Welcome to

Hatherley Infant School and Nursery Academy

2026-27

THE DIOCESE OF GLOUCESTER ACADEMIES TRUST
unlocking potential

We learn together, to be successful in learning for life.

www.hatherley-inf.gloucs.sch.uk

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Welcome

Dear Parents and Carers,

Firstly, we would like to extend a warm welcome to you and your child. We hope that this school prospectus provides you with lots of information about our school and what it is like to be a valued member of our wonderful community. This prospectus aims to provide you with…

- An introduction to our ethos and values
- An insight into the curriculum and how opportunities for learning are organised
- Information about everyday school life at Hatherley!

Hatherley Infant School and Nursery is well established, with a caring and hard-working team who place children's wellbeing and learning at the heart of its existence. We aim to provide a stimulating and caring environment where children thrive intellectually, emotionally and socially. We strive to make learning an enjoyable and memorable experience, ensuring that all children achieve their potential. Governors and staff work together to ensure high standards of expectation and behaviour in a supportive and inclusive environment. We also work hard to foster a sense of community, where everyone has a part to play and is valued as an individual. We are federated with St James C of E Junior School where most of our pupils attend after Year 2. More recently, we are proud to be part of the DGAT family of schools.

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

I hope you find this information useful and that you enjoy reading about our school. If you have any further enquiries or wish to arrange a visit, please do not hesitate to contact us on 01452 522027. We are very proud of our school and look forward to meeting you and hope this home school partnership is the beginning of a new and exciting phase of your child's learning and development.

Freya Briggs
Headteacher

Our vision and values

We are an aspirational school where children and grown-ups work together to be successful in learning for life.



Our school's vision is rooted in our core values of:

- Respect
- Curiosity
- Perseverance
- Collaboration
- Forgiveness

We learn together, to be successful in learning for life.

This is what our core values look like:

Respect

-We think of others
-We are kind
-We are polite
-We understand our feelings and those of others
-We listen without interruption
-We help others
-We celebrate our differences

Curiosity

-We look
-We explore
-We ask questions
-We look for answers
-We read all kinds of books
-We concentrate
-We solve problems
-We celebrate our learning

Perseverance

-We set goals
-We work towards our goals
- We have a growth-mindset
-We don't give up
-We celebrate our good mistakes

Collaboration

-We share ideas
-We talk to one another
-We work together
-We help each other
-We solve problems together
-We celebrate our joint successes

Forgiveness

-We are calm
-We look after our feelings
-We say sorry
- We see things through the eyes of others
-We forgive others
-We celebrate learning/being together

General Organisation

ABOUT OUR SCHOOL

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

The school remains in its original Victorian building with rather grand old iron railings encircling the deceptively large grounds where children have played for well over a hundred years.

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

From September 2026 there are 5 classes; one reception, one Reception & Year 1, one Year 1 and two Year 2 classes. Each class has a Teaching Assistant. We are proud to serve a very diverse community which is reflected in our staff who are able to support children who have English as an additional language. There is potential for a sixth class as our school continues to grow and succeed.



Our most recent Ofsted Inspection in February 2024 graded the school as 'Good'. Please take time to read the report, which you will find on our website.

In May 2024, Hatherley joined the Diocese of Gloucester Academies Trust.

ADMISSION TO SCHOOL

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

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

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

All information on admissions can also be accessed through the County Council website: www.gloucestershire.gov.uk/admissions

STARTING SCHOOL (INDUCTION FOR NEW CHILDREN)

Starting school can be a big step for a child and their parents. We try to ensure that each child is helped to settle in happily and quickly.
Our induction programme ensures that all parents have as much information as they require, and provides the children with an opportunity to become familiar with their teacher and TA, ensuring a smooth transition into school life.

May/June	The school contacts parents with the date of their induction morning.
June	An induction meeting takes place for parents where they are given information and dates for their child starting school.
July	Children make several visits to school to meet their teacher, teaching assistant (TA) and other children in the class.
September	Children start their phased entry into school. This will include morning sessions, afternoon sessions and lunchtimes. We aim for all children to start fulltime by week 3 of the Autumn term.

SCHOOL ORGANISATION

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

- Foxcubs – 30 Foundation Stage children
- Hedgehogs – 30 children, Foundation Stage and Year 1 children mixed
- Owls – 30 Year 1 children
- Squirrels – 30 Year 2 children
- Badgers – 30 Year 2 children

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

STAFF

Headteacher	Mrs Freya Briggs
Teachers	Miss Rachel Ballinger Mrs Rebecca Makin Mr Elliot Prince Mrs Lauren Rose Mrs Carolyn Stabbins Mrs Hannah Thorp
Teaching Assistants	Mrs Sarah Turner Mrs Paruma Uddin Miss Laura Page Mrs Louise Newbury
HLTA	Mrs Ragini Choudhury TBC
Specialist Teaching Assistants	Miss Chavene Vidal Mr Ahsley Hutchison TBC
Pastoral Lead	Mrs Heather Jones
SENCO	Mrs Rebecca Makin
School Business Manager Administrator/Attendance Officer	Miss Angela Nicholson Miss Sasha Mclean
Kitchen Assistants	Miss Michelle Armitage Miss Cheryl Collins
Lunch Break Supervisors	Miss Sam Ireland Mrs Khadija Surty Mrs Husna Khan Mr Kolby Ireland Miss Bethany Butler
Cleaning/site staff	Miss Sam Ireland Mrs Michelle Armitage Mr Kolby Ireland Mr Royston Chamberlain

GOVERNING BOARD

We have a very active Governing Board which is comprised of staff, parents, Local Authority representatives and members of the community. The Instrument of government for Hatherley St James Federation states that we can have up to 12 Governors.
The members of the Governing Board are as follows:

Amanda Chong	(Local Authority) Chair of Governors
Stephen Saville	(Co-opted)
Elliot Prince	(Staff)
	(Parent Governor)
Shirley Graham	(Co-opted Governor)
	(Foundation Governor)
Freya Briggs	(Headteacher)
Roger Slater	(Clerk to the Governors)

DAY TO DAY ROUTINES

SCHOOL TIMES

Reception	Year 1	Year 2
Morning 8.45am to 12.00 noon Afternoon 1.15pm to 3.15pm	Morning 8.45am to 12.15pm Afternoon 1.15pm to 3.15pm	Morning 8.45am to 12.15pm Afternoon 1.15pm to 3.15pm



School starts at 8:45 in the morning and the register closes at 9:00am. It is encouraged that children get to school for 8:45am for a morning activity. Registration is completed at 9.00am ready for the school day to begin promptly with assembly and lessons.

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

The school has an attendance policy which is published on the school website. We also have an 'Attendance Contract' which is distributed to all new families during the induction period.



The school day finishes at 3.15pm. Children are not allowed to leave until they are collected by their parent/carer unless other arrangements have been made. You **must** inform your child's class teacher in advance if your child is to be collected by any other adult. In order to safeguard children, authorised adults **MUST** be identified on the data sheet and know the **password** for that child. If we do not have authorisation, your child will not be allowed to leave school with that adult.

It is important that children are collected on time at 3.15pm.

The children are in school for 32 ½ hours a week. This time is taken up with registration, assemblies and playtimes.

INSERVICE TRAINING (INSET) SCHOOL CLOSURES

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

SAFEGUARDING/CHILD PROTECTION



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

All school staff also ensure children are listened to, taken seriously and their comments fully evaluated. Staff report concerns or disclosures to the Designated Safeguarding Leads or to the Headteacher who are required under the procedures to alert the 'Multi Agency Safeguarding Hub' (MASH).

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

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

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

SCHOOL ATTENDANCE

Our school aims to meet its obligations with regards to school attendance by:

- Promoting good attendance and reducing absence, including persistent absence
- Ensuring every pupil has access to full-time education to which they are entitled
- Acting early to address patterns of absence

We will also support parents to perform their legal duty to ensure their children of compulsory school age attend regularly, and will promote and support punctuality in attending lessons.

At Hatherley Infant School, "regular attendance" means attending school on time, every day (100%).

Please ensure that your child attends school regularly and that they are punctual. Progress and attainment are affected by poor attendance.

Parents must let the school know by phone every morning of absence the reason for that absence. If we are not notified of a child's absence, this will be registered as an unauthorised absence. We are required by law to record attendances and absences and percentage attendance is closely monitored. Unauthorised absences and frequent late arrivals are followed up by the School Attendance Team and the Local Authority where necessary. Attendance Improvement Plans, penalty notices or prosecution for non-attendance may follow.

Any child whose absence falls below 90% is considered to be a Persistent Absentee and will be referred to the School Attendance Improvement Team. The Education Act of 1996 states that all children should attend school regularly and punctually. Section 444 of this Act states:

"If a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school, the parent is guilty of an offence".

Parents DO NOT have the right to take children out of school for a holiday during term time, and this will not normally be allowed. The Headteacher will not grant any leave of absence to pupils during term time unless they consider there to be 'exceptional circumstances'. Parents should complete a Request for Leave form available from the school office.

E-SAFETY/ONLINE SAFETY

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



NO SMOKING POLICY



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

SECURITY

The school gates are open between 8.00 and 9.00 am for breakfast club and start of school day. If you arrive outside of these times, please come directly to the school office via the Hatherley Road entrance. We do not encourage the children to use this door to enter or leave the school unless they are arriving late or leaving early with their parent/s. All visitors to school must sign in and are given a badge to wear.

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

CAR PARKING



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

MID MORNING MILK AND SNACKS



School milk is provided free for all 4 year olds. We also provide milk at a small charge for the children who are over 5 years old. This is ordered and paid for termly in advance. We ask all children to bring a water bottle to school every day. We are also part of the School Fruit and Vegetable Scheme for Schools and every child receives a piece of fruit or vegetable every day, usually eaten in the morning.

BREAKFAST CLUB

We offer a free Breakfast Club from 8.00am each morning to support your family's routine. Children enjoy a nutritious breakfast and spend time as a group in engaging activities.



LUNCHTIME



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

Alternatively, you can send a packed lunch for your child in a lunch box. Please ensure that the packed lunch provides a balanced meal, e.g. a sandwich / pasta, yogurt, and fresh fruit /vegetables. We do recommend that you limit the amount of processed / pre packed food and crisps / biscuits that are put into a packed lunch, and would ask that **sweets and chocolate bars are NOT included**. If you send fresh fruit (kiwi fruit or oranges etc.) please wherever possible peel and prepare it for your child. We are a **NO NUT** school due to allergies, please do not send any nuts into school in your child's lunchbox.

FREE SCHOOL MEALS

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

MEDICAL NEEDS

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

If a child is sick or has diarrhoea at school or at home, please keep him/her home for 48 hours to prevent the risk of spreading infection.

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

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

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

FIRST AID

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

DOGS

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

BIKES AND SCOOTERS

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

COMPLAINTS

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

CLOTHING

School uniform

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

Boys should wear:

Grey trousers
White polo shirt
Blue jumper, preferably with the school logo

Summer wear:
Grey shorts
White polo shirts

Girls should wear:

Grey skirts, pinafores or trousers
White polo shirt

Blue jumper or cardigan preferably with the school logo
Summer wear:
Blue gingham dress

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

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

Clothing for PE

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

- A pair of daps (plimsolls), preferably elasticated for the youngest children
- Navy/Black Shorts or Joggers
- White T-shirt

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



You will be made aware of your child's PE day. Children are to wear PE kit to school on the set day. Please ensure you are following the clothing above and do not wear branded and or bright coloured tracksuits.





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

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



JEWELLERY

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

PROPERTY

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

The Curriculum

WHAT DO WE TEACH?

EARLY YEARS FOUNDATION STAGE

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

Prime areas

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



Specific areas

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



Characteristics of effective learning permeate all of these areas and children learn through play and exploration, active learning and by creating and thinking critically.
The emphasis is on enhancing children's knowledge through skill based learning, practical child initiated activities and learning through fun. Learning is structured to meet the needs of the individual child and is age appropriate. These learning activities build on children's existing knowledge and abilities, deepen their understanding and take them forward in their learning.

KEY STAGE 1 (Years 1 and 2)

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

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



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



Core subjects

English (including Phonics)
Maths
Science

Foundation Subjects:

PE	DT
History	Art
Geography	PSHE
RE	RE
Computing	Music

How do we teach?

Children experience a variety of learning opportunities which include:

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





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

We have a high level of Teaching Assistant support, with all classes currently receiving additional adult support for the whole week. This level of support ensures additional group work/ interventions and individual learning can be well facilitated. We also have an English as an Additional Language teacher who works with both Hatherley and St James.

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

CHILDREN'S LEARNING

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

LEARNING GEMS

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

Ruby power: the ability to work as a team.

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

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

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

THEMED CURRICULUM (topics)

In all year groups, learning across all curriculum areas is planned around a theme (topic). These themes are linked to the areas of learning identified in the Foundation Stage Framework in EYFS and the National Curriculum in KS1. They are based on knowledge and skills for each subject and have different emphases which have been planned to ensure a balance over the school year.

Our current themes are:

	Autumn	Spring	Summer
EYFS	**WE ARE ALIVE!** **TAKE ONE PICTURE**	**OUR WONDERFUL WORLD-ALL AROUND US** **WE ARE CURIOUS-WHAT CAN WE FIND OUT?**	**THE EARTH BENEATH MY FEET** **DISCOVERY-OUR LOCAL AREA**
Year One	**WE ARE ALIVE!** **TAKE ONE PICTURE-THE GUNPOWDER PLOT**	**OUR WONDERFUL WORLD-WEATHER AND SEASONS** **WE ARE CURIOUS-TOYS**	**THE EARTH BENEATH MY FEET-CARING FOR OUR WORLD** **DISCOVERY-GLOUCESTER THEN AND NOW**
Year Two	**WE ARE ALIVE!** **TAKE ONE PICTURE-THE GREAT FIRE OF LONDON**	**OUR WONDERFUL WORLD-HOT AND COLD PLACES** **WE ARE CURIOUS-FLORENCE NIGHTINGALE**	**THE EARTH BENEATH MY FEET-WHAT CAN OUR WORLD TELL US ABOUT THE PAST** **DISCOVERY-WHY ARE THE DOCKS IMPORTANT TO GLOUCESTER?**

ENGLISH

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

In our speaking and listening we will…

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



As readers we will…

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



As writers we will…



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

To help us in our learning we will bring home books to read. At the beginning these will be books for us to read with an adult. We should be encouraged to ask lots of questions, look carefully at the pictures and predict what might happen next. We will need lots of praise and encouragement since reading should always be pleasurable and never frustrating!
We will be taught phonics through a daily 'Read, Write, Inc' lesson, to develop our phonic knowledge and skills, which we can apply to our reading, writing and spelling.

MATHEMATICS

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





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

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

SCIENCE

As Scientists children will...



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



In Year 1 children will study plants and animals and everyday materials as well as observing and describing seasonal changes. In Year 2 children will study living things and their habitats and develop their knowledge and understanding of plants and animals including humans. They also study the uses of materials in more depth.

COMPUTING



Computers are now part of everyday life. For most of us, technology is essential to our lives, at home and at work. In computing we aim for children to be introduced to how computers and computer systems work, allowing them the opportunity to design and build simple programs. They will use technology purposefully to create and store digital content and will be taught how to work safely and respectfully.

Classrooms are equipped with internet linked computers, an interactive whiteboard and digital cameras. We have an iPad trolley with new Apple iPads for all children to use.

HISTORY



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

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

GEOGRAPHY



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

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

DESIGN AND TECHNOLOGY



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

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

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

MUSIC



As musicians, we value music as an important communication skill which enables children to relate well to one another. Children are given the opportunity to perform, sing, play instruments and listen to a range of music styles, commenting on what they like and why.
Enjoying music helps children to develop an awareness of how sounds are made, their length, pitch, volume and speed as well as exploring beat and rhythm.

PHYSICAL EDUCATION

In PE we…

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

We follow a scheme called Real PE and this allows children to learn new skills and build on these throughout their time at Hatherley. Children will be encouraged to challenge themselves and think about and apply the skills they are being taught when working independently and with others.
As a games player children will play both competitively and co-operatively in different situations. they will be able to make up simple rules for their own games and apply the skills and tactics that they have been taught.
As a gymnast children will develop balance, agility and co-ordination and master basic movements such as jumping, twisting, spinning, and rolling.
As a dancer children will be inspired by exciting music and different cultures to create dances and sequences of movement that will tell a story







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RELIGIOUS EDUCATION

The role of RE plays an integral part in children's spiritual, moral, social and cultural development. The Gloucestershire agreed syllabus is used to inform the planning of R.E. at Hatherley Infant School. We aim to give the children an understanding of the beliefs of Christianity, Islam and Judaism and an awareness of other religions and their teachings. The syllabus reflects that we live in a multi-cultural community and all faiths are to be respected and valued. Within the teaching programme of RE children are given first hand experiences of places of worship and religious practice.



ART



As artists we use our experiences and ideas to inspire our work

- Children are encouraged to explore a variety of techniques e.g. painting, drawing, printing, collage, model making using natural materials and sewing.
- Learn about the work of a range of artists, craft makers and designers.

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

PSHE, RSE, CIRCLE TIME AND CITIZENSHIP



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

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

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

ASSESSMENT

Early Years Foundation Stage

On entry to school, children are assessed to national baseline assessment. Throughout their first year at school, foundation stage children are continually assessed in the areas of the Early Years Foundation Stage Framework, to ensure children are making progress from their starting point and to identify what they need to do next. These ongoing assessments are mainly carried out through observations by the teacher or teaching assistants, of practical activities that the children are involved in as well as recorded learning where appropriate. This assessment forms the basis of the end of year report.

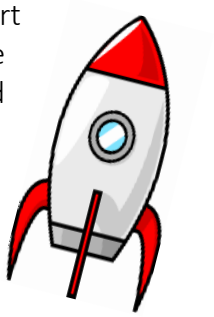
Key Stage One

In the core subjects of English, Maths and Science teachers formally assess all children termly. This assessment information is used to track children's progress and attainment whilst supporting future planning. Ongoing teacher assessment is also used to help identify and meet learning needs.
In line with government requirements, a Phonics Screening check is carried out in Year 1 which is reported to parents at the end of the year via children's yearly report. Those children who do not meet the threshold retake the PSC in the summer term of Year 2.
Statutory assessment tests and tasks (SATS) are carried out in Year 2 during the month of May. These are used to support teacher assessment and parents are informed of their child's attainment at the end of the academic year via children's yearly report.
Parents are given the opportunity to discuss their child's assessment information towards the end of the summer term.

SCHOOL COUNCIL

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

GOOD BEHAVIOUR



At Hatherley Infant School we have a positive approach to good behaviour and support children to behave well through our mantra of 'Ready, Respectful and Safe'. We encourage children to work hard, develop positive attitudes to learning, become independent and care for their own possessions and those of others. We give praise in various ways for good work and good behaviour. Classroom rules (The Class Contract) are negotiated with each class at the beginning of the school year and these are clearly displayed and referred to regularly. Where an achievement has been made they are rewarded with praise, a sticker or written comments. Positive behaviour is also rewarded daily on the class 'reach for the stars' behaviour chart (see school Behaviour Policy).

We have high expectations of children's behaviour and are firm, fair and consistent in our approach to children who choose to display unacceptable behaviour and follow the school's agreed policy and procedure. Parents will always be contacted if a pupil's behaviour is causing concern.
Children are made aware of the importance of telling an adult if they experience bullying behaviour.

RELATIONSHIPS AND SEX EDUCATION

We teach the aspects of relationships and sex education that are appropriate for infant children through the science curriculum and Personal, Social and Health Education. This involves developing personal and social skills as well as knowledge about their own bodies. Questions are answered honestly and sensitively as they arise, with regard to age and in an atmosphere of respect and trust. Parents do currently have the right to withdraw their child from sex education but not from relationships or health education. Please see the Headteacher for further information.

BRITISH VALUES AND SPIRITUAL AND MORAL EDUCATION

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



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

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

COLLECTIVE WORSHIP

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

STAR AWARDS ASSEMBLY

Every week we hold a special assembly. During this assembly each teacher chooses children who have achieved something special during the week. One award will be for a piece of work or learning which is then featured in our school newsletter. A second award is presented for effort, achievement or behaviour and will be awarded a Gem certificate. Finally, one child from each class receives our Values cup for that week. All of these children will receive a special Hatherley Headteacher Award sticker.

Parents can also send awards and certificates in from home e.g. swimming badges and these will also be handed out at our special assembly. We feel this assembly lets the children know that as a school we appreciate all the hard work they do.

INCLUSION

Special Educational Needs and Disabilities

At Hatherley, we value the contribution that every child and young person can make to the community and welcome the diversity of culture, religion, race, disability and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all its pupils.

All children and young people with SEND are valued, respected and are equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole.

Provision for each child is met on an individual basis. Some children will have support in class; others will be withdrawn for short periods to cover individual work, while some will receive a differentiated or bespoke provision. Children with allocated resources identified in their Education and Health Care Plan (EHCP) may have some 1:1 support.

The SENDCo is responsible for overseeing the provision of SEND support in school and follows the Gloucestershire Graduated Pathway. As part of this process, and in tandem with the parents and carers, there is a continuous cycle of 'Assess- Plan –Do- Review' to ensure that the child's needs are being met.

English as an Additional Language

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

PUPIL PREMIUM

The Pupil Premium grant is additional to main school funding and is used by this school to address any underlying inequalities for eligible children by ensuring that funding reaches the pupils who need it most. It will be used to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces. Where pupils eligible for pupil premium funding do not have lower attainment than their peers the grant will be used to ensure that they can reach their full potential.

EXTRA CURRICULAR ACTIVITIES

Clubs

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

- Outdoor club
- Games Club
- Zumba
- Gardening club
- Cooking
- Football

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





Performances and workshops

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

Educational visits

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







Charging for trips and extra-curricular school activities

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

SCHOOL FUND

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

REPORTING TO PARENTS ON PUPIL PROGRESS

During the Autumn and Spring terms we hold parents consultation evenings. These give parents an opportunity to talk to their child's teacher and find out how their child is getting on, what progress they have made, what parents can do to help children with their learning at home and what their attendance is.

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

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

DATA PROTECTION AND FREEDOM OF INFORMATION

School follows the General Data Protection Regulations (GDPR May 2018) and Freedom of Information Act 2000 when dealing with information held about our pupils. School holds information about pupils in order to support teaching and learning, to monitor and report on pupil progress, to provide appropriate pastoral care and to assess how well the school as a whole is performing.

From time to time we are required to pass on some of this data to the local authority, to another school to which the pupil is transferring, to the Department for Education and to the Standards and Testing Agency (STA) which is responsible for the National Curriculum and associated arrangements.

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

Working with parents and carers

HOME SCHOOL PARTNERSHIP

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



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

Parents are kept in touch with all forthcoming events and items of information through the SchoolPing app, regular newsletters and the school website.

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

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

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

HATHERLEY PTA

The Hatherley Parent and Teacher Association hold various events throughout the year and include a mixture of social and fund raising activities. The committee welcomes suggestions and ideas and new parents are warmly welcomed and encouraged to take part. The PTA contributes greatly to many areas of school life and benefits all the children.

INCLUSION LEAD



Mrs Johnson is able to offer impartial support, advice and guidance to parents/carers. She also works alongside children and families who may be experiencing some difficulties or would like some extra help and support for whatever reason. She brings Lola, her Pets as Therapy dog, in to school one day a week.

PARENTAL ENGAGEMENT

We have termly Parent Coffee Mornings / Family Make and Create sessions / curriculum information sessions which provide an opportunity for parents to voice their views and establish a mechanism for consulting parents on many day to day and strategic matters as well as providing information. We welcome parents skills and knowledge and encourage sharing these with the children at Hatherley.

Community links

ST. JAMES C OF E JUNIOR SCHOOL



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

GOVERNING BOARD

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

PRE-SCHOOL/NURSERY

We have our own school run on site nursery, but also have very close links with all pre-school providers. Reception class teachers and teaching assistants are part of the school and nursery EYFS team. Reception class teachers visit children at this and other settings during the induction process in readiness for their start at Hatherley Infant School. Pre-school children from all settings visit during the Summer term.



COMMUNITY LINKS

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

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

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

STUDENTS

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

Conclusion

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

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

This document relates to the school year commencing September 2024. Although the information and particulars herein were correct for this year at the date of publication below, it should not be assumed that there could be no change affecting the relevant arrangements or some matter particularised before the start of or during the school year in question.

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And finally…

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

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

We look forward to working with you.