

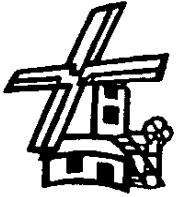
MILLFIELDS PRIMARY SCHOOL



Bowes Road, Colchester, Essex CO7 9RD

PROSPECTUS

2018/19



Dear Parents,

Welcome to our happy, vibrant school.

'Millfields Primary School has a very positive culture, shared by all who have a stake in the school. Pupils talk positively about how much they enjoy school and make exceptional progress' Ofsted 2014.

Our aim is to provide high quality learning for your child in a caring environment. Children who enjoy their learning remain curious, focussed and aspire to achieve their very best. We develop this love of learning through our exciting curriculum and very good teaching from our dedicated staff. We support every child's social and emotional development and have high expectations of behaviour and attainment.

Millfields is a happy school. Staff pride themselves on taking a holistic approach, knowing what excites or concerns each child and taking real care of their personal development. Children feel safe in their learning environment to explore and learn from their experiences. They develop in confidence, become independent and in this way their own individual talents flourish.

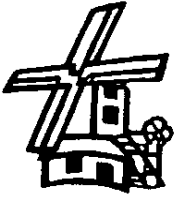
The school's curriculum is theme based and integrated. The children are encouraged to adapt quickly to a day that is full and rich in interest and variety. Our objective is that all children should leave us at eleven years old confidently able to apply skills and knowledge in English, mathematics, science and ICT. The child's natural enthusiasm for books, painting, music and physical activities, for handling and touching, for seeing and exploring, for making and enquiring will have been developed.

Our aim is to pass on to the secondary school, children for whom school is an exciting place, rich in a wide range of experiences.

We believe that we can only achieve the best for your child by close cooperation between home and school. There will be many opportunities for you to share in your child's education and we are always available to talk to you about any aspect of your child's well-being, progress and development.

Yours sincerely

Mrs Janet Meacock



★ School Information

Address:	Bowes Road Wivenhoe Colchester Essex CO7 9RD
Telephone:	01206 823044
Fax:	01206 827289
Email:	admin@millfields.essex.sch.uk
Website:	www.millfields.essex.sch.uk
Pupils on roll:	Predicted 240 (September 2018)
Type and age range:	Foundation Primary School 4 - 11 years
Headteacher:	Mrs Janet Meacock
Chair of Governors:	Mr Dave Roscoe
School Hours:	Morning 08:40 - 12:15 (infants); 12:20 (juniors) Afternoon 13.15 - 15:00
Essex Local Education Office:	Essex County Council County Hall Chelmsford Essex CM1 1LX



★ Our Vision for Millfields

We work together as a community to provide a happy, secure and stimulating environment where every learner is entitled to an experience of learning which is rich and varied, enjoyable and challenging, and inspires all to strive for excellence so that every individual is able to shape his/her own destiny and create a better future for themselves and others.

As children are at the heart of our learning community, we actively seek their involvement in the development of the school, valuing their ideas, opinions and contributions.

We recognise the importance of parents as the first educators and we aim to build on that foundation. We see them as partners in the learning process and we seek ways to strengthen that partnership for the benefit of the children.

We encourage and support people to become effective members of, and contributors to, their local communities. We work with the wider community to enrich our learning opportunities and promote understanding, tolerance and respect for others' differences and beliefs.

We will aim for effective communication between children, staff, parents and governors, which will provide a sound basis for learning together.

We provide an exciting curriculum which is relevant to children's lives, where provision is matched to need and which ensures that pupils have the skills, knowledge and understanding to prepare them for the next stage of their education and the changing world in which we live. In addition, we feel it is important that the curriculum also promotes children's creative, expressive, empathic, social, moral, spiritual and physical development. We encourage pupils to take responsibility for their own actions and make informed choices in order to prepare them for adult life and lifelong learning.

(This vision was discussed and agreed by pupils, staff, parents and governors. All of the school community are committed to realising the vision.)

★ School Values

- Respect:** we promote respect for self, others, the environment and possessions
- Honesty:** we promote open, honest, sensitive and constructive communication at all levels and at all times
- Cooperation:** we value teamwork and positive relationships
- Acceptance:** we welcome diversity and value all members of our community
- Equality:** we promote equal opportunities for all whatever their abilities, home circumstances, religion, gender or ethnicity
- Partnership:** as well as building positive links within school, we look outwards to form relationships that will enhance learning (parents, community, national and international)
- Consideration:** we are caring and kind; we help each other whenever possible
- Justice:** we strive for fair and just treatment for all
- Citizenship:** we will promote an understanding of the ever-changing world and develop pupils' roles as active, responsible citizens
- Lifelong learning:** we aim for all members of the school community to develop a love of learning so they continue learning throughout their lives
- Independence:** we encourage our pupils to be independent learners who question freely, share ideas and take risks
- Self-confidence:** we believe that high self-esteem is vital to enable each individual to learn successfully and to be the best that they can be
- Achievement:** we encourage all pupils to achieve the highest standards of which they are capable

★ About our School

Millfields Primary School was opened in April 1981 to serve the eastern half of Wivenhoe, including the Dene Park Estate. It can accommodate 240 children aged 4-11 years old. Millfields is a foundation school.

Millfields is an open, welcoming school which works in partnership with pupils, parents, governors, the local community and the wider community to provide an environment which encourages high quality teaching and learning. There is a friendly, caring ethos in the school which is frequently remarked on by visitors and parents.

Millfields derived its name from the windmill that used to be in Belle Vue Road, and the school logo is a drawing of the original windmill. The windmill was sold by auction at the Anchor Inn on Thursday 9th February 1859, and eventually relocated in Ramsey where it still stands today.

★ Class Organisation

Our published admission number is 30 in each class. The school has capacity for 240 pupils.

★ School Session Times

School opens at 8:40 a.m. and children should be in their classrooms ready for registration by 8:50 a.m.

To safeguard the children, the doors and gates are locked at 08:50 and any latecomers must come in through the main entrance.

Lunchtime starts at 12:15 p.m. for the infants and 12:20 p.m. for the juniors. It finishes at 1.15 p.m.

We ask that parents ensure that their children arrive on time in the mornings and that they are picked up promptly at the end of school.

★ School Terms

Under the 1986 Education Act, children are required to be in school for 190 days each academic year. These are divided up into three terms:

Autumn Term
Spring Term
Summer Term

During each term there is a half term break of one week.

Teachers are in school for a further five days for professional training (INSET days).
Term dates are published on the school website.

★ Starting School

Children are admitted to school at the beginning of the school year in which they become five. It is quite usual for the Reception Class to contain some children who became five just as they started school and some children who will not be five until they are almost ready to begin Year 1. This inevitably means that there will be a difference in the stage of development that each child has reached.

At Millfields, we admit all children to full-time school immediately. Our Reception staff are highly experienced and tailor the teaching day for each individual child to match their needs and abilities. We find that this is less disruptive to the class than having new children joining at different times; and it also helps to close the gap academically between those with Autumn and Spring birthdays and those with Summer birthdays. However, all decisions are taken in consultation with parents and with the needs of the child to the fore.

Admissions

Reception

The school's Published Admission Number is 30 pupils for the Reception year and this will be the number of admissions for the year commencing September 2018 until August 2019.

As required by law, this school provides for the full-time admission of all children offered a place in the reception year group from the September following their fourth birthday, without reference to aptitude or ability.

Parents can request that the date their child is admitted to the school is deferred until later in the school year or until the child reaches compulsory school age in the school year. Where entry is deferred, the school will hold the place for that child and not offer it to another child. The parent would not however be able to defer entry beyond the beginning of the term after the child's fifth birthday, nor beyond the academic year for which the original application was accepted.

Parents can also request that their child attends part-time until the child reaches compulsory school age. For parents opting to take up a part time place this would be mornings only.

Where parents choose to defer entry, the school may reasonably expect that the child would start at the beginning of a new school term/half term.

The parents of a summer born child (born from 1st April to 31st August) may choose not to send that child to school until the September following their fifth birthday and may request that they are admitted out of their normal age group, i.e. to Reception rather than Year 1. Those parents would need to apply for a place at the correct time for the normal admission round for the following academic year.

A decision whether to allow deferral will be made by the school's Governing Body on the basis of the circumstances of each individual case. Supporting evidence from relevant professionals working with the child and family stating why the child should be placed outside their normal age appropriate cohort must be submitted. The Governing Body will then decide whether the application for a Reception place will be accepted or whether it will be treated as an application for a Year 1 place, the child's normal age appropriate cohort.

If the application for a Reception place is not accepted by the Governing Body of the school, this does not constitute the refusal of a place and there is no right to an independent statutory appeal.

Essex County Council coordinates arrangements for Reception intake admissions to all primary schools within its jurisdiction. This process is managed through a Common Application Form which will be distributed by the Local Authority direct to parents, enabling them to express a preference for up to three schools in ranked order. Applications for admission to the Reception class will be managed in accordance with the arrangements published by the Local Authority.

Over subscription criteria

When applications for admission exceed the number of places available, the following criteria will be applied, in the order set out below, to decide which children to admit:

1. Looked after children*.
2. Children living in the priority admission area who submit an application by the closing date and who have a sibling** at the school at the time of application, unless the older child is in Year 6 at that time. A map of the priority admission area is available for inspection at the school.
3. Children living in the priority admission area who submit an application by the closing date. A map of the priority admission area is available for inspection at the school.
4. Children living outside of the priority admission area with a sibling* at the school at the time of application and determination unless the older child is in Year 6 at that time.
5. Children living outside of the priority admission area without a sibling* at the school at the time of application and determination.

*A 'looked after child' or a child who was previously looked after but immediately after being looked after, became subject to an adoption, residence or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989).

**The definition of 'sibling' is as defined by the Local Authority in the 'Primary Education in Essex' booklet.

In the event of over subscription within any of the above criteria, the straight-line distance between home and school will decide priority, those living closest having the highest priority. Distances are calculated by the Local Authority by use of a Geographical Information System which accurately measures the distance from the home address to the school.

Children with a Statement of Special Educational Needs

Children with a statement of special educational needs will be admitted to the school if the school is named on the statement.

Late applications

Applications must be made by the National Closing Date detailed in the Primary Education in Essex and Secondary Education in Essex booklets which are available from the Local Authority. Late applications will be dealt with as detailed in these booklets for children resident in Essex. Children resident outside of Essex should refer to the process for handling late applications published by their home Local Authority.

Procedure for applicants for Years 1 to 6

All applications for places must be made by completing the Local Authority Mid-Year Application Form, available in the school office or from Planning and Admissions in Chelmsford.

Waiting List

The School will maintain a waiting list for all year groups should applications be received after a year group has reached its published admission number (PAN) of 30. The school regularly contacts parents on the waiting list to check if the place is still required and the list is reviewed annually.

Appeals

If you are refused a place at the school you have the right to appeal, to an independent panel, against that decision. Information about how to appeal will be sent with the letter refusing you a place. However, applicants should note that the Government's policy to limit class sizes in infant classes to 30 have restricted the grounds on which appeals can succeed.

★ Uniform

Uniform is worn at Millfields to develop a sense of pride in being a member of the Millfields school community.

Our school colours are red, grey and white.

Winter

Red school sweatshirt or cardigan - no logos other than school windmill.

White shirt, school polo shirt, plain white or red polo shirt.

Grey trousers, skirts or pinafores.

Appropriate footwear i.e.: no open-toed/open-heeled strappy shoes or shoes with heels.

Trainers are for PE only.

Summer

As winter plus grey shorts or red & white check dresses.

No strappy tops or dresses please.

Sun hats - preferably red, grey or white.

PE KIT

Winter

Outdoor: Trainers, tracksuit trousers and top preferably red or grey.

Indoor: House colour t-shirt, red shorts (bare feet)

Summer

Trainers, spare socks, house colour T-shirt (school logo available) and red shorts.

Jewellery

Children may wear a watch to school and **stud earrings**, if their ears are pierced and only if they can remove them/put them in themselves for PE, staff are not permitted to remove earrings or tape them up. No other jewellery please.

Please ensure that all items are named and that you check regularly as written names often fade.

In addition, all children will need a PE bag and a bag for books, pencil cases, reading diaries and homework books.

★ The School Community

Our school community is made up of children, parents, teachers, support staff and governors. Everyone has their part to play and this brings with it certain responsibilities.

Children

- Always try their best in everything they do
- Be independent in managing their own possessions
- Understand and follow the school rules
- Follow the class routines

Parents

- Bring their children to school and collect them on time
- Ensure that their children attend school
- Support their child by hearing them read and encouraging them to complete any tasks that their teachers ask them to do at home
- Keep the school informed of any concerns they may have about their child's welfare

Teachers and Support Staff

- Take responsibility for the children between 8.40 a.m. and 3.00 p.m.
- Work closely with parents
- Provide the highest quality of education and care at all times

Governors

- Support and assist the Headteacher in the strategic direction of the school

★ Behaviour

Within a school 'family' some rules are essential; these are mostly matters of common sense to ensure the safety of our children. The emphasis in the school is to praise positive behaviour, attitude and effort and to increase children's awareness of the need to make a positive contribution to their community.

We have a Behaviour Policy which is consistently applied by all adults who work in school and is outlined below:

Aims

- We will strive to create a positive climate in which pupil's self-esteem is nurtured and misbehaviour becomes a less attractive way to gain attention.
- All people in the school will be valued, respected and safe.
- Millfields is an orderly environment in which highly effective teaching and learning can take place.

- Everyone will work together to encourage good behaviour.
- A high level of parental involvement is encouraged and expected, so that all children can see that the key adults in their lives share a common aim.
- We will work closely with other agencies to ensure that children with complex needs and difficulties, and their families, are given appropriate support.

Rights and Responsibilities

We recognise that everyone in the school has rights when in our school. These are:

- A right to respect
- A right to learn
- A right to safety
- A right to work in an attractive environment

Related to these rights, is the one responsibility that each person in school shares, which is to uphold the rights for everybody.

Dealing with inappropriate behaviour

Our five simple school rules are:

- I will walk and talk quietly in our school
- I will be helpful and polite to everyone
- I will look at and listen to people who are talking to me
- I will look after everyone and everything in our school
- I will always try my best in everything I do

Members of staff will provide attention to those who are behaving correctly. When pupils have to be reminded of the rules, this will be done quietly and calmly with the aim of getting the pupil back on task as soon as possible. The inappropriate behaviour will be criticised - not the child.

What happens if a child behaves inappropriately?

Children will:

1. be told of their teacher's disapproval - a verbal warning
2. be given a warning of what may happen if they continue to misbehave - a second verbal warning
3. be given time out within the classroom area (a chance to calm down and think about their behaviour)
4. be given time out in another classroom
5. miss 5 minutes of playtime (break or lunchtime)

6. be given a verbal warning by the Headteacher or Deputy Headteacher

Serious Incidents

More serious incidents, e.g. violence towards another pupil or an adult; destruction/theft of property; swearing; non-co-operation or defiance, will be referred immediately to the Headteacher or Deputy Headteacher.

All adults in school will keep in mind that EACH DAY IS A FRESH START.

Working together to improve behaviour

We will always try to work with parents. Good behaviour is the result of a partnership between home and school and standards set at home and school should complement each other.

If any pupil lets his or her standards of behaviour fall, we will inform parents and discuss it with them.

The full Behaviour Policy is published on the school's website - www.millfields.essex.sch.uk

Your Child's Learning

"Teachers ensure that pupils attitudes to their learning and their interest and engagement in their work are excellent" Ofsted Report 2014

The school's curriculum is theme based and integrated. The children are encouraged to adapt quickly to a day that is full and rich in interest and variety. Our objective is that all children should leave us at eleven years old confidently able to apply skills and knowledge in English, mathematics, science and computing. The child's natural enthusiasm for books, painting and music, for handling and touching, for seeing and exploring, for making and enquiring will have been developed.

Children's achievements are celebrated and everyone enjoys success and praise regularly during their time in school. We encourage children to become independent and confident in both their work and social development.

The children are taught in mixed ability classes by their own class teacher(s). There is one class in Reception 2018/19, two classes in Year 1 and one class per year group for years 2-6. The class teacher(s) will get to know your child very well and will be pleased to involve you in their life at the school. Children make progress at their own rates and in their own ways. It is important to value them as individuals and to provide learning opportunities that will build on their strengths and overcome their weaknesses. The curriculum provides for the academic, moral, physical, creative and personal and social development of every child. In our schools today we recognise that learning consists of:

- Acquiring knowledge
- Understanding ideas
- Perfecting skills
- Developing good attitudes.

In order for this to take place the children must:

- Become involved with things that interest them
- Be active in their learning
- Be encouraged to work with each other
- Make progress and be challenged in each area of learning
- Be encouraged to think and act for themselves and become independent.

The National Curriculum Programmes of Study are divided into Key Stages:

The Foundation Stage

The Foundation Stage makes a crucial contribution to children's early development and learning. We provide children with a rich variety of learning and teaching experiences that are appropriate to their needs. The Foundation Stage is about developing key learning skills such as listening, speaking, concentrating, persistence and learning to work and co-operate with others.

The seven areas of learning that make up the Foundation Stage curriculum are:

- Personal and social development
- Communication and language
- Mathematics
- Literacy
- Physical development
- Expressive Arts & Design
- Understanding the world

The outdoor environment is also a very special part of the Foundation Stage curriculum. As such, it is carefully planned for and available each day.

The teaching to achieve these early learning goals will be through first-hand experience and structured play.

The class teacher and teaching assistant will keep records on children's experiences and attainments. Assessments of development and learning needs will be ongoing throughout the school year. During the first half of the autumn term, an entry level assessment will be carried out for each child. This will establish where they are in aspects of their learning and development and help future planning. The results of this early assessment will be shared with parents at the parents evening in the autumn term.

By the end of the year, the teacher will have built up an accurate profile of each child's development.

We encourage children towards reading, communication and mathematical skills from the very beginning. Much of this earlier learning is achieved through carefully structured play. Young children who cannot read or write often express their ideas and feelings through play. It is an important way of developing skills and building up relationships with other children, both individually and in groups.

Reading is taught through a variety of different structured reading schemes, including (but not exclusively) the Collins Big Cats reading scheme, supplemented with a wide range of other books. Books are organised in a structured, graded way to allow children many opportunities for consolidation of key vocabulary. **Parents must** read with their child at home to build on the work in school.

Phonics knowledge is an essential component of early reading and is taught each day. It is taught through the letters and sounds document and also through the use of phonics play, phonics bug and various websites.

Key Stage 1 (Years 1 & 2) and Key Stage 2 (Years 3 - 6)

The core curriculum at Key Stages 1 and 2 comprises:

- English (spoken language, reading & writing)
- Mathematics
- Science
- Computing

Children also study the subjects below as part of the National Curriculum. These are called foundation subjects.

- Art and Design
- Design Technology (DT)
- History
- Geography
- Languages (Key Stage 2)
- Music
- Physical Education

Children are also taught Personal, Social, Health and Education (PSHE).

Religious Education

Non-denominational Religious Education is provided for all children as part of the curriculum and is in accordance with the locally agreed County Religious Education syllabus.

Assembly is an important part of the school day when we meet together as a community. It is a time when we place emphasis on the development of values and attitudes towards each other and the world around us. Assemblies are non-denominational and due consideration is given to the multicultural society in which we live.

Parents have the right to withdraw their children from religious education and assembly should they so wish. They should inform us in writing; their child can then be excused and suitable alternative arrangements made.

Extra-curricular activities

We offer a wide variety of clubs that take place before school, during lunch break and after school. These are run by members of staff or outside agencies. Some of the clubs regularly on offer are:

Art	Choir
Band	Football
Spanish	Singing
Computers	
Netball	
French	

Educational Visits

Visits play an essential role in our work and take place on a regular basis. These vary from places in the locality to a residential trip to the North Norfolk coast (Year 6). We also invite many visitors into school in order to enhance the curriculum with first-hand learning experiences.

Homework

Children are encouraged to take their reading books home and read regularly with an adult. Shared time with adults is vital, as it will help to improve your child's knowledge, skills and understanding. Children may also bring work home that will involve them in research, undertaking investigations, learning spellings, number bonds and tables, revising or completing work.

If your child is unable to access the internet at home then please let us know so that we can make arrangements for them to use school resources.

SATs

In the summer term of years 2 and 6, the children carry out the statutory Standard Assessment Tasks and Tests (SATs). The class teacher assesses each child's development in speaking and listening, reading and writing, mathematics and science.

In addition, each child undertakes a test in Reading, Spelling, Punctuation & Grammar and Mathematics. Parents are informed of how their child has done at the end of the summer term as part of their child's annual school report.

Special Educational Needs

Children's progress is constantly monitored and assessed and careful records are kept. Occasionally we find that a child does not make the progress we expect. If this is the case, parents are consulted and appropriate steps are taken to support the child.

An Individual Education Plan (IEP) may be made with individual targets, review dates and ideas to help

support the child at school and at home. If targets continue not to be met, outside agencies such as Educational Psychologists, Speech and Language Therapists or Behaviour Specialists may be called upon for extra support. After further consultation with parents, the Local Authority (LA) may have to make a statutory assessment based on specialist advice. The LA may then draw up an Educational Healthcare Plan. This describes all of the child's needs and all the special help that should be provided.

Parents will always be consulted and kept fully informed at every stage once we have identified that their child could benefit from some extra help. This could be for educational, personal or social needs.

Our assessment procedures will also identify children of very high academic ability and work will be carefully planned to meet the learning requirements of these children.

★ Welfare

Food and Drink

School meals are cooked on site and from September 2014 all KS1 pupils have been entitled to a free hot meal every day, for KS2 the cost is £2.30 per day. They offer good value for money and provide a healthy balanced diet. A monthly menu is sent home to allow you and your child to plan in advance. A daily menu is also displayed on the notice board in the entrance hall. Children may alternatively bring a packed lunch or if in KS2 they can purchase a 'pack up' from school. Dinners should be paid for in advance on Monday mornings, with the correct money in a named, sealed envelope or online via plus pay where they can be paid for monthly or termly. Special dietary needs may be discussed with the Catering Manager.

Children in the infant class have a free piece of fruit and carton of milk each day. There is also a tuck shop at break where drinks and snacks can be bought for 25p each.

Children are encouraged to bring a plastic bottle of water to school. They have access to the water throughout the day and can refill them from taps around the school.

Medicines in School

Whenever possible, we would expect parents to accept full responsibility for the administering of any medication to their children. However, there are clearly times and circumstances when this is extremely difficult for parents and so in certain circumstances it may be possible for the school to act in 'loco parentis' as long as certain safeguards are established. For further clarification please see the attached medical policy.

All our office staff are qualified first-aiders. Any child who becomes ill in school will be cared for and comforted until you can be contacted. It is important that we have your telephone numbers and those of an emergency contact and that these are **kept up to date**.



Attendance

Millfields Primary School encourages regular attendance in the following ways:

- providing a caring and welcoming learning environment and learning that is such fun that children will not want to miss it;
- responding promptly to a child's or parent's concerns about the school or other pupils;
- celebrating good and improved attendance;
- monitoring pupils, informing parents in writing of irregular attendance, arranging meetings with them if necessary and referring the family to the Education Welfare Officer if irregular attendance continues

We expect that parents will:

- ALWAYS encourage regular school attendance and be aware of your legal responsibilities;
- ALWAYS ensure that your child arrives at school punctually and fully prepared for the school day;
- ensure that you contact the school whenever your child is unwell and unable to attend school;
- contact the school before 9.00 a.m. on the first day of the child's absence and telephone every day thereafter unless your child has a doctor's certificate;
- contact us promptly whenever any problem occurs that may keep your child away from school

If the school has not heard from you by 9.00 a.m., we will telephone you to find out why your child is not in school.

Taking children out of school for holidays during term time:

From September 2013 amendments to the 2006 regulations removed references to family holiday and extended leave as well as the statutory threshold of ten school days. The amendments make clear that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances.

If parents do not apply for leave of absence in advance of taking it, the absence will be recorded as unauthorised. If you keep a child away for longer than was agreed, any extra time is recorded as unauthorised. If the pupil fails to attend school within 10 school days immediately following the date the pupil was due to return and the school has no reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any other unavoidable cause and both the school and the Local Authority have failed, after reasonable enquiry, to ascertain where the pupil is, the pupil can be removed from roll and referred to Children Missing Education (CME).

Any unauthorised absence can result in a Penalty Notice for £120 (£60 if paid within 21 days); a Penalty Notice will be issued to each parent for each child taken out of school.

If you would like to request leave forms can be found on the school website or obtained from the school office.

★ The Staff and Governing Body

GOVERNING BODY

LA GOVERNORS

Jan Richardson

PARENT GOVERNORS

Annie Melin

Sue Whytock

PARTNERSHIP GOVERNORS

Dave Roscoe (Chair)

Darrin Keeble

SCHOOL GOVERNORS

Janet Meacock

Rhiannon Macdonald

ASSOCIATE GOVERNOR

Rev. Erwin Lammens

CO-OPTED GOVERNORS

Leigh-Ann Munt

STAFF

HEADTEACHER

Janet Meacock

BUSINESS MANAGER

Anita Sparrow (Senior Leadership Team)

CARETAKER

Gary Kerridge

ADMINISTRATION ASSISTANTS

Tina Dawney

CATERING MANAGER

Helen Wigley

KITCHEN ASSISTANTS

Debbie Undrill

Chris Baker

CLEANERS

Julie Hockaday

Ron Oliver

BREAKFAST CLUB

Kerry Woods

Adele Harrington-Groves

Lucinda Toms

TEACHING STAFF

Sarah Barnard (Senior Leadership Team)

Katie Cundy (Senior Leadership Team)

Sheona Gray

Rhiannon Macdonald

Helen Penny

Kathy Russell (SENCo & Senior Leadership Team)

Ginny Sowman

Rachel Smith

Alex Robinson

Will Tetley

Lorraine Huckle

LEARNING SUPPORT ASSISTANTS

Despina Cousins

Beverley Drysdale

Adele Harrington-Groves

Julie Hockaday

Jamie Goodey

Jo Osborne

Freya Pearson

Nicola Anderson

Abi Stansfield

Pippa Gabb

Suzanne Kildea

Jade Smith

Samantha Thurston

MIDDAY ASSISTANTS

Bev Drysdale

Julie Hockaday

Jamie Goodey

Kerry Woods

Sarah Phillips

Abi Stansfield

Pippa Gabb

Samantha Thurston

Jade Smith

Suzanne Kildea

Jamie Goodey

AFTER SCHOOL CLUB

Despina Cousins

Sarah Phillips

Suzanne Kildea

Freya Pearson

Abi Stansfield

