Hoylandswaine

The school has been educating children from Hoylandswaine and the surrounding area since the mid 19th century and has seen many changes over the years.

At Hoylandswaine Primary School every child matters and our dedicated team of staff and governors are committed to ensuring that all of our children, not only achieve their full potential, but do so in a caring, stimulating and exciting environment.

"Teachers make the different subjects fun to learn"
Year 3 child

Admission and Organisation of the School

The headteacher is responsible for the day-to-day administration of the school. The school is staffed by fully trained and qualified teachers with the support of Teaching Assistants who are appointed when required. We offer a 7-year course of study through Upper Foundation, Key Stage 1 and Key Stage 2 of the National Curriculum. This academic year the admission arrangements have changed and children who are 5 during the year have the option of starting either part time or full time from September – our school offers the part-time option of mornings only. Children not yet 5 may start after Christmas or after Easter, or they can defer the start until next September, but would have to re-apply for a place and miss the Foundation Stage year - going straight into Year 1. At the age of 11 years most children transfer to Penistone Grammar School the local comprehensive school.

Whilst attending Hoylandswaine School, children are taught in classes of mixed ability. The composition of the classes may vary according to the number and ability of pupils in each age range. The placement of any child in a particular class is at the discretion of the headteacher, and in line with statutory admissions restrictions, although parents are consulted regularly and their opinions considered before a decision is reached. Children may be regrouped for certain activities, but are taught according to their abilities and aptitudes, regardless of their age.

Parents wishing to make arrangements for their child to attend the school should request an interview either by telephone or letter. An opportunity is provided for all new entrants to meet their class teacher and fellow pupils.

The school operates a 3 term academic year as follows:

- 1st term - 1 September to 31 December**
- 2nd term - 1 January to 31 March**
- 3rd term - 1 April to 31 August**

- **Admission Numbers**

The standard number of pupils per year group is 18. The total admission number is 105 pupils.

- **Holiday periods are as follows :**

	<u>Date of closure</u>	<u>Re-open 9.00am</u>
Autumn Mid-term	Mon 24.10.11	Wed 02.11.11
Inset Days	Mon 31.10.11	
	Tues 01.11.11	Wed 02.11.11
	Mon 19.12.11	
Queen's Jubilee	Tues 20.12.11	
Christmas	Wed 21.12.11	Tues 03.01.12
Spring Mid-term	Mon 13.02.12	Mon 20.02.12
Easter	Mon 02.04.12	Mon 16.04.12
Inset Day	Fri 04.05.12	
May Day	Mon 07.05.12	
Spring Bank	Mon 04.06.12	Mon 11.06.12
Midsummer	Fri 20.07.12	summer holidays

A detailed list of holiday dates is given to parents each year, as they become available. With regard to holiday times, to avoid breaks in the continuous process of education we would ask that you take your family holidays during the school holiday time.

Under Regulation 12 of the Education (Schools and Further Education) Regulations 1981, there is a discretionary power for leave to be granted for the purpose of an annual family

holiday or an annual holiday during term time. Such permission is granted in accordance with arrangements made by the Governing Body of the school. Only in exceptional circumstances, may the amount of leave granted exceed (in total) more than ten working days in any school year. No parent can demand leave of absence for the purpose of a holiday as of right.

Advice from the LEA regarding requests for leave of absence is as follows, this advice was endorsed by the governing body in 2007.

It is recommended that applications for leave of absence will not be considered in the following periods or circumstances:

- During the first half term of a new academic year;
- In between February and May half terms for pupils in years 2 and 6 due to the timing of the SATS

**This academic year Y6 SATs week is 14th – 18th May 2012.
Year 2 carry out their assessment tests throughout May.**

- Pupil absence rates for 2010/11 : Authorised 2.7% (unauthorised absence 0%)
- The school target for absences in 2011/12 is 2.7% (our target for 2011/12 is 0%)

The School Day

Morning Session: 9.00am – 12.00 noon

Afternoon Session: 1.00pm – 3.30pm

All classes have a break in the morning and the afternoon

Children should not come into the playground unaccompanied before 8.40am as they cannot be safely supervised before that time. Staff are in school to prepare for the day and will not be in the playground until 8.55am.

For children in Class 1 the door will be open from 8.50am for parents to take them into the classroom and settle them in before registration at 9.00am.

For other children the bell will ring at 8.55am. After the first bell children stand still, after the second bell they line up quietly outside their entrance door, before being taken in for registration. The playground gate will be locked by 9.10am, children arriving after this time should use the front door and inform the office of their arrival.

Whole school assemblies take place daily at 10.10am with break following at 10.30am. Class 1 use their own playground at break, whilst Classes 2, 3 and 4 use the main playground and the MUGA and log area on a rotation basis.

Milk is available to all pupils at a small charge, with Reception children being provided with free milk during their first term in school. All children in KS1 receive free fruit daily as part of a government initiative, fruit is provided for KS2 children at a cost of £1.00 per week, with a selection of fresh and dried fruit to choose from daily.

The school has its own kitchen and provides nutritious hot meals daily. A menu is available on the notice board near the office. If your child prefers a packed lunch I would appreciate your co-operation in the following to ensure the health and safety of all children is maintained:-

- Packed lunches should be brought in a plastic container with a secure lid and labelled with your child's name. Please avoid large bags or backpacks
- Drinks should be in plastic containers with a sports or screw top. Glass bottles should not be brought into school

- It would be preferable not to send chocolate biscuits as these often melt and become sticky in the summer. Sweets should not be brought to school, even as part of a packed lunch.

“Lovely food in the dinner hall at dinner times”
Year 3 child

If your child wishes to change from school dinner to packed lunch or vice versa, two weeks notice is required.

If you feel that your child qualifies for free school lunches please contact the school office immediately.

After lunch all children play in the main playground with the field, MUGA and log area being used – weather permitting.

At the end of the day it is important that you collect your child promptly at 3.30pm, if you are going to be delayed please contact the office as soon as possible so arrangements can be made to supervise your child until you arrive. If you wish your junior child to walk home unaccompanied, or if someone different is picking them up please inform the office.



Parents are welcome to wait in the playground once the gate is unlocked, but not in the school building. If you wish to visit the office, please use the front door.

If you wish to speak to your child’s teacher it may be possible to speak to them after school without an appointment (except Monday), but it would be preferable to make an appointment if possible.

Whilst children are welcome to play in the playground, MUGA or log area after school, we ask parents to keep their children under supervision and ensure they follow school rules. Equipment, classrooms and toilets are not available for children to use at this time.

Parents are proud of the school. (One commented) “I couldn’t have imagined a better educational start for my child. It is a very friendly school with a lovely atmosphere”
Ofsted 2010

HOYLANDSWAINE ‘OWLS’ OUT OF SCHOOL CLUB

Tel: 07875570100



Since February 2010 the school has run its own breakfast and after school club – The Hoylandswaine Owls. The club is open from 7.20am to 8.50am and 3.30pm to 6.30pm every day for both regular use and one-off use. The club has gone from strength to strength. It is also open on some of the school Inset days and we have explored the need for holiday club days.



A separate information pack is available with further information - contact can be made through the school office with Mrs Faxon or Miss Lockwood our Out of School Club Co-ordinators.



Outdoor and Indoor Fun!!



Admission of children with a disability

Any alterations / extensions to the school ensure that children with a disability have full access to all areas of the school. Most classrooms have direct wheelchair access and a lift is available to move between the two levels of the school. The hall / dining room can be accessed from Class 2 or through the main entrance. A disabled toilet is also available for children / adults. We are constantly vigilant in seeking to improve the school environment to cater for pupils with disabilities and this has included providing an appropriate pathway to the playing field and Multi-Use Games Area (M.U.G.A.). Further information can be found in the school “accessibility plan”.

The school ‘Equal Opportunities’ policy developed by staff and governors ensures that all children are offered opportunities to participate fully in all aspects of school life.

‘The needs of pupils with special educational needs and/or disabilities are met well.’
Ofsted 2010

Home/School Agreement

Parents, staff and children, are requested to sign a home-school agreement, indicating that they take note of the aims and values of the school, (see below) (the children are encouraged to sign this agreement when it is felt they understand the meaning behind the statements). This agreement has been developed with guidance from the former Department for Education and Employment and through discussion with parents. Copies are available in school.

<u>Partnership Agreement:</u> (pupils)	<u>Partnership Agreement:</u> (Parents)	<u>Partnership Agreement:</u> (Staff)
<p>To help me to do well at school, I will do my best to:</p> <ul style="list-style-type: none"> Attend School regularly and on time Wear the school uniform and be tidy in appearance Follow school rules Come to school with a positive attitude for learning and contribute fully to all the learning activities provided by the school Be polite, helpful and considerate to everyone within school and outside Return my homework on time and have my PE/games kit in school when I need it Respect others culture, race, feelings, beliefs and values Look after my personal belongings and those of other people and the school Take home all letters from school and talk at home about what I learn at school. Tell someone if I am worried or unhappy about something. 	<p>To help my child at school, I will do my best to:</p> <ul style="list-style-type: none"> Ensure that my child attends school regularly, on time and is collected punctually Ensure that my child attends school properly equipped and suitably dressed, and has their PE/games kit in school through the week Encourage my child to talk about their experiences in school, and to participate in activities the school offers, encouraging them to do their best in all they do and use opportunities for home learning Check my child's bag for letters etc, look at the website regularly and read and act upon any information sent home. Support the aims of the school including fostering good behaviour and discipline, and the upholding of school rules Make the school aware of any concerns or problems that might affect my child's work or behaviour Attend parents evenings and discussions on my/our child's progress 	<p>The school will do its best to:</p> <ul style="list-style-type: none"> Deliver the aims of the school Insist on the highest standards of attendance, behaviour and appearance Promote each pupil's health, safety and happiness Encourage the children to take care of their belongings, surroundings and others around them Keep parents informed about general school matters and about their child's progress in particular Provide information to parents about school activities through newsletters, website updates, coffee mornings/afternoons, open days, specific letters and our text service Ensure that work is marked regularly, appropriate feedback given and targets provided to aid further progress Promote healthy lifestyle choices and an awareness of each child's responsibilities to others and the world they live in Ensure that the school and its grounds are positive, stimulating learning environments

“All the children care for each other”
Year 3 child

School Dress

The governors have adopted a dress code to which all pupils are expected to conform. It consists of: grey, navy or black trousers (shorts in Summer), skirts or pinafore dresses (not jeans).

Red, white or blue shirts, blouses or polo shirts (plain or with school logo).

Sweatshirts and polo shirts with the school logo are available in red or navy (and white in a polo shirt). Plain sweatshirts, jumpers or cardigans in navy, red or black are acceptable.

Zipped fleeces with the school logo have become very popular for the winter months, also available in red and navy.

Plain white or dark coloured socks

No heavyweight boots (e.g. 'Doc Martens') or training shoes may be worn inside school.

Orders for school sweatshirts, polo shirts and fleeces may be placed through the office.

In general, jewellery should not be worn for school. If ears have been pierced, (a practice which we do not encourage for primary school children), only studs may be worn. Studs should be taken out for P.E. Our advice is that no child should wear any jewellery during PE lessons. This puts an added responsibility on the pupil.

All children should change into shorts and T shirt for PE lessons. Normally bare feet are encouraged for indoor movement and apparatus work, but plimsolls should be available at all times. Lightweight trainers may be used for outdoor PE lessons. Suitable footwear, a warm top, tracksuit or old trousers will be needed by the children for outdoor games in colder weather.

We like children to become responsible for their own possessions from an early age. It is a good idea to provide a drawstring bag for PE kit, which can hang in the cloakroom from Monday to Friday and be taken home to wash each weekend. That way, children do not have the extra weight to carry to school each day and they and their parents do not have the additional worry of remembering which day they will be needed.

It is helpful if all personal possessions are clearly marked with the owner's name. This prevents the accumulation of lost property in school.

"The (Early Years Foundation Stage) is led well. (Children) get off to a good start (in EYFS) and make at least good progress. By the time they start year 1 they reach standards which are securely above average and there is a good trend of improvement. Their language, communication and development skills are sometimes outstanding."

Ofsted 2010

Admissions to Class 1

The school seeks to help children make the best possible transition from home to school. An evening meeting is held for parents and children in the term before they begin school. Children are invited to spend three sessions at school during that term with a lunch on the third visit. This gives both parents and children an opportunity to meet the staff and see the things we do, and for parents to ask any further questions about entry to school.

- When four year olds enter school we treat each one as an individual and build upon their past experiences. We respect the valuable work done by you, playgroup and nursery over the years. Our children progress at their own rate. We appreciate that starting school can be a stressful experience.
- Here are a few simple things which you may like to teach your child to be able to do to reduce their stress.
- Dress and undress - simple clothes with fastenings which the child is used to.
- Take shoes off/put them on/fasten them; velcro and buckles are better than laces. Boot-type footwear is very difficult.
- Take a coat off correctly, hang it up/put a coat on/fasten it.

- Use cutlery correctly at the table. Be able to ask to go to the toilet in an acceptable way. Eg. "Can I go to the toilet please?" Pull the flush and wash hands after toilet visits. Be responsible for possessions. Care for and tidy their belongings. Put things into a bag.
- We do encourage children to bring things to school to play with and/or to show to everybody, but we ask that items are limited to 1 per child.



"The school always has lovely displays for us to look at and learn from"
Year 3 child

Medical Information

During their primary school career with us children are medically examined by the school doctor, they will have their vision and hearing tested and their teeth checked. When these visits occur parents will be informed beforehand. If any problems arise, parents will be made aware.

If your child is on regular prescribed medication there are forms in school which parents are asked to complete in order that the staff can support your child.

We need to be informed of any allergies your child may have.

Most staff have been trained in First Aid.

Children with specific medical needs have a personal care plan to enable them to play a full part in school life, and staff receive training to ensure they can deal with every day problems.

"The curriculum is good throughout school. Pupils' lives are enriched through particularly exciting high quality work in art, music and physical education."

Ofsted 2010

The Curriculum

Our curriculum subjects are largely determined by government, but we have some flexibility in how these subjects are delivered. Whilst English and Mathematics are key areas on which the school is judged through end of KS2 SAT's results, we believe that we should try to develop each individual child by providing an enjoyable, learning focussed curriculum, in a supportive, safe and exciting learning environment.



Children display their French work on ages

Since 2007 we have included French in our curriculum for all children, we have been involved in two international visits, African, Chinese and Japanese days and a Ugandan dance workshop. We have extended our work in P.E. to develop healthy lifestyles, and have developed work in music through opportunities to play instruments and perform in a choir. Personal, Social and Health Education (P.S.H.E.) is part of the whole curriculum, and in 2007-2008 we introduced Social and Emotional Aspects of Learning (S.E.A.L.) to encourage children to co-operate together.

Sex and Relationships education and drugs education are taught on a two-yearly cycle, with parents entitled to withdraw their children from aspects of the programme if they wish, with the exception of the statutory parts of the National Curriculum.

“My mum says you get a really good education”
Year 4 child

Religious Education

Religious Education is regarded as an important part of the curriculum, as is a daily Collective Act of Worship. All children take part in this act of worship unless a parent specifically uses his/her legal right to withdraw a child. If any parent so wishes he/she should contact the headteacher so that suitable alternative arrangements can be made. There is also an input by the local church on a regular basis.

Progress

The progress of individual children is recorded through close observation of a child's work. Individual targets are set for each child based on formal testing, ongoing assessment and each teacher's professional knowledge of each child. The children will be made aware of these targets and will have a say in their setting. Parents are made aware of these targets in order to support the children in their development. Records of the progress and attainment of individual children are kept by the staff and are passed on to the next teacher as the child moves through the school. Eventually these academic records will be handed to the school at which the children continue their education.

Special Needs Education

We want the best for your children, therefore, when a parent or member of staff suspects that a child may need extra help in some area of his or her educational development, full discussions about the child's needs, between school and home, are implemented. A process of staged assessment commences under the statutory guidance of the "Code of Practice". Throughout the assessment procedure, parents are kept fully informed of developments at all stages. Once a child starts this process there will be regular review meetings to which parents, staff and other concerned agencies are invited. Any discrepancies or matters of concern may be discussed by parties involved at any time throughout the child's school life.

Sporting Aims and the Provision of Sport



In sport we aim to cater for all children of differing abilities, standards and needs.

We recognise the opportunities for physical and social development through team games and those of a more individual nature.

Sport is provided as part of the curriculum and despite being a small school we attempt to provide extra curricular activities for children which has included a range of sports such as football, cricket, rugby, badminton, rock-it-ball, hockey, multi-skills and rounders. There are opportunities at KS2 for children to play in the school football, rounders and cricket teams. Matches are arranged throughout the school year for the teams to play against other local schools. We attend several 'family' events at PGS through the year with different age groups participating in a range of indoor and outdoor activities. Non-sporting extra-curricular activities are also planned as appropriate, and have included Warhammer, Art and Music, this year we are taking a break from the 'Young Voices' but have established a new weekly choir. Their first booking was to sing at the Tesco store in Penistone in December 2011.



It is our policy to recognise not only the importance of competition, but also that of fair play, and a positive sporting attitude. It is also our policy to endeavour to accommodate any child

who wants to represent the school in sport. We recognise the opportunities offered through sports such as athletics and other outdoor activities.

An annual sports afternoon is held on the school field during the summer term, when parents and friends are invited to come along and support the children. This now forms part of our 'sports week' where children are given the opportunity to try different indoor and outdoor sports, and also features our 2km run.



We have further developed physical activities and have achieved a school active mark in each of the last two years in recognition of our children's participation in at least two hours of quality PE each week. We have adopted the Healthy Schools Scheme and have attained the Silver award.

We have the facilities to offer a wide and varied programme of sporting activities and we endeavour to do so. Our policy is one of 'Sport for all.'

"We have a nice headteacher, he plays catch with us"
Year 3 child

School Trips

Classes visit local and regional sites of interest as part of their studies, with whole school treats being organised occasionally, i.e., Legoland Discovery Centre. The school organises residential visits to different destinations (Boreatton Park and Cober Hill) as appropriate. As a small school it is often more cost effective to bring 'attractions' in, rather than go out ourselves.



Children enjoying their walk in Scarborough during their residential week

"You get really good school trips"
Year 3 child

Grounds development

The school grounds offer children opportunities to work and play and we want to ensure children develop an awareness of environmental issues and how each of them can make a difference to the future of the planet. During the Spring and Summer of 2009 we added a pond and environmental area to the grounds, and when this is established it will enable children to discover at first hand about an important habitat and the life cycles of creatures living there. Further work is planned for the area around the pond and the copse as funds are available.

Parental Participation

Parents are welcome to visit the school, and special individual invitations are offered to parents at specific times during the school year to visit and discuss the progress of their child. We believe that a child's education relies heavily on a happy and successful partnership between parent and teacher. Parents are, therefore, encouraged to visit the school regularly to discuss the progress of their child or to talk about any problem, however small. Similarly, teachers would like to feel free to invite parents in, should the need arise, to discuss individual problems which may have presented themselves during the daily routine.

We welcome the assistance of parents in the classroom and any parent who would like to become involved is invited to let us know. Tasks may include helping small groups in practical activities such as working with a computer, design technology, repairing books and general tidying, or games coaching. Perhaps you may have particular skills or knowledge that might support us in the delivery of the curriculum, or in extra curricular activities, if so, please let us know.

All parent helpers in school are asked to be CRB checked (Police checked). This is carried out with no charge.

"(Parents and carers) particularly appreciate the care and approachability of the staff. They praise the quality of teaching. The inspection team agrees with the parents' and carers' positive views."

Ofsted 2010

Homework Policy

Within the home/school agreement is reference to homework. It is recommended that all children from Year 1 upwards should make a regular commitment to homework. The homework increases as the children get older. Homework will often involve reading or learning tables or spellings and would be better spread through the week on a regular basis. Other aspects of the curriculum will be included as the children grow older and during specific studies. The headteacher sets whole school homework on a termly theme to produce a whole school display.

Pastoral Care/Discipline/Behaviour Policy

Children, parents, governors and staff, (teaching and support staff), have been closely involved in the development of a policy for the promotion of good behaviour and self esteem. Through discussion and negotiation, we have drawn guidelines, which we hope will help us all to live and work together amicably, for the benefit of everybody.

Throughout the school we aim to treat others with courtesy and respect. Indeed, this is the basis of our philosophy. Children know that if they have any worries, however small, they should immediately talk to whoever is in charge of them. We do listen to our children and take an active interest in their welfare at all times. Bullying of any kind, verbal or physical, is not tolerated. Misdemeanours are dealt with firmly, usually by the withdrawal of privileges. Good behaviour, on the other hand, is rewarded by praise and or by the presentation of a "special mention" certificate.

Should any parent/guardian have a concern with regard to the above, your first point of contact should be Mr Woodhead the Headteacher.

Lists of 'Golden Rules' and 'Playground Rules' are displayed in every classroom. A weekly 'golden time' takes place in each class.

"We have some really interesting visitors to talk and work with us"

Year 3 child

School Council

We have a thriving School Council with children keen to serve and make a difference. Regular meetings of the School Council help children to develop an understanding of their own ability to create positive change by:

- Involving children in decision making
- Respecting pupils as partners in their own education.
- Involving the whole school community in developing and maintaining a shared standard of behaviour.

Whilst every precaution is taken to ensure the safety of children at school, accidents do occasionally happen. In the event of a child requiring medical attention, his/her parents are

contacted, and, if they are unavailable, the headteacher will act on their behalf. When a child is absent from school for any reason, parents are asked to get in touch with us by letter, telephone or by email using the website link, before 9.00am. on the first day of absence. Our first concern is for the safety of the children and their whereabouts during school hours. No child is allowed to leave the school premises during school hours without the permission of the headteacher. Permission is usually granted for medical appointments or any other reasonable request, providing that the parent has either sent a written note of request to school, or the parent collects the child at school at a pre-arranged time. Parents taking children out of school during school time, are asked to sign the 'Pupil In/Out' book, located in the reception area. Parents are asked to provide the school with a telephone number where they can be contacted in an emergency during school hours. We also offer a text communication service for emergencies, i.e., closures and reminders of events.

"Pupils' behaviour is outstanding and this contributes to their success in lessons. They feel extremely safe and are committed to a healthy lifestyle."

Ofsted 2010

Health and Safety

A copy of the school policy statement for Health and Safety at Work Act 1974 is available for inspection at the school. A Health and Safety check of the school takes place each term but, we also rely on the vigilance of all members of the school community (this includes parents) to report anything untoward.

Fire Practice

Fire practices are held every term at differing times and situations, when everyone is expected to walk out of school by the nearest exit, and assemble in the school yard at their designated point. All alarms are tested weekly and, once a year, all appliances are checked by the Fire Department.

School Book Club

Throughout the school year, a successful Book Club flourishes to encourage children to read for pleasure and to possess and treasure their own books. The club offers a choice of the best in British publishing from picture books, through short simple books, to longer stories, fiction and factual books. About twice a term every child receives a copy of the Club News, which offers a fresh selection of books, from which, with the help of parents, the children are able to choose the books they want, bring the money to school and, when the orders are complete, the order form is sent off and the books are sent by return.

Friends of Hoylandswaine School (FOHS)



Den Building Activity

Friends of Hoylandswaine School is an active and enthusiastic group which meets throughout the school year and organises events of a social nature for both parents and children, raising money for extra equipment in school. All parents automatically become members when their child starts school.



Fundraising events have included a Christmas Sleepover and Party, Discos, a Valentines Ball (for Parents!), a Summer Sizzler (an outdoor event for the children, culminating in an open air concert for the parents in the evening). Various art competitions have been organised throughout the year for the children. The FOHS provide a gift for Y6 leavers and have a special arrangement with Father Christmas in December! Last year we had a super Robin Hood Adventure Evening and two days on Den Building. Ian McMillan, the local poet, also worked with the children.

Charging for Educational Outings

Several years ago, an in-depth study of the 1944 Education Act by the DES resulted in attention being drawn to Section 61 which, "precludes charges being made for all activities which the school offers its pupils during the school day whether on the premises or elsewhere". Educational visits fall into this category.

Whilst the LEA must provide free education within the demands of the law, this can only be achieved within its finite resources. As a result, it is clear that many valuable, educational "out-of-school" experiences, cannot take place unless funded voluntarily by parents or from an alternative source. Parents are, therefore, encouraged to contribute towards the cost of school outings, residential visits and similar activities, but should not hesitate to contact the school if difficulties arise.

The Governors' and LEA Policies for Charging for School Activities are available for inspection at school.

Scheme of Aid

The Authority runs a Scheme of Aid to help with payments of meals, visits and clothing. Eligibility is examined in confidence by the Educational Welfare Officer.

Local Management of Schools

In common with all schools, we are involved in "Local Management". This means that our governing body has control over the budget. This budget itself is determined by Barnsley LEA.

Links with the Community

The school maintains strong links with the community. We encourage visits from the Police and Fire Service, and from other members of the community who may express interest in the school or who may be able to assist us in studying a particular topic.

We have close connections with the village church; the Vicar takes an assembly on a monthly basis and the school uses the church for the celebration of religious festivals and more secular occasions e.g. concerts, musicals etc.

Consideration of Complaints

The LEA have issued the following guide-lines for making a formal complaint:

"It is expected that as far as possible complaints will be dealt with informally by reference to the Headteacher and Staff of the school. It is only when the complainant remains dissatisfied with this informal procedure that formal reference to the Governing Body should be employed. A booklet 'Concerned about something' is available in the entrance to give more guidance on making a complaint.

Formal complaints must be made in writing to the Clerk to the Governors who will decide whether the complaint should be referred to the Governing Body or LEA, as appropriate. The complainant must specify clearly the specific nature of the complaint and that he/she wishes it to be investigated and considered formally by the Governing Body. It is expected that complaints will be dealt with as speedily as reasonably possible and that the Clerk will keep the complainant informed during this process, particularly if delays occur".

Public Access to Documents and Information

Further information about the items listed below is available at the school or Education Office situated at Berneslai Close, Barnsley.

- a) the LEA's Statement of Curriculum Policy.
- b) Statutory instruments and order for National Curriculum subjects, circulars and administrative memoranda relating to powers and duties under Chapter L of the Education Reform Act (The Curriculum) from the Department of Education and Science.
- c) Schemes of work currently used by teachers in school.
- d) A full copy of the arrangements for the consideration of complaints about the school curriculum made by the LEA and approved by the Secretary of State under Section 23 of the ERA.
- e) The LEA's agreed syllabus for R.E.
- f) Further copies of the School Prospectus.
- g) The School's OFSTED Report.
- h) Hoylandswaine Governing Body Policy on charging and remission for school activities.
- i) Barnsley LEA Policy – charging for school activities
- j) Copies of Minutes from Governing Body meetings are available for reading within school from the office.



Children practising their hockey skills

Every Child Matters

- **Be Healthy** – We provide a range of experiences to encourage children to develop a healthy lifestyle
- **Stay Safe** – Our aim is for children to feel a strong sense of belonging in a safe and caring environment
- **Enjoy and Achieve** – We want each child to enjoy school and achieve their best –
 • achievements at all levels will be shared and celebrated.
- **Make a Positive Contribution** – Our children will be introduced to important issues to help them develop skills in discussion, decision making and to contribute to life in school and the wider community.
- **Achieve Economic Well Being**– We encourage children to reinforce skills and knowledge of economic issues to ensure they will have a successful and prosperous future.



Our School Council members represent each class

'The school provides many excellent opportunities for pupils to develop their personal, social and emotional skills.'

Ofsted 2010

Conclusion

In this brochure, we hope that we have provided a clear, though brief, picture of our school and its aims and objectives. If, however, you feel unsure of any area or require more information about anything pertaining to the school, please do not hesitate to contact the headteacher to arrange a convenient time for discussion of your particular query.

We want you and your child to feel happy with the school, what it has to offer and what it is trying to do. We are a hardworking staff who want the best for your child. As a staff we seek from you, the parent, an understanding and co-operation of the role of formal education in the development of your child. Where understanding and co-operation exist between home and school, security and trust will build up, which can only benefit your child. For this trust to flourish, we need your active participation, and therefore look forward to several years of happiness, in the belief that you feel you have made the right choice of school for your child's needs in his/her very important years of compulsory school.

'The caring ethos is supported by high quality procedures and record keeping, keeping pupils safe and promoting outstanding behaviour and attendance.'

Ofsted 2010

"The school grounds are lovely. We have lots of room"

Year 3 child

To support you in your understanding of the school and the curriculum your children will be following, we are gathering a school a library of parental support material for you to access. There are also a number of useful websites to log on to, these are listed below :

www.parentcentre.gov.uk

www.basic-skills.co.uk

www.bbc.co.uk/schools

www.parentsonline.gov.uk

www.learn.co.uk

www.dfes.gov.uk/parents

www.standards.dfes.gov.uk/parentalinvolvement

www.educationextra.org.uk

www.literacytrust.org.uk/index



The choir enjoyed their performance at Sheffield Arena Young Voices Concert – making 2 appearances over consecutive years

COMPARATIVE REPORT

This table shows a summary of the National Curriculum assessment results of pupils in the school (2011) and nationally (2010) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 9

Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT											
Percentage at each level											
			W	1	2	2C	2B	2A	3 or above	Disapplied Children	Absent Children
Speaking and listening	Boys	School	0	0	71	-	-	-	29	0	0
		National	3	13	66	-	-	-	18	0	0
	Girls	School	0	0	0	-	-	-	100	0	0
		National	1	8	65	-	-	-	25	0	0
	All	School	0	0	56	-	-	-	44	0	0
		National	2	11	66	-	-	-	21	0	0
Reading	Boys	School	0	0	-	0	29	43	29	0	0
		National	4	15	-	14	24	22	22	0	0
	Girls	School	0	0	-	0	0	0	100	0	0
		National	2	9	-	11	22	26	30	0	0
	All	School	0	0	-	0	22	33	44	0	0
		National	3	12	-	12	23	24	26	0	0
Writing	Boys	School	0	0	-	29	14	29	29	0	0
		National	5	19	-	23	27	16	8	0	0
	Girls	School	0	0	-	0	0	0	100	0	0
		National	2	11	-	18	29	24	16	0	0
	All	School	0	0	-	22	11	22	44	0	0
		National	4	15	-	21	28	20	12	0	0
Mathematics	Boys	School	0	0	-	14	0	43	43	0	0
		National	2	10	-	16	25	24	23	0	0
	Girls	School	0	0	-	0	0	0	100	0	0
		National	1	8	-	16	28	29	18	0	0
	All	School	0	0	-	11	0	33	56	0	0
		National	2	9	-	16	26	26	20	0	0
			W	1	2	2C	2B	2A	3 or above	U	
Science	Boys	School	0	0	71	-	-	-	29	0	
		National	2	11	65	-	-	-	22	0	
	Girls	School	0	0	100	-	-	-	0	0	
		National	1	8	70	-	-	-	20	0	
	All	School	0	0	78	-	-	-	22	0	
		National	2	9	68	-	-	-	21	0	

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.

U represents children for whom it is not possible to determine a level.

COMPARATIVE REPORT

These tables show the percentage of year 6 pupils achieving each level in 2011, compared to national end of key stage 2 teacher assessment levels and test results for 2010.

The number of eligible children is: 9

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENTS										
		Percentage at each level								
		W	1	2	3	4	5	6	Pupils disappplied	Pupils absent
English	School	0	0	11	0	33	56	0	0	0
	National	1	1	3	14	49	32	0	0	0
Mathematics	School	0	0	11	0	11	78	0	0	0
	National	0	1	3	14	46	35	0	0	0
Science	School	0	0	0	11	44	44	0	0	0
	National	1	0	2	12	49	36	0	0	0

TEST RESULTS							
		Percentage at each level					
		Below level 3*	3	4	5	Pupils not entered#	Pupils absent
English	School	0	0	33	56	0	11
	National	6	13	48	33	0	1
Reading	School	0	0	33	56	0	11
	National	8	8	33	51	0	1
Writing	School	0	11	22	67	0	0
	National	5	23	50	21	0	1
Mathematics	School	0	11	22	67	0	0
	National	5	14	46	35	0	1

Poetry by Class 3 Children

22

All our children are talented in their own special way– here is just a small example of some of their poetry work

MISTY DAY

Misty mornings
Impeccably attractive
Soaking wet
Terrible weather
You could fall in a ditch

Deadly, blinding mist
Always bad weather
You could end up flat

by Jacob Partridge

MISTY MORN

Misty morning wakeup
In the morning cold
Sparkling and swirling mist
Tremendously beautiful
You love it too

Mornings are pretty and enrapturing
On a misty morning it's nice
Roses hard to see
Near the winter time

by Caitlin Sammon

MISTY DAY

My brain's confused which way should I go?
I'm cold I'm freezing, it's cold misty not very nice at all
Staying here all day and all night
Tame the fog I will
Yaaa, I go something jumps out!

Daaaa, a monster oh it is my horse
Another misty morning I go out again
Yay it's gone

by Alex Thomas

MISTY DAY

Misty day today
Isaw lots of thick fog
See different shapes in the sky
The mist and fog are quite scary
You can't see properly sometimes

Do you like misty days? I do
A cold but good day today
You must wrap up warm

by Molly Walton

DARK AND MISTY

Dark and misty mornings are the worst
And you have to dress extremely bright
Roots from trees seem invisible
Kids are not outside anymore

All things seem invisible
No light in sight
Danger is around if you don't dress bright

Mist is bad and so is fog
I think fog is horrid
Some people don't dress bright and get hurt
Typical horridness, that's what mist is
You would not want to go out in the fog

By Henry Pritchard

MISTY DAYS

Misty mornings
In the fog
Soggy clothes
Torches on
Yellow sun not there!

Damp fog
Are you cold?
Yes!

by Robert Taylor