

Manor Primary School Brochure

110 Ashampstead Road

Reading

Berkshire

RG30 3LJ

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Website: Manorprimary.net



Our Motto

Making People Successful

Welcome!

OUR AIMS

Making the most of the opportunities for teaching and learning

Achieving the best we can;

New experiences and challenges every day;

Only behaving in a way we can be proud of;

Respecting and caring for each other and our school environment.

Dear Parents and Pupils,

At Manor Primary School there exists a welcoming, family atmosphere....an atmosphere of warmth, security, trust and friendliness where firmness is mixed with encouragement and challenge to stimulate your child.

Manor Primary is based upon committed teamwork involving teachers, staff, parents, pupils and Governors. This teamwork is based upon mutual respect, support and understanding of all.

We want all our pupils to be happy, to have high self-esteem and to develop confidence in themselves and their abilities, so that they can learn to handle new situations and be fully equipped for the next phase of their life.

We have a reactive curriculum that teaches life skills as well as a full curriculum. We want our pupils to flourish in all aspects of their life and we celebrate our successes across the school. Part of the value of school is experiencing and learning to cope with a wider social environment; learning to relate well to other people and beginning to see things from another's point of view; learning to share, to be tolerant and to care for others; to be honest, reliable and show concern for each other and their property; to value other cultures and other people's rights to their beliefs.

We want all our pupils to enjoy school, to develop enthusiasm, confidence, resilience and a questioning approach to life. We see children as individuals with differing needs and strengths; inclusion of all pupils is a core value. Our aim is to extend and support all children and help them to release their full potential. We have high but realistic expectations and are ambitious for all member of the school community. We want all our pupils to give of their best, appreciate what they can do well and what they could make better.

In our most recent Ofsted report inspectors reported that "leaders have planned a curriculum that has ambition for all and pupils achieve well." At Manor we work to give our pupils a thorough grounding in basic skills; to develop a lively interest and curiosity about the world in which they live; to experience a wide curriculum that includes the creative arts and physical activities and to develop a love of learning that will stay with them throughout their life. Working with parents is a key part of our work and we hope you will support your child's learning at home and participate in our legendary end of term events that we invite you to.

Your sincerely,

Fiona Swain

Head Teacher



THE SCHOOL DAY

Foundation Stage 1 8.45 a.m. - 11.45 a.m. - 12.15 p.m. - 3.15 p.m.

Foundation Stage 2 8:45 a.m. - 11.55 a.m. - 12.55 p.m. - 3.05 p.m.

Key Stage 1 8.45 a.m. - 12 noon. - 1.10 p.m. - 3.15 p.m.

Key Stage 2 8.45 a.m. - 12.30 p.m. - 1.15 p.m. - 3.15 p.m.

Staff are legally responsible for the children 10 minutes before the school starts and 10 minutes after the school ends. Our classroom doors will be open from 8:30 everyday.

Parents wishing to see teachers can give brief information before or after school, or alternatively can write a message in the Home School Diary. Longer discussions are best at the end of the school day. Appointment arrangement with the class teacher.

SCHOOL CLOSURES

Routine closures such as Staff INSET days are notified to parents by letter/calendar. In the rare event of it being necessary to close the school in an emergency a message would be given out on local radio stations, and a text message sent to parents who have registered their mobile telephone numbers. Any child who still arrives at school will be supervised until they are collected.

SCHOOL UNIFORM

We encourage cleanliness and the neat appearance of the children. Our uniform is smart, practical and appropriate for the school environment. All school uniform can be bought through Mapac.com, Price and Buckland or Inkz Personalised. Trousers should be black or grey. All footwear needs to be sensible black footwear. Flimsy sandals, fashion shoes, sliders/flipflops or high heels are not appropriate for school wear.

No nail varnish please.

P.E. KIT

Children change for P.E. Children should have a T shirt and shorts plus plimsolls or trainers for outdoor use in a named bag. ALL long hair must be tied back for P.E. and parents should provide a suitable band for this. Children who forget their kit may be provided with spare PE fits if available by the school. All children are expected to participate in P.E. unless there are medical reasons and parents have notified the school.

PERSONAL POSSESSIONS

Please **do not** bring any toys or valuables to school. The wearing of jewellery can be dangerous and should not be worn. If children have pierced ears then the only earrings that can be worn are studs. Years 5 & 6 are permitted to bring mobile phones if they walk to and from school on their own, they must be handed in and clearly labelled. The school cannot accept responsibility for the loss or damage of any personal possession.



LOST PROPERTY

Any items that are found will be put in the lost property. **Labelled items will be returned quickly to their owners.**

CLUBS AND SPORTING ACTIVITIES

These provide opportunities for pupils to develop new skills or talents in a more informal way when staff & pupils meet to share a common interest and enthusiasm. Some clubs are specifically set up for particular age groups and as pupils get older so the range of opportunities increases. Letters detailing clubs on offer will be sent home each term. Please note that some clubs have a limited number of spaces.

Breakfast Club

Breakfast is available to pupils and their families every day between 8-8.30a.m. There is a full range of menu from toast to cereal. Children in the Nursery, FS2 and Key Stage 1 are supervised until school starts, whereas pupils in Key Stage 2 can go on their class at 8.30 a.m. The price is £1.50 FS2-Y6 or £4.50 FS1 per pupil per day. The cost for Foundation Stage 1 pupils is slightly more due to the higher ratio of adults needed to care and supervise younger children. You can book and pay online through Schoolgateway.com or simply turn up, register and pay before enjoying your breakfast!



Our breakfast club is very popular!

SCHOOL MEALS

A **midday meal** is available and snacks can be brought in for break time. During the day FS & KS1 are given a piece of fruit funded by the government. You are of course welcome to send a snack in with your child to eat at break time—**we do ask that this isn't chocolate, sweets, fizzy drinks or anything containing nuts.**

School meals must be booked and paid for through Parentpay.com. Food allergies need to be notified to the school—our caterers are keen to discuss any specific dietary needs with you!

Your child will be entitled to Universal Free School Meals if they are in FS2, Year 1 and Year 2. This is another Government initiative, all children in these year groups will be provided with a school meal unless a packed lunch is brought in from home.

Children may prefer a healthy **packed lunch from home** which needs to be in named containers. Drinks must be in an unbreakable container (no cans or glass bottles please). Water is always available from the water fountain in the canteen. Children in Nursery, FS2 and Key Stage 1 enjoy a 'classroom dining' experience. This has been successfully introduced to develop social etiquettes surrounding meal times and encourages life long skills. Key Stage 2 eat their school meal or packed lunch in the 'Good Manors Café' [dining room]. In good weather children with packed lunches may choose to picnic outside.

If you are receiving Income Support, Job Seeker's Allowance or Child Tax Credit your child may be entitled to **free school meals**. Office staff will deal confidentially with any enquiry.

We would also ask parents not to include food containing fish or nuts as we have children with life threatening allergies to them.

ILLNESS

When a child is ill in school we contact the parent/designated responsible adult. If serious injury occurs then the emergency services will be called and parents contacted. We need to know about any particular health problems/broken bones your child may have so we can manage it in school. If your child gets an infectious disease such as chicken pox please let us know. Children with diarrhoea or sickness must be kept off school for 48 hrs after the last attack. Please call the school answering service or text our texting service informing us of your child's illness daily.



SAFETY

We ask that parents and children use the playground entrance when entering or leaving the school in order to avoid the main drive and car park. Parents who have to drive are asked to park well away from the school and **NOT** to use the car park. Please be considerate to local residents who want to access their property at all times by not parking over their driveways.

We have several taxis that bring some of our pupils to and from school and it is essential that they can get into the car park and safely get the children in and out of the vehicles.

After 8.45 a.m. the only way into the school will be through the main entrance at reception. Please use the pedestrian pathway and not to walk through the car park. Anyone using this entrance must report to the office staff.

A Shared Responsibility

Educating young people has to be a joint effort by parents, teachers and the children themselves. We like to encourage close and friendly contacts with teachers so that parents and the school can work together. The class teacher has overall responsibility for your child's education, however other people will teach your child as well.

Parents and families are always welcome to come into school. We encourage parents to contact us if any particular concerns arise. We are especially pleased whenever parents feel that they can give some time to help us in the classroom or with a special project. Parental involvement is highly valued in this school and we welcome the help and time you give us. Your child will be given a Home School Diary that can be used to pass messages between Home and School, for recording home work and for comments when children read.

Home School Agreement

Parents, the school and the child, all sign an agreement which says how we are all going to work together to ensure that the child maximises the educational opportunities that are offered. This will be renewed annually at a Parent Teacher Meeting throughout the year.



MEDICINES

Head Lice

Head lice are a national problem. It can happen to anyone - **do not worry !** It is strongly recommended that parents check their children's hair regularly and treat the whole family if any head lice are found. **Please report any cases so that we can alert the rest of the class.**

The school is not in a position to check any child's hair, so we must rely on every parent's co-operation. At the moment the recommended approach is to wash the hair, apply lots of conditioner and before you wash it off use a fine toothed comb to work from the root to the end of the hair. This will be included in your school pack.

Parents who wish **prescribed medicines** to be given to their child during school time **MUST** fill in a form (orange) giving us permission to do so. Medicines should be clearly labelled with the child's name and correct dosage. Asthma inhalers must be kept in school so that children have immediate access to them.

SPECIAL EDUCATIONAL NEEDS

Manor Primary is very proud to be a highly inclusive school and have an excellent reputation for educating pupils with special educational needs. Our systems ensure that all children who require extra help are identified early and that strategies and interventions are put in place to help them learn more effectively. We have specifically trained staff supporting children who need specialised teaching. Progress is monitored very closely and when the pupil has made the necessary gains and is confident about their attainment, then the work will be discontinued, but their continued progress is monitored very closely. Should you want any more information, please ask to speak to our Assistant Head teacher and SENCo, Mrs. Baker.

HOMEWORK



Parents are expected to support the school by ensuring that children complete any homework that has been set. This will be particularly important in Key Stage 2. In Foundation Stage & Key Stage 1 children will bring reading books home for parents to share, weekly spellings and other curriculum work may be set.

FUND-RAISING



All parents can help the school by supporting our fund-raising activities or helping us to organise or run events. Fund-raising is extremely important these days as it enables us to buy additional resources or have activities that would normally be beyond the reach of the school's budget. We also organise social events that help the community to come together in fun and enjoyment. Any offers of help are gratefully received, please inform the office.

REPORTING

Parents will have the opportunity to discuss their child's progress at Parents' Evenings held in Terms 1, 4 and 6. Teachers will complete a summary on every child's achievements, with the Summer Term's being a fuller written report. This will be a basis for discussion at parents' evening. Parents are entitled to have access to their child's records and may do so with reasonable notification.

RELIGIOUS EDUCATION

Religious education is taught in accordance with the agreed syllabus adopted by the Local Authority. It promotes the 'spiritual, moral, cultural, mental and physical development of our pupils'. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teachings and practices of the other principal religions within our country.

Parents may withdraw their children from R.E. and from the daily act of Collective Worship, they then join another class for the duration of the lesson or worship.

ASSESSMENT AND RECORD KEEPING

Children will be assessed throughout the year by the teachers and also at the end of Key Stage 2 when they will undertake Standard Assessment Tasks (SATs). Parents will be informed of the results of those assessments in the end of year reports.

PERSONAL DEVELOPMENT

Personal Development is part of children's preparation for adult life and provides knowledge that is essential. Our programme deals with social, spiritual and cultural development issues. We aim to work in a complementary and supportive partnership with parents, and to present facts in an objective, balanced and sensitive manner, set within a clear framework of values.

SEX & RELATIONSHIPS EDUCATION

The overall objective of SRE at our school is to help and support our children through their physical, emotional and moral development. Sex education is considered to be one aspect of our broad and balanced Personal Social and Health Education programme. As such, it is delivered in an unbiased, sensitive and meaningful way and is intended to complement and support what parents teach in the home. Science National Curriculum includes biological aspects of human development and reproduction and must be taught by law.

We believe that children's questions should be answered truthfully wherever possible but with that part of the truth suitable for their age and understanding. Teachers will use their skill and discretion in deciding how to respond to questions and who is best suited to answer them {parents/teachers/head teacher}.

A parents evening will be held annually prior to lessons being delivered.

BEHAVIOUR MANAGEMENT & PASTORAL CARE

Our aim is to encourage positive attitudes towards self, others and work, by developing self-control and discipline. We have a Behaviour Management and Anti-Bullying Policy and a Code of Conduct which **ALL OF US** are expected to follow. We are aware that ALL adults in school are role models—including parents.

The class teachers are responsible for the pastoral care of the children in their class and parents may talk through any concerns with them. Matters of a more serious nature can be brought to the Deputy Heads' or Head Teacher's attention. Staff have been trained in Team Teach methods to make use of de-escalation techniques, and in extreme cases the use of positive handling may be required—incidents such as these will be fully recorded, investigated and parents informed.

In cases of wilful damage to school property a contribution towards the repair or replacement will be requested.

CHILD PROTECTION

Parents should be aware that the school is required to take reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, senior staff are obliged to follow the Child Protection & Safeguarding procedures established by the Local Authority and inform the Access & Assessment team of the concern.

Safeguarding is everyone's responsibility. **If you are concerned that a child is being mistreated or at risk of harm, please contact Reading CSPoA on 0118 937 3641 – in an immediate emergency situation please contact the Police via 999**

Early Years

As providers of Early Years education we aim to provide a strong foundation upon which children's knowledge and learning will continue to grow. The six main areas covered here are:

- **Personal, social and emotional development**
- **Knowledge and understanding of the world**
- **Communication, language and literacy**
- **Physical development**
- **Mathematical development**
- **Creative development**



In line with the Early Years Foundation Stage, children will be encouraged to think and talk about their learning and to develop self control and independence. They will participate in a range of activities which take account of their interests and achievements in developing physical, intellectual, emotional and social abilities.

Approaches to teaching will include recognition of the value of providing first hand experiences, of giving clear explanations, of appropriate adult intervention and of using play and talk as media for learning.

Language has to be the starting point for all learning. Until children can master the spoken word, listen carefully, communicate with peers and adults and follow instructions, new concepts cannot be understood. Talking, listening, respecting and valuing ideas from all members of the class therefore play an important role. This is the launching pad for effective reading, writing, spelling and the acquisition of the broad based skills required for all other areas of the curriculum.

Early mathematics includes number work, measurement, an introduction to computers and practical maths, including logic games, topic work, apparatus, shopping etc. A first look is also taken at historical and geographical concepts, together with science, technology, art, music, physical education and religious education.

All children regularly read aloud to the Early Years Foundation Stage staff. Children are also encouraged to see books as reliable sources of information as well as pleasure.

There is also an important role for structured play to give children first hand experiences, especially in science and mathematics, which are essential before they can grasp the type of abstract concepts contained in the National Curriculum. Play also helps to nurture a sense of personal and social responsibility and is an integral part of a child's whole development during this formative stage of life in school.

Overall, our careful planning ensures that all children receive a well balanced and structured start to their education, setting them confidently on their way onwards and upwards through the school.

If you have any questions about the Early Years curriculum, please ask to speak to the Early Years Foundation Stage Co-ordinator, Mrs Pitt.



THE NATIONAL CURRICULUM

From Year 1 to Year 6 we offer a broad and balanced range of subjects, which promotes academic development and fosters social behaviour and attitudes.

Core Subjects

- English
- Mathematics
- Science
- Computing
- Religious Education

Foundation Subjects

- Art
- Design Technology
- Music
- Physical Education
- History
- Geography

In addition there is a framework for personal, social and health education, plus citizenship.

We are also providing a Modern Foreign Language (French) in Key Stage 2.

Curriculum

The broad curriculum aims of the school are to:

- provide a happy, stimulating and ordered environment in which children can develop emotionally, physically, intellectually and spiritually and grow in confidence as they move from home to school and the wider community.
- build on each child's unique background of experience and develop a positive attitude to school as a place of learning and pleasure.
- develop each child's capacity for self-respect, social awareness, respect and tolerance towards others and to enable them to leave the school with a high standard of integrity, a sense of moral values and an idea of service to others.

Within this framework we are helping the children to:

- learn to read and write as clearly and accurately as possible and to achieve high standards of spelling, grammar, punctuation and language use.
- develop mathematical skills through the application and understanding of mathematical ideas and concepts in a wide variety of contexts.
- understand the basis of scientific investigation through analysis, problem solving and interpreting evidence

Curriculum Enrichment

Our pupils also enjoy learning beyond the classroom such as trips within the local environment and further afield. We welcome many visitors to school throughout the school year such as story tellers, theatre groups and musicians!

Assemblies

Each class has the opportunity each year to lead a whole school assembly, and parents are invited to these. We view these as an important part of childhood and as such you are welcome to photograph or video these for your own use. If you do **NOT** want your child to be photographed please let the school office know.

Teaching & Learning

All of our pupils work in mixed ability classes. Central to our philosophy of teaching is the belief that all children are individuals. We well know that children have differing needs and strengths, that they might be bright in one subject but have difficulties with another, that they learn at different rates and that learning does not take place in a smooth progression but that children will have sudden spurts of learning usually followed by a level period of consolidation. Indeed there will be occasions when some children will even experience a loss of learning, for example, following prolonged illness or a long or repetitive absence from school.

All of these factors are taken into account when we plan our lessons and select the most appropriate method of teaching to deliver the curriculum. There are times when we know that every child will benefit from a whole class lesson. Then there are times when we may group the children according to their ability - maths may be taught in this way. Alternatively we might use mixed ability groups, such as in DT work, or the children will work individually, for example, when carrying out independent research during a history project.

All of the teachers use a mixture of these four methods, even using two or three of them in one lesson according to the needs of the children and the work involved. Our criteria for selecting a teaching style are that all children should benefit from it, not just a few. Such a system of teaching demands very careful planning, and the teachers are constantly monitoring progress and development so that they know when to introduce the next piece of work that will challenge your child and still give them the opportunity for success.

ENGLISH

English is the means by which we express and understand ourselves and others, and without sufficient skills in this subject, individuals are denied access to vast areas of pleasure and work. English forms an integral part of every other subject in our school. As such it is constantly being taught and developed. It is also taught as a discrete subject for at least one hour per day .

Opportunities are given for speaking and listening through spontaneous stimuli and activities planned as part of assemblies, the work of the School Council and the wider curriculum. A variety of approaches are used to develop reading, following a highly structured interactive phonic approach, the use of structured reading schemes, the use of general fiction and non-fiction books, group reading and games. The children are introduced to a wide range of literature. Parents are encouraged to be actively involved in helping their child read at home.

Children are introduced and encouraged to use a range of different writing styles through a range of purposeful activities; for example, poems, stories, lists, captions, brochures, letters, invitations, explanations, research and much more.

A high standard of presentation is aimed for, and the children are taught a full cursive style. We use various approaches to improve spelling from the understanding of syllables, phonics and word families to sight recognition. Grammar is taught as part of the literacy lesson and is used to help the children develop high standards of writing.

Maths

Maths is a crucial life skill in the modern world and we aim to help our children enjoy the subject and develop confidence in their ability to use it in a range of different settings. Our children spend at least one lesson per day learning mathematics supported by resources and activities that help the children further understand the concepts of number, time, space, shape, money, measures, algebra and graphical representation.

Science

Pupils develop their scientific knowledge, understanding and skills by learning about: life processes and living things; materials and their properties; and physical phenomena. Children are encouraged to investigate scientific ideas by employing experimental and investigative methods.

Computing

Lap tops , iPads and other equipment is used by pupils when learning to communicate and handle information; as a support for problem solving, recording and expressive work; and to program and control devices. All classrooms have interactive electronic whiteboards to aid their teaching and learning.

Physical Education [PE]

We place great emphasis on the actual performance aspects of this subject. We involve our pupils in the continuous process of planning, performing and evaluating what they do in dance, gymnastics, games, athletics, outdoor and adventurous activities, and swimming. Our children go swimming in Y1,Y3. and some pupils in Y5.

Geography

This is concerned with the study of places, the human and physical processes that shape them, and the people who live in them. Geographical knowledge helps our pupils make sense of the relationships between themselves, their surroundings and the wider world.

Art

We see art as a practical subject to which theory makes a significant contribution. It develops our pupils' abilities to communicate ideas and feelings by looking at it, making it, developing an understanding of its place in culture over time, and by making judgements about its quality.

History

Our pupils are given opportunities to develop their awareness of the past and make comparisons with the present day. They are helped to set their studies of the past within a time framework and to understand how we find out about the past from a range of sources.

Design Technology [DT]

In our school children learn by doing. They learn how to use simple mechanisms, make structures, identify needs, plan, make and evaluate their designs and products.

Music

Children are encouraged to enjoy a wide range of activities that develop their ability to perform, compose, evaluate and listen to music.



CHARGING POLICY

It is the policy of the Governing Body to request voluntary contributions from parents for educational visits and enhanced curriculum experiences taking place in school time. Children will not be excluded from an activity if their parents are unable to contribute but are willing for them to take part. For example when children have the opportunity to cook or do a special piece of sewing, parents are asked if they are willing to pay for the finished item.

COMPLAINTS PROCEDURE

Most complaints can be resolved through informal discussion and negotiation. However, in some circumstances the following formal procedure may be used.

- 1. Informal level** ~ the Teacher or Head Teacher
- 2. Formal level** ~ the Governing Body

Formal complainants will be given the name and address of the Chair of Governors and copies of any relevant documents explaining the complaints procedures.

ATTENDANCE

All parents have a legal responsibility to ensure that their children attend school regularly and take advantage of the education opportunities available to them. Authorised absence will only be for sickness, emergency medical and dental appointments or exceptional circumstances such as family bereavement.

UNAUTHORISED ABSENCE

Unauthorised absence is when a child is kept away from school to do something that could be done outside the school day, e.g. shopping, routine visits to the dentist or annual holidays.

From September 2024 the Government issued a new directive stating that **no leave of absence** will be granted. However, in **very exceptional** circumstances, discretionary leave may be given by the Head Teacher of the school. You must apply for this directly to your child's Head Teacher.

Please be aware that if you take your child out of school for an unauthorised holiday during term time, you may be issued with a Fixed Penalty Notice by the Local Authority.

ACCESS TO INFORMATION AND DOCUMENTS

The school complies with the Freedom of Information Act and has provided documents for parents to view. This file is located in reception and the policies include:

- National Curriculum Statutory Instruments, Orders and Circulars;
- School brochures, policies and reports;
- LA syllabuses and policies etc.

Parents may additionally request other documentation that is held in school. This may take time to gather, therefore parents are asked to give reasonable notice for access.

Other documents that are held in school are of a confidential nature and will not be available for public scrutiny.

Information about your child's progress in school will be made available at the Parent-Teacher Meetings held each term.

GOVERNORS

Reading LA

Mrs D Edwards

Staff

Miss K Beasley

Miss R Thompson

Parents

Miss H Beckett

Mrs L Ellery

Ms K Hinton

Community Governors

Mr J Samuel ~ **Chair**

Mrs J Copley

Mr S Innes ~ **Vice Chair**

Mrs S Miller

Vacancy

Vacancy

Vacancy

Head Teacher

Mrs F Swain

Clerk

Mrs L Davies

School Staff 2024-2025

Senior Management Team

Mrs F Swain - Head Teacher
 Miss E Anderson - Deputy Head - Standards
 Mrs D Farrell - Deputy Head - Curriculum
 Mrs J Baker - Assistant Head, SENCO & Inclusion Manager

Foundation Stage

Mrs L Davies
 Miss L Coughlin
 Miss C Fryer-Saxby

Key Stage 1

Mrs H Pitt - Early Years and KS1 Leader
 Mrs C Carlucci/Mrs K Morris
 Mrs C Haines
 Mrs S Belcher

Key Stage 2

Mr S Lathia - KS2 Team Leader
 Miss L Baker
 Miss Marney
 Mrs Z Harris
 Miss R Shama
 Miss R Thompson

Teaching Assistants

Miss D Coyle
 Mrs T Eastwood
 Miss F Defazio
 Ms D Grant
 Mrs T Slade
 Mrs Fairchild
 Mrs H Syrad - Emotional Literacy Support
 Mrs J Taylor
 Mrs S Thompson - Emotional Literacy Support

Support staff

Mrs A Hodgkinson	School Business Manager
Mrs A Allwood	Office Manager
Miss C Dean	Finance Admin Assistant
Mr J Plomer	Site Controller
Mrs T Manley	Housekeeper
Mrs H Syrad	Breakfast Club Cook
Mrs J Mackie	Breakfast Club Assistant
Ms J Withers	Attendance Support Worker
Ms A O'Neil	Educational Psychologist
Mrs S Miller	Massage & Aroma therapist
Miss S Morgan	Play Therapist
Miss L Cooney	Lunchtime Assistant
Mrs C Coyle	Lunchtime Assistant
Miss F Defazio	Lunchtime Assistant
Mrs T Eastwood	Lunchtime Assistant
Miss N Frost	Lunchtime Assistant
Ms D Grant	Lunchtime Assistant
Miss K Hinton	Lunchtime Assistant
Mrs S Lucas	Lunchtime Assistant
Mrs J McCreedy	Lunchtime Assistant
Miss J Wright	Lunchtime Assistant
Mr J Plomer	Lunchtime Assistant
Ms D Grant	Twilight Club Assistant
Mrs J Mackie	Twilight Club Assistant
Mrs H Syrad	Twilight Club Assistant

Early Years Practitioners

Miss K Beasley - Emotional Literacy Support
 Mrs A Evans
 Mrs J Mackie
 Miss K Sturgess

Academic Mentor

Mrs K Mukadam