



Glasshoughton Infant Academy

Prospectus

Castleford Academy Trust | Working together to achieve excellence for all



Headteacher Welcome

It is my very great privilege to welcome you to Glasshoughton Infant Academy, a happy and nurturing school where children are at the heart of everything we do. We are proud to be a warm, inclusive community in which every child is valued, supported and encouraged to flourish from the very start of their learning journey.

Our school is an inspirational place to learn, where curiosity is celebrated and children are given the confidence to explore, question and achieve. We believe in high expectations for all, and our dedicated staff work closely with families to ensure every child feels safe, motivated and ready to succeed—both academically and personally.

Our ethos is built on care, ambition and belief in every child. We create a positive and supportive environment where learning is engaging, purposeful and rooted in strong relationships. This approach enables our children to achieve excellent outcomes, developing a love of learning, alongside important life skills such as independence, resilience and confidence. We are extremely proud of the progress our children make and the way they leave us well-prepared for the next stage of their educational journey.

At Glasshoughton Infant Academy, we place great importance on positive relationships and the development of strong values. Friendship, kindness

and respect are woven through daily school life, helping our children grow into caring, confident individuals who are proud of themselves and their school.

The Glasshoughton Infant Academy is a community where magic happens every day and where every child is valued as remarkable beyond measure. I very much look forward to welcoming you to our school so that you can see the magic first-hand, along with the community of staff, Governors and Trustees who go above and beyond to ensure that our motto is lived out every day.

‘Everyone deserves the best, everyone deserves respect.’

Kind regards

Mrs M Senior
Headteacher



CEO Welcome

I hope that as you look through the following prospectus, it gives you a flavour of Glasshoughton Infant Academy and the amazing work that they do.

Glasshoughton Infant Academy is a part of Castleford Trust, a cross phase Multi Academy Trust comprising of nine schools: three secondary academies, and six primary academies. The Trust is a medium sized family of schools all located within a geographic cluster within Wakefield.

Castleford Trust is committed to **“working together to achieve excellence for all”**.

All the academies within the Trust have a strong moral purpose and seek to have a positive impact on the communities that they serve and to support families to overcome any social disadvantage. This is delivered through an ambitious and engaging curriculum where no learner is left behind, alongside a strong pastoral support programme which ensures that pupils overcome any barriers to learning.

All academies within the Trust offer a rich set of experiences to allow pupils to grow and nurture talent, whether that be in sport, drama, music, art or technology. Staff will strive to give pupils opportunities to compete with the very best locally, nationally and globally. We are proud of our pupils and the positive contribution they make to society.

We are an ambitious and innovative Trust who are deeply committed to our values of Care, Aspire and Succeed and have very high expectations and aspirations for our pupils. The key to the success of the Trust is the commitment of an outstanding team of leaders, teachers and support staff who, through mutual sharing of knowledge expertise, systems and resources from across education and business support the raising of educational standards and

achievements. This enables us to sustain and enhance educational performance, improving the life chances of all pupils across the Trust.

At Castleford Trust, it is essential that we deliver a first-class standard of education and ensure that all of our academies deliver ‘outstanding’ provision for the benefit of our pupils and wider community.

Castleford Trust is an exceptional place to work and has a team of dedicated and committed staff. We strongly believe in developing and nurturing talent by providing opportunities for staff training and development. Staff turnover is low. We are proud of our achievements but are always striving to do more and provide the very best life opportunities for the communities we serve. We continually seek out the best practice to ensure that our provision sits alongside the finest that is available nationally.

We look forward to welcoming your child to the academy!

George Panayiotou

CEO, Castleford
Academy Trust



Welcome to our Academy



**Everyone
deserves
the best,**



**everyone
deserves
respect.**

At Glasshoughton Infant Academy our vision is for all children to strive for academic, creative, sporting and personal accomplishment through outstanding teaching and learning.

We endeavour for all children to leave Glasshoughton Infant Academy as independent learners with self-belief and respect for all. We aim to instil a love for learning where everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens, bringing to life our values of Care, Aspire and Succeed.

Shaping our curriculum are two drivers:

- 1. Aspirations** – helping children to know their future possibilities and build aspirations for their lives.
- 2. Experiences** – providing memorable experiences which help children to engage actively in their learning by providing real 'hands on' experiences to make links and sense of their learning, provided by visits and visitors.

Our Governors

Barbara Hughes Chair of Governors
Faye Pease Vice Chair of Governors
Joanne Hack Community Governor
Kathryn Law Community Governor
Rebecca Newman Parent Governor
Lisa Nurse Parent Governor
Kevin Patrick Community Governor
Claire Ellis Teacher Governor

Senior Leadership



Mrs Ellis
Deputy Headteacher

Pupil Voice



"I feel very safe at school. All the adults care about me and want me to be the best that I possibly can be."

Dexter, Year 2

"At GIA our teachers are kind and will always help us if we are struggling. It is important to come to school because you might miss some learning or something fun if you don't!"

Riley, Year 2

"At GIA we get to meet new friends and have exciting lessons where we learn so much."

Paisley, Year 2

"We learn so much in a day at GIA! All the teachers and children are happy and everyone is always smiling."

Charlie, Year 2

Our school has lots of brilliant books. We have a library which we visit every week.

Una, Year 1

We have really fun areas to learn in in our classroom where we can write, paint, build and role play. I love getting an attendance reward for hitting the school target!

Oliver, Year 1

"My teachers are friendly and kind and they always care for me."

Fyfer, Year 1

"I love coming to school and finding out lots of things."

Aurora, Year 1

"Glasshoughton Infant Academy is the best school because we learn lots and lots of things. Our teachers are helpful."

Logan, Reception

"At our school we get to visit our lovely library and pick a new book every week. I read my books at bedtime with mummy."

Ayda, Reception

"We have great assemblies every day. My favourite is the Superstar assembly because people get certificates and show their work."

Molly, Reception

"Our school is special because we have lots of twinkly lights in our corridors."

Edison, Reception

Vision and Values

At Glasshoughton Infant Academy, we fully embrace Castleford Academy Trust's vision of ***"working together to achieve excellence for all"*** and demonstrate this in our drive for excellence for every child.

Alongside this vision and the Trust's core values, our learning attitude characteristics underpin all teaching and learning. These essential learning attitudes are taught, revisited and reinforced across all elements of the school day.

Care



We create safe, respectful environments where everyone feels valued, supported and empowered to thrive.

We care deeply for everyone in our Trust. This means creating safe, respectful environments where pupils and staff feel valued and supported. Through strong partnerships with families and exceptional pastoral care, we remove barriers to success and uphold high standards of behaviour, ensuring calm, focused classrooms where learning can flourish. We champion kindness and honesty so that all members of our community grow as confident individuals who respect themselves, seek out the good in others and take pride in the diverse communities to which they belong.

Aspire



We inspire ambition and provide opportunities for all to aim high, broaden horizons and unlock their full potential.

Aspiration drives everything we do. At Castleford Trust, we believe that no one should have their opportunities limited because of background, beliefs, or ability. We encourage everyone, pupils and staff, to challenge themselves, and aim high. Through excellent teaching, enriching experiences, and professional development, we unlock ambition and nurture talent. We expose pupils and colleagues to the best ideas and opportunities so they can broaden horizons and believe that their potential is limitless.

Succeed

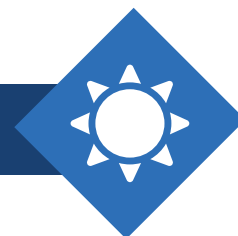


We celebrate success in all its forms by helping every individual belong and achieve, because when one succeeds, we all succeed.

When one of us succeeds, we all succeed. We work tirelessly to ensure everyone makes excellent progress from their starting points and develop the knowledge, skills and character needed for life. Our curriculum builds strong foundations in literacy and numeracy while developing creativity, resilience, and confidence. We also recognise and celebrate achievements in sport, the arts, technology, and personal growth. For our staff, success means thriving in their careers, feeling valued, and having opportunities to develop.

The School Day

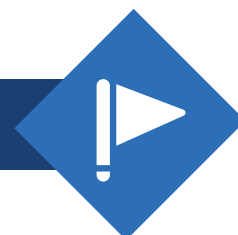
The Start of the Day



We strive to ensure a smooth and calm start to the day, ensuring that when children enter school they are ready to learn. The gates to school will be open at **8:40am**, and classroom doors will open at **8:45am**. This allows for a timely entrance in to school and also time if you need to speak with your child's class teacher.

As children arrive at the school door, they will go straight in to school. No queuing, waiting or congestion around the doors please, to keep children safe. Children will be met at the door by their class teacher and a daily greeting which as a class they have created.

The End of the Day



The gates will be unlocked at 3:10pm to allow for collection.

Children will exit school in a calm and orderly manner. Individual children's names will be called, as part of our safeguarding procedures once an adult has arrived and they will be watched carefully over to the adult collecting.

We recognise that this may take time, however we are sure you understand that this is to keep all children in our school community safe.

We operate a password system when an adult we have not seen before is collecting to ensure safety.

School Uniform

School uniform is strongly recommended, however it doesn't have to have the GIA logo on.

ALL clothing must be marked with the child's name. The colours for uniform are grey, red and white. Trousers, skirts, dresses, shirts, polo shirts, jumpers and cardigans are all acceptable forms of uniform for school. Shorts and summer dresses may also be worn in summer.

School clothing with our logo can be purchased from Better and Bright in Castleford. We offer a Uniform recycling scheme in school, where pre-loved uniform can be purchased for a voluntary contribution to school fund. Coats, hats etc, should have a long loop with which they can be hung up in cloakrooms.

Children in full time school need a pair of indoor shoes, usually black pumps, to change in to on arrival at school.

We ask for long hair to be tied back and styles and colours to be appropriate for an infant school. Where children have their ears pierced, small studs or sleepers should be worn. Earrings should be removed for PE days. No headbands to be worn.

PE kit

Glasshoughton Infant Academy is committed to providing high quality PE sessions each week for every child in school.

As part of our PE curriculum, we expect children and adults to be dressed appropriately to suit the lesson both indoors and outdoors. For children to succeed in any lesson they need the right equipment. In PE, the right equipment is the correct PE kit to ensure safety when climbing, running, skipping, batting, rolling, turning etc.

PE kits need to be brought into school on a Monday and taken home on a Friday. Children do have PE days but they will use their outdoor kit during other lessons and may be required to change.

Indoor kit: blue or black lycra shorts, white short sleeved t shirt or red or black leotard. Outdoor kit: Tracksuit bottoms, t-shirt, jumper/ jacket, socks, trainers not school shoes.

Earrings must be removed for a PE lesson. If they are unable to be removed they must be covered by micropore tape, brought from home, during PE lessons. Long hair must be tied back during all PE lessons.

PE

Children in Reception will take part in 1 PE lesson every week. Children in Key Stage 1 will take part in 2 PE lessons per week, lasting 45 minutes. This is one indoor PE lesson and one outdoor PE lesson.

The National Curriculum states that children should be taught to master basic movements, participate in team games and perform dances using simple patterns.

Physical health and well-being is not taught in isolation at GIA but through a range of experiences including: – positive playtimes, the play leaders programme, the use of the Scrap Shed, Healthy Week, extra-curricular clubs, the daily mile and HIT sessions, circle time and Science lessons.

Children will develop specific gymnastic skills, dance skills, ball skills, team game skills, interpersonal skills in each year group at GIA. This is outlined in long term planning to ensure progression and also to ensure that PE topics are revisited to commit knowledge to long term memory.

Across the year children are taught a range of skills using both the floor and a range of apparatus. Dance sessions are planned across the year and progressively throughout each year group.

Children take part in Daily Mile for 15 minutes each day.



Learning at Glasshoughton Infant Academy

At Glasshoughton Infant Academy experiences are at the heart of all learning where children have 'hands on' learning opportunities through real life objects, visitors or visits. Children are immersed in holistic learning based on an interleaving curriculum where new knowledge is taught, learned, remembered, revisited and applied by children 'being', for example being a Scientist or a Geographer.

Sequential learning plans have been carefully planned to support progression and success for all learners for all curriculum areas over 3 terms. Key concepts of knowledge and skills are progressively planned to support a developmental curriculum in line with meeting the needs of all children.

We believe that oracy development is vital for all children. We have high aspirations and support them to 'be' in their learning. The experiential and interleaving approach ensures that correct and appropriate vocabulary is used by all stakeholders, including parents. Children develop good

comprehension of the words they are using and are able to use them in context and accurately as part of their real learning.

Retrieval practice, known as 'Looking back' allows children to retrieve knowledge that has been previously taught as a strategy to support children to move learning from the short term to the long-term memory.

The curriculum is knowledge rich covering all 12 subjects of the National Curriculum Further information can be found on our school website Glasshoughton Infant Academy - Curriculum Introduction.





Statutory Assessment

Children in Reception will complete the statutory Reception Baseline Assessment within the first 6 weeks of starting Reception. This information will be used at the end of Year 6 to measure the progress children have made within the primary school years.

At the end of Reception, children will be assessed against the Early Learning Goals as Expected (working at the age appropriate level) or Emerging (working below the age appropriate level). This will support the next steps in to year 1.

In the summer term of Year 1, children will take the statutory phonics screening check. This is a check where children are expected to read 40 words, 20 that are real words and 20 that are pseudo words, applying their phonic knowledge to segment and blend. Children who do not pass this will be re-screened in the summer term of Year 2.

In Year 2, children will take the end of Key Stage 1 non statutory assessments. This will support their next steps in to year 3, allowing for children's educational success and progress to continue seamlessly.

Thinking Moves

At Glasshoughton Infant Academy we are passionate about developing children's understanding about how they learn alongside all of the knowledge they are going to develop during their learning journey with us. To support the children in developing this we use Thinking Moves.

These are a set of 26 moves all linked to the letters of the alphabet that children will use throughout their learning from Nursery to Year 2 to become confident, resilient and empowered learners.

By developing these skills, children are able to retrieve their learning by thinking 'back' and 'use' it to support their new learning, they can 'connect' their learning, they are expected to 'explain' and 'justify' their choices and even 'infer' from what they know already. There will be times where children will have to 'yield', 'weigh up' and then 'vary' their learning, supporting them to be resilient and strong learners.



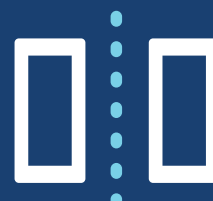
Ahead



Back



Connect



Divide



Explain



Formulate



Group



Headline



Infer



Justify



Keyword



Look/Listen



Maintain



Negate



Order



Picture



Question



Respond



Size



Test



Use



Vary



Weigh up



Exemplify



Yield



Zoom

Religious Education

At Glasshoughton Infant Academy we aim to strongly support the personal, social, spiritual, moral, cultural and religious development of every child. We believe that children should be given opportunities to learn about the 6 main religions of the world, through a cross curricular approach, where their knowledge, skills and understanding grow through questioning and higher order learning activities.

The Wakefield Agreed syllabus is followed across school ensuring that there is progression of RE knowledge and skills.

RE is taught in a cross curricular manner- evident across school, with some specific topics taught in isolation. Regular RE themed days provide memorable learning experiences for children as they learn through a variety of methods and learning styles, making cross curricular links to other subject areas.

Children will learn about Christianity and one other world religion in each year group at GIA.

Children in KS1 visit a place of worship e.g. Church, Mosque or Temple in each year group. They will learn through first- hand experience that people of different faiths follow different religions, and that there are many similarities and differences between places of worship.



RSHE

At Glasshoughton Infant Academy we strongly support the personal, social, emotional, spiritual, moral and cultural development of every child. We believe that everyone deserves the best, everyone deserves respect. We strive to create a safe and secure learning environment where children feel welcome and valued. Our Relationship, Sex and Health Education (RSHE) curriculum underpins all successful learning and is fundamental to developing happy, confident, independent, aware and resilient learners.

Our RSHE curriculum follows a thematic model where learning is revisited and built upon across the key stage. A weekly lesson takes place with a clear learning focus that encourages children to discuss, share, collaborate and draw on real life experiences to support and develop their understanding. Sequential schemes of learning with clear planned learning objectives for all lessons allows children to build on prior knowledge and skills. A

progressive curriculum ensures that current learning opportunities are based upon children's previous learning, knowledge they have retained from previous lessons or the previous year group and links to year group expectations.

As part of our statutory responsibility for RSHE, children will learn the correct terminology to name parts of the body.

Families and Friendships

Physical health & mental wellbeing

Respecting ourselves and others

Belonging to a community

Media literacy and digital resilience

Money and work

Safe Relationships

Keeping safe

Growing and changing

Mental wellbeing

Behaviour Expectations

Glasshoughton Infant Academy expects high standards of behaviour which creates an atmosphere that is conducive for successful learning, where all children feel valued, safe and secure. Our culture and ethos promote positive praise and children are rewarded Class Dojo points against this.

Positive attitudes are promoted and children are encouraged to behave with responsibility towards attaining self-discipline and to show consideration for others. There is no corporal punishment in school.

Our Behaviour Policy takes account of Parent, Pupil and staff views and clearly outlines our standard procedures for rewards and sanctions.

School staff and the Governing Body are passionate about early years education— recognising it as the foundation for a love of learning and raising aspirations.

You being You, Superstar Certificates, and Attendance rewards are used in recognition of pupil's positive attitudes to school life, learning and patterns of good attendance as lifelong patterns of learning and responsibility.

Partnership working with parents/carers, the school and other agencies is essential in order to support the child and achieve positive outcomes for all concerned, including a calm purposeful learning environment for all of the children in school.

School rules are kept to a minimum and are concerned with the safety and welfare of the children and the good organisation of the school. Our “Learn Rules” are constantly being drawn to the attention of the children.

Children formulate their own Class Mission Statement which they abide by as an individual and as a group. They are expected to respect each other; the staff; the school building and equipment.



**L****Listen and follow instructions.****E****Enter on time, prepared and ready to learn.****A****Always try your best and do ALL of your work.****R****Respect yourself, property and others.****N****No excuses!**

Homework

On-going support, lots of praise and encouragement at home has a positive impact on children's progress and allows children to consolidate and recap their learning.

Children have a range of homework opportunities:

- Homework card
- Home reading books

As each term ends we will share with you a learning teaser of the new learning to come that can promote lots of communication about what the new learning is going to be. Children can use their 'Thinking Moves' to 'look ahead' to their new learning, 'connect' with previous learning, 'formulate' their ideas to what they might be learning and 'explain' using 'keywords' to 'justify' their thoughts.

Attendance

Monitoring Attendance

We monitor attendance daily. If your child is unable to attend school or nursery, please telephone the school office to let us know. As an infant school, it is not the children who make the decisions on whether the child comes to school each day, that is our job as the parents.

The myths around missing a day or two, or a week for a holiday when children are aged 3, 4, 5, 6 or 7 and it not mattering are more wrong than at any other time. The learning that takes place in the early years, and in to key stage 1, are the building blocks in all subjects, for children's future opportunities.

Missing a week of phonics or maths means that children have missed that learning completely and will find it even harder when it is revisited and moved on for the rest of the learners. This then impacts on the child's self- esteem and the belief that 'I can.' Our school target 96.5%.



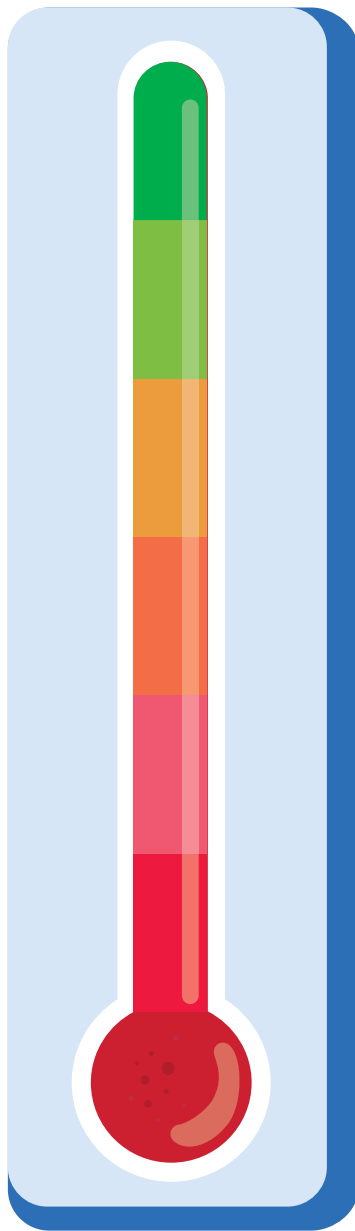
Absence

If your child is absent, please contact the school office before 9.15am, giving a reason for the absence.

For safeguarding reasons, if you do not contact school, we will telephone the contact numbers provided on your child's admission form, including if necessary, those of other family members or friends. In some cases, this may be followed up by a home visit.

We ask that you contact school on each day of absence, unless you have already given us a date for your child's return. If children have sickness or diarrhoea, they must have 48 hour clear hours before returning to school.





Attendance

100% attendance You have attended every day No missed days of learning

99% attendance 2 days of missed learning

98% attendance 4 days of missed learning

96% attendance 7.5 days of missed learning (this is 8 phonics lessons)

95% attendance 9.5 days of missed learning (this is 10 phonics lessons)

92% attendance 25 days of missed learning (this is 15 hours of English lessons)

90% attendance Persistently Absent 19 days of missed learning (this is 23 hours and 45 minutes of playtime and making friends).

Below 90% attendance
Your child has missed over 4 weeks of learning

85% attendance
28.5 days of learning. This is over 5.5 weeks of missed learning, nearly half a term.

Children's Responsibilities

In school children have the opportunity to make a positive contribution to the wider school community through:

- School Councillors
- Eco-Warriors
- Digital Leaders
- Celebration Crew
- Play Leaders



Lunchtimes

All children in full time school are eligible for a free school dinner.

We have a menu that has 3 warm options, and 2 sandwich options for children to choose each day. There is always a meat option, a vegetarian option and either a jacket potato or a wrap. Dietary requirements can be catered for by speaking with our kitchen manager.

Menus are shared on the school website so that you can discuss choices with your child. A packed lunch can also be brought to school. We ask for a healthy packed lunch to be brought that contains a sandwich/ wrap. We ask for NO nuts, chocolate bars or sweets. All children receive a glass of water at lunchtime, no drinks are needed in packed lunches.

Extra Curricular Clubs

Each year at Glasshoughton Infant Academy we offer a range of extra-curricular clubs which take place during lunch times and after school.

Clubs are either run by school staff or external providers. Some of the clubs we have run include:

- Sporting clubs, such as football, rounders, dance and multi skills.
- Musical clubs, such as musical theatre, recorders and choir.
- Creative clubs, such as construction, crafting and lego.
- Language clubs.
- Cooking clubs.

Each year we discuss with children the types of clubs they would like to see on offer throughout the school year. Extra-curricular clubs prove to be very popular, so therefore children are allocated on a first come, first serve basis. There is a waiting list for oversubscribed clubs.

Pupil Premium

The Pupil Premium is a grant provided to schools and academies for pupils who are on Free School Meals, have been on Free School Meals at some point in the last 6 years, for Looked After Children and for Services Children. The money the Government provides is to be used in narrowing the gap between the progress of pupils who are “disadvantaged”.

If you feel that your child is eligible for the Pupil Premium but don't currently claim for Free School Meals, please complete the online form available on the Wakefield Council website www.wakefield.gov.uk/schools-and-education/schools/free-school-meals/

At Glasshoughton Infant Academy any pupil who is not meeting expected progress will be given a wealth of support and it is our policy that teaching staff, non-teaching staff and governors support pupils eligible for the Pupil Premium and ensure that they do not fall behind.

Special Educational Needs

Glasshoughton Infant Academy has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes. At Glasshoughton Infant Academy we provide a broad and balanced curriculum with high expectations and suitable targets for all.

We have systems for early identification of barriers to learning and participation. We strongly believe that all our learners have gifts and talents that we promote through school so that every child can achieve their full potential.

Parents of these children are regularly consulted and invited to attend termly meetings so that targets can be developed by the child and parents and also reflect on the aspirational and achievable outcomes. Staff in school are trained and work alongside other

professionals to develop their skills, knowledge and confidence in specific areas of SEND. This includes; Speech and Language service, Physiotherapy service, Occupational Therapist, WISENDSS , Childhood and Mental Service (CAMHS) and Educational Psychologists (EP).

All SEND provision is overseen by the Senior Leadership Team (SLT) in school and is co-ordinated by the Special Educational Needs Co-ordinator Jess Swain (SENCo).

Safeguarding

Our pupils are continually taught and encouraged to live healthy lifestyles and adopt safe practices. Our safeguarding policies and practices help to ensure that they are safe, happy and healthy. School policies are in place to ensure that there is a consistent approach to practices throughout the school and that they are followed by staff, governors, volunteers and visitors.

Adults have a tremendous impact on young children and with this in mind adults at Glasshoughton Infant Academy:

- Are good role models for children.
- Enjoy their work and working with children.
- Are conscientious and hard-working.
- Welcome and support visitors to school.
- Recognise and value strengths in each other and use these to support everyone.
- Work within the agreed policies of the school.
- Promote a happy, caring and safe school.
- Encourage children to think for themselves.
- Ask questions and find answers.
- Create an environment of trust whereby children are trusted to work independently.
- Challenge and support children in their learning.



Parental Engagement

Working with parents is such an important part of your child's educational successes.

We strive to ensure we communicate effectively with you through letters, Class Dojo, X, Arbor and the school website.

As part of working together we offer Learning Together sessions, Reading breakfasts, class assemblies, phonics and maths sessions, curriculum focus mornings, parent wellbeing team... we will keep you informed of dates and times of events with plenty of notice.

Breakfast and After School Club

(for children in full time school only)

We are pleased to offer before and after school care to children in full time school.

This is run by school staff who are familiar with the children and school expectations, rules and routines. Children take part in a range of activities as well as enjoying having their breakfast and/ or tea with their friends.

Bookings can be made using Arbor.

We accept Childcare Vouchers as payment. Sessions must be booked prior to attending.

Breakfast Club

8:00 - School Start



After School Club

15:15 - 17:30
(Friday 3:15 - 17:00)

