

Humshaugh C of E (Aided) First School

Information for Parents

2023-2024



Headteacher: Mrs. Jude Long

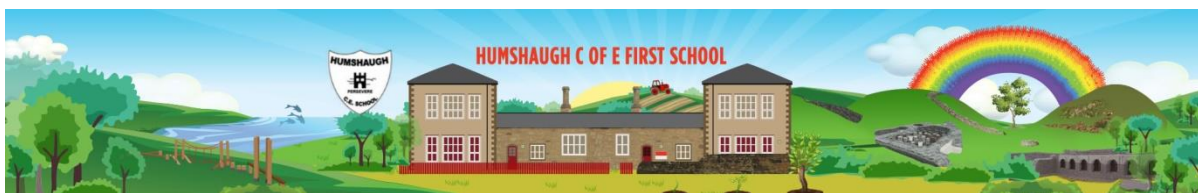
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We hope you find this brochure answers most of your questions, but do not hesitate to contact us if there is anything else you wish to know.

We look forward to you joining us.



Welcome to Humshaugh C of E (Aided) First School

School Brochure 2023-2024

Hello and welcome. We understand that starting school is a new and exciting, sometimes daunting, experience for your child and, in many cases, for you as parents. We want to make this transition as easy as possible for both you and your child.

Each year we admit children from our local area. As you read through our handbook I hope you will get a feel for the high quality of care and education we provide for our children.

Our most recent OFSTED inspection in December 2018 rated us as a strong 'Good' and described us as 'A very caring and inclusive school where all the pupils are cherished and enabled to access all the school has to offer. Good relations are fostered well and there are no signs of discrimination; staff work hard to ensure that all groups of pupils, no matter how small, do as well as they can.' Our high standards are a credit to the hard work of the children, staff and parental support.

The children are at the centre of everything we do and our aim is to give them the best opportunities that we possibly can. We see Humshaugh First School as a community made up of the children, staff and parents. We all have an important contribution to make and we value the support of parents and families. Please get in touch if you have anything to discuss.

You will soon see that life at Humshaugh First School is never dull: we are always looking for new and innovative ways to make learning enjoyable and challenging. We do not stand still as we are constantly aiming to improve everything we do.

Jude Long (Headteacher)

Our Vision

Our school Vision - 'To be 'good soil''

Our vision is to be 'good soil' for the children and adults of Humshaugh C of E First School, all based on Jesus' parable of the soils found in Matthew's gospel which you can read below.

Jesus' parable of the soils

'A sower went out to sow and as he sowed, some seeds fell on the path, and the birds came and ate them up. Other seeds fell on rocky ground, where they did not have much soil, and they sprang up quickly, since they had no depth of soil. But when the sun rose, they were scorched; and since they had no root, they withered away. Other seeds fell among thorns, and the thorns grew up and choked them. Other seeds fell on good soil, flourished and brought forth grain.'

Matthew 13.3-8.

This vision of being good soil for our community shapes all we do and helps us understand who we are as a school, why we are here, and then how we live. From it we draw our school values.

1. Who are we as a school: this is our deeply Christian vision which is firmly rooted in the bible.

The parable of the soils, sometimes known as the parable of the sower, is found in three of the New Testament gospels and in the story a farmer sows seed indiscriminately. Some seed falls on the path with no soil, some on rocky ground with little soil, and some on soil which contained thorns. In all these cases, the seed is taken away or fails to produce a crop; but when it falls on good soil it flourishes, yielding a bumper crop.

In Matthew 13 Jesus explains that the seed represents the Gospel and the various soils represent people's responses to it, the first three representing rejection while the last represents acceptance.

We have adopted this parable, and set a school vision and values around us being good soil that enables all children and adults to flourish and grow.

2. Why are we here: these are our values

Our **values** are sowing the seed well, cultivating the soil, preparing the ground and then nurturing in order to enable everyone to flourish. They're drawn from our vision and as a whole school community we say we persevere in:

Sowing the seed well

To place Collective Worship at the centre of the school's daily life.

To prepare children and adults for their place in society as lifelong learners and contributors.

Cultivating good soil

To provide a high quality and nurturing learning environment.

Nurturing in order to enable everyone to flourish

To be dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be "the best we can be".

To enable each child and adult to flourish and achieve.

Producing a bumper crop

To promote our Christian ethos and values through lively, intelligent and creative participation.

To provide an inviting, inclusive school environment where all members of the school community, of all faiths or none, are valued, respected and care for one another.

To encourage and develop links between the school, home, our parishes and the local, national and global community.

To provide a high quality and nurturing learning environment.

3. How then do we live: all of this shapes our school life.

Daily collective worship is at the centre of school life and enables children to experience the diversity of Christian practice and tradition.

High quality, effective, academic and non-confessional religious education allows pupils and adults alike to flourish.

Throughout all our school life our Christian vision and values promote social and cultural development through the practice of forgiveness and reconciliation. They encourage good mental health and enable children and adults, whatever their background or ability, to flourish and live well together.

The vision is used to ensure our policies, curriculum and extracurricular opportunities meet the academic and spiritual needs of all learners.

We describe all our activities in terms of how the vision and values inspire our whole school community, children and adults, to engage in social action and to be courageous advocates for change in their local, national and global communities

Our Christian vision supports the character and moral development of all pupils and adults, giving them aspiration for themselves and hope for the communities of which they are a part. It fosters dignity and respect, enabling everyone to be the person God created them to be, to achieve the most they can, and to inspire hope for others in the local community and beyond.

About our School

We want all pupils to benefit from our rural first school organisation. School staff plan and work closely together and offer teaching expertise and strengths across different subjects and year groups. Our fantastic Teaching Assistants provide support in all key stages and where necessary, assist with individual and small group intervention. Small year groups and changes to pupil numbers sometimes require adjustments to overall class organisation.

The classes for September 2023 therefore will be arranged as follows:

CLASS 1-Nursery and Reception (Foundation stage)

Nursery and Reception children will be taught by Mrs Wilkinson, Mrs Gill and Mrs Blythe in the Early Years Unit with qualified support staff. The children will experience a play-based curriculum in a focused Early Years environment including free-flow access to the outdoor area.

CLASS 2-Years 1 and 2 (Key Stage 1)

Children in Year 1 and 2 will be based in Mrs Blythe's classroom, covering all aspects of the curriculum including statutory Year 1 Phonics screening towards the end of the year. In the afternoons, the Year 1 and 2 children will work with different teachers for subjects such as Science, RE and PE.

CLASS 3-Years 3 and 4 (Lower Key Stage 2)

Children in Year 3 and 4 will be based in Mrs Long's classroom. She will cover English, Mathematics, Computing and Humanities. Ms Osborne will teach English, Maths, Science and Art/DT on the days when Mrs Long is in the office. In the afternoons, the Year 3 and 4 children will work with different teachers for subjects such as RE, PSHE and PE.

The children in Key Stage 1 and 2 will join together for singing and Performing Arts and the children in Years 1 to 4 will attend weekly Forest School where they will enjoy working together in mixed age and ability groups which promotes our nurturing family environment. The children in Years 2-4 also attend swimming lesson every Wednesday throughout the year.

We are fully committed to providing an outstanding educational experience for your child and believe that this class organisation will offer maximum flexibility and teaching expertise across the age and subject range.

The Curriculum

Within the guidelines of the National Curriculum, we offer your child a curriculum to suit his/her age and ability. We teach the basic skills of reading, writing and mathematics, because we believe these are the tools that your child will need in the world outside school. In addition, we include scientific, creative, environmental, social, physical and ethical education because we also believe in giving your child a broad, balanced and relevant education.

Through the Early Years curriculum, children are encouraged to develop active, enquiring minds, together with skills such as observing, questioning, experimenting, recording and concentrating. We also emphasise the development of communication and social skills in order to promote an easy integration into school life.

Children in Years One to Four follow the National Curriculum, which includes the core subjects of English, Mathematics, Science, R.E. and Computing. The foundation subjects of History, Geography, D.T., P.E., Music, Art, MFL and PSHE are also taught according to the National Curriculum.

Much of your child's work in school will be practical, investigative and will involve problem solving related to real situations.

However, each National Curriculum area has several essential skills that children will need to develop in order to progress. At Humshaugh First School these skills will be specifically taught as part of a continuous and planned programme of work in each Key Stage.

Special Educational Needs

Some children in school are identified as having a particular Special Educational Need. These children receive extra help from the staff according to their level of need. In this way we are able to help them make the best possible progress, to the best of our ability and available resources. The school has a Special Needs Co-ordinator (SENCo) Mrs Blythe, who liaises with the parents of children who have specific needs.

Collective Worship

A daily act of Collective Worship is provided for all children, some acts of worship are held in class and these are special times for children to reflect and explore their thoughts and feelings.

We are fortunate that we are supported by our local church -St Peter's in the village and Revd. Sarah Lunn regularly leads fun and interesting worships in school.

We are most proud of:

Our links. We are involved with the local community, both with volunteers helping out at school and the children reaching out to members of the local community by delivering gifts, taking part in local events and inviting our Friends from the Village for board games and bingo. Our weekly Stay and Play sessions for babies and children of pre-school age are on hold at the as we do not have a leader at the moment.

Our School Council. The council meet and discuss items decided upon by their classmates or requested by staff. Issues are discussed, debated and voted on using SMART School Council resources. The council has a small budget to finance projects agreed upon.

Our sportsmanship. All our children are motivated to improve their performance in all areas and are very committed to doing this. It's great when we win but we know how to lose gracefully, congratulate our opponents and try harder next time.

Our children. Wherever we go, people praise the behaviour, manners and attitude of our children.

Our ethos. This is what makes us different; this is what makes us special. Visitors often comment on how they feel comfortable and at home when they enter our school.

Our creativity. The children love being involved with various school productions throughout the year. Performing Arts are a vital part of the primary curriculum as they can help develop children's confidence, self-esteem, communication, self-expression, imagination, motivation, team work, sense of rhythm, co-ordination, fitness and most importantly enjoyment.

Our outdoor space. We are so lucky to have lots of space for children to play. The children enjoy our play and sports equipment and the adventure park in the playing field is used on a daily basis. We have playtime buddies to make sure that no-one is ever lonely at playtime.

Our school meals. Our school meals are prepared and cooked locally. They are delivered and served by Mrs Kennedy. Our desire is to encourage children to eat healthily and experience new foods by offering them fresh, home cooked meals.

Our Forest School. Every week, the children in Years 1 to 4 go to Humshaugh Woods to experience amazing themed Forest School sessions planned and led by Ms Osborne, Mrs Gill and Mrs Phillips.

Contacting the School

Sickness absence

Please telephone the school on 01434 681 408 by 9:30am with the reason for absence.

Parents Evenings

We hold parent's evenings and information events throughout the year. We will tell you about how your child has settled and the progress that they are making.

Informal Chat

If you have a concern, please feel free to speak with the class teacher about your child. If the teacher is unable to speak with you at that time you can arrange an appointment by contacting the school office or emailing the teacher directly.

School Office

Mrs Clark is in the school office, however she does work part time and therefore there may be times when she is unable to take your call. We will always respond to messages within the school day.

Hometime arrangements

Safeguarding is our absolute priority. Please ensure that you have filled in a 'Going Home Arrangements' form outlining which people are authorised to collect your child. If there are amendments or additions to this form, then please confirm changes via email to Mrs Clark.

Punctuality and attendance

The doors open at 8.45am (Children and parents line up at their designated door e.g. Years 1 to 4-Front door and Nursery/Reception and siblings at the Class 1 door.)

Children should stand with their parent until the doors open. Please do not allow children to play on the equipment in the EYFS yard.

If you arrive after the Class 1 door and gate have been locked, please accompany your child to the front door. Any lateness will be recorded in the late book and monitored.

It is vital that children are in school every day to ensure consistency in their learning and progress.

Term time holidays cannot be authorised by the Headteacher. The school follows the Hexham Partnership Policy for Leave of Absence in term-time. A copy of the policy is available at the School Office.

Supporting your child at home

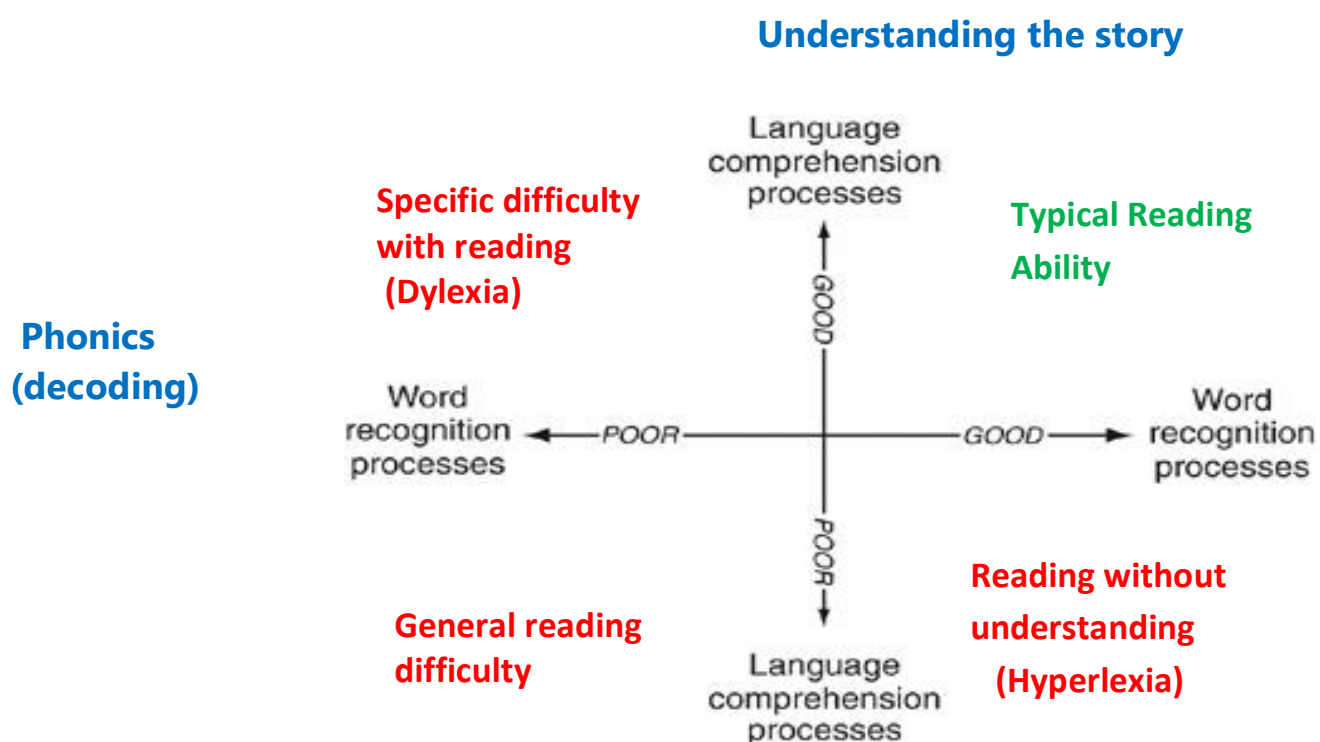
Your child will be getting used to reading, writing and maths at school. Please encourage them to practise these skills at home as well.

Reading

Reading at home is the most important thing that you can do to help your child to become a confident reader.

How we develop early reading at Humshaugh first school

Reading Theory: The simple view of reading



'Reading' books with no words:

The purpose of these books is to develop your child's language comprehension skills before they start to decode letters and words. This involves looking carefully at the pictures to work out what is happening. The adult can help them do that by questioning and by modelling vocabulary and typical story language structures. The aim is that after a little practice the child can retell the whole story in their own words. This develops their confidence of themselves as a 'reader'.

Helpful things you can do:

1. Ask who, what, where questions like:
 - Who can you see? What are they doing?
 - What can you see? What is happening? What has happened?
 - Where are they? What place is it?
2. Ask harder when, why, how questions like:
 - What time of day do you think it is? When is it is, in this picture?
 - Why did that happen? Why did he do that? How did that happen? I wonder how they did that?
3. Ask questions that go beyond what you can see in the pictures like:
 - I wonder how she is feeling? I wonder what he is thinking?
4. Make comments on things you can see to model new vocabulary like this:
 - 'Look at that centipede', 'it looks like they are at the library', 'I think he's feeling disappointed' etc.
5. Model story connective language like this:
 - First... then... next.....suddenly.....but.....because..... at last..... finally etc.

Early Phonics:

Before a child is ready to learn to read letter sounds meaningfully they need to develop the following skills:

- To clap or tap out three or four syllable words e.g. *mo- tor bike (3) hel- i- cop- ter (4)*
- To identify two rhyming words like 'cat' and 'hat' and add appropriately to a rhyming string that you start so when you say e.g. 'cat, hat, bat, mat.....' your child says 'rat' (it doesn't matter if it is a made up word e.g. 'gat' as long as it rhymes.
- To hear and identify the initial sounds in words e.g. can you find the object that begins with 's' (playing 'I spy' is a good game to practise this starting with a limited number of objects e.g. 4 or 6 at first)
- To blend together sounds that they hear e.g. adult says a word in 'Freddie sound talk' like this 'c-a-t' and child says 'cat'.
- To split words they hear into their component sounds e.g. adult says 'dog' and child says it in 'Freddie sound talk' like this 'd- o- g.'

In reality, some children will be still be developing these skills alongside learning their first letter sounds so we continue to work on these pre-phonetic skills throughout the first term in Reception.

Phonics: learning to read in school

Children will be taught up to 3 single letter sounds per week in the first term. When they have learned about 6- 8 letter sounds, they can start to sound out a written word e.g. map into m-a-p and then blend the sounds together them to read the word as 'map'. At this stage we will start to send home simple sound blending books to read to you at home.

The next step is for them to start to read 'ditties' or simple phrases of 2-4 words e.g. 'a cat on a mat'.

When they can do this they will get their first proper phonics reading books (Red level books) which they will have read first in school and can read to you at home.

Reading Homework

As a whole school we have reviewed and updated our reading book resources and changed the way we send books home. Children across school now get three books a week. We will build up to this gradually in Reception when they are ready. The first book is an 'I read book' (which will initially be a book without words: see above). When this book becomes a Red phonics book they will also get a 'we read book' which matches the same phonic level as their Red phonics book but they won't have read it before. It will practice the same phonics sounds in a different story so they should be able to read it with a little help from you. The third book will be what we call a 'You read book'. This is a book your child has chosen that you read to them (like the books they currently borrow in nursery).

Phonics Homework

Following feedback about homework from parents we are reviewing our homework policy across school. From September, we will not be sending any paper-based tasks home for Reception children. Instead your child will be loaned a phonics game, book or writing resource. They will get these one a time to be borrowed for 2-3 weeks at a time. When they have returned them we can send another one. They have been chosen to help you practise early reading and writing at home in a fun way with your child. They will also be given their own booklet to keep which contains all the letter sounds your child is learning in their current 'Set' and I will send an email each week to tell you which ones that we are working on. The aim of these booklets is to quickly go through the sounds we have done so far for revision purposes, whenever you get the chance. They include a picture and phrase to help your child remember the letter sound e.g. for the letter 'm' the picture is a girl standing next to two mountains and the phrase is 'Maisie, mountain, mountain' and a little ditty to help them learn to write the letter: 'down Maisie, over the mountain, mountain.'

Letter sound pronunciation:

In order for your child to blend sounds together successfully it is important to just say the individual sound on its own e.g. 'sss' not 'suh'; 'mmm' not 'muh'. For quiet sounds like s, t, p, c in order to say them without an extra 'uh' sound after we need to whisper them. Don't worry about this too much at the moment as I will give more information about how to say each sound in my weekly phonics email!

Nessy

As a school we have subscribed to an online phonics programme which is individually tailored for each child. When your child is ready (probably in the second half of the Autumn term) you will get a login for this system. We understand some parents concern about limiting their children's screen time, so it is up to you whether you wish to access this at home, but this is a fun way to develop their reading and spelling at home which most children enjoy while they learn. However, if you do not wish to use this, we will also be giving them opportunities to use this system in school.

Please remember that no question is too simple or too much trouble. Please contact Mrs Wilkinson or Mrs Blythe if you want to ask anything about early reading or writing.

Mrs Melanie Wilkinson (Early Years Lead)

melanie.wilkinson@humshaugh.northumberland.sch.uk

Mrs Karen Blythe (EYFS Teacher & KS1 Lead)

karen.blythe@humshaugh.northumberland.sch.uk

Writing

Developing a comfortable, correct pencil grip early on is vital for children's handwriting as is mastering accurate letter formation, for which we use Read, Write Inc. Wherever possible please encourage your child to write at home. Class teachers can supply you with helpful information to support your child.

Number Work

Mathematics consists of a number of areas including, counting, recognising numbers, adding, taking away, 2-D and 3-D shape, measuring in simple ways, time and money. All these skills you can reinforce at home, in a practical, fun way. For instance, making reference to these in your child's day to day experiences will help immensely. Children feel much happier when learning, using their own experiences: a trip to the shops, looking at the number on houses, finding shapes around the house, reading the clock on the wall, sorting their toys are just a few of these examples. As your child gets older, times tables are really important and should be practised at home as regularly as possible.

We appreciate the help of our parents in these areas and it really can make a big difference to your child's learning and development.

Frequently Asked Questions

Will my child have homework?

It is expected that children will read with their parents daily and other homework is planned depending on the needs of individual children and curriculum topic themes. In the Foundation Stage (Nursery and Reception), Mrs Wilkinson will provide Phonics games and reading books. Please do not feel pressured to sit your child down formally. Short bursts of fun activities help reinforce understanding.

In Key Stage 1 (Year 1 and 2) and Lower Key Stage 2 (Year 3 and 4), homework is set on a weekly basis. All homework relates to the work completed in class that week and should consolidate knowledge and understanding.

Are the children allowed a healthy snack during the school day?

Yes, we have a healthy snack every morning; this is usually a piece of fruit as part of the National Fruit Scheme which provides free fruit for children in Nursery, Reception and Key Stage 1. Children in Years 3 and 4 may bring in a healthy snack to eat during morning break.

Also, your child is eligible for free milk until the term after they turn five. When your child is five you will be given the option to pay for your child to continue to receive milk. Please inform the School Office to organise payment. Please provide your child/ren with a refillable water bottle each day.

Are there any after school clubs? Yes, at the moment we have Sports Club on a Monday, Dance Club on a Tuesday, Yoga and Football on a Wednesday and Zumba on a Thursday.

All after school clubs run from 3.15-4.30pm and are currently free of charge.

Our **Breakfast club** runs every morning between 8.00-8.45am. Please ask Mrs Clark in the office for more information.

Consent letters for clubs will be sent out via Google Forms during the first week of term.

Do the children go on any visits?

Yes, the children have educational visits/visitors through the year which support their learning and relate to the subjects and topics being covered.

Can I help at school?

In many ways! You could come and hear children read, help in the classroom with art work, volunteer to help with swimming on a Wednesday or join the children for Forest School on a Friday. All volunteers have to apply for an Enhanced DBS certificate. Any help with fund-raising events and supporting our Friends of Humshaugh First School is also greatly appreciated.

School Uniform

At Humshaugh First School there is a standard uniform as follows:

Girls

- Grey/black trousers/skirt/dress/shorts
- White polo shirt
- Red sweatshirt/cardigan/hoodie
- White, Red, Black or Grey socks or tights
- A red & white gingham dress/short suit may be worn in the summer
- Plain black school shoes or boots

Boys

- Grey/black trousers/shorts
- White polo shirt
- Red sweatshirt or jumper/hoodie
- Plain black school shoes or boots

P.E. Kit

PE kits are usually worn on a Monday for PE and then Sports club. Children go home wearing their PE Kits therefore we ask that kits are returned to school and put on pegs before the next PE session.

Recommended (not compulsory) PE kit:

- Shorts /leggings/track-suit bottoms
- Hoodie or sweatshirt for outdoor PE
- Socks & Trainers

Forest School (Years 1 to 4)

All children need waterproof trousers, waterproof coat and a pair of wellies in school. During the colder months they also need a hat, waterproof gloves and a pair of thick socks

All uniform, PE kits, bags, coats, shoes and wellies need to be labelled clearly with children's names.

Jewellery and Hairstyles

The wearing of jewellery, especially earrings, is discouraged because of the possible danger to the wearer and to other pupils. NCC sets out guidelines for safety which we do our best to follow. The school cannot accept responsibility for the safekeeping or removal of any jewellery.

Children should have long hair tied back at all times during the school day.

This helps to prevent the spread of Headlice and ensures that hair doesn't get in the way during different activities. **Parents are kindly asked that children's hair should not be dyed or styled in extreme fashions, including Mohicans and tramlines, during term time.**

How to Order

Sweatshirts, hoodies, cardigans, polo shirts, book bags, PE kits, PE bags, all with **school logo** can be purchased from www.schooltrends.co.uk. Most supermarkets also sell uniform which is completely acceptable. We also have a second hand rail in school. Please ask at the office.

School Day

Arriving at school

The children in **Years 1 to 4** will queue up at the front door and enter at **8.45am**.

The children in **Nursery/Reception or those with younger siblings** will queue up at the Class 1 door and enter at 8.45am.

If your child is late to school, please go to the main entrance and ring the bell. Mrs Clark will let you in and alter the attendance register accordingly/make a record in the Late book.

Hometime

Parents should queue at their designated door and collect their child/ren at 3.15pm. Clubs finish at 4.30pm and all children should be collected at the front door.

Parking

Please do not park on the zig zag lines.

Please show consideration for our local residents by not blocking driveways or parking on curbs when dropping off and/or picking up.

Timetable

8.00-8.45am	Breakfast Club
8.45am	Doors open Front Door-Years 1 to 4 Back Door to Class 1- Nursery/Reception and siblings
8.50am	Doors and gates locked by a member of staff Registration (Attendance and lunch)
10.15am-10.30am	Playtime/Fruit/Snack -Nursery and Reception
10.30am-10.45am	Playtime/Fruit/Snack – Years 1 to 4
11.55am	Children go to the toilet and wash their hands
12.00pm	Lunch
12.30pm	Children line up to go out to play
12.55pm	Bell rings to come in from playtime.
1.00pm	Children back in classrooms for registration
2.00pm	Class 1/2 children have a short break in the afternoon.
3.15pm	Hometime
4.30pm	After school club's collection (Front door)

Nursery and Reception information

We are really excited to be welcoming your child into our Early Years Unit. Below are a few snippets of information that we hope will be helpful and ensure a smooth transition into school.

NURSERY CHILDREN ONLY

Drop off and Pick up (All day sessions)

We expect children to arrive for the morning at 8.45am and line up outside Class 1.

Children must stay with their parents until they enter the classroom.

The Nursery and Reception children will register together and have 'News' in Class 1 before being accompanied to their learning area for morning activities.

At hometime 3.15pm, the children exit the building through the Class 1 door. Parents should wait in the queue and a member of staff will do the hand over following our safeguarding procedures.

Drop off and Pick up (Morning sessions 8.45-12pm)

We expect children to arrive for the morning at 8.45am and line up outside Class 1. Children must stay with their parents until they enter the classroom.

Drop off and Pick up (Afternoon sessions 12.00-3.15pm)

On arrival, please come to the Class 1 door for 12.00pm and wait for a member of staff to open the doors. You can hand over your child and any items of clothing, packed lunch or equipment. Children will be accompanied into the hall to eat their lunch.

At hometime 3.15pm, the children exit the building through the Class 1 door. Parents should wait in the queue and a member of staff will do the hand over following our safeguarding procedures.

NURSERY AND RECEPTION CHILDREN

Lunch times

Lunch time will be 12.00-12.30pm for children attending afternoon or all day sessions. Children can either bring a packed lunch or parents can pay for a school dinner at a cost of £2.30 per meal on Parentpay. Further information and an activation letter will be given to you when your child starts attending their sessions.

Snack time

The children in Nursery and Reception will have their snack time between 10.00-10.15am and then go out to play between 10.15-10.30am. The younger Nursery children will be encouraged to play in the enclosed outdoor area outside the

classroom. Nursery and Reception children are eligible for the National free fruit scheme.

Uniform and equipment

We do not expect Nursery children to wear full school uniform, however if it would make your morning routine easier then please allow your child to wear a plain red sweatshirt or cardigan. These are available at most supermarkets.

Reception children do need to wear full school uniform – please see the section about school uniform.

Nursery Fees

Information on nursery fees, availability, funded hours and changes to hours can be found on the school website under the Nursery Admissions Policy document found in the Admissions section of the website.

Book bags

Book bags will be required for Reception children-available to purchase at www.schooltrends.co.uk. Nursery children should bring in a bag/rucksack each day, ideally with a change of clothing in. Please ensure your child brings their book bag/rucksack in every day and ensure that you check the bag every day for messages or letters.

Breakfast Club

If your child is aged 3 years or above, then they are welcome to attend Breakfast Club which runs every day between 8.00-8.45am. Sessions are £3.00 each (50% discount for siblings) and a healthy breakfast is included.

Talking to the teacher

We are sure that you will appreciate that teaching staff are very busy especially in the mornings. If you would like to have a 'catch up' with Mrs Wilkinson in the week, the best afternoons to speak to her are on a Monday or a Friday. Alternatively, if you leave a message with the support staff, they will ensure it is passed on to Mrs Wilkinson.

Communication

The majority of communication including a weekly Headteacher letter is shared by email. If there are trips or clubs that require consent, then hard copies are sent out.

Website

take a look and become familiar with the lay out. You can find information about your child's learning and photographs in addition to school information, dinner menus and policies.

Friends

We have a fabulous PTA. The Chair person is Alice Arkell. If you would like to become involved with the PTA, then please see Alice.

Please ask a member of staff if you need further information or if you have any questions.