

Manor Church of England Infant School Information Booklet 2024-2025



'Excellent'
SIAMs inspection
October 2019



'Good' OFSTED
July 2023

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Manor Church of England Infant School for children aged 4 - 7 is maintained by Hampshire County Education Authority. The County Education Office is based at Hampshire County Council in Winchester.

Introduction

An introduction from Mrs Hale, the Headteacher.

Choosing the right school for your child is one of the most important decisions you have to make. I am proud to be Headteacher at Manor Church of England Infant School. I welcome this opportunity to introduce you to our school.

Manor Church of England (Voluntary Controlled) Infant School is a traditional infant school serving the village of Holbury and the wider local community. The school caters for 4-7 year olds. The small family nature of the school ensures that everyone knows each other resulting in a happy and secure learning environment.

At Manor, we lay a great emphasis on the teaching of the basic, core skills of reading, writing and mathematics in a curriculum which provides breadth, balance and continuity across a wide range of subjects. Through interest, activity and success, children develop confidence, good learning skills and an ability to think for themselves. However, we believe that education does not end here but plays a key part in preparing children for later life. As such, we thoroughly encourage kindness and friendliness at all times. Our core Christian Values: Love, Trust and Truth are embedded in all that we do.

We hope that our school information booklet will provide you with much useful information about our school. However, there is no substitute for a personal visit and you are warmly invited to contact the school to arrange a visit during which time you will be able to meet the children, staff and myself.

Michelle Hale

Headteacher



Introduction Cont..

A warm welcome from Teresa Pickup, Chair of Governors.

I would like to welcome you and your child to Manor Church of England Infant School on behalf of the Governing Body.

The members of the Governing Body are responsible for the conduct of the school with a view to promoting high standards of educational achievement in a nurturing and supportive environment.

Our governing body is made up of parent, staff, foundation, local authority and co-opted governors and together we all work to provide a happy and positive experience for all children at Manor.

Teresa Pickup



Aims / Ethos

Manor C.E. Infant School is a Church of England School catering for children from four to seven years old, and is maintained by Hampshire Local Education Authority.

Ethos

Our school continues to serve the local community, and all people of whatever faith or none. However, being a Church of England school means that:

- The ethos of the school is explicitly Christian, with an underlying belief that Christianity is true (though not to the exclusion of genuine questioning and debate), and with a positive effect on the way people treat each other.
- Although religious education still follows the Hampshire syllabus, it is developed in ways that strengthen the Christian and church content, without detriment to teaching about other faiths.
- Collective worship in assemblies have Christian and church emphasis, and clergy continue to lead some worship. Many of our Wednesday Collective Worships are led by parish clergy.
- The governing body include some governors appointed to represent the Church of England parish of Fawley.
- As well as Ofsted inspecting our school, there are also inspections of its Christian ethos and activities. (SIAMS inspection—Excellent—October 2019).
- The school benefits from advisory support and training opportunities provided by the Diocese as well as the County.

The Christian ethos of Manor supports the loving and caring atmosphere that already exists at our school. Children receive a grounding in the Christian faith that better equips them to make their own faith decisions when they are ready. Experience at other church infant and primary schools is that children enjoy their church involvement and the additional experiences and opportunities this presents.



Aims / Ethos

Aims of our school

- To try our best at everything we do.
- To develop the ability to work independently, co-operatively and with self-discipline.
- To value and appreciate one another.
- To listen with respect to one another.
- To prepare pupils for the responsibilities, opportunities and experiences of adult life.
- To foster a caring attitude to the world around us.

Our Vision

Our school values are: Love Trust and Truth

At Manor, our vision is our core values. Through our values of love, trust and truth, the school gains its identity.

Love

Love is a core value for our Church school because God is love. (1 John 4:16). Love means putting others before yourself and not expecting anything in return.

We demonstrate this by showing love and respect for each other throughout our lives because we are all made in God's image.



Trust

Trust is a core value for our Church school because if we trust in God we will be led on the right path. We learn of trust through stories in the Bible.



In the story of 'The Amazing Catch of Fish' (John 21: 1-6) Jesus taught the fishermen who had been fishing all day with no success to trust in him and to fish on the other side of the boat. The fishermen trusted Jesus and did as he said and their nets were filled to bursting point with fresh, wriggling fish.

We show our trust when we look for the best in others, are dependable but also are confident enough to take risks.

Truth

Truth is a core value for our Church school because children believe that when we live in truth we follow Jesus' example. 'I am the way, the truth and the life.' (John 14 6).



We could look to examples of the disciples believing in Jesus' word as the truth and following him. Also, the belief that Mary and Joseph showed in the words of the angels.

We can show a truthful attitude by understanding that the true value of life lies in the love and care that we show for the world, children making a positive contribution to making the world a better place.

School Organisation

School Organisation

Manor Church of England Infant School provides education for boys and girls between the ages of four and seven.

At present there are three classes:

Blue Class— (Year R children) - Mrs S Hampton and Mrs C Welling

Red Class — (Year 1 children) - Miss G Allinson

Yellow Class— (Year 2 children) - Mrs S Munns

At Manor, Learning Support Assistants assist with the teaching and learning in each class.

During the course of every year a number of student teachers and work experience students may work in school under the supervision of a teacher.



Admissions

Manor Church of England (Voluntary Controlled) Infant School – Admissions Policy 2024/25

This policy will be used during 2023/24 for allocating places in the main admission round for entry to Year R in September 2024. It will also apply to in-year admissions during 2024/25

Hampshire County Council is the admission authority for Manor CE Infant School. The admission arrangements are determined by the County Council, after statutory consultations.

Published Admission Number (PAN)

Each school has a published admission number (PAN) for entry to Year R. The school will admit this number of children if there are sufficient applications. Where there are fewer applications than the published admission number, places will be offered to all applicants.

The PAN for Manor CE Infant School for 2024-25 is 30.

Admissions Process

The County Council will consider first all those applications received by the published deadline of midnight on **15 January 2024**. Notifications to parents offering a primary or infant school place will be sent by the County Council on 16 April 2024.

Applications made after the deadline will be considered after all on-time applications have been fully processed unless exceptional circumstances merit consideration alongside on-time applications.

For the normal admission round, all on time preferences will be considered simultaneously and ranked in accordance with the admission criteria. If more than one school can offer a place, the parent's highest stated available preference will be allocated.

Pupils with an Education, Health and Care Plan

Any child with an Education, Health and Care Plan naming Manor CE Infant School will be admitted. Where possible such children will be admitted within the PAN.

Oversubscription criteria

When the school is oversubscribed, after the admission of pupils with an Education, Health and Care plan naming the school, priority for admission will be given to children in the following order:

1. Looked after children or children who were previously looked after (see definition i).
2. Children or families with an exceptional medical and/or social need. Each application must include supporting evidence from an independent professional such as a doctor and/or consultant for medical needs or a social worker, health visitor, housing officer, the police or probation officer for social needs. This evidence must confirm the child or family's medical or social need and why that need(s) makes it essential that the child attends Manor CE Infant School rather than any other (see definition ii). Applicants will only be considered under this criterion if on the application form (online or paper) they have ticked the appropriate box explicitly indicating that they wish for their application to be considered under medical / social need and supporting evidence is submitted with the application.

¹The PAN applies to the relevant year* only. For other year groups at the school, different admission limits may be applied. Please ask the school or local authority for details.
* The relevant year is the age group at which pupils are or will normally be admitted to the school i.e. reception, year 3, year 7 and year 12 where the school admits external applicants to the sixth form (Section 142 of the SSFA 1998).

Admissions cont....

3. Children of staff (see definition iii) who have, (1) been employed at Manor CE Infant School for two or more years at the time at which the application for admission to the school is made, or (2) have been recruited to fill a vacant post for which there is a demonstrable skill shortage.

4. Children living in the catchment area (see definition iv) of Manor CE Infant School who at the time of application have a sibling (see definition v) on the roll of Manor CE Infant School or the linked junior school, Cadland Primary School, who will still be on roll at the time of admission. [See 7 for additional children who may be considered under this criterion.]

5. Children living **in** the catchment area of Manor CE Infant School with a parent who is an active member of the Church of England (see definition vii) and who requests admission on denominational grounds and provides relevant evidence.

6. Other children living in the catchment area of Manor CE Infant School.

7. Children living **out** of the catchment area of Manor CE Infant School who at the time of application have a sibling (see definition v) on the roll of Manor CE Infant School or the linked junior school, Cadland Primary School, who will still be on roll at the time of admission. [Where a sibling was allocated a place at Manor CE Infant School or the linked junior school, Cadland Primary School, in the normal admission round in a previous year because the child was displaced (see definition vi) from the catchment school for their address, the application will be considered under 4, above, subject to the siblings still living in the catchment area for the school from which they were displaced. In future normal admissions rounds a younger sibling will be considered to have been displaced where they were allocated a place at Manor CE Infant School or the linked junior school, Cadland Primary School, under this criterion as a consequence of their elder sibling's displacement and are still living in the catchment area for the school from which they were displaced].

8. Children living **out** of the catchment area of Manor CE Infant School with a parent who is an active member of the Church of England (see definition vii) and who requests admission on denominational grounds and provides relevant evidence.

9. Other children.

Definitions

(i) Looked after children are defined as those who are (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22 (1) of the Children Act 1989). Previously looked after children are those who were looked after but immediately after being looked after became subject to an adoption order, child arrangements order, or special guardianship order. An adoption order is an order under section 46 of the Adoption and Children Act 2002 or section 12 of the Adoption Act 1976. Child arrangements orders are defined in section 8 of the Children Act 1989, as amended by section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians). Previously looked after children also includes those 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. A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

(ii) 'Medical need' does not include common medical conditions supported in mainstream schools, such as asthma or allergies. 'Social need' does not include a parent's wish that a child attends the school because of a child's aptitude or ability or because their friends attend the school or because of routine childminding arrangements. Priority will be given to those children whose evidence establishes that they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose evidence establishes that a family member's physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Evidence must confirm the circumstances of the case and must set out why the child should attend a particular school and why no other school could meet the child's needs. Providing evidence does not guarantee that a child will be given priority at a particular school and in each case a decision will be made based on the merits of the case and whether the evidence demonstrates that a placement should be made at one school above any other.

Admissions cont....

(iii) 'Staff' includes all those on the payroll of Manor CE Infant School who (specific to clause (1)) have been an employee continuously for two years at the time of application. 'Children of staff' refers to situations where the staff member is the natural parent, the legal guardian or a resident step parent.

(iv) A map of the school's catchment area is available on the school's details page of the Hampshire County Council website www.hants.gov.uk/educationandlearning/findaschool.

(v) 'Sibling' refers to brother or sister, half brother or half sister, adoptive brother or adoptive sister, foster brother or foster sister, step brother or step sister living as one family unit at the same address. It will also be applied to situations where a full, half or adopted brother or sister are living at separate addresses. Criteria 4 and 7 include children who at the time of application have a sibling for whom the offer of a place at Manor CE Infant School or the linked junior school, Cadland Primary School, has been accepted, even if the sibling is not yet attending. It also includes, in the normal admissions round, children who have a sibling on roll in Year 2 at Manor CE Infant School at the time of application, who are successful in gaining a place at the linked junior school, Cadland Primary School, on the national notification date.

(vi) 'Displaced' refers to a child who was refused a place at the catchment school in the normal admissions round having named it in the application and was not offered a higher named preference school. To identify the child's catchment school please use <https://maps.hants.gov.uk/SchoolCatchmentAreaFinder/>. Note that some addresses are in catchment for more than one school and in this case, 'displaced' refers to a child who was refused a place at any of their catchment schools.

(vii) 'Active member of the Church of England' is defined as attending worship at a Church of England church at least twice a month for the previous two years before the date of application*. Parents applying under criterion 5 or 8 must complete a Supplementary Information Form (SIF) which asks for declaration and verification of active membership. The SIF is available to download and print from the County website (www.hants.gov.uk/admissions) or from the school on request. It cannot be completed online. The completed SIF must be returned to the school by the application deadline.

**In the event that during the period specified for attendance at worship, the church has been closed for public worship and has not provided alternative premises for that worship, the requirements of these [admissions] arrangements in relation to attendance, will only apply to the period when the church or alternative premises have been available for public worship.*

Tie-breaker

If the school is oversubscribed from within any of the above categories, straight line distance will be used to prioritise applications; applicants living nearer the school have priority. Distances will be measured from the Ordnance Survey home address point to the school address point using Hampshire County Council's Geographic Information Systems (GIS). Distances to multiple dwellings will give priority to the ground floor over the first floor and so on. On individual floors, distances will be measured to the stairs leading to the communal entrance. Where two or more applicants are equidistant, random allocation will be used to allocate the place. An explanation of the random allocation procedure is available on the County website.

Additional Information

Permanent Residence

The child's permanent residence is where they live, normally including weekends and during school holidays as well as during the week and should be used for the application. The permanent residence of children who spend part of their week with one parent and part with the other, at different addresses, will be the address at which they spend most of their time. Where a child's time is evenly divided between the parents, parents must agree which address they would like to be considered for the purposes of the application. In the event of a dispute, in the absence of a relevant court order, the admission authority will make a judgement about which address applies, taking into account the address registered with the child's current school, nursery, preschool or childminder, the address registered for child benefit and the address registered with the child's GP.

Admissions cont...

Multiple births

Where a twin or child from a multiple birth is offered the last place available within the PAN, any further twin or child of the same multiple birth will also be offered a place, if the parents so wish, even though this may raise the number in the year group above the school's PAN.

Fair Access placements by the local authority

Outside the normal admission round, it may sometimes be necessary for a pupil to be placed by the local authority, or a local placement panel acting on behalf of the authority, in a particular school even if there is a waiting list for admission. Such placements will be made in accordance with Hampshire County Council's Fair Access Protocol. The Protocol is based on legislation and government guidance.

Waiting lists

Waiting lists will be established for each year group where more applications are received than places available. For main round admissions to Year R, the waiting list will be maintained centrally by the local authority until 31 August 2023. At all other times, and for other year groups, waiting lists will be operated by schools on behalf of the local authority.

Any places that become available will be offered to the child at the top of the list on the day the place became available. The waiting list is ordered according to the criteria of the admission policy with no account being taken of the length of time on the waiting list or any priority order expressed as part of the main admission round. Fair Access admissions and school closure arrangements will take priority over the waiting list.

The waiting list will be reviewed and revised –

- each time a child is added to, or removed from, the waiting list;
- when a child's changed circumstances affect their priority;

For entry to Year R, the waiting list will remain open until 31 August 2025, at which point all names will be removed. For all other year groups, waiting lists will remain open until 31 August of each year. Parents who want their child to be considered for a place at the school in the following school year must submit a new in-year application in the August preceding the new school year. Schools will send a decision letter within the first 10 days of the new term.

Appeals

All applicants refused a place have a right of appeal to an independent appeal panel constituted and operated in accordance with the School Admission Appeals Code.

For information about the appeal process, including how to lodge an appeal, please visit:

<https://www.hants.gov.uk/educationandlearning/admissions/guidance/appeals>.

Starting school

Pupils born between 1 September 2019 and 31 August 2020 (inclusive) are entitled to full-time schooling from September 2024. Parents can choose to defer their child's admission until later in the school year (but not beyond the start of the term after they reach compulsory school age). Children can also attend part-time until they reach compulsory school age. Parents must discuss their child's starting arrangements with the school once an offer has been secured.

Admissions cont...

Children with birthdays between:

1 September and 31 December 2019 (inclusive) reach compulsory school age on 31 December 2024, at the start of the spring term 2025.

1 January and 31 March 2020 (inclusive) reach compulsory school age on 31 March 2025, at the start of the summer term 2025.

1 April and 31 August 2019 (inclusive) reach compulsory school age on 31 August 2025, at the start of the new school year in September 2025.

Parents of summer born children (those born between 1 April and 31 August) who are particularly concerned about their child's readiness for school can request to delay their child's entry to Year R for an entire school year until September 2025. This is called decelerated admission. In making such a request, parents would be expected to state clearly why they felt decelerated admission to Year R was in their child's best interests. It is recommended that parents considering such a request contact the local authority in the autumn term 2022 to ensure that an informed decision is made. Guidance on decelerated admission for summer born children, including how to make a request, is available on the County website at www.hants.gov.uk/ad-summerborn.

Admission of children outside their normal age group

Parents may request that their child is admitted outside their normal age group. To do so, parents should include a request with their application, specifying why admission outside the normal age group is being requested and which year group they wish their child to be admitted. Decisions will be made based on the circumstances of the case and in the best interests of the child.

School Closures

In the event of a school closure, pupils from the closing school may be given priority for any school nominated as the receiving school. Specific arrangements will be determined by the Local Authority in accordance with the School Admissions Code and will be published at the time for the specific schools affected.

Legislation

This policy takes account of all Equalities legislation, together with all relevant regulations and the School Admissions Code (published by the DfE in 2021).



The School Day

Teaching Sessions and Breaktimes

<i>Lessons start</i>	<i>08.50</i>
<i>Morning Break</i>	<i>15 minutes</i>
<i>Lunch break</i>	<i>12.00 to 13.00</i>
<i>Lessons finish</i>	<i>15:20</i>



Dropping off at the start of the school day.

Many children walk, scoot or cycle to school which is good training and helps to develop road sense. All children are expected to come into school independently between 8:40am and 8:50am.

Unless you have a good reason, please do not drive into the school grounds at the start or end of the day. Please also remind your child to use the footpath when entering or leaving the school grounds and not the roadway.



Collecting children at the end of the day

At 3.20pm. the children are brought outside where they are collected by parents or carers. Any children not collected will be taken to the school office to await collection. Year R should be collected from the back of the school, by the class gate.

Registration

Registration takes place at the start of every morning and afternoon session.

Dogs in School Grounds

In order to protect children's health we ask that you do not bring dogs into the school grounds at any time.

Collective Worship

Collective Worship

Under the terms of the 1944 and 1988 Education Acts, all children must be involved in a daily act of collective worship. The children worship together as a class or as a whole school. These acts of worship support the promotion of the Christian ethos in the school.



Throughout the year a local vicar leads special services at The Good Shepherd or All Saints. These include Harvest, Christingle and Easter. Children in Year 2 also attend the Leavers' Service at Romsey Abbey at the end of the year.

Parents have a right to withdraw their children from R.E. and Collective Worship on religious grounds. If any parent wishes to exercise this right, the Headteacher would be pleased to discuss with them an appropriate alternative, which would allow the children to be withdrawn in a tactful and unobtrusive manner.

Whole school Celebration worship is held on Friday mornings led by the Headteacher. Parents are warmly invited to attend. Children receive certificates and awards. If your child has achieved a certificate or award outside of school, please send them into school so that they can be presented on a Friday.



Absence

Absence

To ensure the continued safety and welfare of the children, it is essential that the school is notified of the nature of your child's absence e.g. illness, medical treatment, either by a telephone call or a note to your child's teacher. This should be done on the first day of absence between 8:30am and 9:20am. Once registers have been completed, office staff will telephone or text the parent of absent children who have not either telephoned or previously sent in a note explaining the absence.



Although it is very important that children do not miss any schooling unless absolutely necessary, they must not attend if they are unwell.

Punctuality is also important as it can be distressing and disruptive for children to arrive after the start of a lesson. The school has a very clear attendance policy which all members of the school community are expected to adhere to.

Attendance

We continually emphasise the importance of good attendance and punctuality and we hope that you will work with us to strive to achieve 100% attendance for every child.

Following Government Legislation in September 2013, absence during term time will only be authorised under exceptional circumstances.

Any leave of absence must be authorised. Where necessary, parents should complete a leave of absence request form which can be obtained from the school office and returned to the Headteacher.



We encourage parents not to take holidays during term time and ask for medical or dental appointments to be made outside school hours whenever possible.

Health & Welfare

Emergency Contacts

Emergency contact forms need to be kept up to date and parents are welcome to come into the school office to check their details at any time.

Supporting agencies

The school uses the advice of other agencies when needed. Among those available are the school nursing team. Visits are made to the school to conduct medicals, hearing and vision tests as required, or to advise the teachers on health problems affecting educational progress. The local PCSO also visits the school to talk to the children on a variety of subjects.



Court Orders

It is in the interest of the child that the school is informed of any court orders made under the provisions of The Children Act 1989.

Child Protection and Safeguarding

The school's Designated Safeguarding Lead (DSL) is the Assistant Headteacher, the Headteacher is the Deputy DSL.

Illness and accidents at school

If a child feels ill at school, the parents or their emergency nominee will be contacted by telephone. Please ensure that any change of address or telephone number is given to the school.

Any minor injuries sustained at school are attended to by a member of staff. Stickers are used to advise parents of injuries at school e.g. a bumped head sticker. At the time of writing, the majority of our staff have a first aid qualification. In cases of major injury, parents are contacted immediately.

Health & Welfare cont

Head Lice

This can be a problem in schools; therefore we ask all parents to regularly check their child's hair. Please remember that once head lice are found all members of the family should be treated, either by proprietary treatment or by using conditioner and combing through with a fine toothed comb. Parents are asked to check their children's hair for lice on a weekly basis.

Medicines

If a child needs prescribed medicine at school, it must be handed into the school office, clearly labelled with the child's name and with written instructions about administration and dosage. Any medication to be administered by school staff requires written authority from a parent and the relevant form may be obtained from the school office.



If a child suffers from asthma, he or she will keep an inhaler in the classroom. The school office and the child's teacher must know about the inhaler and be kept informed by parents of the type of medication and the recommended dosage.

Under no circumstances must any child have medicines at school without the school being aware of it.

Individual Healthcare Plans

All children with medical conditions will have an Individual Healthcare Plan. This plan contains details of the child's condition, medication taken and action required should the child become unwell. This document is shared with all relevant staff.

School Dinners

Severe Food Allergy—Nuts, Peanuts and Kiwi Fruit

Due to the increasing incidence of nut and kiwi fruit allergies amongst children, we ask parents to exclude nuts or nut products and kiwis in packed lunches. The school is a '**NUT AND KIWI FREE ZONE**'. Children are also requested not to eat any nuts or nut products for breakfast. Contact with nuts or nut products is potentially life threatening to children affected in this way.

Meals

The school meals at Manor C of E Infant School are cooked in the school kitchen. The contract for school meals is currently with 'Education Catering'. Further details of the meals provided can be found on their web-site at:

www.myschoollunch.co.uk/hampshire



Universal Free School Meals

All children in Year R, 1 and 2 are be entitled to a free school meal every day. The school should be informed on a daily basis if your child is requiring a hot lunch.

Some parents prefer their children to bring sandwiches to eat for lunch.

All children eat their lunch in the school hall. We encourage good table manners at all times. Every Friday, a selection of children who have displayed good table manners are awarded the Table of the Week. A drink of water is always available. All drinks brought into school must be in non-breakable containers and no hot drinks are allowed. Water is permitted in the classroom, fruit juice or water is permitted in the hall at lunchtime, **no squash or fizzy drinks please.**



School Dinners cont.....

We have three assistants in attendance during the lunch break to help the children at mealtime and supervise during outdoor and indoor play.

Sweets and Biscuits

We would ask you not to send sweets and biscuits to school for the children to eat at break times or in class. At Manor we aim to encourage healthy eating habits. All children are provided with a piece of fruit to eat every morning. As well as this, all 4 year old children are given milk in the mornings as part of the 'Free Milk for Under 5's' project. Children who are eligible for Pupil Premium Funding are offered milk on a daily basis.



Uniform

Uniform

Manor C of E Infant School has a school uniform and we strongly encourage all children to wear it. We believe that wearing school uniform encourages children to be neat and tidy for work, prevents discrimination, reduces arguments about clothes at home, makes recognition of pupils easier and fosters a pride in our school.

Uniform List- Winter

Girls

Mid - grey skirt, pinafore, tunic or trousers.

Red school sweatshirt or cardigan
Red or white polo shirt or blouse
White socks or red or grey tights
Black shoes- NO TRAINERS

Boys

Mid grey trousers
Red school sweatshirt
Red or white polo shirt or shirt
Grey or black socks
Black shoes—NO TRAINERS
Black or blue shoes - NO TRAINERS .

Uniform List- Summer

Girls

Red gingham checked dress (or grey shorts / skirt with red or white polo shirt or blouse)

Red school sweatshirt or cardigan.
White socks
Black shoes - NO TRAINERS
Sun Hat

Boys

Mid - grey shorts
red or white polo shirt or shirt
Red school sweatshirt
Grey or black socks
Black shoes - NO TRAINERS
Sun Hat

For safety reasons, trainers, boots, sling backs, open toed sandals or high heeled shoes should not be worn in school.

School uniform can now be purchased from MyClothing www.myclothing.com and Brigade www.brigade.uk.com

Links to both websites are available on the school website.

High

Expectations

All children will be encouraged to keep themselves neat and tidy and to take pride in their general appearance. All clothing and personal belongings should be clearly marked with the child's name.

Jewellery and Make-up

Children are not encouraged to wear earrings or other jewellery. Studs are permitted for those children who have pierced ears. During P.E., studs will need to be removed or covered with surgical tape. In general terms, you are advised not to allow your child to wear jewellery at school in case of loss, damage or injury. Make-up, including nail varnish, is not appropriate in school and should also not be worn.

Uniform cont...

P.E. and Games Kit

P.E. clothing should be clearly named and kept in a drawstring bag. Due to lack of space, large sports bags and rucksacks should not be brought to school. P.E. and sports clothing should be worn only for appropriate physical activities and, for reasons of hygiene, should not be worn for the whole day.

If you wish your child to be excused from P.E. or games lessons, due to illness or injury, please inform the Class teacher in writing.

P.E. and Games Kit

- Black shorts
- White T- shirt
- White socks
- P.E. kit should include socks for girls if they come in tights
- Plimsolls (preferably pull on style for young children)
- Trainers (for outdoor use only)
- Tracksuit (should be provided for cold weather)

PE and Games Kit

For health and safety reasons, all the children must get changed for PE and Games and ear studs should be removed or taped.

County safety guidelines require children to undertake gymnastics activities in bare feet. Children with a verruca should cover them with a plaster.

Please check regularly that all items of clothing used at school are clearly labelled with your child's name.

All children are expected to take part in PE lessons both indoors and outdoors. **Please ensure that you provide your child with warm clothing for outdoor PE lessons** in the winter months. If you have difficulty in

providing your child with the essential items of clothing or footwear for PE, a limited amount of financial help may be available. Details can be obtained from the school office.

Where to buy uniform and accessories

School Uniform can be purchased from Brigade and My Clothing. Many items are also available at most chain stores and department stores.

Art and Craft

The school has a collection of aprons for use in Art and Craft activities.

Wet weather clothing

We encourage the children to go outdoors in all weathers so please ensure that your child has a **waterproof coat** at school every day.



Off Site activities



Off-Site Visits

The school offers a number of off-site activities to enrich children's learning. When children are taken on off-site visits (e.g. visits to museums), advance notice is given and permission sought.

Voluntary Contributions

Educational visits play an important part in Manor Church of England Infant School's curriculum but they depend very much upon the willingness of parents to continue making voluntary donations towards the costs. When visits are arranged, full details are provided including any costs involved. We ask parents to cover these costs with a voluntary contribution.

No child will be excluded from the visit if the contribution is not made. However, visits cannot be made if costs are not met and so we seek the continued support of parents in this matter.



Behaviour

Discipline and School Rules

At Manor Church of England Infant School we aim to develop self-motivated, self controlled and responsible children. All staff, children, parents and governors have responsibility to value, respect, care for, praise and listen to each other to encourage such attitudes in our children.

Behaviour we wish to encourage

We all need to have a common understanding of what good behaviour is so that we can work together. It also needs to be age appropriate. Behaviours we encourage, support and develop are:

- politeness;
- care and respect for one another;
- the ability to listen well to adults and peers;
- the ability to express an opinion appropriately;
- understanding of others;
- patience;
- pride in achievement, academic and personal;
- co-operation;
- care for the environment inside and outside the classroom.

We flourish and grow in an atmosphere of praise and encouragement and develop pride in ourselves and our school. In order to achieve this, certain standards must be fully understood and maintained. We actively seek to apply the standards and uphold them at all times.

The standards are our School Rules. The Rules were created by the School Council and have been adopted by the school community of children, parents, teachers and governors. These rules are displayed in every classroom and in prominent positions around the school to promote positive behaviour.

Our Rules

Be kind and caring towards each other.

Play nicely with everyone.

Work hard and always try your best.

Listen to one another.

Keep your hands and feet to yourself.

Always tell the truth.

Walk sensibly in school.

Use indoor voices in the school building.

Created by the School Council - May 2014
Last Reviewed June 2023

Behaviour cont...

All of us have the responsibility to uphold and support these standards at **all** times. In this way the powerful influence of home and school working together will actively help and support our children.

Whole School Rewards

Specific Whole school rewards for keeping our Rules include:

Certificates of Achievement are given out by the Headteacher on a weekly basis in the Friday worship. All teachers nominate children for a Certificate of Achievement prior to the assembly. All support staff inform teachers if there is a particular child they have noted that deserves a Certificate.



Extra special work is sent to the Headteacher for an extra comment, praise or a reward.

Table of the Week

Once every week the Headteacher eats lunch on the 'Table of the Week' with children who have displayed very good manners in the lunch hall.



Lunchtime Awards

The Lunchtime Staff award special certificates to children who follow the Lunchtime Rules. These are awarded on a daily basis.

If a child displays good behaviour, they are awarded a spot on their class display. When ten spots are achieved, the child is awarded a Lunchtime Award Certificate.



Behaviour cont...

Behaviour we wish to discourage

We must all work actively together to discourage the behaviour that we do not wish to happen:

- bullying/ aggression- verbal and physical;
- disrespect of people; bad language;
- intolerance of others e.g. disabilities / race;
- under achievement;
- defiance and answering back;
- dishonesty, stealing and cheating; disruption;
- boisterousness; lack of consideration;
- over competitiveness;
- vandalism;
- selfishness.

It is by frequent reference to the School Rules and their behaviour that we will be helping children to achieve a full understanding of what we are trying to achieve. All children need to feel safe, secure and be able to express their thoughts and feelings in an environment where they feel listened to. We all have a duty to listen to our children and take appropriate action.



Parent/Carer Partnership

Parents and Carers

Parents and Carers are welcomed into Manor Church of England Infant School as partners in their children's education. We recognise and value the contributions you make to school life.

Parents and Carers are involved in school in many ways including helping with reading, as a 'Reading Buddy', helping in the library, on visits, cooking and generally offering the school a range of skills and interests.

Any parents and carers who would like to help are always welcome.

Members of staff are always willing to see parents to discuss any problems or concerns they may have. It is the best policy always to talk to the class teacher at the end of the school day. If you are likely to need more than five minutes, please phone to make an appointment.

Although the first port of call should be your child's teacher, the Headteacher, Mrs Hale, is always happy to see parents to discuss any concerns they may have. Contact the school office to make an appointment.

Reporting progress to Parents

Reporting progress to parents about their child's learning is an important role of the school.

Parent Consultation Evenings

Children's progress is reported to parents through a series of parent consultations across the year. These appointments are a two way discussion where the teacher is able to outline progress made, strengths as well as targets for future development.

Information sessions on various aspects of our curriculum are held regularly throughout the year to give parents an insight into how children learn, the materials used in school and the experiences they receive.

Parent Partnership ...

Written Reports

Written reports which sum up progress made during the year are issued for all pupils at the end of the Summer Term. Information on the performance of all pupils following assessments are provided with reports.

Parent Teacher and Friends Association (PTFA)

The school has a hard-working fund raising group of parents and friends. Each September, an Annual General Meeting is held when parents are elected to the Committee. The term of office is initially for one year. The funds raised through the PTFA are greatly appreciated by the school and the large sums raised are a testament to the energy and hard work they put in. As well as providing valuable funds for the school, they serve the children and village community in many other ways.

Home-school Agreement

Parents are invited to sign a Home-school Agreement. This outlines the responsibilities parents and the school have in their partnership to achieve the best for the children at Manor Church of England Infant School. The Agreement will be jointly signed when children first start Manor.



Curriculum

Curriculum Intent Statement

Basic Principles:

Learning is a change to long term memory.

Our aims are to ensure that the children at Manor experience a wide breadth of learning which enriches their knowledge and experiences, is purposeful and appropriate building on their foundations.

Curriculum Intent:

Curriculum Drivers shape our curriculum. The purpose of our curriculum is to motivate learners in a purposeful way, building on prior knowledge and experience. We aim to provide a rich curriculum which exposes our children to knowledge and understanding that they otherwise would not receive. The curriculum is underpinned by our core Christian values of Love, Trust and Truth.

Our aims are:

- To try our best at everything we do.
- To develop the ability to work independently, co-operatively and with self-discipline.
- To value and appreciate one another.
- To listen with respect to one another.
- To prepare pupils for the responsibilities, opportunities and experiences of adult life.
- To foster a caring attitude to the world around us.

Cultural Capital gives our pupils the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values. We plan learning experiences that many of the children would not necessarily experience in their everyday life eg trips to the theatre, places of worship, places of historical interest.

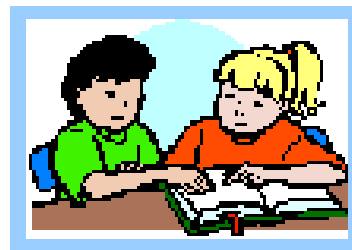
Our **Curriculum breadth** is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for children to learn in different ways, for example through real life experiences both inside and outside of the classroom.

By learning through different topics, children are exposed to a progression in skills and knowledge for each subject in the national curriculum. Our curriculum planning is informed by the National Curriculum, HeartSmart, Living Difference IV and Understanding Christianity.

Curriculum

Subjects are planned progressively through topics into meaningful schemes of work whereby children return to the same concepts over and over in order to build greater understanding.

Within each unit key vocabulary and key knowledge is taught. By the end of the key stage all children are expected to be able to use all vocabulary and recall key facts taught in a unit.



Progression is highlighted on every medium term plan.

Implementation:

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- Learning is most effective with spaced repetition.
- Our topic approach aids long term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time.

Our content is subject specific. We make links across the curriculum where possible.

Impact:

- The impact of learning can be seen in the long term.
- We constantly review planning in order to ensure that teaching is matched to our learners needs. Real time assessment is used within lessons to take learning forward and ensure that all children achieve well in lessons.
- Pupil interviews, work sampling and observations highlight good quality outcomes for learners.
- We use learning walks and learning observations to track the implementation and pact of our Curriculum Intent.
- Results from national tests illustrate the high expectations and outcomes for our pupils.
- Our curriculum provision ensures that children are secure and ready for the next stage in their education, whether joining a primary or junior school.

What is to be taught is organised into:

The Core Subjects:

English (*including Literacy*)

Mathematics (*including Numeracy*)

Science



Curriculum

The Foundation Subjects:

Computing, History, Geography, Music, Art, Physical Education, Design and Technology and Religious Education (each County has its own syllabus for this).

Parents who wish to withdraw their child from Religious Education lessons may do so on religious grounds but must discuss this with the Headteacher first.

At Manor we provide the crucial foundations for life long learning. Wherever possible, we give learning purpose by providing first hand experiences through use of educational visits. We exploit opportunities to link themes from more than one subject through a topic based approach.

Wherever possible, we give learning purpose by providing first hand experiences through the use of educational visits to and from the world beyond the classroom door. We also appreciate that learning does not always occur in neat subject packages and exploit opportunities to link themes from more than one subject.

The Foundation Stage

The Early Years Curriculum is the Foundation Stage of children's learning. It is taught through well-structured play activities. Through independent play children take risks, solve problems, consolidate their learning and investigate new ideas.

The Foundation Stage Curriculum has seven areas of learning and development:

The **Prime areas** are: Communication and Language, Physical Development and Personal, Social and Emotional Development.

The **Specific Areas** are: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Sex and Relationships Education

We want all children to have a general understanding of how their bodies work, to learn the simple rules of hygiene, cleanliness, care of teeth, etc.

Assessment

Children in Year R are assessed on entry to school.

Observations about each child's development towards the Early Learning Goals are made during the first year of infant schooling. These build into the "*Foundation Stage Profile*" assessment.

In the Summer term, children in Year 1 are assessed using the Phonics Screening Check. The results of this test are shared with parents.

At the end of Key Stage 1 (Year 2—the oldest infant year group), children may take part in National Curriculum tests. Some people refer to these as 'SATs'.

The tests are no longer mandatory but may be used to identify where pupils need additional support as they transition into key stage 2 (KS2).

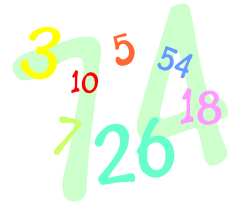
School Improvement

Every school has a School Improvement Plan. Our Plan reflects priorities highlighted by parents, staff, governors and children.

Priorities for 2023-24

Quality of Education:

- To improve writing outcomes across the school.
- To further improve reading comprehension outcomes across the school.
- To provide reading, writing and Maths interventions to close any gaps in learning.
- To ensure the precise knowledge the children need to learn in Art, DT, History and Geography is embedded in planning from Year R to Year 2.



Behaviour and Attitudes:

- To continue to focus on maintaining high standards of behaviour with children behaving with consistently high levels of respect for others.
- To further engage in social action and to be courageous advocates for change locally, nationally and globally.
- To further increase attendance to 96+% for all groups.

Personal Development:

- To further develop the Christian character of the school.
- To develop children's ability to hold balanced and well-informed conversations about religion and belief.



School Improvement

Leadership and Management:

To ensure safeguarding is effective.



For Art, DT, History and Geography subject leaders to embed the planned refinements to the curriculum, ensuring a clear progression from Year R to Year 2.



To ensure additional funding provides good outcomes for pupils: Pupil Premium, SEN, Sports, School Led Tutoring.

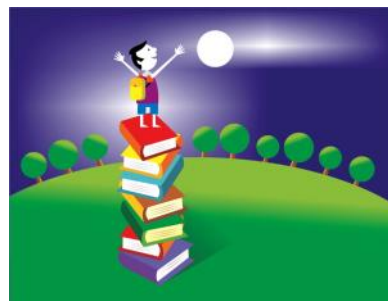
For Foundation Governors to focus on their strategic role, thereby ensuring the School Improvement priorities (SIP) constantly challenge and enable Manor to further improve as a Church school.

Early Years:

To raise attainment in Maths in the EYFS.



To further develop Understanding the World by adapting planning, provision and the timetable in order



Special Needs

Special Needs

The SENCO (Special Educational Needs and Disability Co-ordinator) assumes overall responsibility for children with special needs, but works with a team of staff to assess children who have a particular or persistent learning difficulty. Their needs are assessed using a series of materials available to the school and specific learning targets are set for the children. These are regularly monitored and updated.

Extra help can be given as support in the classroom or in small groups outside the classroom, where extra attention can be given. The school has a number of Learning Support Assistants to support teachers in the classroom. This support is often directed towards the children who need extra help.

We are also able to offer support through visiting Special Education Teachers, the Educational Psychology Service, the Speech and Language Therapy Teachers, Occupational Therapy Teachers and other appropriate outside agencies. We keep parents fully informed and involved with any special needs provision their child receives.

We aim to maximise the learning potential of all our pupils and appreciate that individuals will require different amounts of help to achieve this. If you are concerned that your child has a learning difficulty, please discuss this with your child's class teacher.

More Able

At Manor, we also recognise that some children have above average abilities in a wide range of subjects and skills (our 'More Able Children'). We have a register of More Able Children and seek to enrich the provision for those children. Parents of children on the register are informed of their child's identified ability.

Extra Curricular Activities and Clubs

At Manor we encourage lots of extra curricular activities to enrich the curriculum. We are very fortunate to have various clubs that meet during the lunch hour or after school. These vary according to the strengths and interests of the current members of staff who run them in their own time.

Miscellaneous

After School Clubs

At Manor Church of England Infant School we are pleased to be able to offer a range of Sporting After School Clubs every week. The school has used the Government Sports and P.E. Funding in order to be able to offer these Clubs to all children at a subsidised cost of £3.00 per session. Manor runs the following clubs: Dance with Chantelle, Football and Multi-skills with R&R Sports. We also offer a Forest Schools Club.



Breakfast Club

We run an Early Bird Breakfast Club from 8.00am to 8.40am each morning. There is a charge of £4.00 which includes a cereal breakfast. Places are allocated on a first come first served basis and should be booked in advance via the school office.



Break Times

We pride ourselves on the fact that the children play together as one school. Although the Playground Pals take overall responsibility for the toys in the Toy Shed, each child is responsible for looking after the toys in the Toy Shed.



School Council

Each class elects three representatives to the School Council. They meet regularly to discuss items of interest to pupils so that they have their say in the running of the school. Governors and Learning Support Assistants are also members of the School Council.

Homework

We encourage all the children to take books home to read and ask parents to support this activity as much as possible. Children take home Maths games weekly and are also given projects to complete during school holidays. As the children get older we expect more work to be undertaken at home. This will increase as the children progress into Year 2.

Miscellaneous

Equal Opportunities

Manor Church of England Infant School is committed to equality of opportunity for all, both in the appointment, development, training and promotion of staff and in all dealings with pupils and parents of the School. The day to day organisation, curriculum and staffing, will reflect this commitment. A full copy of our Equal Opportunities Policy can be obtained from our school office on request.

Government Regulations

Ofsted Reports, Minutes of Governors' Meetings and School Policies may be viewed in the school office as well as on the school website.

No Smoking Policy

A No Smoking Policy is followed at Manor Church of England School. All visitors are asked not to smoke whilst in the school grounds. This includes the use of e-cigarettes.

Photography

We often keep a photographic or digital image record of events that occur at school. Some of these pictures are used for newsletters, school publicity and press releases. Individual children are not normally named without contacting their parents first. An image consent form requesting permission to use your child's picture in various settings will be sent to you when your child starts school. Please indicate on this form if you do not wish your child's picture to be used.

Complaints Procedures

We value parents' views on what goes on in the school and are happy to receive comments and suggestions at any time as a means to improvement and to rectify any possible misunderstandings. Any comments or complaints should initially be made informally to the member of staff it concerns. In the event of complaints about the school curriculum and related matters that cannot be solved by informal discussion, please apply to the Headteacher for details of the full complaints procedure or a summary of the information. A copy of the regulations is available in the school office.

Miscellaneous

Policy Statement: Charging for School Activities

Voluntary contributions are the normal method of funding activities within school hours including educational visits which the school is unable otherwise to fund. Charges will be made for operational activities provided wholly or mainly outside school hours. Parents will be asked to pay the cost of their child's wilful damage to school property or the misuse or loss of books and equipment.

Passports etc.

In common with many professionals, we will countersign passports etc on the understanding that a donation be made to school funds.

Insurance

Equipment or property at school, which is owned by voluntary helpers, is not covered by any form of County Council insurance for theft, damage or loss by fire and such persons are advised to consider making their own insurance arrangements to cover this area of risk.

Data Protection

The school collects and uses personal information (referred to in the General Data Protection Regulation (GDPR) as personal data) about staff, pupils, parents and other individuals who come into contact with the school. This information is gathered in order to enable the provision of education and other associated functions. In addition, the school may be required by law to collect, use and share certain information. The school is the Data Controller, of the personal data that it collects and receives for these purposes. Manor, as a Data Controller, is registered with the Information Commissioner's Office. (ICO). Details are available on the ICO website. The school has a Data Protection Officer, the Admin Officer, who may be contacted at Manor CE Infant School, Teachers Way., Hardley, Southampton SO45 2QG. The school issues Privacy Notices (also known as a Fair Processing Notices) to all pupils/parents and staff. These summarise the personal information held about pupils and staff, the purpose for which it is held and who it may be shared with. It also provides information about an individual's rights in respect of their personal data.

Miscellaneous

School Holiday Dates:

Academic Year 2024-2025	Academic Year 2025-2026
Autumn Term 2024	Autumn Term 2025
2nd September to 20th December Half Term 28th October 1st November Christmas Holidays 23rd December to 5th January	3rd September to 19th December Half Term 27th October to 31st October Christmas Holidays 22nd December to 4th January
Spring Term 2025	Spring Term 2026
6th January to 4th April Half Term 17th February to 21st February Easter Holiday 7th April to 21st April	5th January to 27th March Half Term 16th February to 20th February Easter Holiday 30th March to 12th April
Summer Term 2025	Summer Term 2026
21st April to 22nd July Half Term 26th May to 30th May Summer Holidays starts 23rd July	13th April to 22nd July Half Term 25th May to 29th May Summer Holidays starts 23rd July

In every school year five days are also available for professional day closures during term time. These days are specified by the Headteacher and Governors.

School terms and holiday dates are also available at:

www3.hants.gov.uk/education/schools/schoolholidays

INSET DAYS 2024 –2025

Monday 2nd September 2024

Monday 4th November 2024

Monday 6th January 2025

Monday 24th February 2025

Monday 2nd June 2025

School Staff

Teaching Staff :	September 2024
Mrs Michelle Hale BA Hons, PGCE, NPQH	Headteacher Assessment Leader, Collective Worship Leader, Deputy Designated Safeguarding Leader, Pupil Premium Leader, Mental Health Leader, More Able Leader
Mrs S Munns BSc Hons QTS	Assistant Headteacher Yellow Class Teacher English Leader, History Leader, Geography Leader, Educational Visits Co-ordinator, Designated Safeguarding Lead, PE Leader, Designated Teacher for Looked After Children
Mrs C Welling BA Hons QTS	Blue Class Teacher (Wednesdays, Thursdays and Fridays) Science Leader, Computing Leader, Art Leader, DT Leader, Trailblazer Leader, EYFS Leader
Mrs S Hampton BA Hons QTS	Blue Class Teacher (Mondays and Tuesdays) Music Leader, EYFS Leader, PSHE Leader, Playground Pals Leader
Miss G Allinson BA (HONS) PRIMARY TEACHING WITH MATHEMATICS (QTS)	Red Class Teacher RE Leader, Special Educational Needs Coordinator (SENCo), Mental Health Leader, Maths Leader
Learning Support Assistants:	
Mrs Effemey	Learning Support Assistant Emotional Literacy Support Assistant (ELSA), Speech and Language Therapy Assistant
Miss Bridges	Learning Support Assistant
Mrs Lucas	Learning Support Assistant
Mrs Lawrence	Learning Support Assistant
Mrs Ballinger	Learning Support Assistant
Miss Mitchell	Learning Support Assistant
Mrs Lincoln	Learning Support Assistant
Administrative Staff:	
Miss Upward	Administration Officer
Miss McMahon	Administrative Assistant

School Staff...

School Staff

Caretaking and Cleaning Staff:	
Mr Hall	Health, Safety and Security
Mrs Hayman	Cleaner
Mrs Roche	Cleaner
Lunchtime / Early Bird Club Supervision:	
Miss Hunter	Lunchtime Supervisory Assistant
Mrs Effemey	Lunchtime Supervisory Assistant and Breakfast Club Supervisor
Mrs Lawrence	Lunchtime Supervisory Assistant and Breakfast Club Supervisor
Mrs Ballinger	Lunchtime Supervisory Assistant
Mrs Lincoln	Lunchtime Supervisory Assistant
Mrs Lucas	Breakfast Club Supervisor Lunchtime Supervisory Assistant

Disclaimer

Every effort was made to ensure the information in this prospectus was correct at the time of printing, but Government legislation, County Council policy and the particular circumstances of the school might create the need for some organisational changes and the adjustment of policy.

There is always room for improvement and we welcome any comments you may have about this information booklet.