

Pentrepoeth Primary School

# Nursery Prospectus



‘creating a **C**aring, **R**espectful,  
**O**pen **E**nvironment  
where **S**uccess and  
**O**ppportunity flourish’

Dear Parents and Carers,

Croeso !



Welcome to Pentrepoeth and to our nursery.

Parents want the best possible start in life for their children. Choosing the right nursery is one of the most important decisions you will ever make. All parents will understandably look for a nursery with the right mixture of high expectations and standards and a welcoming, caring ethos where their child can be happy, thrive and succeed. Pentrepoeth is a school that puts learning and individual achievement at the heart of everything it does. We want every child to succeed; to achieve their full potential, be prepared for the future and become confident, thoughtful young people. We want the same things that you want for your child. In order to achieve this, we rely on our home-school partnership. We encourage parents and carers to get involved in the life of the school and the child's educational journey. This same ethos applies to children who have places in our nursery provision.

We are very fortunate to have a dedicated and highly professional team of teachers and support staff. We expect the very highest standards from all children and our strong school systems ensure that children learn in a safe and friendly environment where teachers teach and learners learn.

I am extremely proud to be the Headteacher of Pentrepoeth Primary School. Our children amaze me daily with their manners, respect and kindness. As your child starts their nursery journey there will be much excitement – lots of new friends to meet and stories to share. There may be a little nervousness too. We are here to help make that transition as smooth as possible.

After looking through our prospectus please come and see for yourself all that we have to offer you and your child. We would love to see you! I hope your association with Pentrepoeth nursery and school is a long and happy one.

I look forward to meeting you.

Warmest regards,

Dean Taylor  
Headteacher









## School and Nursery Context

Pentrepoeth is a community primary school in Bassaleg and Rhiwderin in the city of Newport, South Wales. It serves the local area, where there is a degree of social and economic advantage. There are approximately 420 pupils on roll between the ages of four and 11. The school also has a nursery provision which caters for 24 FTE pupils in two sessions – am and pm. Approximately 6.8% of pupils are entitled to free school meals, which is below the Newport average (14.2%) and well below the Welsh average (21.3%). The school has 20.5 Full Time Equivalent teaching staff. The school has identified a small number of pupils with additional learning needs, including a very few who have Individual Development Plans, which is also well below the Welsh average. Pentrepoeth is one of six primaries in the Bassaleg cluster of schools and sends most of its pupils to Bassaleg High at the end of Year 6. Very few children have English as an additional language. No pupils have Welsh as the language of the home.

## Mission

**CROESO** -To create a **Caring, Respectful, Open Environment**, in which **Success and Opportunity** flourish

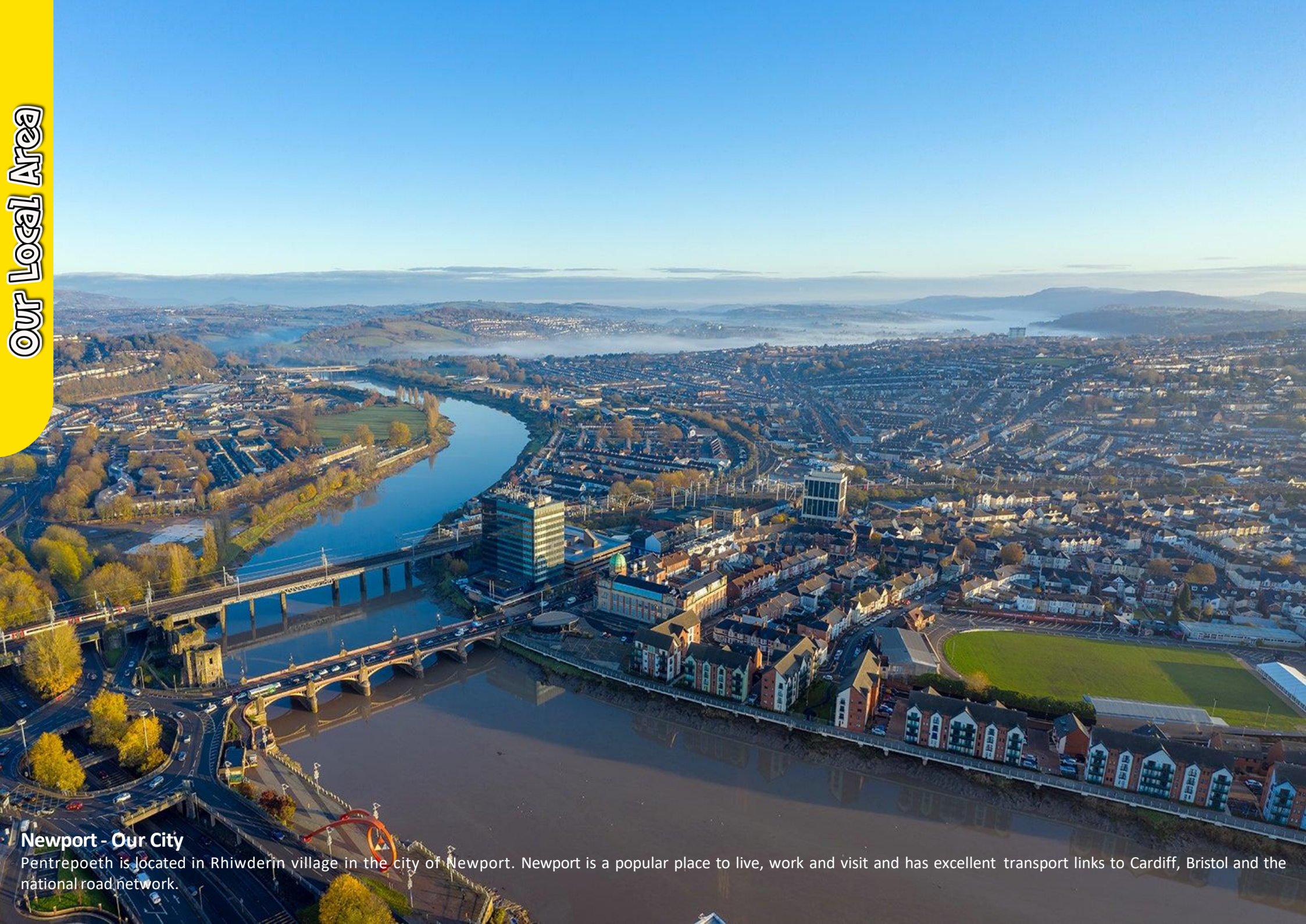
## Aims

The school has adopted the four purposes as our aims.

The four purposes are that all children and young people will be:

- Ambitious, capable learners who are ready to learn throughout their lives.
- Enterprising, creative contributors who are ready to play a full part in life and work.
- Ethical, informed citizens who are ready to be citizens of Wales and the world.
- Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.





## Newport - Our City

Pentrepoeth is located in Rhiwderin village in the city of Newport. Newport is a popular place to live, work and visit and has excellent transport links to Cardiff, Bristol and the national road network.



## Wellbeing

We are committed to supporting the emotional health and wellbeing of our pupils and staff. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

At our school we:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships
- promote self esteem and ensure children know that they count
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks

We offer different levels of support:

**Universal Support-** To meet the needs of all our pupils through our overall ethos and our wider curriculum. For instance developing resilience for all through our 'Learning to Learn' qualities and our Values Based Education approaches.

**Additional support-** For those who may have short term needs and those who may have been made vulnerable by life experiences such as bereavement.

**Targeted support-** For pupils who need more differentiated support and resources or specific targeted interventions such as wellbeing groups or personal mentors through ELSA or Counselling .

## Behaviour and Relationships

### Manners, Respect, Kindness

We are very proud of our children's behaviour and attitude towards school. Last year we developed a whole school code based on Manners, Respect and Kindness. We have been chatting with the children over the year about developing a positive system to be used across all classes so that all children know what is expected of them. Please click [here](#) to see more detail on our school behaviour systems.



## Play

Play is vital in children's learning. It is one of the key processes, along with exploration and talk, through which children become competent, confident and independent learners. It is important to all other areas of learning because without the opportunity to play with other materials, environments and ideas children will not develop those crucial ways of thinking and knowing that emerge from uncertainty and problem solving. Through play, children learn to be artists, writers, mathematicians and scientists. They learn to make sense of things in ways that strengthen their rapidly developing repertoire of skills and understanding.

Playing is part of the human struggle to understand the world. If that behaviour is absent then the child has lost the most powerful mechanisms for showing initiative and being an innovative thinker and learner.

At Pentrepoeth nursery we plan to extend children's play through challenging them with a wide variety of resources and by intervention with appropriate questions thus allowing them to apply existing knowledge and practise new skills.

Play is a social event. It presents no barriers to children because of their culture, language ability or gender.

We must never underestimate the importance of play





## Attendance

There is a proven link between attendance and attainment at school. This starts with good habits that are set in nursery. The significance of school attendance must not and cannot be underestimated, particularly for those children and young people who show signs of disaffection or unhappiness. Promoting positive behaviour and excellent attendance is the responsibility of the whole school and wider community. All children should be at school, on time, every day the school is open, unless the reason for absence is unavoidable such as illness. Schools have a legal duty to publish attendance figures and to promote attendance. Equally, parents have a legal duty and responsibility to ensure that their children attend school on a regular basis.

If your child is absent, the school must be notified as quickly as possible. Messages can be sent via E mail or left on the school absence line. In the case of infectious diseases, children should remain at home for the given time as advised by your GP or the school. Absence without an acceptable reason will be regarded as unauthorised. Also, annual holidays in school time are not authorised which falls in line with Welsh Government guidance.

Medical appointments should be made out of school hours or during school breaks. If this is unavoidable, the appointment must be reported to the school prior to the appointment day.

In cases of persistent absence and poor punctuality the Headteacher is required to inform the Local Authority Education Welfare Service. In some cases, the Local Authority will impose a fine on parents for their child's non-attendance at school





### **Safeguarding**

All staff have had safeguarding training that equips them to recognise and respond to child welfare concerns. These concerns are passed to the Designated Senior Person for Safeguarding, in our case the Deputy Headteacher Mr. Cleaves, who follows strict guidelines on how to deal with any issues raised. Click [here](#) for more information.

### **Children who are Looked After**

We work in partnership with Newport City Council, and other local councils, and as corporate parents we have a duty to safeguard and promote the education of Children who are Looked After. We aim to provide a safe and secure environment, where there is belief in the abilities and potential of all children, including those who are looked after. We support our Children who are Looked After and give them equal access to every opportunity to achieve their potential and to enjoy learning.

Miss Hall is the designated person responsible for promoting the educational achievement of Children who Are Looked After.

### **Equality & Inclusion**

The Governors, Headteacher and staff promote equal access to all areas of the curriculum for all pupils, regardless of race, gender, ability, disability, faith, sexuality and cultural background. The school has clear policies in place and are committed to providing equality and an inclusive education.

All children have equal access to all activities and support is available to ensure this. We encourage respect for all within the school and the wider community. More information is found in our Strategic Equality Plan by clicking [here](#).

### **Anti-Racism**

Our school is an anti-racist school and we are committed to addressing racism in any form. We aim to work with our children and community to be actively anti-racist as we do not believe that not being racist is enough.

Racism, in any form, is not tolerated at our school. All pupils and staff have the right to be treated with respect and to feel safe, regardless of their ethnic background or identity. If a racist incident occurs it will be thoroughly investigated and dealt with. Help and support will be provided to all involved. Our 'Challenge' Curriculum, Values Based Education and Rights respecting approach is developing as an anti-racist curriculum so that we are actively learning and teaching to decolonise our curriculum, be culturally competent and disrupt cycles of inequality.



## Health and Safety

We aim to ensure that children are safe and secure at all times. The school adheres to the guidelines outlined by Newport City Council regarding Health and Safety in Education.

Any health and safety concerns are to be reported to the Headteacher. Where appropriate these issues will be brought to pupils' attention via assemblies and class discussion. Personal and Social Education sessions also address any Health and Safety issues. The school works closely with other agencies, such as the police and the traffic safety team. Any issues are monitored and reviewed on a regular basis. Regular fire and lockdown drills are undertaken and the school is equipped with appropriate safety equipment. Risk assessments have been undertaken on potential hazards and educational visits.

## Visitors

Visitors **MUST** report to the school office where they will be asked to sign in and wear identification badges if working in and around the school. Parents should not enter the school via classroom doors but report to the school office. All staff have a DBS check, this includes contract workers.

## Parking

The school car park is for the use of staff. In addition, blue badge holders are permitted to park in the disabled parking bays. It can be very busy during the start and end of the school day, please be considerate to our local community and other drivers when parking near to the school.

## Site Security

The school site is secure throughout the school day. Gate and door entry systems are in operation.





### **Dogs**

Please note that dogs are **NOT ALLOWED** on the school site.

### **Smoking**

The school has a strict NO SMOKING policy on the whole site.

### **Conduct**

Any person using inappropriate language within the school grounds will be requested to leave.

**Children are NOT ALLOWED to use the play area or equipment left outside classrooms at the beginning and end of the school day.**

### **Medical**

Occasionally your child may need to take medicine. You are welcome to come to school and administer the correct dose but **school staff cannot administer medicines or tablets unless as part of an agreed health plan**. Please do not send your child to school with medicine or tablets as children are not permitted to administer their own medicine.

If your child is asthmatic, you will need to complete an asthma form so that we can keep accurate records. Two inhalers must be provided in the chemist packaging with the prescription label clearly visible. One inhaler will be kept in the child's classroom and one inhaler will be kept centrally in the school office or Hygiene Room. Children will be supervised during their use but staff will not administer inhalers. Children are encouraged to manage their asthma and may use their inhalers whenever there is a need.

### **Accidents and First Aid**

Every effort is made to keep all our children and staff safe. If an accident does occur, we have members of staff who are qualified in First Aid. If your child needs treatment other than which we can provide at school, we will notify you immediately. It is therefore extremely important that emergency contact numbers are kept up to date. We will telephone if a child has a bump to the head

### **Valuables**

Children are strongly advised not to bring valuables to school. As a school, we cannot take responsibility for any items that are lost, damaged or stolen. Mobile phones are not allowed in school. However, if a Year Six parent feels that it is imperative that a pupil brings a mobile phone to school as they walk home on their own, phones will be stored securely in classrooms during the school day.

### **Arrangements for the Disabled**

The school building has facilities to accommodate disabled children and adults. It is fully compliant with all current regulations. We are committed to inclusion and full access to the curriculum and all aspects of school life for all children. Occasionally Health and Safety issues demand that some exceptions be made. In these instances each case is looked at very carefully on an individual basis and suitable differentiation is negotiated. A full risk assessment will be taken prior to admission.





### Additional Learning Needs (ALN)

In line with the Welsh Government ALN Act we aim to identify children who need extra provision as early as possible and ensure that appropriate provision/intervention is provided to meet their needs.

Our school has an ALNCo (Additional Learning Needs Coordinator), Miss Samantha Hall. The role of the ALNCo is to liaise with class teachers, teaching assistants, outside agencies and families to ensure suitable provision is provided for identified pupils.

Provision is provided for children in line with the ALN Act at the following levels:

- Universal
- Targeted
- Specialist

If a child needs provision at universal level, parents will be invited into school to discuss this further and it may be decided to write a One Page Profile which will outline how best to support their needs within the classroom. This will be written by the class teacher with input from parents and reviewed annually. If it is felt a child needs targeted or specialist provision, they will be given targets that will be reviewed twice a year in January and July.

We work very closely with a range of outside agencies to ensure the best provision is available for our children. Parent permission is sought prior to contact with outside agencies, e.g. Educational Psychology Service, Speech and Language.

More information on Additional Learning Needs is available by clicking [here](#).



## 'Challenge' Curriculum

We are committed to ensuring all our children have the opportunity to develop the knowledge, skills and experiences as outlined in Curriculum for Wales 2022. The Four Purposes provide the overall ambition and dispositions for our children.

The 'What Matters' help us both determine what matters most for all children and provides a context for our themes. In addition, our Vision Principles are the key drivers in our approach to planning themes that will engage children in meaningful learning activities, inquiries and experiences.

Our Curriculum summary is available below and by clicking [here](#).

More information for parents on our 'Challenge' curriculum is available by clicking [here](#).

## Relationships & Sexuality Education

RSE is mandatory from ages 3-16 in the new curriculum for Wales in both primary and secondary schools. The RSE code for teachers ensures lessons must be "developmentally appropriate". Under the new curriculum, parents will not be able to remove their children from sex education lessons. More information on our RSE programme is available by clicking [here](#).

## Religion, Values and Ethics (RVE)

Religion, Values and Ethics is mandatory for all learners aged 3 to 16. RVE is still locally determined and therefore, as well as having regard to the Curriculum for Wales Framework Guidance, we also have regard to the Newport Agreed Syllabus for RVE when designing our 'Challenge' Curriculum. From September 2022, there will be no parental right to withdraw children from RVE.

Collective Worship is distinctive from, and additional to, curriculum time given to RVE. Collective worship sits outside the curriculum and has its own legal standing and requirements and must be wholly or mainly of a broadly Christian character. Parents may request that their children are withdrawn from collective worship if they wish, to do so please contact the Headteacher in writing.

**Our 'Challenge' Curriculum Summary**

**Our School Vision**  
CARING  
RESPECTFUL  
OPEN  
ENVIRONMENT  
SUCCESS  
OPPORTUNITY

**Our Curriculum Vision**  
To create confident, independent learners who are empowered, resulting in high levels of wellbeing and achievement to prosper in a changing world

**Pupil Voice**  
Cross Year School Council  
Cross Year Learning  
Eco Committee  
Sports Council  
Digital Leaders  
Rights Respecting Representatives

**The Four Purposes - We plan to ensure our children become...**

- Ambitious, Capable Learners**  
who are ready to learn throughout their lives  
Inspired, Lifelong Learners, Resilient, Growth Mindset, Problem Solvers, Independent, Excited about Learning, Challenged, Prepared for the future
- Healthy, Confident, Individuals**  
who are ready to lead fulfilling lives as valued members of society  
Safe, Nurtured, Happy, Social, Healthy in Body & Mind, Expressive, Have Good Relationships, Celebrated, Respectful
- Ethical, Informed Citizens**  
who are ready to be citizens of Wales and the world  
Global Citizens, Celebrate Diversity, Proud to be Welsh, Curious, Part of a Community, Inclusive, Equal, Cultured
- Enterprising, Creative Contributors**  
who are ready to play a full part in life and work  
Responsive to Others, Reflective, Flexible, Adaptable, Inquisitive, Creative, Collaborative, Sharing Ideas, Responsible

**Challenge Curriculum - How we do it!**  
Our curriculum is designed to maximise challenge with excellent teaching and learning experiences at its heart. Our curriculum is based on Values, the Rights of the Child and Character based education. We plan a range of experiences utilising...

**Cross Cutting Themes**  
Curriculum for Wales, Languages Learning & Communication, Maths & Numeracy, Science & Technology, Health & Wellbeing, Humanities

**Four Purposes**  
✓ Four Purposes  
✓ What Matters Statements  
✓ Cross Curricular Skills  
✓ Cross Cutting Themes  
✓ Descriptors of Learning

**Culture of Learning**  
We build a culture and love of learning by:  
**Building Relationships for Learning** - A culture of sincere and inclusive relationships  
**An Environment for Learning** - A place where learning and learners thrive both indoors and outdoors and innovation, collaboration and responsible risk taking takes place  
**The Language of Learning** - A dialogue for thinking and learning - utilising our Depth of Learning model and our Learning to Learn qualities  
**Modelling Learning** - Opportunities to engage with and learn from more experienced learners, the use of our PPS teacher and pupil learning toolkits and strategies  
**Expectations for Learning** - Culture of high expectations and challenge for all  
**Opportunities for Learning** - An entitlement to a rich, authentic curriculum offer that is exciting, stimulating, a blend of in-school learning, enhanced through trips, visits, experts, use of 21st Century technology and wider experiences  
**Reasons for Learning** - A framework for learning and teaching  
**Time for Learning** - Time for exploring, investigating and thinking  
**Community of Learning** - involving parents, carers and wider experts in curriculum design, learning and school life  
**Inclusive Learning** - responsive to individual learners' needs, talents, diverse backgrounds and interests

**Assessment & Progression**  
We plan for progression through the use of progression steps across all AOLES, using principles of progression and with reference to the mandatory code increasing effectiveness as a learner  
 Progression is guided by Descriptors of Learning which provide information on how children should progress within the What Matters statements for each AOLE. These are expectations across a period of time and broadly relate to age 5, 8, 11 & 16  
 Progression Step 1: Nursery, Reception, Year 1  
 Progression Step 2: Year 1, Year 2, Year 3, Year 4  
 Progression Step 3: Year 4, Year 5, Year 6  
 Increasing effectiveness as a learner  
 Increasing breadth and depth of knowledge  
 Deepening understanding of the ideas and disciplines within areas of learning and experience  
 Refinement and growing sophistication in the use and application of skills  
 Making connections and transferring learning into new contexts  
 Teachers and learners are involved in continuing assessments of learning and assessment in and for learning using a wide range of assessment tools and strategies



### **Bilingualism and Use of Welsh**

English is the main language of communication, teaching, learning and assessment at our School. However, the school is committed to promoting the aims and aspirations of the Welsh Government in developing Bilingualism.

In our school both English and Welsh are functional languages. We promote oracy, reading and writing in both English and Welsh Second Language in informal and structured situations. Welsh can be seen and heard around the school, during school assemblies and concerts, signage and display, lessons and indoor and outdoor activities.

As a school we aim to:

Foster positive attitudes in all learners towards bilingualism

Provide opportunities for all children to hear and use Welsh in all areas of their learning

Motivate the children to use Welsh naturally, spontaneously and with confidence

### **Supporting Learner Progression: Assessment**

Assessment is key to supporting progression, for the purpose of identifying learners' strengths, achievements and areas for improvement, and identifying next steps. It is integral to learning and teaching.

Assessment plays a fundamental role in enabling each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly. Active engagement between the learner and practitioner on a regular basis is at the heart of supporting learner progression. All those involved with a learner's journey need to collaborate and work together by establishing:

- Where learners are in their learning
- Where they need to go in their learning
- What needs to be done for them to get there, taking account of any barriers to their learning.

All staff follow our Cycle of Assessment which identifies a range of assessment to be used throughout the school year. Detailed records are kept so that we can ensure consistency across the school and identify standards of learning and achievement.

Parent Consultations are held twice a year. They provide an opportunity for parents to discuss their child's progress with their class teacher. We also holds drop in sessions for parents to talk with their children about their learning. In addition, a written annual learner review is provided each year to parents.

Parents are encouraged to meet the teacher if there are any ongoing concerns between these times.

## Physical Education & School Sport

In line with national guidelines we aim to provide two PE sessions per week. In Nursery we will be actively involved in outdoor activities and physical learning. Sometimes this will be more but occasionally (e.g. at busy times of the year such as Christmas) pressures of space, time and weather conditions might temporarily limit the PE sessions we are able to offer. We try to give as many children as possible the opportunity to represent the school in sport at some time during their time with us. Games and Physical Education are compulsory for all children except those excused on health grounds, supported by a medical note from your doctor. Children suffering from minor ailments may be excused when requested by parents in writing.



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PIC•COLLAGE



**Nursery Session Times**

Morning Session: 9am-11:30am  
 Afternoon Session: 12:45pm-3:15pm

Nursery doors are open at 8:50 and and 12.45pm. All doors close PROMPTLY. If your child should, for any reason, be late arriving at school they should report to the school office to be recorded as late on the register.

During school hours, children are not permitted to leave the school site. If your child needs to leave school during school hours, parents must report to the school office.

**Breakfast Club**

**We do not offer Breakfast Club for children in nursery.**

**Admissions Procedures**

The school is maintained by Newport City Council. Admission applications to gain a Nursery or School place at Pentrepoeth Primary School are to be completed online [here](#)

Classroom doors are open from 8:50am to 9:00am. All doors close PROMPTLY. If your child should, for any reason, be late arriving at school they should report to the school office to be recorded as late on the register.

Morning Nursery sessions run from 9:00am until 11:30am. Afternoon Nursery sessions run from 12:45pm until 3:15pm Children MUST be collected from school by an adult and should be collected from the classroom door. Please inform the class teacher and email or ring the school office if your normal arrangements are changed.

During school hours, children are not permitted to leave the school site. If your child needs to leave school during school hours, parents must report to the school office.

**Drinks, Snacks & Free Milk**

All children are required to bring a water bottle filled with water into nursery each day. Children are able to access fresh water throughout the session and are encouraged to drink regularly. As a Healthy School, we ask that children do not bring in flavoured water, squash or fizzy drinks for consumption throughout the school day.

Nursery will have a break during the morning session and (afternoon for afternoon Nursery) where they will sit together to enjoy a fruit snack from home. Children will also be offered milk to drink.

Please inform us if you do not want your child to be offered milk. Please peel oranges for younger children and ensure grapes are cut in half. A healthy cereal bar is permitted, but please note that it should not contain chocolate. Any food containing nuts is not permitted due to children with nut allergies. All other snacks are not allowed.

## How can I help my child before they start Nursery?

Some of the fun things you can do together include:

- Nursery rhymes
- Telling stories
- Drawing pictures & mark making
- Playing games
- Measuring things
- Telling the time – daily routines
- Visiting places
- Singing songs
- Dressing up & engaging in imaginative play
- Growing things
- Creating models





## LIST OF ACTIVITIES TO ENCOURAGE

Drawing and starting to write

Encourage your child to work towards:

- using a variety of pens, felt-tips, thick and thin pencils, biro and crayons and different coloured shaped paper
- imitating your actions - writing a shopping list, messages, notices, etc.,
- early marks on paper should be seen as important
- pretending to fill out coupons, adverts in magazines, forms and leaflets
- holding writing implements
- writing and recognising their name
- recognising and forming letters
- letter recognition and handwriting holding and handling scissors
- playing "I Spy" games with your child
- recognising simple shapes: square, triangle, rectangle and circle
- recognising colours
- matching & sorting
- recognising numbers - writing numbers and knowing their value from 1-10 (please see attached)

Helping us to promote your child's sense of independence and confidence

### Practical

Please help your child to become independent when they need to do the following:

- cope in the toilet. Independent and proper use in the lavatory is important
- putting on socks & shoes
- putting on coats and doing them up
- learning left and right foot/hand, for putting on shoes and gloves
- putting name tags on their own drinks
- putting their reading bags away each morning and bringing them daily
- bringing back their book back on Mondays (which will be sent home on Fridays)
- taking turns and sharing when playing
- respecting possessions. Showing the correct handling of books and toys and how to put them away after use
- using cutlery or managing food at snack time
- doing and undoing buttons



## Nursery Uniform

All items with a school logo can be purchased from Beam Sports

School uniform helps our pupils to feel part of a community. It identifies our pupils when representing the school in the community or on visits and has a recognised effect on pupil behaviour. In accordance with Welsh Government regulations, we never insist on logo uniform and the majority of the uniform is available from local stores. Please ensure your child's name is clearly marked on all items of clothing.

## Jewellery

Children may wear small 'stud' type earrings and a watch. This is the only jewellery allowed to be worn by all children within school. Children must remove all jewellery before they undertake PE/ Games / Forest Schools sessions. If ear piercing is still healing, studs may be left in place to avoid risk of infection, however, parents must provide tape to cover studs for PE sessions.





# School Information

Pentrepoeth Primary  
 Bryn Hedydd  
 Cwm Cwddy Drive  
 Rhiwderin Heights  
 NEWPORT  
 NP10 8JN

Tel: 01633 896101  
 Fax: 01633 896367  
 Email: pentrepoeth.primary@newportschools.wales  
 Website: www.pentrepoethprimary.co.uk

Headteacher:	Mr D Taylor
Chairman of Governors:	Mr J Griffiths
Local Education Authority:	Newport City Council
Chief Education Officer:	Mrs S Morgan

## School Staff

Mr D Taylor	Head Teacher
Mr R Cleaves	Deputy Head Teacher

## Senior Leadership Team

Miss S Hall  
 Mr J Willmore  
 Mrs J Rose  
 Mr L Nocivelli  
 Mr R Hall

## Governors

Mr J H Griffiths:	Chair. Co-opted Governor
Mr J S Barrowman:	Co-opted Governor
Mrs T Jenkins	Co-opted Governor
Mrs R Davies	Co-opted Governor
Councillor Mr D Williams:	LEA Rep
Mr D Walsh	LEA Rep
Mrs T Simmons	LEA Rep
Mrs T Appleton	Community Council
Mr D Taylor	Headteacher
Mr R Cleaves	Teacher Rep
Mr L Nocivelli	Teacher Rep
Mrs L Rowe:	Support Staff Rep
Mr D Coles	Parent Governor
Mrs K Prendergast	Parent Governor
Mr T Jones	Parent Governor
Mrs J Cueto	Parent Governor
Mrs Cerys Lloyd	Parent Governor

## Teaching staff

Mrs S Williams	Class teacher
Mr L Nocivelli	Class teacher
Miss L Ellis	Class teacher
Miss S Hall	Class teacher
Mrs F Cleaves	Class teacher
Mrs A Drummond	Class teacher
Mr J Rose	Class teacher
Mrs J Beard	Class teacher
Miss G Blair	Class teacher
Mr T Merriman	Class teacher
Mr R Hall	Class teacher
Mrs T Gooding	Class teacher
Mrs J Baxter	Class teacher
Mr J Willmore	Class teacher
Mrs E Jones	Class teacher
Mr J Brewer	Class teacher
Mrs S Ahern	Class teacher
Mrs C Clissold	Class teacher
Mr B Taylor	Class teacher

## Support Staff

Mrs J Boulton	Teaching Assistant
Mrs J Pask	Teaching Assistant
Miss G Rahimi	Teaching Assistant
Mrs S Webb	Teaching Assistant
Mrs M Bell	Teaching Assistant
Mrs L Gage	Teaching Assistant
Mrs S Waite	Teaching Assistant
Mrs T James	Teaching Assistant
Mrs L Rowe	Teaching Assistant
Mrs N Williams	Teaching Assistant
Mrs L Hill	Teaching Assistant
Mr H Woodham	Teaching Assistant
Mrs A Dimmick	Teaching Assistant
Mrs L Thomas	Teaching Assistant
Mrs W Bickell	Teaching Assistant
Mrs P Brown	Teaching Assistant
Ms L Peebles	Teaching Assistant

Mrs M Beynon:	School Support Officer
Mrs A McGrogan	School Support Officer
Ms L Peebles :	Site Supervisor

## School year 2025-2026

Term	Start	Half Term starts	Half Term ends	Term ends
<b>Autumn</b>	Mon 1 September 2025	Mon 27 October 2025	Fri 31 October 2025	Fri 19 December 2025
<b>Spring</b>	Mon 5 January 2026	Mon 16 February 2026	Fri 20 February 2026	Fri 27 March 2026
<b>Summer</b>	Mon 13 April 2026	Mon 25 May 2026	Fri 29 May 2026	Mon 20 July 2026

**May Day - Monday 4 May 2026**