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Learn



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Hursthead Infant School

We Care, We Learn, We Belong

Intent Statement

We pride ourselves on our family ethos and view each child as an individual within the family. Everyone is valued, special and we strive to teach our pupils to become resilient, tolerant and healthy in mind and body. We intend for them to be curious, self-motivated learners, who contribute positively.



Hursthead Infant School

Karen Grant – Headteacher

Rebecca Crawshaw – Deputy Headteacher and SENDCO

Danielle Howard (Walton)– Assistant Headteacher

Kathy Prescott – Head of EYFS

Elm Cottage – before and after school club

Dolce – lunchtime provider

PSA

EYFS teachers – Amy Wickens and Jessica Newson



Hursthead Infant School

We Care, We Learn, We Belong

Year 1 Phonics Screening Check	National Average (2024)	Hursthead Infant School	Stockport Authority (2024)
Pass	80%	97% (+17%)	83%

Reception GLD (Good Level of Development)	Hursthead Infant School (2024)	National Average (2023)	Stockport Authority 2023
Pass	87% (+20%)	67%	68%



Hursthead Infant School

We Care, We Learn, We Belong

- Sports coaches
- Music teachers
- Forest School teacher
- Speech and Language
- Piano lessons in year 2
- Wider school offer – tennis, football, golf, boxercise, dance, drama, art and crafts, netball, coding, sewing, cookery, ukulele , recorder



Hursthead Infant School

Ofsted In November 23

- Graded Outstanding in Personal Development
- Good in all other areas.
- Strengths included:
 - Inclusive practice and provision for children with SEND
 - Teacher training and expertise
 - Children are prepared well for Key Stage 2
 - Reading Curriculum
 - Curriculum represents people from different backgrounds and cultures
 - Respect of ourselves and each other
 - Pupil responsibility
 - Strong leadership and Governance

‘exceptionally well informed about how to be a helpful and responsible citizen in a diverse society’



Hursthead Infant School

Our key priorities next year:

Inclusion:

- Continue to upskill staff across school – coaching and mentoring

Quality of Education:

- Continue with our full curriculum review with a focus on quality first teaching

EYFS :

- Ongoing refinement of curriculum based on new quality texts and writing curriculum which allows more time for outdoor and continuous provision

Personal Development/Behaviour and attitudes:

- Continue with our review of behaviour policy and approach
- PSHE curriculum



Hursthead Infant School

Form emailed - please return by 30/6/25

Welcome Pack emailed

Take a look at our reception area on the website



Restorative Approaches

Hursthead Infant School

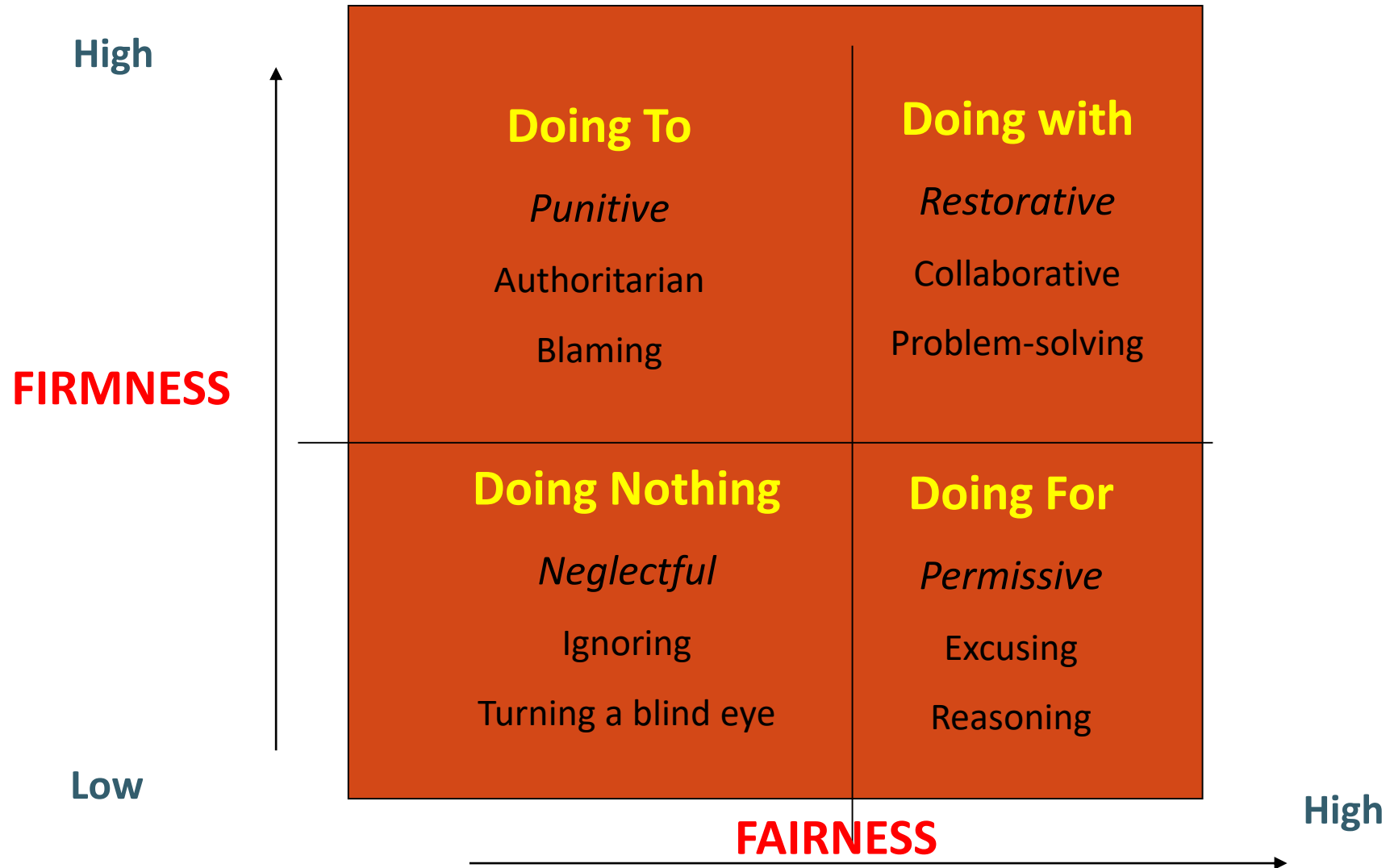
Rebecca Crawshaw - Deputy Headteacher and SENDCo

Kathy Prescott - EYFS Lead

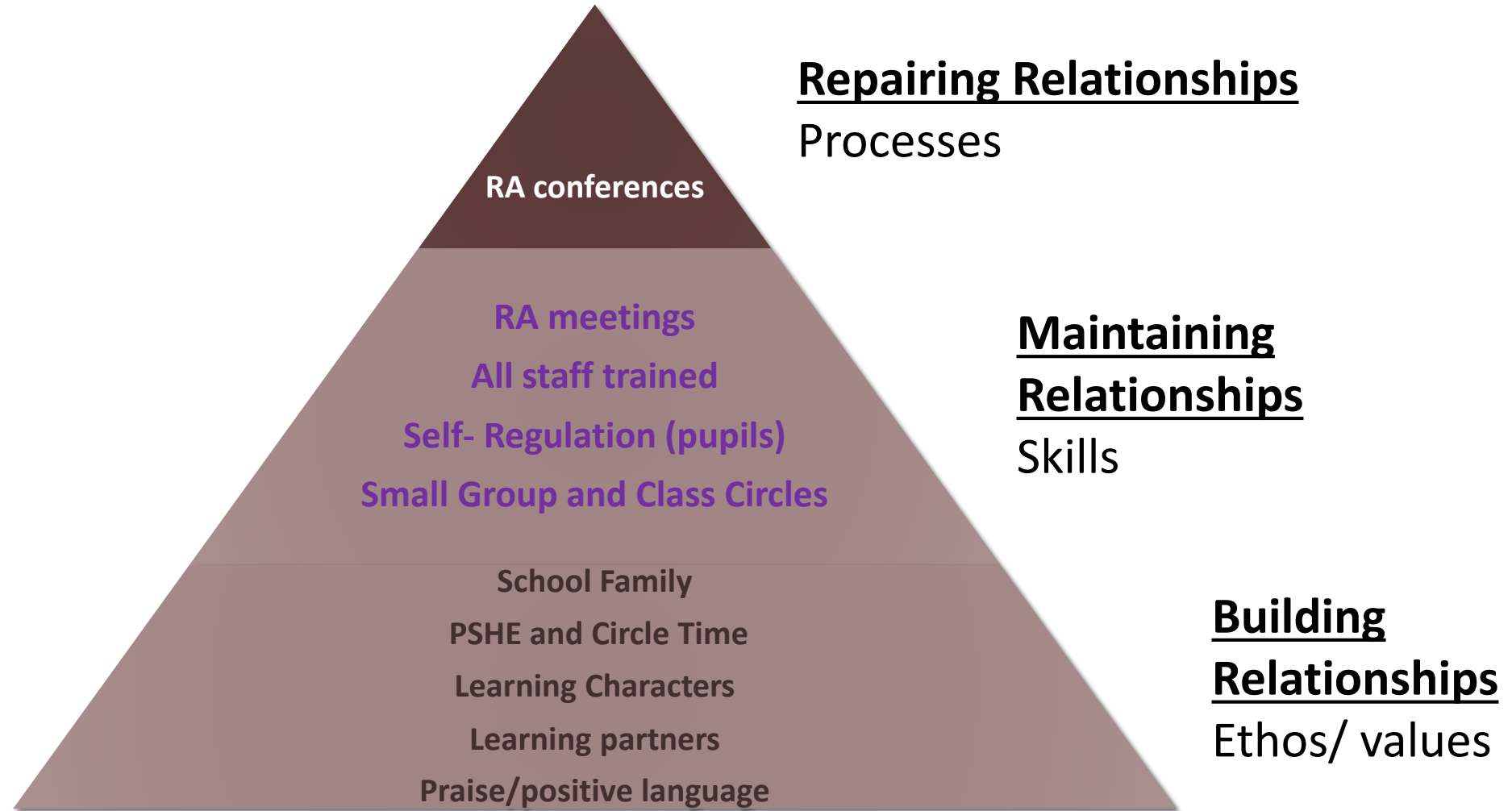
What do we mean by Restorative Approaches?

Restorative Approaches is a whole school ethos which aims to build positive relationships and provides the tools to maintain and restore these relationships when conflicts arise.

Four Choices Window - Blood and Thorsborne 2005



How do we develop RA in our school?



How to use the RA Script for conflict resolution

- * Unique Perspective
- * What happened?
- * How are you feeling?
- * What needs to happen to put things right?
- * We use the visuals found in the red file in each classroom.



Self-Regulation

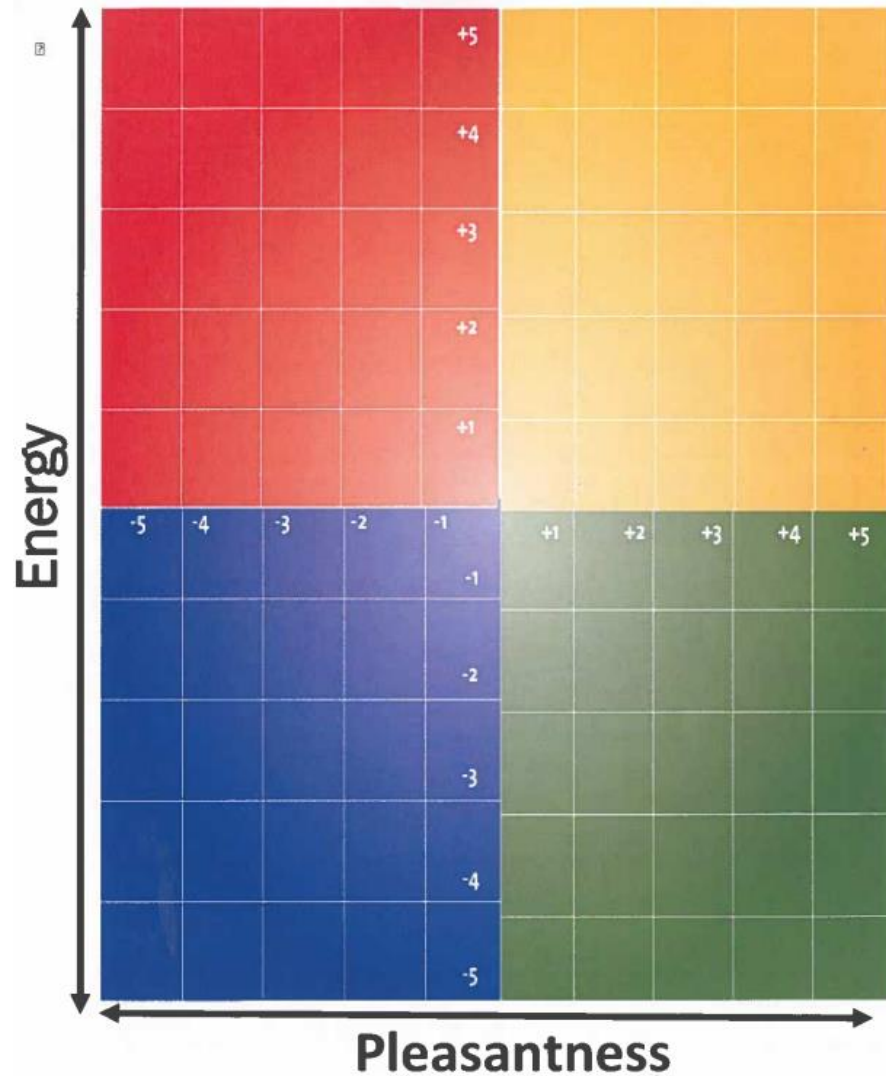
Self-regulation is the ability to understand and manage your behaviour and your reactions to feelings and things happening around you.

It includes being able to:

1. regulate reactions to strong emotions like frustration, excitement, anger and embarrassment
2. calm down after something exciting or upsetting
3. the ability to focus on a challenging task

The Mood Metre

Mood Meter Example



The ZONES of Regulation™

<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Relaxed</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control</p>

The Teaching of Phonics

- Phonics is the primary way in which we teach your children to read and write.
- Phonics is how we teach the alphabetic code - phonemes (sounds) and graphemes (letters) which make up the words we read and write
- At Hursthead Infant school we use the government approved scheme “Rocket Phonics”

The Daily Phonics Lesson

- Each week 2 new phonemes (sounds) are taught with their corresponding graphemes (letters)
- Day 1 Read new phoneme
- Day 2 Write new phoneme
- Day 3 Read new Phoneme
- Day 4 Write new phoneme
- Day 5 Read and Write a Common Exception word

The Daily Phonics Lesson

- Each lesson starts by reading flashcards to revise known phonemes and introduce new ones.



The Daily Phonics Lesson

- The new phoneme is then identified in an interactive big book as part of a reading day.



As they floated over the icy landscape, Nip and Nap saw a group of igloos in the snow. And, for the first time ... a person.

The person was called Nan and she was sipping a hot drink outside her home.



Nip and Nap watched as Nan filled her flask from a tap, grabbed her tin lunchbox, and put them in the back of her skidoo. She was about to go fishing for the afternoon.

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The Daily Phonics Lesson

- On a reading day the left hand side of the pupil booklet is completed.
- On a writing day the right hand side of the pupil booklet is completed.



1. Revisit and review: Say and tick each sound.

i t I a p P S T

2. Grapheme search: Find and circle all the **p** letters.

Pip has a pink pen.

How many did you spot?

3. Blending practice: Decode and match the words to the pictures.

sip

tip

tap



4. Apply: Tick the sentence that matches the picture.

It is a pit.

It is a pip.



1. Revisit and review: Listen to the sounds and point to the letters.

t s a i p I P A

2. Grapheme write: Copy the letters and say the sound as you write.

p p p
P P P

3. Segmenting practice: Look and write the words.



p t a

i p p

4. Apply: Let's write a sentence.

The Daily Phonics Lesson

- On a common exception word day the children are shown tricky words that cannot automatically be sounded out, but are read as sight vocabulary.
- We also send these words home on word sheets for the children to practise at home to increase their exposure to these tricky words.

Reading Books

- Once the children have learnt enough of the alphabetic code we will send home reading books for them to practise their sounding out and blending skills within the context of a simple book.