

Standhill Infants' School, Standhill Road, Carlton, Nottingham, NG4 1JL

Tel: 0115 8476787, Email: office@standhill.notts.sch.uk, Website: www.standhillinfants.co.uk

Headteacher: Mr T Fennell. Chair of Governing Body: Mrs Jackie Bucknall



School Information Booklet

Our Prospective Parents' meetings will be taking place in school on:

- **Thursday 13th November – 3:30pm – 4:30pm**
- **Tuesday 18th November - 9.30am – 10.30am**
- **Monday 24th November - 1.30pm – 2.30 pm**

You will have the opportunity to hear a little about the school, meet the staff and see the school in action!

Please email office@standhill.notts.sch.uk or call 01158476787 to book

one of these meetings.

“Standhill Infants’ School is a happy, friendly, welcoming school with a truly inclusive family atmosphere. We put the wellbeing and safety of the children at the heart of everything we do. Children, staff and governors work hard to ensure that everyone can be proud of their achievements. The Standhill family are kind and caring citizens, who celebrate diversity and show respect.” (Ethos Statement)

OUR CORE VALUES AND LEARNING BUDDIES

Dizzy Dolphin is kind and shows reciprocity 

Peanut Elephant shows respect and is resourceful 

Blinky Owl is honest and reflective 

Slider Penguin works hard and is resilient 

OUR VISION

- To provide a safe and happy learning environment.
- To build confidence and resilience to respond positively to challenge.
- To ensure every child reaches their full potential.
- To build and sustain positive relationships.
- To prepare children for the next stage of their education.

ACHIEVING OUR VISION

Children

- Our core values will enable children to keep themselves and others safe from harm.
- We will ensure each child knows they are special by celebrating their strengths and recognising progress they have made.
- Children will have opportunities to celebrate their successes and the success of others.
- We will equip children with the skills to self-regulate their emotions and make the right choices.
- We will respect the culture and lifestyle choices of our families.

Staff

- Staff will uphold our core values.
- We will listen and respond to the views of parents and carers.
- Staff skills will be developed through meaningful and relevant CPD opportunities.
- A good work life balance will ensure the well-being of all staff.
- There will be open and honest dialogue between staff.

Curriculum

- We will ensure children access a rich, diverse curriculum that meets the needs of all learners.
- Lessons will build on prior learning developing confidence, skills and knowledge.
- Challenges in learning will give children the opportunities to develop resilience.
- Children will access a wide range of experiences on which to build happy memories and a love for learning.
- All staff strive for excellence in teaching and learning through leadership at all levels.

Environment

- The school environment will embrace difference, reflect diversity and be used to promote tolerance and respect.
- Good quality resources and a safe, calm nurturing atmosphere will enhance learning.
- Children will be taught to respect and care for their environment.
- We will build close working relationships with our families and the wider community, using their experiences to educate others.
- Use of the wider environment will develop real life opportunities to practise skills.

ADMISSION ARRANGEMENTS

The County Council, as the admission authority for community and voluntary controlled schools, is responsible for setting and applying schools' admission

arrangements. Any child who turns five between September 2026 and August 2027 begins school in September 2026.

Standard Reception Criteria: Infant and Primary Schools 2026-2027

1. Looked after children and previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
2. Children who live in the catchment area at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school or the linked junior/primary school and children who do not live in the catchment area at the closing date for application and who, at the time of admission will have a brother or sister attending the school or the linked junior/primary school who was displaced as their Nottinghamshire community catchment area school was oversubscribed at the national offer day for first admission to school.
3. Other children who live in the catchment area at the closing date for applications.
4. Children who live outside the catchment area who, at the time of admission, will have a brother or sister attending the school or the linked junior/primary school.
5. Children who live outside the catchment area.

THE SCHOOL DAY - SEPTEMBER 2026

8.40 am - 3.10 pm

This incorporates a 15-minute morning break, one hour for lunch and a 10 minute afternoon break.

At the moment, we do not offer before or after school childcare.

ATTENDANCE

Regular school attendance is a priority. Children's attendance is monitored from day one. Reasons for absence must always be given when a child misses school. Holidays are not authorised. The [attendance policy](#) can be found on our website.

FREE SCHOOL MEAL/PUPIL PREMIUM FUNDING

Your child will be automatically entitled to free school meals under the Universal Infant Free School Meal Scheme whilst they are at this school. However, if you are in receipt of certain benefits you can apply for pupil premium funding. This will entitle your child to free milk from the age of 5 (it is automatically free for under 5s), free school bags, free PE bag with T-shirt and shorts, free school trips and a free after-school club. In turn, we also receive extra funding to raise attainment by funding staffing and resources.

SCHOOL UNIFORM

The school uniform is:

- Royal blue jumper, cardigan or sweatshirt
- Grey trousers, shorts, skirt or pinafore
- White or pale blue polo shirt
- Blue and white check summer dress

For PE lessons parents/carers are asked to provide plimsolls for their children with elasticated or Velcro fronts, white T shirts and blue or black shorts, jogging bottoms and top for outdoor PE. All items will be kept in a small bag to hang in the cloakroom. These, and all other clothing likely to be removed at school, should be clearly marked with the owner's name. Due to Health and Safety regulations no jewellery is to be worn during PE lessons.

ORGANISATION OF EDUCATION

First admission children (4-5 year olds) will be admitted to our Foundation Stage 2 classes.

Our classes are organised as follows:

- Class 1 Reception children
 (we do have the capacity for a second reception class if numbers rise)
- Classes 2, 3 and 4: Mixed Year 1 and Year 2 children in each class.

CURRICULUM

From their first term in school children are taught to use their 'learning powers' to access the school curriculum: 'reciprocity, resilience, reflectiveness and resourcefulness'.

The school curriculum corresponds to the requirements of the current National Curriculum (2014) and the Statutory Framework for the Early Years Foundation Stage (2021).

Subjects Taught

The first year in school is called Foundation Stage because it gives secure foundations for later learning. Early experiences also affect children's attitudes to learning and they create a basis for achievements in the future. The Early Years Foundation Stage has its own Early Learning Goals and these prepare children for work in the National Curriculum at Key Stage 1 in school. The main areas of learning in Foundation Stage are:

Three prime areas:

- personal, social and emotional development
- communication and language
- physical development

Four specific areas:

- Literacy
- Maths
- Understanding the world
- Expressive arts and design

The subjects taught in Year 1 and 2 are with reference to national guidelines.

The core subjects taught are:

English

Reading is a key priority of the school and every child receives a daily phonics lesson. It is an expectation that parents and carers also prioritise reading, by listening to their child read daily.

At the moment, we use "Bug Club" to teach phonics and each child will have their own online account.

Children also have daily literacy lessons designed to promote and improve the important skills of reading, writing, speaking and listening.

Maths

All the children take part in a daily numeracy lesson. In addition to lots of 'mental maths', activities include shape, measures, time, money and data handling. We use the White Rose Maths Scheme.

Science

This offers opportunities for children to develop knowledge and understanding of important scientific ideas, processes and skills which relate to everyday experiences.

Computing

Children have 'hands on' experience of computers, iPads and programmable toys to communicate and handle information. Children also have opportunities to learn about aspects of computing such as programming and debugging.

Religious Education

This is taught through the interests and experiences of children with respect for religious and moral values, appreciation of other religions and ways of life different from their own. We teach RE through the 'Discovery' scheme of work.

RHSE

From September 2020 a new Relationships, Sex and Health Education curriculum became compulsory. The new guidance focuses on healthy relationships and keeping children safe in the modern world. It also covers a wide range of topics relating to physical and mental health, wellbeing, safeguarding and healthy relationships. Learning about the emotional, social and physical aspects of growing up, it will give young people the information, skills and positive values to have safe, fulfilling relationships and will help them take responsibility for their own well-being. We teach RHSE through the Jigsaw

scheme of work. All of the sessions will be age-appropriate and meet the needs of all pupils in the class

The other subjects of History, Geography, Art, Music, PE and Design and Technology are introduced to the children through an integrated topic approach which reflects the balance of experiences, skills and knowledge across the ability range of our children.

OFSTED INSPECTION

The school was inspected in September 2023 and we continue to be a good school. The Inspector stated that: "This is a well-led school where relationships are strong. Learning activities are relevant and pupils find them interesting." "Pupils are proud of their school and make every effort to do well." Please see the school website for a copy of the report.

CARE OF PUPILS

"We put the wellbeing and safety of the children at the heart of everything we do."

Every reasonable care is taken in the supervision of the children by all members of staff throughout the day. At lunchtime, the safety and welfare of the children on school premises is the responsibility of the five Midday Supervisors. There are always teachers on the school premises at lunchtimes.

It is important that parents/carers keep the school informed of any changes to their contact details so that they can be telephoned in the event of an emergency or if their child needs to go home because they are too ill to be at school.

Parents/carers seeking advice about their child are welcome to speak to the Headteacher, or an appropriate member of staff in confidence.

SUSPECTED CHILD ABUSE

Every school in Nottinghamshire is required to follow a set procedure in cases of suspected child abuse. Headteachers are required to refer their concerns to the Social Services Department for further investigations so that children at risk can be identified quickly.

This procedure is intended to protect children from abuse. When a school refers a concern about a pupil to the Social Services Department, it is not accusing the parents of abuse but requesting that further investigation takes place to establish whether a child is at risk.

SCHOOL DISCIPLINE

In school, children are taught our core values:

- We are kind
- We show respect
- We are honest
- We work hard

Stickers, rewards and incentives are given daily to promote our core values. Sanctions are also given in cases of poor behaviour. The [behaviour policy](#) can be found on our website.

ACCESS TO DOCUMENTS AND INFORMATION

The Education (Schools) Act requires public access to documents and information. Parents can access up to date copies of the following:

- The LA's statement of the curriculum policy
- All statutory instruments, circulars and administrative memoranda concerning the curriculum which are sent to schools by the Department for Education.
- All Schemes of work currently used by teachers in the school
- All syllabuses followed where appropriate
- The LA's procedure for dealing with complaints about the curriculum
- The LA's agreed syllabus for RE

- The school's OFSTED Report
- The Attendance Policy
- The Behaviour Policy

It is necessary to make an appointment with the Headteacher for the documents to be available.

EXTENDED SERVICES

Standhill Infants' School is working in partnership with other local schools and partners to offer access to a range of extended services and activities that support and motivate children and young people and their families to achieve their full potential. Unfortunately, due to the nature of our building, we are unable to offer wrap-around care (daily breakfast/afterschool care).

Standhill Infants' School aims to provide access to the following core of Extended Services:

- A variety of after school clubs such as yoga and football which are enrichment activities, not childcare, as they run on a first come first served basis and only run Tuesdays and Wednesdays.
- Swift access to support services. The partnership of schools is working closely with other statutory services and the voluntary and community sector, and focusing on early identification of, and support for, children and young people who have additional needs or who are at risk of poor outcomes.
- Supporting Parents. This might include opportunities for parents to engage with the school and each other, family learning sessions to allow children to learn with their parents/carers and learning opportunities at local accessible venues.
- Signposting to quality childcare. This links to the varied menu of activities and offers young people a safe place to be from 8am to 6pm during term-time and more flexibly in the holidays.

For more information with regards to access to extended services in Standhill Infants' School, please contact the Headteacher Mr Fennell on 0115 8476787.

Key Stage 1 Teacher Assessment Comparative Report

This table shows a summary of the National Curriculum assessment results of pupils in the school (2023) and nationally (2022) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 43 Figures may not total 100 per cent because of rounding.

Reading						
	All		Boys		Girls	
Result	School	National	School	National	School	National
GDS	19	18	19	16	18	20
EXS	51	49	54	47	47	51
WTS	19	23	15	24	24	22

Writing						
	All		Boys		Girls	
Result	School	National	School	National	School	National
GDS	0	8	0	6	0	10
EXS	67	50	73	46	59	54
WTS	19	31	12	34	29	28

Mathematics						
	All		Boys		Girls	
Result	School	National	School	National	School	National
GDS	19	15	27	18	6	12
EXS	53	53	54	50	53	55
WTS	19	24	12	22	29	26
A	0	0	0	0	0	0

Science						
	All		Boys		Girls	
Result	School	National	School	National	School	National
EXS	81	77	81	75	82	79
HNM	19	23	19	25	18	20
A	0	0	0	0	0	0

National figures include all schools with pupils eligible for assessment at key stage 1. Participation by independent schools is voluntary, therefore only includes results from those independent schools which chose to make a return, and which met the statutory standards for assessment and moderation.