



Dobcroft Infant School



School Prospectus 2009/10

Dobcroft Infant School

An infant school for pupils 4+ to 7

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**Headteacher
Mrs Cathy Rowland**

**Deputy Head
Mrs Jane Greatorex**

**Chair of Governors
Mr I McDaid**

The information published in this prospectus, which is intended to relate to the school year 2009/10, is that known at the time of publication, June 2009. The school is constantly developing and changing and therefore certain statements in this prospectus maybe superseded or modified due to altered circumstances during the year.

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A Welcome From Our Chair of Governors



Mr Ian McDaid, Chair of Governors

Dear Parent

Welcome to Dobcroft Infant School. We look forward to working in partnership with you to help our children become confident learners.

Our aim is to inspire pupils to enthusiastically achieve their best and enjoy learning, supported by a team of motivated, professional and committed staff.

We will bring our children and the community together, celebrating diversity and encouraging creativity and originality. Parents are welcomed into the life of the school.

In nurturing responsible citizens of the future, we help our children develop a healthy approach to life including self-respect, responsibility and caring for each other.

We look forward to sharing our vision with you over the next three years.

Yours sincerely

Ian McDaid
Chair of Governors

A Welcome from Our Headteacher



Mrs Cathy Rowland, Headteacher

Thank you for choosing Dobcroft Infant School. This is an excellent primary school, which has high expectation of its pupils, parents and staff.

You have chosen a school that is committed to high quality education, which enables each child to reach its highest potential. We encourage each child and family to make the most of the opportunities that we can provide for them at this school.

I hope that you will find this prospectus about our school both interesting and informative. After reading it you may like to visit Dobcroft Infant School, to find out more and see us all at work. You are welcome at any time.

Our aim at Dobcroft Infant School is to give your child the best possible educational opportunity within a happy, caring, stimulating and disciplined environment. For this process to succeed it is vital that home and school work in partnership for the mutual benefit of your child.

I shall look forward to working with you.

Cathy Rowland

Dobcroft Infant School

Our School

We are an infant school providing education for children aged 4+ to 6+. We serve parts of the Ecclesall, Millhouses and Whirlow areas of southwest Sheffield.

Our main building is an adapted open-plan design. It has nine classrooms, 7 in the main building, while 2 of the Year 2 classes are taught in the mobile classrooms at the rear of the school. We have a large Hall, a library and computer suite. All classrooms and the Hall have an electronic whiteboard.

The school has its own kitchen and meals are cooked on the premises. Children have lunch in the school Hall.

Our Purpose:

To provide a foundation for fulfilled lives, inspiring and creating confident learners.

Our Vision

- We will make a real and lasting difference to our pupils' lives, inspiring them to enthusiastically achieve their best and enjoy the learning experience.
- We will do this by creating an environment where we celebrate diversity and where creativity and originality can flourish, supported by a team of motivated, professional and committed staff and governors.
- We will use our resources wisely and strive for continuous improvement by constantly challenging what we do and how we do it, sharing best practice and building on each other's good ideas.
- We will bring our children and the community together to instil a sense of belonging and ownership. We will welcome parents into the life of the school and help our children develop a healthy approach to life including self-respect, responsibility and caring for each other.
- We will guide and help them to develop the building blocks they need to become responsible citizens of the future.

Dobcroft Infant School gives its children an outstanding education (OFSTED May 2007)

Becoming a Learner

Dobcroft Infant School follows a programme designed to raise children's achievement through raising children's awareness of themselves as learners.

The 5 Rs of learning are the cornerstone of this approach. These are:-

- resilience
- resourcefulness
- reciprocity
- reflection
- risk taking



Children explore the characteristics of an effective learner in order for these learning skills to be embedded.

Joining the school

If you are a parent considering sending your child to Dobcroft Infant School, you should first contact the School Office, your child's details will be taken and sent to:

Pupil Support
Education Dept.
Sheffield City Council
Leopold Street
Sheffield
S1 1RJ

Telephone No. 0114 2735766

Please note:
Registering at a school does **not** guarantee that your child will be admitted to that school.

We encourage you to arrange a visit to the school. We timetable sessions during each term when we show parents around the school. You will be able to see the children working and we will be able to answer your questions about the work of the school.

We admit up to 90 children in each year group. Our admissions policy follows that of Sheffield LEA, whose selection of pupils is based on catchment areas. A detailed list of our catchment area is at the back of this booklet.



If you live outside the area you may still apply for admission to the school. However you must first negotiate a place after completing the necessary request forms with the LEA.

Initial enquiries about admissions should be made to the school office.

Foundation Stage 2

At present we admit children into the Foundation Stage classes twice a year – in September and January in the academic year in which they become five. The children born between September 1st and the end of February attend full-time from the beginning of September, the children born between 1st March and the end of August attend full time from the beginning of January.

Children visit the school in the term before they start school.

For September starters parents and children will visit reception twice together in the summer term preceding entry. The visits will allow new children to become familiar with their new surroundings, whilst parents will be able to talk to their child's new teacher. Children starting school in January will have 2 visits arranged for the November before they start.

When children start school in the Foundation Stage they will have a phased start to ease transition.

Behaviour and Code of Conduct

Our school's policy for behaviour and its code of conduct are promoted to our pupils through the 5 'Dobcroft Dos'. Children are encouraged to:

- Be kind and caring
- Be good learners
- Listen to each other
- Respect each other
- Take care of each other

Home – School Agreement

Before a child enters school parents are asked to sign a Home –School Agreement.

The agreement outlines the school's responsibility to pupils and the school's aims and values. The agreement also states the school's expectations of its pupils and the responsibilities of parents and carers while the child attends the school.



Our school times

The school day is divided up into periods of time that are suitable for young children. Within these sessions we balance a range of learning opportunities to ensure the children work hard but also have suitable breaks.

Foundation Stage children have timetabled access to their own outside environment.

Doors open at 8.50 a.m.

Register is at 9.00 a.m.

Y1/Y2 Playtime is at 10.15 – 10.30 a.m.

Lunch is at 12.00 – 1.15 p.m.

Register is at 1.15 p.m.

Home time is at 3.30 p.m.

Please note children on the school premises before 8.50 a.m. are not supervised.

Parents are welcome to bring their child into the classroom before register starts.

Registration takes place twice a day. If for any reason your child cannot come to school, you should let the school know as soon as possible by telephone. We record absences as Authorised or Unauthorised (when no permission has been given for the absence). There are records for each child and the year groups as a whole. The year group figures form part of our statutory reporting figures each year.



School Personnel

Headteacher

Cathy Rowland

Deputy Headteacher

Jane Greatorex

Teachers

Sue Russ
Janet Woodcock
Amy Winks

Jenny Raybould
Sinead Gaffney
Shama Chaudhry
Lindy Surtees

Chris Allen
Vicky Harrison
Judy Potter
Lisa Bingham
Jan Barker

Jane Greatorex
Colette Waters
Abby Birtles

Teaching

Assistants

Cynthia Marsh (Senior TA)
Jane Rowlett
Jo Webber
Jo Dennison
Joanne Warburton
Judith Kilcoyne
Deborah Hurst
Orlaith Shipley
Huey Godwin
Pauline Milnes
Julie Scriven
Shan Bennett
Sarwet Ali
Sarah Colver

Curriculum
Specialist

School Assistant

Jo Dennison

Clerical

Mandy Elsom
Kay Drabble
Jo Dennison

Caretakers

David Wheeler
Ann Wheeler

Welfare Supervisors

Orlaith Shipley
Pauline Milnes
Julie Scriven
Saeeda Javed
Sue Cowlshaw
Jo Warburton
Huey Godwin
Mo Dickson
Lesley Hopkins
Salma Kumar
Azam Razaghi
Jane Shepherd
Sarwet Ali
Sarah Colver
Gina Higgins

The Curriculum — How we organise our work

The staff plan a long term broad and balanced curriculum together. Individual teachers then put the plans into action in their classrooms. We have developed a structured approach to teaching National Curriculum subjects; some aspects we teach through themes that are relevant to the children such as 'My Family' or 'Mini-beasts', and others (like Mathematics) we teach as individual subjects.

We use flexible ways of grouping the children to help us teach in the most effective ways. Sometimes children will be taught in a group that has been organised for social reasons, sometimes they will be taught in a group together with children who are at a similar stage in their understanding and knowledge of a subject. The range of teaching styles used varies from teaching a whole class to teaching an individual child, depending on the subject being taught and the stage of the children's development.

We also arrange outside visits to places of interest in order to stimulate and further the learning process, e.g. Whitepost Farm, Mayfield Outdoor Education Centre.

Throughout the whole range of learning activities we place a strong emphasis on the development of the social skills of living cooperatively.

What we teach – Foundation Stage 2

We follow the following principles to plan our curriculum for the Foundation Stage 2 children

The Early Years Foundation Stage is the period of education for children from birth to five years. This period is a distinct stage with its own curriculum.

Children in the Foundation Stage work towards a series of Early Learning Goals through a structured play based curriculum.

The Early Learning Goals are a series of aims within six areas of young children's development and learning.

The six areas of learning are

- Personal, social and emotional development, which relates to developing confidence and independence while learning to concentrate and enjoy sharing as part of a group.
- Communication, language and literacy, which includes speaking and listening, developing phonic knowledge, and learning to read and write.
- Problem Solving, Reasoning and Numeracy relates to learning to count and problem solve in number activities, shape, space and measurement.
- Knowledge and understanding of the world covers investigating and beginning to understand the people and places around them. This area also involves the use of information technology.
- Physical development relates to improving control and coordination of their bodies and handling equipment safely and appropriately.

- Creative development, which involves finding ways to communicate by using colour, shape, sound, texture, movement and stories.

Some children will continue to work towards the Early Learning Goals during the first term of Year One. Most children will reach the end of the Early Learning Goals during their time in the Foundation Stage 2 classes and begin working on objectives from the National Curriculum.

How will the children learn?

Young children learn best from experiences that are suitable for their stage of development. Play is a key way that children learn. Through structured play activities supported by adults in the Foundation Stage Team the children will develop skills across six areas of learning. The adults will challenge and extend the children's thinking and understanding through the use of open ended questions such as 'Why do you think that happened?' 'How could you make your model move?'

The staff also value the questions young children ask, look out for a 'question display' where children are encouraged to ask questions to discover the identity of a mystery animal or object.

The ratio of Early Years practitioners to children in the Foundation Stage is 1:15. The classroom is set up to reflect the six areas of learning in the Foundation Stage Curriculum. The children will be taught how to use access and return the resources to their appropriate place. The Foundation Stage playground is also part of the learning environment and is used to provide experiences and activities often working on the development of gross motor skills, social and communication skills

What we teach – Years One and Two



Mathematics

We use the framework of the National Primary Strategy to 'scaffold' our planning for Mathematics, which covers all aspects of National Curriculum Maths. All children work through this framework and so there is continuity throughout the Keystage 1. Each day the children have the opportunity to engage in mathematical teaching/learning for the appropriate length of time for their age/stage of development.

English

The National Primary Strategy provides the framework for our planning in this subject to deliver the National Curriculum Programme of Study for English. This ensures that all children have the opportunity to engage with appropriate teaching/learning experiences in speaking and listening, reading and writing. At some times these aspects are integrated into other subject areas, they are also taught separately during regular Literacy sessions.

Science and the foundation subjects (History, Geography, Art, Music, PE)

We cover the National Curriculum content for these subjects through modules of work each term. Work during Key Stage One is essentially practical, to give children the opportunity to construct knowledge and understanding through a range of age appropriate learning experiences.

We recently were awarded Silver Artsmark (June 2007) in recognition of the effective Arts curriculum offered.

ICT

Children have access to a computer in their classroom, which are used to teach specific ICT skills and to help children in their learning in other curriculum subjects. We have a computer suite and every class has an interactive whiteboard.

Sport

In PE sessions we cover a range of activities, such as movement, gymnastics and games skills. These skills and co-operative group work come together in small group and team games.

Religious Education

We provide religious education according to the locally agreed Sheffield syllabus. It is based on 3 major faiths we do not incorporate festivals and celebrations. This helps children appreciate different cultures and religious approaches. We provide religious education according to the locally agreed Sheffield syllabus – It is based on the 3 major faiths: Christianity, Islam and Judaism. We incorporate relevant festivals and celebrations into this teaching.

Assemblies

Children attend an assembly several times a week; these vary in style according to the day of the week, ranging from a class assembly to larger group assemblies meeting in the hall. On days when there is no assembly class teachers lead an act of worship / reflection in their classroom.

Exemption from Religious Education and Assemblies

Exemption from religious education and worship is allowed for in the 1988 Education Act. If you wish to withdraw from either or both of these, please contact the Headteacher.

Personal, Social, Health, Citizenship Education (PSHCE)

We use the national SEAD and SEAL programmes (Social and Emotional Aspects of Development/Learning) to teach children about motivation, managing feelings, empathy, social skills and self-awareness. We teach the children to be good citizen using our school rules 'The Dobbie Dos', through our School Council and Playtime Friends. The Building Learning Power programme teaches the children how to be 'super learners' and nurtures the qualities resilience, resourcefulness, reciprocity and reflectiveness'.

Sex and Relationship education

Our sex and relationship education (SRE) is taught within our Personal, Social, Health and Emotional (PSHE) programme. Children are encouraged to talk about their feelings, friends and family and to discuss why they are special to them. As a parent you have the right to withdraw your child from these aspects of SRE work. Please come in and talk to us about it

A small biological focus on naming parts of the body is part of the statutory science National Curriculum. Your child is required to take part in this aspect of the curriculum.

Parents and the school

Visiting school — Parents are invited to school every term to discuss with their child's class teacher the work they are doing and their progress over time. In the first term we discuss how your child has settled into their new class, in the second term we report on their progress and review their targets, the final meeting is to enable you to celebrate with your child the progress they have made during the year.



During the year we arrange informal talks and curriculum workshops for parents when we illustrate some aspects of the work that the children do.

We also particularly welcome parents to each year group's annual performance (held at different times during the year) when the children delight in showing what they can do through the expressive arts.

Parent's help in school — There are many areas of life in school that would be almost impossible without the help of parents. We never refuse an offer of help

and may often ask parents to help, either on a regular or occasional basis. We are always most grateful for all the help we receive from parents.

Information to parents — In addition to the meetings each term about your child's progress, you will receive:

- Termly newsletters regarding the curriculum.
- Headteacher's letter to parents
 - Each year a written report on your child's progress in relation to the Foundation Stage Two or National Curriculum subjects (Years One and Two).

Homework - In Year 1 and Year 2 the children may be asked to take home some simple tasks to complete as well as their reading books. Homework is given to help the child and provides a further link between home and school.

When possible we try to send letters home on a Friday so please check your child's book bag.

What should I do if I am worried about my child at school?

If you are concerned about any aspect of your child's life at school, do not hesitate to contact either your child's class teacher or Cathy Robson. We hold Open Evenings at least once a term, **but please do not wait for an Open Evening** if you have a concern. Worries and problems are best dealt with as they arise.

School meals



Our hot dinners are cooked on the premises daily and many of the children choose to enjoy these meals. Sandwich meals may be brought from home if preferred. We can also cater for special dietary needs if we receive written details of your child's requirements.

At lunchtimes we encourage children to socialize and enjoy a pleasant and relaxed eating atmosphere, with supervision from both teaching and welfare supervisory staff.

Healthy Schools

The School was awarded the Healthy School Status 2007. We encourage children to both eat healthy and to keep fit as part of our curriculum.



Snacks / Water

Children are provided with a piece of fruit or veg each morning e.g. apple, carrots. We encourage children to drink water throughout the day and to bring a bottle or container. We allow fruit drinks with a packed lunch but no fizzy drinks. No glass bottles are allowed.

School Milk



Milk is provided free for pupils under the age of 5 and for those children entitled to a free school meal. Milk can then be paid for on a termly basis. Money is not refundable in the case of absence.

Special Needs

It is our aim to meet the individual needs of every child. This is primarily achieved by good quality class room teaching and for those children who need additional support, the school has a Special Needs Coordinator, Jane Greatorex who works with the class teacher and the Learning Support Assistants to oversee each child's programme.

There are also two part-time Learning Support Assistants who work with children in Years One and Two. Together we develop individual and group interventions for any child who is causing concern. We monitor and review these programmes every term. We always tell parents from the start of any concerns we have and they are involved in the monitoring and review process.

Gifted and talented children are also identified and supported by the school within existing resources.

Children with E.A.L.

Children whom have EAL may receive additional support from a Teaching Assistant. This may be in the form of one to one teaching or small group work.

Children's health

Medicals and dental inspections



The school nurse makes regular check-up visits and the school dental service visits once a year. It is important for us to know about any serious or recurring medical problems a child may have.

Illness in school

Children often get minor, and less often, more serious illnesses whilst at school. Because young children can become quite ill within a short period of time it is our policy to get them to a parent or carer within 30 minutes of their illness being noted. To assist us with this we would ask that you keep us up-to-date with your emergency contact numbers, including a mobile number.

Cuts and grazes are also a common occurrence. Our First Aiders will treat the children and any head injury or other major injury is notified in writing to the parent(s).

Medicines

For reasons of safety no medication or tablets are allowed in the classroom. If there is any reason for a child to receive **long-term** medication prescribed by a doctor during the school day, for example, inhalers for asthma, then please inform the Mrs Cynthia Marsh, first aider.

Summary of main points

- **There is no legal duty that requires school staff to administer medicines and medicines should only be taken to school when essential.**
- **Medicines brought to school should always be provided in the original container as dispensed by a pharmacist and include the prescriber's instructions for administration.**
- **Staff will give a child medicine only with their parent's written consent by completion of the relevant form.**
- **School will keep written records of each time a medicine is given.**
- **Responsibility for administration of medicines remains with parents – delegated to school for school hours only (9.00 – 3.30)**

Diarrhoea and Sickness

If your child has diarrhoea please keep him/her at home for 48 hours before returning to school, 48 hours if vomiting.

Child Protection

The school has a recognised set of procedures for dealing with issues of child protection. These issues are dealt with by:

Mrs. Cathy Rowland, Headteacher
Mrs. Jane Greatorex, SENCO phone 2368099

Bullying

Bullying is not tolerated in our school. We have a whole school approach to dealing with bullying. In PSHE lessons and circle time, children are educated about bullying behaviour and practice strategies to deal with it. Positive relationships based on mutual respect are promoted through our Dobcroft Dos, Classroom Contracts, Behaviour Policy and Anti Bullying Policy.



Clothing

As a result of a strong response towards wearing uniform the governing bodies of both Dobcroft Infant and Dobcroft Junior School have agreed that from September 2007 it is expected that all children will wear the uniform.

This will consist of:

Plain grey, navy or black trousers or shorts (no jeans) or
Plain grey, navy or black skirt or pinafore or
Blue/white or jade/white check dresses

Plain navy, jade or white polo or t-shirts and
Plain navy or jade cardigan or sweatshirt

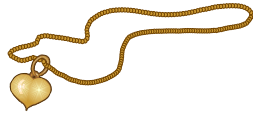
All tops will be expected to have the school logo on. We will be selling both logo badges that can be sewn on any appropriate coloured garment or uniform that has already got the logo embroidered on.

Scarves/hats can be worn for faith reasons only indoors.

The children will also need a change of shoes to wear indoors. This is to ensure that classroom floors do not become muddy and are suitable for working in.

All clothing must be clearly labelled with your child's name. We have a very large collection of unclaimed lost property at the end of each year!

Jewellery



The LEA takes the view that there is a risk associated with the wearing of jewellery within PE lessons and related out of hour's activities. **The elimination of this risk can be achieved by the removal of all jewellery.** This is backed up by 'Safe Practice in Physical Education BAALPE 1999.

It is the policy that:

No jewellery should be worn for Physical Education lessons or out of hour's physical activities.

If Jewellery cannot be removed it must be made safe.

If jewellery cannot be made safe then the pupil cannot participate.

It is up to the discretion of the teacher / supervisor to make this final decision. For safety reasons, jewellery is best left at home.

Extra Holidays

In accordance with LEA policy parents can request term-time holidays for their child up to a maximum of **ten** days per academic year.

Parents wishing to request additional holidays for their child should request a holiday form from the school office which, on completion, should be returned to the headteacher who will consider the request and issue authorisation. The Headteacher can only authorise holidays if your child's attendance is above 90%.



If authorized parents will be notified in writing.

Please note that term-time holidays cannot be authorized if a child's attendance is below 90%

Other school activities

Books



The school positively encourages the development of appropriate reading skills and attitudes through the use of stimulating books. This is achieved through our library, which is run by volunteer parents.

Library: Our popular library contains a varied collection of children's books from which each child can make their own choice, as part of the weekly class activities.

Reading Partnership: we offer training to parents in each year group to enable them to support their child's reading at home.

Sports

Subject to the availability of coaching we have been able to offer some regular after-school sports tuition. Recently this has been football where a professional youth coach offers skills coaching mixed with informal team competition. This year we have also offered taster sessions of yoga, tennis, dance and athletics.

French Club

Throughout the year there is a weekly French club run by an outside provider. Children learn the basics of conversational language through singing, games and speaking and listening activities.



DASH — Dobcroft After School Hours

DASH is an independent after school club for those children who cannot be collected from school at the normal finishing time. It is available to all parents of all children in the school, but places are limited and there is often a waiting list. A few places are kept free for emergency needs.

DASH runs in the main school building and provides activities supervised by qualified staff. There is a very reasonable charge and the club runs until 6.00p.m. on each school day.

For further information contact the following number (which is an answer phone, they will get back to you):- Tel. 0114 2621739.

Charging

Voluntary payments.

Parents are asked to contribute towards the costs of educational visits and special events. These are priced per child and include the entrance fee if applicable and travel costs.

Governor's policy on voluntary contributions

- Parents will be asked to make voluntary contributions for your child
- No child will be disadvantaged by the parents inability to pay
- Visits/activities will not take place if there is insufficient support

Parents' Association — 'PTA'

The PTA is run by a dedicated group of parents and staff who organise many successful fundraising events throughout the year, as well as a variety of social events

- Summer Fair
- Mothers Day Stall
- Quiz Night
- Summer Ball
- Bollywood night

Every year the PTA makes a major contribution to the purchase of equipment and other resources. In the last few years the PTA has a large new stage for children's performances, trim trail, CDs and cameras for the classrooms and their most recent project, a projector for the school hall.



Complaints

Complaints made about the school will be investigated according to guidelines set out in section 23 of the 1988 Education Act. It is intended that any complaints should be dealt with as quickly and efficiently as possible. There are three levels at which this may be done:

- by the headteacher or staff of the school
- by the schools Governing Body
- by the Local Education Authority

What to do:

Most concerns and complaints can be sorted out quickly by speaking with your child's class teacher. Any teacher or the school secretary can help you find the right member of staff. If you have a complaint that you feel should be looked at by the Headteacher, in the first

instance, you can contact her straightaway. It is usually best to discuss the problem face to face. You may need an appointment to do this, and can make one by ringing or calling in to school office. You can take a friend or relation to the appointment with you if you would like to.

All staff will make every effort to resolve your problem informally. They will make sure that they understand what you feel went wrong, and they will explain their own actions to you. They will ask what you would like the school to do to put things right. Of course, this does not mean that in every case they will come round to your point of view but it will help both you and the school to understand both sides of the question. It may also help to prevent a similar problem arising again.

The School Governors

Dobcroft Infant School became a delegated school in 1991, with the Governors managing the school's budget, curriculum provision and school organisation.

The Governing Body is made up of staff, elected parents, local community and LEA representatives. Governors are elected for a period of no more than 4 years.

The Governing Body is divided into sub committees;

- Curriculum and Pupil Welfare
- Finance and Premises
- Staffing
- Steering

These committees meet every term and provide reports for the main Governing Body. Whole Governing Body meetings are held once every term in the evening to ensure strategic governance of the school and to ensure the accountability of the HT and the staff in realising the vision of the school.

List of Governors

Staffing

Tom Sutton (Chair)
Jan Barker
Ian McDaid
Cathy Rowland
Vanessa Stewart
Tamara Askham

Curriculum and Pupil Welfare

Julian McDonough (Chair)
Carol Garcia
Shama Sadiq
Chris Davies
Farah Turner-Khan
Orlaith Shipley
Cathy Rowland
Ian McDaid

Performance Management

Steve Tyack
Julian McDonough
Tom Sutton

Governor Responsibilities

Chair
Vice-Chair
Training Co-ordinator
SEN Governor
Child Protection Governor
SASGB representative
School Private Fund
Personal, Social & Well Being

Ian McDaid
Tamara Askham
Orlaith Shipley
Steve Marsland
Tamara Askham
Ian McDaid
Lucy Oliver, Steve Tyack
Vanessa Stewart

Finance and Premises

Steve Tyack (Chair)
Zahida Arif
Shama Chaudhry
Steve Marsland
Lucy Oliver
Cathy Rowland
Ian McDaid

Pay

Steve Marsland
Ian McDaid
Zahida Arif

Exclusion Panel

Vanessa Stewart
Steve Marsland
Ian McDaid

Catchment area

The following list shows the school's catchment area. The Local Education Authority takes this into consideration when placing children.

Abbey Lane 663 up 612 up	Grange Cliffe Close Grove Road	Springfield Glen Springfield Road 81 up 140 up
Abbeysdale Road South up to 159 up to 162	Harewood Way Hartington Avenue Hartington Road	Sterndale Road Stowe Avenue Sunningdale Mount
Alms Hill Crescent Alms Hill Drive Alms Hill Glade Alms Hill Road	Hill Turrets Close Holkham Rise Hurlingham Close	Terminus Road Wentworth Avenue Whinfall Court
Alton Close Banner Cross Road Bents Road up to 55 up to 56	Kingsley Park Avenue Kingsley Park Grove Knaresborough Road	Whirlow Court Road Whirlow Grove Whirlow Hall Whirlow Lane
Broad Elms Close Broad Elms Lane Button Hill Broomcroft Park	Little Common Lane Millhouses Court Millhouses Glen Millhouses Lane	Whirlow Mews Whirlow Park Road Whirlowdale Close Whirlowdale Crescent
Carterknowle Road 227 up no even numbers Coit Lane Cortworth Road Croft Lane	Mylnhurst Road Oliver Road Parkhead Court Parkhead Road Parkhead Crescent	Whirlowdale Road Woburn Place Woodholm Place Woodholm Road
Derriman Avenue Derriman Close Derriman Drive Derriman Glen Derriman Grove	Petworth Drive Pingle Avenue Pingle Road Ranelagh Drive Rex Avenue	
Dewar Drive Dobcroft Avenue Dobcroft Close Dobcroft Road	Russell Court Silver Hill Road Silverdale Close Silverdale Crescent	
Dunkeld Road Ecclesall Road South 97 up 300 up	Silverdale Croft Silverdale Gardens Silverdale Glade Silverdale Road	
Endowood Road Fenney Lane	Springfield Avenue Springfield Close Springfield Croft	