



'Preparing, Sowing, Growing'

A warm welcome to our School Community for 2025-26

We hope that this booklet will be a useful and practical introduction to our school day and your child's experience in Nursery and Acorns Class.



Our Staff

Acting Head of School: Mrs Emma Clarke

Acting Deputy Head of School and SENDCo: Miss Rachael Fortune

Acorns Class – Teacher: Mrs Amy Martin – Nursery and Reception

Little Acorns (Nursery) Assistants: Miss Carla Brassington (Mon-Thurs) and Miss Mandy Thompson (full time) and Ms Susie Brown (Fri)

Big Acorns (Reception and Year 1) Assistants Miss Aja Richards (full time) and Mrs Bev Baker (am)

Maple Class – Y1 and Y2 Teacher with Beech Room Sensory Area: Miss Rachael Fortune **Teaching Assistants:** Mrs Jeanette McLoughlin, Miss Vicky Taylor (all full time) and Mrs Rachel Crout (full time)

Holly Class – Y3 and Y4 Teacher: Mr Will Brotherton **Teaching Assistant:** Ms Zoe Crabtree (full time), Miss Rosie Chase (full time) and Ms Susie Brown (Mon-Thurs)

Willow Class - Y4 and Y5 Teacher: Mrs Lindsay Douch **Teaching Assistant:** Mrs Nicki Hawkins (full time)

Oak Class – Y6 Teacher: Miss Grace Nolan (Mon, Tues, Thurs, Fri), Mrs Emma Clarke (Wed) **Teaching Assistants:** Mrs Cathy Oakley (Mon, Tues, Fri) and Mrs Tisha Wood (Mon-Thurs)

Office Administrator: Mrs Wendy Partridge

Office Admin Assistant: Mrs Sarah Anderson

Lunchtime Supervisors: Mrs Bev Baker

Site Staff: Mr Chris Mann and Mrs Jackie Thomas

Catering Staff: Mrs Heather Jolly

Address: Christ Church CE Primary School, Sheinton Road, Cressage, Shrewsbury, Shropshire, SY5 6DH

Tel: 01952 510383

email: admin@christchurch.shropshire.sch.uk

Webpage: www.christchurchcressage.co.uk

Facebook: @ChristChurchSY5



We look forward to welcoming you and your child to Christ Church C of E Primary School.

We are delighted your child is joining our school family. Our school welcomes and encourages the close involvement of parents, carers and other members of the community in every aspect of school life.

Although the information contained in this booklet is correct at time of printing, changes may be made during the 2025/26 academic year or at any time in the future so please keep updated on our school website, by reading our weekly newsletter and our Facebook feeds. Our weekly newsletter is sent by email on a Friday and is the main source of communication to parents, as well as sharing photos from the previous week so you can feel involved in your child's school life. You will also find a link to the latest newsletter on the front page of the website www.christchurchcressage.co.uk

As a church school our ethos is underpinned by a commitment to Christian values. **We are open to children of all faiths and none but this ethos means that we are committed to your child flourishing and developing as a whole person whilst at school – body, mind and spirit. We believe that happiness and mental well-being are as important (if not more) than being able to read, write and count – and we believe that we need to help children learn and experience every area of the curriculum to enable children to flourish and succeed.**

Parental Involvement

At Christ Church we see parents and the school as working in partnership. We welcome parents into school on many occasions throughout the year and we have a regular number of parent helpers. A list of planned events is sent home in advance of any activity. There are opportunities for parents to attend curricular information sessions in addition to the parents' evenings held in the autumn and spring term. We hold an open evening in the summer term to review and celebrate the year's work.

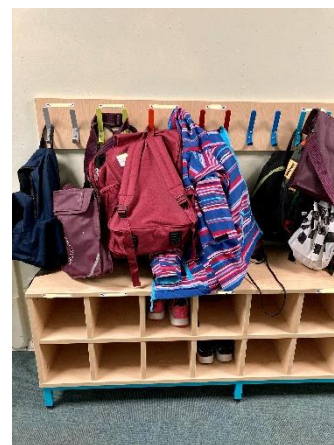
School Times

The school gate is opened at **8.35am** enabling families to wait on the playground before pupils enter school at **8.40am** and we encourage children to arrive at this time to take part in early morning activities. Registration is **8.45 am** when all pupils should be in class. Acorns children can be brought directly to their classroom, so that you can hand them over straight to their class staff – come through the gate to the Outdoor Area of their classroom (round the side of the hall). Little Acorns (nursery) are in the first classroom that you see as you walk into our Outdoor Area and Big Acorns (Reception) are in the classroom at the far end of the Outdoor Area.

At the end of the day, children will be brought onto the playground at **3:15pm** where a one-to-one hand over system takes place. If someone different is coming to collect your child please let the office know as we will not let your child go otherwise. The best way to do this is to email in a message or speak to a member of staff at drop off. Thank you.

Structure of the Day

Children come in and hang up their bags and coats on their pegs (they also have a shoe locker). In their classrooms, Mrs Martin and staff will have set up a variety of activities related to their learning for the day and the children will choose from these. Over the morning there will be a daily phonics session (learning to read) for which we use a scheme called Bug Club Phonics, a Maths session and an English session, as well as lots of finger gym activities to help with handwriting. These will be different in Nursery and Reception classes – and appropriate to the child’s age and stage of development. Throughout the day they will have a lot of playtimes and opportunities to choose their activities.



Children will spend time in whole class and group activities as well as learning 1-1 with an adult. They will have a mixture of more formal teaching time and time when they can choose what they would like to play with. There is a breaktime at 10.15am which is on the playground or field and is sometimes taken with Maple Class (Y1/2) and Holly Class (Y3/4). Staff will decide when Nursery and Reception are ready to join in with these playtimes and when they need to stay in their own Outdoor Area. Lunchtime is also staggered with children from Acorns taking part in the first sitting at 12pm. There is an opportunity after lunch to play with children across the school, as all classes mix. The Acorns love this time as they get lots of attention from the older children who set up clubs and activities for them and love joining in their imaginary play. Staff from Acorns help the children with their lunch. At some point in the day the children complete the Daily Mile. In the afternoon children learn through a mixture of play and whole class sessions on themes which will be shared with you through the half termly curriculum grid and which allow children to experience all the areas of the Early Years Foundation Stage curriculum. You can always find out more about what the children are learning on their class webpage and through Seesaw and Tapestry (apps we use to share learning). <https://christchurchcressage.co.uk/classes-2/acorn-class/>

School Lunch

We have delicious hot food cooked on site by our kitchen team and have a three-weekly menu shown below, so you can see the food your child can choose. In line with Government Policy, a free school dinner is provided for every pupil in Reception Class and Key Stage One. Nursery children currently have to pay for school dinners and this is on the **School Money app** – the Office will give you a log in and you can arrange for it to top up automatically.

Alternatively, pupils may bring a healthy packed lunch, although most have a hot lunch and parents are always surprised at what they will eat with friends in school! Pupils are provided with a piece of fruit each day. Children should bring a bottle of water into school daily, so they can have a drink when they need one.

	WEEK 1	WEEK 2	WEEK 3
	w/c 3rd Nov, 24th Nov, 15th Dec, 19th Jan, 9th Feb and 9th March	w/c: 10th Nov, 1st Dec, 5th Jan, 26th Jan, 23rd Feb and 16th March	w/c: 17th Nov, 8th Dec, 12th Jan, 2nd Feb, 2nd March and 16th March
MONDAY	Beef bolognese and garlic bread Plant based bolognese and garlic bread Jacket potato with cheese, beans, or tuna mayo Wholewheat pasta and mixed vegetables Jelly	Breaded chicken goujons Vegetable burger Jacket potato with cheese, beans, or tuna mayo Potato wedges and carrots Jelly	Big breakfast: Pork sausage, scrambled egg, hash brown Vegan Quorn sausage, scrambled egg, hash brown Jacket potato with cheese, beans, or tuna mayo Baked beans Jelly
TUESDAY	Chicken and vegetable curry with 50/50 rice Vegetable curry with 50/50 rice Jacket potato with cheese, beans, or tuna mayo Green beans Chocolate chip shortbread	Chicken and sweetcorn meatballs in tomato sauce Plant based meatballs Jacket potato with cheese, beans, or tuna mayo Wholewheat pasta and green beans Apple and raisin flapjack	Chicken fajita pasta bake Vegetable fajita pasta bake Sandwich with cheese, tuna or ham Broccoli and cauliflower Lemon muffin
WEDNESDAY	Welsh pork sausages and gravy Vegan Quorn sausages with gravy Jacket potato with cheese, beans, or tuna mayo Mashed potatoes and peas Banana muffin	Roasted gammon Roast Quorn fillet Jacket potato with cheese, beans, or tuna mayo New potatoes and cauliflower cheese Iced sponge cake	Beef and red lentil lasagne Plant based lasagne Jacket potato with cheese, beans, or tuna mayo Mixed vegetables Chocolate and raspberry brownie
THURSDAY	Fish fillet Vegetable fingers Jacket potato with cheese, beans, or tuna mayo Chips and peas Sponge cake and custard	Salmon fish cake Jacket potato with cheese, beans, or tuna mayo Sandwich with cheese, tuna or ham Chips and peas Warm fruity pancakes	Salmon fish fingers Vegetable fingers Jacket potato with cheese, beans, or tuna mayo Chips and peas Sponge cake and chocolate custard
FRIDAY	BBQ chicken and sweetcorn pizza Cheese pizza Jacket potato with cheese, beans, or tuna mayo Baked beans and selection of vegetables Fruity Friday	Pepperoni pizza Cheese pizza Jacket potato with cheese, beans, or tuna mayo Baked beans and selection of vegetables Fruity Friday	Ham and pineapple pizza Cheese Pizza Jacket potato with cheese, beans, or tuna mayo Baked beans and selection of vegetables Fruity Friday

Support if you are on a Low Income

If you are on a low income it is worth checking to see if you are eligible for extra help. Although your child has a hot lunch provided because of their age, applying for 'Pupil Premium' or 'Free School Meals' opens up extra support to you. This year the Government has provided support food vouchers through the holidays. School also get extra money which is used to support your child. You can find out if you are eligible by applying online on the Shropshire Council website [Applying for Free School Meals](#) Information about who is eligible is kept confidentially in school and makes no difference to how children are served their lunch.

Nursery children may also be eligible for Early Years Pupil Premium – please ask the Office to check on your behalf as the system is slightly different for this.

Wrap Around Care

We are able to offer wrap around care in school on Mondays to Thursdays from 7.45am to 5.00pm and on Fridays from 7.45am to 4.30pm for children in all year groups.

For more details please use our **Pembee app**: <https://christchurchcressage.pembee.app/>

Attendance

We pride ourselves on a high level of pupil attendance and this emphasis needs constant reinforcement and support from parents. We are grateful for the co-operation of parents who are asked to adopt the following procedures:-

- If a child is poorly and needs to be off school, please telephone school 01952 510383 and leave a message on our absence line, letting us know why they are off or email admin@christchurch.shropshire.sch.uk before 9am. If we have not heard a reason for absence we start to phone parents at around 9.15am so it helps if you can contact us before then. Children who have had sickness and diarrhea need to be at home until 48hrs after the last bout of illness.
- If a pupil is receiving treatment from a doctor or a dentist and needs time out from school, please let the class teacher/office know the previous day and let us have a copy of the appointment card or letter. Attendance is regularly tracked and parents are notified of any concerns.



Behaviour

Positive Discipline: As a school we are committed to positive discipline, focusing on children's good behaviour and we aim to promote this at all times. This draws attention to our expectation that all the children are capable of good behaviour and is rooted in our school Christian Values.

If a child show this behaviour then they may receive praise, stickers or happy points. Happy points are collected in Acorns and when a child achieves ten happy points they will receive a prize from our dip box.

Each week a child will be chosen to receive a 'golden leaf' for showing they have followed our golden rules or Christian values and a star of the week certificate is given for a specific achievement. These awards are celebrated in 'Friday Celebration Worship Time'. You will be invited to Celebration Worship Time when your child receives a 'leaf' or 'learner' and it is a lovely way to share in school life. The assembly takes place 2.30-3.05pm on a Friday and class teachers email on Wednesday evening to let parents know their child has an award. They will also be named on the weekly newsletter. Your child is also welcome to bring into school swimming certificates, gymnastics, football awards etc. to show on a Friday. We love to celebrate children's achievements.

School Uniform

We have a school uniform of which we are proud. We encourage all pupils to look smart at all times but also believe school uniform should enable children to work outdoors and move comfortably. The children move between inside and outside in all weathers so clothes need to reflect this. Children in Nursery are welcome to wear the school uniform, but we understand they may need multiple changes of clothes at their stage of development.

Items displaying the school logo are available to order online from Lads and Lasses in Bridgnorth and you can find more details on our website: <https://christchurchcressage.co.uk/school-uniform/> Other items are readily available from the usual high street children's clothing outlets and your child does not need to wear logo-items.

Please name the clothes your child wears to school and check regularly that your labelling hasn't faded.

School cannot be held responsible for any personal items lost or damaged on school premises. We will, however, endeavour to prevent loss or accidents occurring.

Children should not wear jewellery to school; it may get lost and we cannot accept responsibility, but more importantly, it can be potentially dangerous when children are playing.

Make-up, including nail polish, is not acceptable in school. Hair should be neat and tidy.

School uniform may be varied for health reasons or on religious grounds in consultation with the headteacher.

School Uniform

Top half:

- White or burgundy polo shirt with a school logo or plain.
- Burgundy sweatshirt or cardigan with a logo or plain burgundy sweatshirt.

Bottom half:

- Dark grey trousers, dark grey school shorts, dark grey school skirt or dark grey pinafore.
- Plain black leggings or joggers with no logos.
- Optional red check dresses can be worn in Summer term.































Footwear:

We prioritise the children being able to play and run, so are happy with children wearing trainers.

- Completely black or white trainers with no coloured logos. Trainers must be sporty rather than fashion.
- Plain black school shoes. Any shoes must have Velcro or a strap (no slip-ons or ballet-style shoes).

PE Kit:

- Can be worn to school on PE days.
- White polo shirt with logo or plain.
- Black shorts, joggers or leggings with no commercial logos.
- Burgundy sweatshirt with logo or plain.

 Christ Church Primary School Uniform						
Jumpers Please name all jumpers clearly.	 School sweatshirt with logo	 School cardigan with logo	 Plain burgundy sweatshirt	 Plain burgundy cardigan		
Polo shirts	 School polo shirt with logo	 School polo shirt with logo	 Plain white polo shirt	 Plain burgundy polo shirt		
Trousers and Skirts	 Dark grey school trousers	 Dark grey school shorts	 Dark grey school skirt	 Dark grey school pinafore	 Plain, black joggers	 Plain, black leggings
PE Kit In Winter plain black joggers or leggings can be worn too.	 School sweatshirt with logo	 Plain burgundy sweatshirt	 School polo shirt with logo	 Plain white polo shirt	 Plain black P.E. shorts	 Plain black cycle shorts
Optional Summer Uniform	 Red check summer dress	 Dark grey school shorts	Socks Long or short socks	 Plain dark grey socks	 Plain black socks	 Plain white socks
Footwear Sporty trainers without obvious logos.	 Plain black or white trainers (Not boots)	 Plain black or white trainers (Not boots)	 Plain black school shoes (Not boots)	 Plain black school shoes (Not boots)		

Outdoor Learning and Forest School

You will receive an information letter when your child starts Forest School sessions. Forest School sessions happen weekly and children need wellies (to be left in school) and a splash suit/waterproof top and trousers. We spend as much time as possible learning outside, in other areas of the curriculum, so most children bring their Forest School items into school on a Monday and leave them here all week.

Curriculum

Details of curriculum content and homework grids can be found on the class page of the website: <https://christchurchcressage.co.uk/classes-2/acorn-class/> Linking with the National Curriculum, the school has developed a programme of learning that is broad and balanced and taught mainly through themes to make learning fun, exciting and memorable for all pupils. In the Nursery and Reception Class we follow the Early Years Foundation Stage Framework.



In the July before your child starts school, Mrs Martin will invite you to a Parents Meeting where she will talk with you in more detail about the curriculum and phonics in particular.

Complaints Procedure

Any complaints should be dealt with by informal discussion in the first instance with Mrs Martin; if necessary then Mrs Clarke will be happy to meet with you to discuss your concerns. In cases where concerns cannot be resolved informally, more formal complaints can be made to the Governing Body. A copy of our complaints procedure can be found on the website or the Office can provide you with a paper copy.

The Foundation Stage areas of learning and development.

The early years foundation stage (EYFS) Early Learning Goals set standards for the learning, development and care of your child from birth to 5 years old.

The areas of learning are:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Communication and language

The development and use of communication and language is at the heart of young children's learning. The ability to communicate gives children the capacity to participate more fully in their society.

Listening, attention and understanding: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.



Physical development

In the Foundation Stage, physical development is about improving skills of co-ordination, control, manipulation and movement. Effective physical development helps children develop a positive sense of well-being. Young children's physical development is inseparable from all other aspects of development because they learn through being active and inter-active.

Gross motor skills: Children will negotiate space and obstacles safely, with consideration for themselves and others; They will demonstrate strength, balance and coordination when playing; They will move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine motor skills: Children will hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; They will use a range of small tools, including scissors, paint brushes and cutlery; Children will begin to show accuracy and care when drawing.

Personal, social and emotional development

Successful personal, social and emotional development is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning. This area of learning is about emotional well-being, knowing who you are, where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learn.

Self-Regulation: Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; They set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; They can give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing self: Children develop confidence to try new activities and show independence, resilience and perseverance in the face of challenge; They will explain the reasons for rules, know right from wrong and try to behave accordingly; Children will manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building relationships: Children work and play cooperatively and take turns with others; They form positive attachments to adults and friendships with peers; They are sensitivity to their own and to others' needs.



Literacy

The development of Literacy encourages children to recognise sounds and letters and supports children with learning to read and write.

Word reading: Children will say a sound for each letter in the alphabet and at least 10 digraphs (one sound made with two letters); Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. We use Bug Club Phonics for teaching reading and you can find out more about our phonics scheme here

<https://christchurchcressage.co.uk/learning/phonics/>. It is a multi-sensory and fun programme. Children learn how to use sounds to read and write words and sentences. Your child will be sent home reading books which match the sound they are learning in school. There will be an information meeting once your child is settled to let you know how to support your child at home with phonics.

Comprehension: Children will demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; They will anticipate – where appropriate – key events in stories; Children will use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. For example 'hors' for 'horse' and 'hows' for 'house'. They will write recognisable letters, most of which are correctly formed.

Mathematics

Mathematical development depends on becoming confident and competent in learning and using key skills. This area of learning includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures.

Numbers: Children will have a deep understanding of number to 10, including the composition of each number; They will subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to

rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical patterns: Children will verbally count beyond 20, recognising the pattern of the counting system; They will compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Children will explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Children will also be taught to use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They will recognise, create and describe patterns. They will explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the world

In this area of learning, children are developing the crucial knowledge, skills and understanding that help them to make sense of the world. This forms the foundation for later work in science, design technology, history, geography, R.E. and information and communication technology (ICT). Listed below are the Early Learning goals for this area: -

Past and present: Children will talk about the lives of the people around them and their roles in society; They will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; -

They will understand the past through settings, characters and events encountered in books read in class and storytelling.

People, culture and communities: Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; They will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Children will explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The natural world: Children will explore the natural world around them, making observations and drawing pictures of animals and plants; They will know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Children will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



Expressive arts and design

Creativity is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another and so extend their understanding. This area of learning includes art, music, dance, role play and imaginative play.

Creating with materials: Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; They will share their creations, explaining the process they have used; Children will make use of props and materials when role playing characters.

Being imaginative and expressive: Children will invent, adapt and recount narratives and stories with peers and their teacher; They will sing a range of well-known nursery rhymes and songs; Children will perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

More General Information about School



Policies and procedures can be found on our Christ Church website.

<https://christchurchcressage.co.uk/key-info/policies/>

These include:

Admissions, Behaviour and Anti-bullying Policy, Charging and Remissions Policy, Complaints Policy, Collective Worship, Equalities Policy and Pupils Accessibility Plan, Medical Needs Policy, Pupil Premium, RE Policy, SEND Policy and SEND Information Report, and Safeguarding and Child Protection policy. We have over 70 policies for school life – if you are interested and would like a copy of any of them, please ask at the office.

Information for Nursery and Reception children

Things I need when I start Christ Church C of E Primary School:

- My correct school uniform **with my name written in all my clothing and footwear**
- My P.E. kit - black shorts and trainers for 'a mile a day' **with my name written inside** (to be kept in school)
- A bottle of water with a sports top and my name on it - pupils have access to this throughout the day as it aids concentration. Please send a sports top water bottle – we don't allow screw lids as they lead to accidental spillages.
- An outdoor coat for playtimes and lunch times.
- A named pair of wellies (to be kept in school) and a splash suit for Forest School
- Lots of sleep - I will get very tired for the first few weeks until I get used to being at school all day.
- A smiley face - because I will be with lots of friends, doing lots of new and interesting things.
- To remember not to worry if someone or something upsets me. I can tell my parent / carer or my teachers and they will look after me and make things right.

Information for parents of Nursery and Reception children

- Do not be surprised if your child is upset or tired at first - this is a **big** change for them and for you! The school day will seem incredibly long for the first few weeks.
- Do not be surprised if your child comes home a little dirty. We work outside for a lot of the time in all weather.
- Talk to your child about all the things they have done at school and try to involve yourself in their school life. This will help them cope with all the new things they are learning to do.
- Make sure they get plenty of sleep.
- If they are not yet toilet trained, please send in a changing bag with pull ups, wipes, changes of clothes and anything else they may need e.g. cream which would require a medicine form to be filled in at School Office
- Parental information sessions may be held throughout the year to address particular aspects of the curriculum e.g. writing, reading, mathematics etc.

We know parents can find the first day emotional (staff are parents too) – but we will ensure they are happy and well-looked after.

**Please come and discuss any school issues that are worrying you or your child.
We look forward to working with you during this important phase of your child's learning journey.**

Photos of staff who your child will see every day

You can show these to your child over the holidays. Please also look out for an email from Mrs Martin with a Tapestry log in for more photos of school and activities over the summer holidays.



Mrs Martin
(Nursery and Acorns Class Teacher)



Miss Richards
(Teaching Assistant in Acorns Class)



Mrs Baker
(Teaching Assistant in Acorns Class)



Miss Brassington
(Teaching Assistant in Nursery)



Miss Thompson
(Teaching Assistant in Nursery)



Mrs Jolly
(Cook-in charge)



Mrs Partridge
(Office Manager)



Mrs Anderson
(Office Admin Assistant)



Mrs Clarke
(Acting Head of School)



Miss Fortune
(Acting Deputy Head of School and SENDCo)