

**Kirklees Metropolitan Council
Education Service**

Hopton Primary School
Woodend Road
Mirfield
West Yorkshire
WF14 8PR

Telephone: 01924 489736

Email: office.hopton@kirkleeseducation.uk

Headteacher: Mr Andy Blakeley

Email: andy.blakeley@kirkleeseducation.uk

Website: www.hoptonprimaryschool.co.uk

School Prospectus 2022/2023



Kirklees
Inclusion Quality
Standards 2011





Welcome to Hopton School

Dear Parents and Carers

On behalf of the children, staff and governors may I extend a warm welcome to you and your child.

This prospectus is aimed at giving you a general overview of our school, one which could answer most of your initial questions. However, I am more than happy to show you around our school and to answer any additional issues you may wish to raise.

Co-operation between home and school is vital to the happiness and security of your child. We therefore seek your full support. We will provide the kind of caring school which will help foster the physical, intellectual, emotional, moral and social skills and abilities necessary for the development of a child in a modern, multicultural and democratic society.

We know that our school secures firm foundations for all of our children and we are proud of what our school community achieves. As Head Teacher I look forward to seeing your child in Hopton colours and yourselves as additional and valuable members of our school family.

Yours sincerely

Andy Blakeley

*Andy Blakeley
Head Teacher*

MISSION STATEMENT

'Aiming High and Helping to Create the Future'

Children Learn What They Live

*If a child lives with criticism
he learns to condemn.*

*If a child lives with hostility
he learns to be shy.*

*If a child lives with shame
he learns to be guilty.*

*If a child lives with tolerance
he learns to be patient.*

*If a child lives with encouragement
he learns confidence.*

*If a child lives with praise
he learns to appreciate.*

*If a child lives with fairness
he learns justice.*

*If a child lives with security
he learns to have faith.*

*If a child lives with approval
he learns to like himself.*

*If a child lives with acceptance and friendship
he learns to find love in the world.*

Dorothy Low Nolte

AIMS OF THE SCHOOL

Our 3 Golden Principles are

Respect, Honesty and Effort

Policy Statement

The school aims to provide an environment where all children are valued and offered the best education possible, regardless of race, religion, sexual identification, age, gender, disability or ability.

Principle

We recognise that every child is an individual and aim to help them develop into caring, confident and capable members of the school and wider community.

We aim

To provide highly effective teaching and learning;

To sustain a highly effective and continuously improving teaching and support team;

To provide a broadly based curriculum, which promotes and develops

- Knowledge and skills
- An understanding of concepts
- Positive attitudes
- Personal, social and learning skills
- Independent learning and resilience

To promote high standards;

To provide equality of opportunity for all;

To identify and meet the Special Educational Needs of our children;

To promote positive behaviour;

To help children grow into reliable, independent and positive citizens;

To place excellence and enjoyment side by side.

ORGANISATIONAL INFORMATION

Addresses

Kirklees Metropolitan Council - Education Service
Director for Children and Young People
Phone: 01484 221000

Mr A Blakeley - Head Teacher
Hopton Primary School
Woodend Road
Mirfield
West Yorkshire WF14 8PR
Phone: 01924 489736
Email: andy.blakeley@kirkleeseducation.uk or office.hopton@kirkleeseducation.uk

Mrs Tabitha Grooby - Chair of Governors
Please contact either of them via school.



TYPE OF SCHOOL

This school is a community co-educational day primary and foundation unit school catering for children in the age range 3 to 11 years. It is not affiliated to any particular religious denomination.

School Day		
F1 (Nursery)	A.M. session 8.45 -11.45am	P.M. session 12.15 - 3.15 pm
F2 (Reception)	8.50 -11.40 am	12.50 - 3.10 pm
KS1 (Years 1 & 2)	8.55 -12.00 pm	1.00 - 3.15 pm
KS2 (Years 3,4,5,6)	8.55 -12.25 pm	1.20 - 3.15 pm

OUR STAFF

Head Teacher: Mr A Blakeley		Assistant Head Teachers: Mrs K Bates, Miss S Henderson	
SEN, EYFS & Mental Health Co-ordinator: Mrs K Bates		Safeguarding & Mental Health Co-ordinator: Miss S Henderson	
Curriculum & Assessment Lead Mrs F Etheridge	KS1 Lead Mr J Asbery	KS2 Lead Miss N Johnson	
Foundation Teachers: Mrs H Parry Miss K Wike Mrs E Golec Davey Miss E Jennings Miss M Altritch		Nursery Nurses : Mrs S Drew Mrs B Palmer	
KS1 Teachers: Miss A Riaz Mr J Asbery Miss A Mistry		KS2 Teachers: Miss N Johnson Miss A Dunford Mrs F Kellet Mrs F Etheridge Miss S Smith Mrs N Worsley	
PPA Cover: Miss S Henderson Mrs A Land Mrs C Battye			
Support Assistants: Miss F Auty Mrs J Jackson Mrs A Ramsden Mrs K Tyson Miss G Helliwell Miss F Pathan Mrs C Dransfield Miss S Marshall Miss K Senior Mrs B Smith Miss E Gibson Mrs S Haigh Mrs S Spencer Mrs H Scott Mrs N Begum			
Bursar: Miss S Ellison		Snr Business Support Officer: Mrs T Ball (Mon-Wed) & Mrs N Brown (Thur-Fri)	
Caretaker: Mr D Corcoran		Cleaning Staff: Mrs A Ewart Mrs H Hirst	
Senior Lunchtime Supervisor: Mrs A Moon		Lunchtime Supervisors: Mrs A Ewart Mrs K Bottomley Mrs R Rashid Mrs T Smith-Stevely Miss K Tattersall Miss E Kitchen	
Head Cook: Mrs T Healy		Kitchen Staff: Miss D Longstaff	
Breakfast Club Staff: Mrs J Jackson Mrs S Spencer Mrs S Haigh Miss E Kitchen Miss K Tattersall			
After School Staff: Mrs J Jackson Mrs J Avery Miss K Faulkner Mrs S Spencer			

THE JOURNEY TO AND FROM SCHOOL

The area around the school is congested with cars at the beginning and end of the day. We would encourage as many children as possible to walk to school, as a healthy and environmentally friendly alternative to coming in cars. We have a bicycle shed situated to the front of the building which can be used by the children who would like to travel to school on bikes. It is expected that an adult will bring and collect all but the oldest children.

School accepts responsibility for children on the premises from 8.50 am until 3.15 pm. Any children playing on school outdoor equipment before then, or after, are their parent's responsibility.

THE GOVERNING BODY

The Governing Body of the school is made up of up to 13 members, who are divided into parent, LEA, school staff and co-opted representatives. The Governing Body strives to represent the best interests of the school and local community. It plays a role in policy making and represents the local view of education.

The Governing Body has an increasingly important role in the financial management of the school under the Local Management of Schools. They also have a role to play in determining the staffing levels of the school and in the view they take of the curriculum. They meet at least once per term to discuss how well the school is performing and how to improve our provision.

The Governing Body is a vital and valued member of the school community, adding support and a questioning approach to help the school support all children to success.

SCHOOL COUNCIL

Hopton has a School Council who meet once each term to discuss issues related with school. There are two representatives from each class who are democratically elected each academic year.

CLASS ARRANGEMENTS

We are a 1 ½ form entry school with an intake of 45* each year.

*F1 (Nursery) has 26 morning places and 26 afternoon places.

F2 - 45 children split between two classes

Key Stage 1 - 3 classes of mixed Year 1 and Year 2 Children

Key Stage 2 - 3 classes of mixed Year 3 and Year 4 Children
3 classes of mixed Year 5 and Year 6 Children

THE KIRKLEES ADMISSIONS POLICY

Key Points of the Admissions Policy

- a) The Published Admission Number (PAN) is the maximum number of children to be admitted into any year group. The PAN for Hopton Primary School is 45 from September 2014. For our part-time Foundation children (F1) there is a maximum 26 morning and 26 afternoon places.
- b) If there are more applicants than places then the decision as to who gets priority is made using the criteria below, which is applied by the Local Authority and not the school.

Admissions criteria for part-time and full-time places

F1 (Nursery)

- 1) Strict date of birth order, then catchment.
- 2) Non-catchment with sibling.
- 3) Non-catchment.

F2 (Reception)

- 1) Children in public care (looked after children)
- 2) Children who live in the school's Priority Admission Area (PAA) who have an older brother or sister attending from the same address at the date of admission
- 3) Other children who live in the school's priority admission area
- 4) Children who live outside the school's PAA who have an older brother or sister attending from the same address at the time of admission
- 5) Other children who live outside the school's PAA.

Community and controlled schools will admit children with Statements of Special Educational Needs where the school is named in the Education, health and care (EHC) Plan.

Children will be admitted up to the PAN in order of priority. If within any one of the priorities listed, an offer cannot be made, then preference will be given to children living nearer the school. Distance is measured in a straight line.

The Local Authority is required by law to follow this criteria so please make this a consideration when applying to your chosen school. It is likely that the further away from school you are, and out of catchment, the less likely you are to be allocated a place.

School Admissions Department can be contacted on 01484 221000 (ask for Admissions).

THE CURRICULUM

A Broad and Balanced Curriculum

The children follow a broadly based curriculum which incorporates the National Curriculum, Religious Education, Citizenship, Personal Health and Social Education (including Sexual Relationships), Equal Opportunities, Moral Education and what is sometimes described as the 'hidden curriculum' – School Ethos.

The Early Years Foundation Stage Framework

The educational programme outlined in the EYFS framework underpins all future learning by promoting, supporting and developing children's progress across seven areas of learning:

- Communication and Language; listening, attention and understanding, speaking.
- Personal, Social and Emotional Development; self-regulation, managing self, building relationships.
- Physical Developments; gross motor skills, fine motor skills.
- Literacy; comprehension, word reading, writing.
- Mathematics; number, numerical patterns.
- Understanding the World; past and present, people, culture and communities, the natural world.
- Expressive Arts & Design; creating with materials, being imaginative and expressive.

Planning for teaching and learning involves a balance between adult focused tasks and children's self-initiated play, encompassing the characteristics of effective learning, encouraging the children to be motivated, explore, be creative and think critically.

The School Curriculum (September 2014)

Children are taught in a variety of ways:

- As classes
- As groups
- As individuals

Some elements of the Curriculum are taught as separate subjects whilst others are taught as part of a topic, which includes elements from across the curriculum. The

coverage of the curriculum is planned on our Foundation, Key Stage One and Key Stage Two planning grids, which cover Nursery and the seven years a child would be expected to attend our school. Work is prepared and taught for whole classes, groups or individuals.

We will use a variety of teaching styles to support the learning of our children. These will depend on the subject, the content and investigations we want the children to experience. On occasions children will work in ability groups, mixed ability groups, as Individuals, in pairs, and in any organisational way to support learning. We will always differentiate work to support our children to promote high standards and achievement.

The National Curriculum includes computing which allows us the freedom to teach the children programming as well as ensuring they are computer literate. Our children, as part of our commitment to safeguarding are taught about e-safety and both the benefit and dangers of using IT. Our children will continue to use IT as an important part of all learning across all subjects.

Assessment in School

Nursery Assessment (Foundation 1) - On admission, the Nursery staff assess informally what children are able to do in the areas described earlier. The staff use these assessments formatively, that is, to give them the information they need to plan the curriculum they offer in order to try to meet the individual needs of your child.

Early Learning Goals – At the end of your child’s Reception year (Foundation 2) their achievement in the seven areas of Learning is assessed by their teacher using the Early Years Foundation profile which is derived from the Early Learning goals.

Children in KS1 will be assessed as, working towards the expected level for a Year 2 child, or at the expected level, or working at greater depth/higher. This will apply to reading, writing and maths. Science will be assessed at achieving the expected standard or not.

During Year 1 children will sit a national phonics assessment which is a government requirement.

In KS2, Year 6 children will sit externally marked tests in reading, maths and grammar, punctuation and spelling. They will receive a scaled score with 100 being the expected standard. A child below 100 has not met the expected standard. Those between 100 - 109 are at the expected standard and those who achieve 110-120 are working at greater depth/higher.

In 2022 children in Year 4 will undertake a maths check-in exercise as required by the government.

In writing the school assesses the work and a child will be assessed at working toward the standard. At the expected standard or at greater depth/higher. Those achieving greater depth are working at an exceptionally high standard.

In Year 1 - 6 we will also assess the children in each foundation subject as meeting the expected standard or working towards it.

Progression of skills maps are available on the school website.

Children with Special Educational Needs and Disabilities (SEND)

Here at Hopton we have a whole-school approach towards the SEND policy and practice. Pupils identified as having SEND are fully integrated into school life using all means possible to remove barriers to learning. Where appropriate school will seek the support and advice from outside agencies, e.g. Educational Psychology, Speech & Language Therapy.

Every effort is made to ensure they have full and equal access to the National Curriculum and that they are integrated into all aspects of school life, including trips, residential and after school activities and clubs etc. The SEN Code of Practice makes it very clear that ALL teachers are teachers of children with Additional Needs.

You can be reassured that all teachers take responsibility for identifying pupils with SEND. They will then work in collaboration with the pupil themselves, their parents and the SENCo to ensure that any pupil requiring different or additional support are identified and provided for as early as possible. Assessment is the process by which pupils with SEND can be identified, whether or not a pupil is making appropriate progress is seen as a significant factor in considering the need for SEND provision.

Safeguarding

We are committed to ensuring the welfare and safety of all children in school. All Kirklees Schools, including Hopton, follow the Kirklees Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Duty and Assessment and/or Police, without parental knowledge (in accordance with Kirklees Safeguarding Children Procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available on request.

We are committed to safeguarding and promoting the well-being of all pupils. Every pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, behaviour may be challenging. We recognise that they may exhibit concerning behaviours and at times this may impact on other children either

directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our pupils.

Equal Opportunities

All of the school community is committed to providing all children the best opportunity to learn and realise their full potential regardless of race, ability, religion, gender, disability, sexuality or gender identification. We will not allow any children to be disadvantaged by any form of discrimination.

Accessibility

We will always take all reasonable steps to ensure that all children are able to attend Hopton Primary School should they wish to do so, and we welcome all children into our school.

We are fully committed to equal access and opportunity for all of our children and will actively support children with access needs. This includes ensuring that no form of discrimination is tolerated, and that any incidents are quickly and firmly dealt with.

We are committed to ensuring all our children have access to all aspects of school life. At present we have access into school via flat areas and ramped entrances. In addition almost all of the school is accessible to all children and adults with the exception of the upstairs classroom. However, should the need arise, we would provide reasonable alternatives for children and/or adults who would be unable to access this room. We will always review our provision and ensure reasonable changes, where possible, to support our school community.

Homework

Parental help with reading is essential. Children are encouraged to take reading books home. In some classes a reading diary or homework diary is used to promote communication between home and school.

As the children get older they will increasingly be asked to enlist their parents' help with research. They may be asked to prepare work for school or complete set or unfinished work at home. In later years other homework may be set.

We would encourage parents to support their child's efforts, help them to learn times tables, explain things to them and generally show them that you are interested in what they are doing. However, we would remind parents that after a hard day's work at school, family and peer group activities and rest are more valuable than formal school based exercises at home. Homework may be set across a range of areas, and may vary from Year to Year. A copy of the homework policy is on the website.

Collective Worship

Each day the children have an assembly/reflective time which either takes place in the hall or their own classroom. The assemblies are, as required by law, of a broadly

Christian nature overall, though they reflect the multi-faith composition of our school and the society in which we live.

Section 25 of the Education Act 1944, gives parents the right to withdraw their children from Collective Worship or Religious Education lessons. Parents are asked to discuss this step with the Head Teacher before taking such a final decision.

Religious Education

We follow the Kirklees agreed syllabus.

Physical Education

PE is an integral part of the National Curriculum as well as the life of the school. Children can usually be expected to have some form of PE up to twice a week. They need a change of clothing for PE. **Elastic sided pumps** are essential until children can fasten their own laces. Work inside will generally be in bare feet.

- If you wish your child to be excused from PE please inform the Class Teacher by letter.

For reasons of safety no jewellery is to be worn during PE. If you are considering having your child's ears pierced it would be best if this were done at the beginning of the Summer Holiday. In this way they will not miss any PE.

Swimming lessons are provided during Key Stage 2 as part of the National Curriculum.

Children will need their PE kit in school at all times.

Pumps for indoor
Trainers for outdoor
Navy or black shorts
White t-shirt
Warm top
Navy or black jogging bottoms

Football shirts/long board shorts are not permitted

We are part of the Pennine Schools Sport Partnership.

R.S.E

Relationship and sex education forms part of the whole school curriculum. It begins in Foundation and is built upon in subsequent years. During the course of your child's time at Hopton, there will be a variety of R.S.E. We will utilise science and PSHE to help deliver this.

Music

Music forms a part of the curriculum throughout the whole school. This takes the form of active music making using pitched and non-pitched percussion, keyboards and singing. Instrumental music lessons are available through the Kirklees Music School, whose teachers offer a wide range of specialist music tuition. Those currently offered at this school are upper strings, percussion, keyboards, brass, woodwind and guitar. Details of charges are available upon request.

Educational Visits

We believe that it is important that children should learn by first-hand experience. We therefore provide the opportunity for our children to work outside the confines of the school grounds. We use the local area as a rich educational resource. We also like to visit more distant places. These visits enrich the curriculum we offer. Both local and more distant visits are seen as an important part of the National Curriculum. The regulations in the Education Reform Act state that we cannot charge for many types of educational visits, though it is normal for parents to be asked for a contribution.

Charging policy

It is the policy of the Governing Body to ask for donations for the whole cost of any educational visit. No child will be excluded from a visit because he or she has not made a donation. However, if donations do not meet a very high proportion of the cost, then the visit will be cancelled as the school does not have sufficient funds to meet this type of expenditure.

Parents in receipt of Pupil Premium & ever 6 Free School Meals will be supported in the cost of Educational Visits.

We use ParentPay to collect payment for educational visits for all classes in school.

Sport

The school aims to give our children the opportunity to participate in a variety of sports. We are involved in inter-school events across a number of sports. We have a large sports field, which is marked for football. We also use the field for our annual sports days.

Extra-Curricular Activities

The exact nature and timing of extra-curricular activities changes with the time of year, weather, special projects and the changing interests of the children and staff. Activities that we may offer over the course of an academic year include football, rugby, netball, gardening, cricket, dance, art, tennis, multiskills, choir, science, drama, art club, running club, sewing and recorders.

From September 2019 we have placed a £1.00 per week charge on extra-curricular clubs, for example a 6 weeks rugby club will cost £6.00.

We hold one five-day book fair a year.

Breakfast Club/After School Care Club

We have a Breakfast Club from 7.30 am to 8.55 am each morning. The Breakfast Club is staffed by a Breakfast Club Manager and four assistants and provides a choice of breakfast food and drinks plus the opportunity to play supervised games or read.

After School Care Club runs from 3.15 pm to 6.15 pm each evening. It is staffed by an After School Club Manager and two assistants and provides a choice of snacks and drinks plus the opportunity to play supervised games or read.

Forms with prices and more details are available from the office or on the school website.

Payment for Breakfast Club and After School Care Club is via ParentPay or childcare vouchers.

CARING FOR OUR CHILDREN

Pastoral Care

The care of the child in school is primarily the responsibility of his or her class teacher. However, as a caring community, the welfare of our children is a shared responsibility, shared by all adults, both teaching and non-teaching. Any problems relating to your child should be addressed in the first place to the class teacher, the lead teacher for the Key Stage and then the Headteacher.

At Hopton we have assistant head teachers for mental health prevention and support.

At lunchtimes the Senior Lunchtime Supervisor is responsible for the welfare of the children under the direction of the Headteacher.

Seeing the Class or Head Teacher

Teachers are available before (**short messages only**) or at the end of the school day. Parents should normally enter the school by the front entrance, see our administration staff and sign in. Arrangements can be made to see teachers at other times by appointment.

We have two parent/carer teacher consultations or open evenings each year when you can discuss your child's needs and progress.

Absences

Holidays during term time - The Education Amendments 2013 state that 'a head teacher may not grant any leave of absence during term time unless there are exceptional circumstances'. This means it is highly unlikely that you will be authorised to take a holiday.

Known absence - medical - If your child is to be absent from school for a dental, optical, doctor or hospital appointment which is known in advance, please send a note to the office before the absence. This will be authorised.

Known absence - other - Should your child need to be absent from school for reasons other than the above please contact the Headteacher. This may or may not be authorised.

Absence through illness - If your child is ill and will be away from school PLEASE phone or email and let us know, and also send a note on their return. We need to know the nature of the illness though this is confidential. In the case of long absences a medical certificate should be obtained. **Unknown absences will be followed up by a text message from our School Secretary.** Illness absence will be authorised.

PROMOTING POSITIVE BEHAVIOUR

We aim to build a school community which supports all who learn or work here, which is caring and compassionate to all, which provides a safe place to work and play, free from fear, which values all individuals, which promotes shared values and community spirit.

Our 3 Golden Principles are: Respect, Honesty and Effort

Action to promote the above aims: -

Making our school a happy community we will behave with kindness, consideration and co-operation towards everyone, we will not do anything which will cause anyone harm, we will make our school as safe as we can, we will be careful about how we work, play and move around the school, we will respect other people's property and that of school, we will work hard, try our best and allow others to do the same, we will play fairly.

Responsibility for promoting positive behaviour is shared between children, parents, staff and governors.

Systems of rewards and also sanctions are in operation.

Our rewards systems are extensive and varied. They actively recognise the achievements of the children both in and out of school and encourage others. Our Star

Assembly is held each Friday morning. Children from Foundation to Year 6 are nominated by their class teacher for a variety of reasons. Each child is awarded with a certificate and star badge.

We use Class Charts to record children's behaviour and to identify any trends or patterns of negative behaviour.

Sanctions will normally take the form of lost privileges. In the event that children continue to behave in an unreasonable way, the parents of the child will be invited to school to discuss the behaviour.

A copy of our Promoting Positive Behaviour Policy is available for inspection in the school office, or you can view it on our website.

Children are rewarded through praise, stickers and 'gifts from school'.

Bullying

What do we mean by bullying? There are many definitions of bullying, but most have three things in common: -

1. it is deliberately hurtful behaviour,
2. it is repeated often over a period of time,
3. it is difficult for those being bullied to defend themselves.

Bullying can take many forms but there are three main types – physical, verbal and indirect. **Bullying will not be tolerated in any form.**



MEDICATION IN SCHOOL

Children who are ill would normally be expected to be at home. However, it is sometimes necessary to finish a course of treatment after the child has returned to school. There is no one at school whose duties include administering any type of short term medicines. However, if you would like to arrange to come into school yourself or nominate a family member or friend; you may administer medicine to your child. **A letter must be sent into school beforehand outlining the type of medicine, the reason and the person who will be giving it to your child.** Doctors can prescribe antibiotics three times a day instead of four usually on request.

If your child suffers from a severe medical condition, please talk to your class teacher, from there a meeting is arranged and generally a medical plan is put in place and volunteers are trained to support your child.

Illness whilst at school

If a child becomes ill at school we will contact you. It is therefore essential that we have up-to-date home and work telephone numbers as well as additional emergency numbers.

Medical information

It is essential for reasons of safety that we are notified of any medical conditions which may affect your child at school. Advice on actions or treatment should also be recorded.

First Aiders

We have 10 first-aiders and under the guidance of the Head Teacher children will receive appropriate care. If we are at all unsure we will contact parents via the emergency numbers.

PARTNERSHIPS

Links with Home

The education of the children at Hopton School is a partnership between the family and the school, supported by the wider community. We therefore strive to develop links between home and school in many ways. Some of these are given below: -

Parents helping the school

As partners in the education of their children parents and grandparents are encouraged to help our school in different ways. Volunteer classroom helpers require to go through a full DBS check before they can help in school. Volunteer helpers on Educational Visits require a List 99 check before they can help.

Parent helper

If you would be interested in coming into school on a regular basis (e.g. one half-day per week) and helping the teacher or children in a class, please contact school for more details.

Fundraising activities

We feel that it is important that all parents and friends have the opportunity to become involved in this part of the life of the school. [The SCHOOL/PFA](#) organises many events, many of which need help from parents and carers.

Resolving problems

If you have any worries about your child or feel there may be reasons why he or she is acting in an unusual way, please let us know. Initially contact will be made through the Class Teacher. If you see the Class Teacher and still feel unhappy then an appointment can be made to see the Headteacher.

By working closely together we hope we can resolve minor misunderstandings before they become problems. If we have a problem with your child, which is not easily resolved, we undertake to contact you.

Please refer to our Complaints Policy, which can be found on our website.

School uniform

We encourage children to wear our school uniform which is as follows: -

- Red sweatshirt, cardigan or jumper /fleece
- White shirt, blouse or polo shirt
- Navy or grey trousers, shorts or skirt
- Black shoes

These can be purchased from any supplier, Asda, Tesco, Marks & Spencers, etc. Many parents prefer uniform to have our school logo printed on, these can be bought at Uniform stores. However, there is no requirement to wear clothing in school with the school logo on it.

IT IS ESSENTIAL THAT ALL ITEMS ARE CLEARLY LABELLED WITH YOUR CHILD'S NAME

Bringing toys to school

We discourage children from bringing items which are valuable or to which they are emotionally attached, to school. We cannot be responsible for them. However, we do understand that when a child starts school they may wish to bring a toy which provides a link with home. This must be small enough to easily fit in their tray.

Sweets, crisps and fizzy drinks

We do not allow children to bring any of the above to school. Fruit juice drinks and crisps are allowed in packed lunches only. Sweets are not allowed in school at all.

Water is always available to drink. Water bottles are sold in school.

If your child doesn't drink plain water then unsweetened flavoured water can be sent in but it must be clear.

Lost property

All property brought to school should be labelled. Named items will be returned to their owners.

We will periodically place Lost Property outside for Parent/Carers. At the end of each term lost property, without names, may be sent to the uniform exchange.

School meals

School meals are provided. Children in Foundation (F2) and Key Stage One (Years 1 and 2) are provided with a free of charge meal. Since October 2018 the Local Authority has been offering a 3 week cycle for menus and operate a band system where children choose their meals at the start of the day. We encourage parents to help children choose their meals at home.

For Key Stage 2 children - The current cost (£12.00) should be paid weekly (Monday) via ParentPay. Details of how to set up a ParentPay account can be obtained from the school office. Children have a choice of both first and second courses. No child is forced to eat food they do not like but are encouraged to try. If we find that a child is not eating, parents will be informed. Alternatively, children may wish to bring a packed lunch or go home at lunchtimes.

School milk

Milk is available to all children in school. It is free up to the term before the child's fifth birthday and for any child who is in receipt of Free School Meals. For all other children there is a cost per term of £11.65. Payment is collected via ParentPay.



Results Summary for 2018 to 2019

No tests were taken in 2020 or 2021 due to the pandemic. Results for 2022 will be added to the school website once we receive them.

Foundation

The children are assessed against Early Learning Goals. They are assessed at Emerging (working towards expected), Expected (at the expected level for their age), or Exceeding (above the expected level for their age).

There are 17 assessments made and parents will receive a detailed breakdown of their children's success. The Government report on what is called Good Level of Development (GLD).

	School 2019	Kirklees 2019	National 2019
GLD %	90.9	69.7	71.8

Year 1

The children in Year 1 sit a Phonics Test, which tests them against both real and unreal words. Children are either working towards the standard or have met the standard.

	School 2019	Kirklees 2019	National 2019
Have Met %	89.6	79.3	81.9

Key Stage 1

Key Stage 1 children are subject to Standard Assessment Tests (SATs), which are used along with teacher assessment to determine if a child is working below the expected standard, has met the expected standard, or is working at greater depth within the expected standard.

The scores for Reading, Writing and Maths are reported.

Reading	School 2019		Kirklees 2019		National 2019	
	Met Standard	At Greater Depth	Met Standard	At Greater Depth	Met Standard	At Greater Depth
% Score	91.5	29.8	72.7	22.4	74.9	25

Writing	School 2019		Kirklees 2019		National 2019	
	Met Standard	At Greater Depth	Met Standard	At Greater Depth	Met Standard	At Greater Depth
% Score	79.7	8.5	67.4	13	69.2	14.8

Maths	School 2019		Kirklees 2019		National 2019	
	Met Standard	At Greater Depth	Met Standard	At Greater Depth	Met Standard	At Greater Depth
% Score	85.1	31.9	73.9	20.3	75.6	21.7

Science	Met Standard
% Score	91.5

Key Stage 2

The children have received in Reading, Maths and SPAG (spelling, punctuation and grammar), a Scaled Score.

The Government have decided that a child should achieve a scaled score of 100, which demonstrates that the child has met the age expectation.

Obviously a Scaled Score below 100 means the child has not met the expected standard. A Scaled Score above means they have achieved above the expected standard. A score of 110+ means a child is working at greater depth.

In writing, the children are assessed by the teacher and may, be working towards the standard, be at the expected standard or be working at greater depth.

Reading	School 2019		Kirklees 2019		National 2019	
	100 +	110 +	100 +	110 +	100 +	110 +
% Score	91.3	43.5	69.5	23.4	73.2	26.9

SPAG	School 2019		Kirklees 2019		National 2019	
	100 +	110 +	100 +	110 +	100 +	110 +
% Score	97.8	54.3	77.2	33.5	78	35.7

Maths	School 2019		Kirklees 2019		National 2019	
	100 +	110 +	100 +	110 +	100 +	110 +
% Score	97.8	71.7	77.8	24.4	78.7	26.6

Writing is assessed through the children's work over the course of the year.

Writing	School 2019		Kirklees 2019		National 2019	
	Met Standard	At Greater Depth	Met Standard	At Greater Depth	Met Standard	At Greater Depth

% Score	927.8	41.3	77.1	16.2	78.5	20.2
---------	-------	------	------	------	------	------

The average Scaled Scores are listed below.

	School 2019		Kirklees 2019		National 2019	
Reading %	108.4		103.4		104.4	
SPAG %	110.2		105.8		106.3	
Maths %	111		104.5		105	
	School Expected	Greater Depth	LA Expected	LA Greater Depth	National Expected	National Greater Depth
RWM Combined	87	30.4	61.8	8.6	64.8	10.5

Progress - 'O' is equivalent to expected progress, a negative number is less than expected progress and a positive number is more than expected progress

	School 2019	Kirklees 2019	National 2019
Reading	+0.1	-0.8	0
Writing	+0.7	-0.5	0
Maths	+2.4	-0.3	0

USEFUL TELEPHONE NUMBERS

Hopton Primary School	01924 489736
Kirklees Admissions Department	01484 221000 and ask for 'Admissions'
Mirfield Reporter	01924 433013
Police Non Emergency	101
St Paul's Church	01924 490167
Castle Hall Academy	01924 520500
Mirfield Free Grammar & Sixth Form Academy	01924 483660
Dentist (D. E. Wood)	01924 499171
Dewsbury District Hospital	0844 811 8110
Huddersfield Royal Infirmary	01484 342000
Mirfield Health Centre	01924 483440
Dewsbury Sports & Leisure Centre	01924 56524
Mirfield Cricket Club	01924 497219
Station Taxis	01924 490444
Mirfield Taxis	01924 490999
*Banana Moon Children's Day Nursery	01924 498308
*Trinity Children's Centre	07790270327
*Please note – we cannot give any recommendations for the above. We have listed them because they are local to the school.	

The following items are sold in school. If you would like to order one for your child, please put EXACT CASH in a named envelope and send to the school office.

Plastic water bottles for use in the classroom/sport etc.	£1.30 each.
Red waterproof book bags with school logo.	£4.00 each.

**Thank you for reading our prospectus.
We hope you have found the information given helpful.**

Please contact school if there is anything you are not clear about.



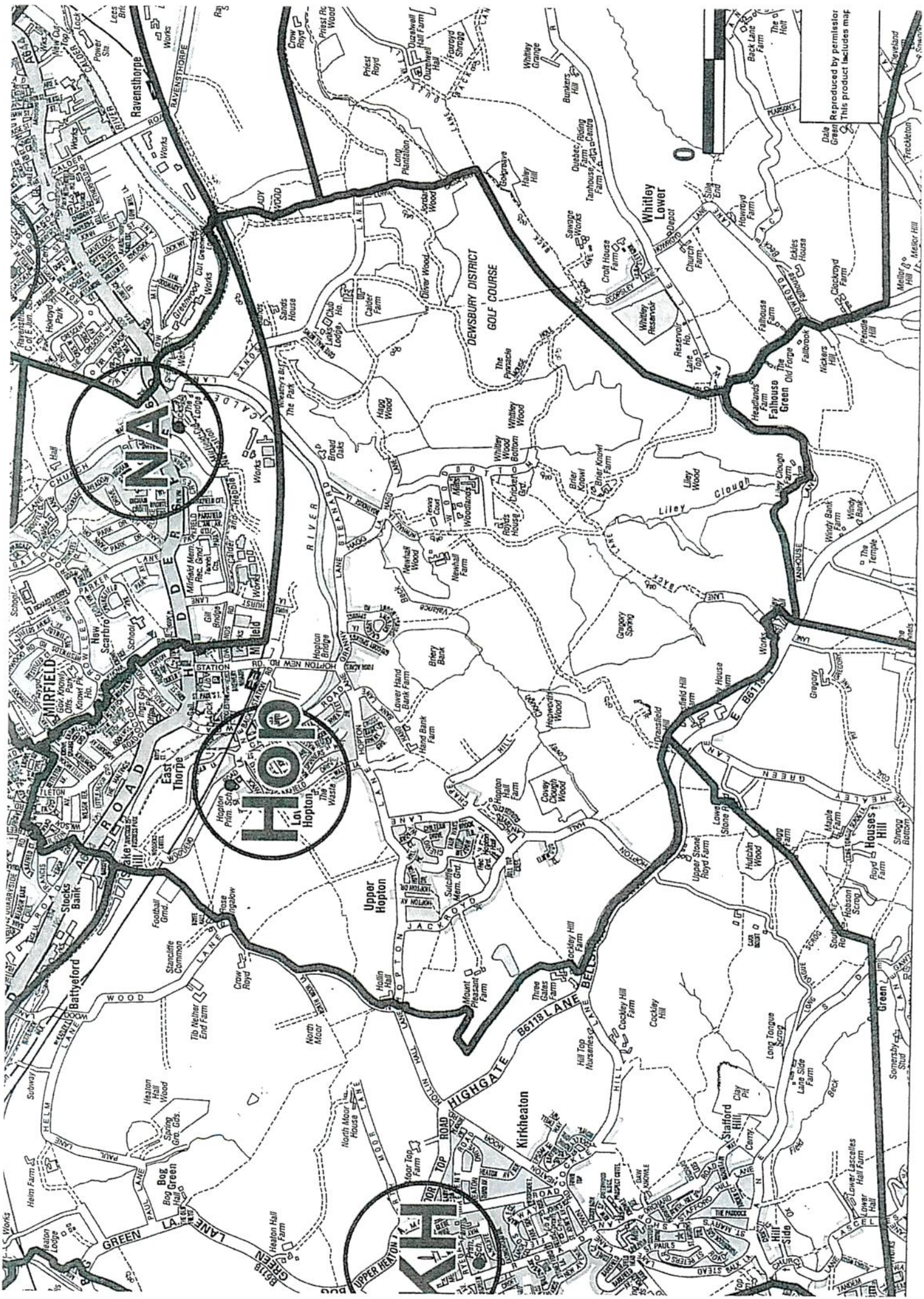
Year 5 & 6 children can gain their 'Bikeability' road test if they have a good quality bicycle and helmet.



Hopton children visited the Sports Barn to have a go at a variety of sports.



Year 6 children have the opportunity to experience outdoor pursuits at a Derwentwater residential.



Date Green Reproduced by permission
This product includes map