



**MOORFIELD PRIMARY SCHOOL
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INFORMATION FOR PARENTS 2020/21

Learning to Flourish



Dear Families,

I would like to welcome you and your child to Moorfield Primary School. This information booklet has been designed to help you to get to know more about the life and work of our school.

I am very proud to be Headteacher of this school. I believe that Moorfield Primary offers all the children an excellent education that is full of challenge, interest and enjoyment. In addition, children are encouraged to build their self-confidence, to develop self-reliance, to take risks without fear of failure and to make decisions about their own learning.

We also believe that we can only achieve the best for your child by developing a close relationship between home and school. There will be many opportunities for you to find out about and to share in the education of your child.

I hope that you find this information booklet useful but, unfortunately, it can only give you a glimpse of our work. However, I am always happy to meet and speak with parents personally and can guarantee that a warm welcome will always await you.

Yours sincerely,

Ian Bussey
Headteacher

OUR SCHOOL

Moorfield Primary School is a mixed 4 - 11 Foundation School with 279 pupils on role serving the market town of Newport, Shropshire. It is a single form entry school for Foundation and Key Stage One children, becoming a form and a half entry in Key Stage Two, Year 3 due to the intake of children from local infant schools.



We are set in fantastic grounds which give us plenty of scope for extending the children's learning experiences beyond the confines of the classroom. We are also fortunate to have a very well-developed IT provision.

Moorfield staff have excellent relationships with pupils, parents and the local community – it is the strength of these relationships built on mutual trust and high expectations which make Moorfield School such a special place.

Our ethos is firmly based on values that recognise each person's unique talent and individuality as well as expecting them to fully immerse themselves in Moorfield life. We strongly encourage hard work, resilience and challenging yourself to always improve – we call this the Moorfield Mindset.

Learning is organised into nine classes for children of Reception age through to Year Six. The children are taught in a variety of styles – whole class, small groups and opportunities for independent learning are also planned for. Approximately one third of our children in Key Stage Two join us in Year 3, mostly from Church Aston Infants School with whom we have an excellent relationship. At the end of Year Six, most of our children move either to Haberdasher Adams, Burton Borough or Newport Girls High School.

Our school is a very special place. Enthusiastic and well-behaved children combine with a talented and creative staff team to help make the school happy, productive, and harmonious. In short, Moorfield is a great place to learn, teach and work.

ADMISSION ARRANGEMENTS

Children who will be five years old between 1st September and 31st August are admitted into our Reception Class in September. Our current 'planned admission number' is 30 for Year 2020-2021

Parents and children are invited into school before the official starting date for a series of Induction meetings to give both a 'feel' of our school and to get to know the staff. This currently includes a Parents' Meeting with opportunities to experience the Early Years Curriculum, a half day visit with lunch, two half day visits and a full day visit for children.

OUR SCHOOL DAY

Registration for all children from Reception onwards begins at 9.00 am

Assembly is held daily from 9.05 – 9.25am

Morning Break	All Children	10.30am – 10.50am
Lunchtime	All Children	12.15pm – 1.15pm
Afternoon Break - Foundation Stage and Key Stage One		2.30pm – 2.45pm

School day ends at 3.15pm.

EARLY YEARS FOUNDATION STAGE

Our EYFS classroom is a purpose-built unit designed to cater for the needs of up to 30 children. It is well equipped with a fenced outside play environment which has been equipped with bonded rubber mulch and provides a stimulating and secure environment for children all year round.

On entry to school, the children follow the Early Years Foundation Stage Curriculum which incorporates the following seven areas of learning:

Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves, and others, to form positive relationships and develop respect for others, to develop social skills and learn how to manage their feelings, to understand appropriate behaviour in groups and to have confidence in their own abilities.

Communication and Language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding, and using numbers, calculating simple addition and subtraction problems and to describe shapes, spaces, and measures.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

ENGLISH

As a school we see English as one of the most important areas of the curriculum. We teach the basic skills which underpin progress in this subject such as phonics, correct letter formation, spelling patterns, punctuation, and comprehension. We also aim to encourage the children to develop a love of language by introducing them to a wide range of literature. Through themed project work, we find 'real' reasons for children to write letters, invitations, and reports and to design questionnaires conduct surveys and plan interviews. Children are also given opportunities to present their work to a variety of audiences including their parents. The children are taught how to read fluently, accurately and with enjoyment through a range of published reading schemes including the Pearson's phonetically decodable 'Bug Books'.

As a school we place a strong emphasis on reading class books. Being able to discuss themes that are raised in quality texts is one way that we help to develop children into responsible citizens.

Regular opportunities to practice written expression are planned for; we care about handwriting and correct spelling and there are specific teaching activities which are designed to develop these qualities. When we mark work with children, we look for effective communication, style, ideas and content as well as spelling and punctuation and we comment on what should be done to improve.



MATHEMATICS

Teachers develop pupils' mathematics reasoning in all subjects so that they understand why mathematics is so important.

Pupils work hard to become fluent with numbers and apply this fluency to problems, understand and use measures, make estimates and make sense of their work.

As children progress through school, they learn to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems to a series of simpler steps.

SCIENCE

Children enter school with a natural interest in the world around them and we actively encourage and develop this curiosity. In their science work, children will be developing their powers of observation, investigation, and interpretation. By posing questions and hypothesising, children will be able to devise experiments to test their ideas. Recording their findings and drawing conclusions will help children to extend their understanding. Much of their work will be drawn from everyday situations and the local environment to find out about such things as energy and forces, living things, light and sound and the earth and its atmosphere.

COMPUTING

Our children are growing up in a world which uses technology in a variety of ways and we have a responsibility to prepare them for life in the 21st century with its fast and ever changing opportunities.

At our school, we view technology as a tool to assist children in the learning process and, as such, they are introduced to a range of IT activities from Reception. Each class base has access to an interactive whiteboard and to a wide variety of classroom-based technology including laptops, digital cameras and tablets which are used to develop skills such as word processing and data handling, information storage and retrieval and to present tasks. The teaching of IT is linked to all areas of the curriculum and technology is used on a daily basis to enhance the children's learning experiences.

Our website is a showcase for the work of our children and our blogs provide a fantastic diary of the wide range of activities that take place both in and out of school on a daily basis. These can be found at www.moorfieldprimaryschool.co.uk

RELIGIOUS EDUCATION

Our Religious Education programme is planned to meet the demands of the Agreed Syllabus and actively promotes the development attitudes and values such as belonging, caring and respect. We also aim to foster positive feelings such as excitement, awe and wonder. We introduce the children to many important world religions, in particular, Christianity. We encourage children to develop their understanding and to care for and respect people with beliefs that are different to their own.

As a school, we meet together on a daily basis for an assembly. Collective worship is led by the teachers and provides opportunities for children to participate, respond and reflect. We respect the right of

parents to withdraw their child from Religious Education lessons and/or Collective Worship and parents should contact the Headteacher to discuss any concerns.

HISTORY AND GEOGRAPHY

The teaching of history and geography is theme based and is usually taught on a 'blocked' cross-curricular basis.

History projects are designed to allow children to appreciate that the present world grew out of the past, to look for similarities and differences, to try to explain how and why change did and did not occur and how to develop a sense of chronology and time. From a very early age children are encouraged to use historical evidence in the form of pictures, objects, written records and the memories of people still alive.

Geographical work involves the children in investigations based on the local environment from which they can begin to understand and compare other areas of the country and other parts of the world. They are taught to make and interpret maps and to begin to develop an understanding of the relationships between people and their physical environment.

MODERN FOREIGN LANGUAGES

Our Year Six children are given the opportunity to participate in an extra-curricular visit to France. We spend the week at Chateau Beaumont located in the beautiful Mayenne countryside. The Château stands on the crest of a hill in 10 acres of grounds with lovely views across the valley. Here the children have plenty of opportunities to practice their French language skills whilst exploring the rich history and culture of France. For more information and details the website address is www.chateau-beaumont.co.uk. Every year, the vast majority of children go on this trip and tell us it is one of the best things about our school – we agree!



DESIGN AND TECHNOLOGY

From an early age we encourage children to identify the needs and opportunities for design and technology using the skills and knowledge acquired across other subject areas. Design and Technology is planned to encourage the development of aesthetic, economic, social and technological judgment whilst fostering a sense of enjoyment and pride in designing and making.

ART AND DESIGN

Through creative activities, children are introduced to a variety of techniques and media ranging from observational drawing to textiles and pottery. Children are also introduced to the work of artists, crafts people and designers from a variety of periods and cultures. The work of all year groups is regularly proudly displayed in our corridors and classrooms.

MUSIC

Children are helped to develop their enjoyment and understanding of music through singing, playing percussion instruments and listening to music from different eras and cultures. We encourage children to take lessons in a musical instrument – we currently have provision for a variety of woodwind instruments and are hoping to expand this.

PHYSICAL EDUCATION

P.E. promotes physical activity, a healthy lifestyle, positive attitudes and an awareness of safety. We aim to provide an enjoyable range of activities that promote the development of skills and co-ordination within a friendly, relaxed, supportive environment. There is a strong emphasis on children being fit – with a weekly fitness session being run for all children in the school. We encourage the children to participate in a wide range of competitive sports including dance, gymnastics, swimming, athletics, netball, rugby, football and outdoor pursuits and have many opportunities to participate in inter-school events.



PERSONAL, SOCIAL AND HEALTH EDUCATION

These are sessions during which the children are encouraged to speak frankly and honestly about their feelings and events that are taking place in and around our school. The children are also encouraged and supported to find ways of resolving these issues.

PUPIL PREMIUM

In school we receive additional funds for your child if you are entitled to certain benefits. Details of how we spend the pupil premium are available on our school website.

ASSESSMENT

Assessment takes place continuously from a child's very earliest days in school and children are carefully tracked to ensure that appropriate progress is sustained. Statutory assessment takes place at the end of the Early Years Foundation Stage and at the end of each Key Stage (Year Two and Year Six). Parents and children are kept informed of attainment, progress and targets on a termly basis at Parents' Evening.



HOMEWORK

It is our policy to give children work to be completed at home as we feel that it is a valuable and essential part of their schoolwork. It enhances the quality of the children's education and strengthens the home-school partnership and, as such, we actively encourage parents to share homework with their children.

Children will be asked to find out about various topics that they are learning about in school. This may entail talking to family members or looking in books, magazines, newspapers and on the internet. This activity may well be connected with their work or something that has been discussed at school. When appropriate, spellings and multiplication facts which your child needs to learn will be sent home each week and your co-operation may be sought from time to time to help with some extra practice which the teacher feels will benefit your child.

One area where parents can offer considerable support to their child is in reading. Every child will have the opportunity and will be expected to take home each night a book from school and it will be of

enormous benefit if parents read together with their child on a regular basis. This should not be an arduous task set for the child but rather an enjoyable experience shared by parent and child.

Further details of our approach to reading will be provided before and during your child's time at school. Our homework programme is revised annually and a curriculum newsletter describing the details for each year group is sent home each term. We find that working with children on a small group basis before school or at the end of the school day can be hugely beneficial. They are run by either a teacher or a teaching assistant and we call these sessions "booster sessions". We will write to you before we ask your child to take part in one of these sessions.

SPECIAL EDUCATIONAL NEEDS

We have procedures for identifying those children who have special needs and will ensure that each child has full access to a balanced curriculum which is differentiated to meet their individual needs. Staff, parents, children and, where appropriate, outside agencies are involved in any decision-making process which is aimed at arriving at the most suitable course of action in each individual case. Initially children are identified by concerns expressed by parents or teachers. The SENCO is informed and, in full consultation with parents, children may be placed on the SEND Register. This will be the start of an ongoing process aimed at helping your child achieve their potential whilst here.

RELATIONSHIP AND SEX EDUCATION

Our curriculum is based on the fundamental building blocks and characteristics of positive relationships, with particular reference to friendship, family relationships and relationships with other children and adults. Pupils are taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Through Relationships Education, pupils are also taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

We encourage children to develop a healthy attitude towards the subject of reproduction in all forms of life, stressing the importance of love, affection, caring and protection.

During the final years in school we try to prepare children for the changes which may occur at this time. A detailed policy is available, and we offer parents the opportunity to see and discuss the teaching materials that we use prior to this programme beginning. If parents wish to withdraw their children from these lessons, alternative arrangements can be made by contacting the Headteacher.

EXTRACURRICULAR ACTIVITIES

Our school offers a wide range of extra curricular activities for the children which are run by staff, parents and qualified coaches. Parents are notified of these each half term and are asked to book their child into these clubs. Club activities this year include Football, Dodgeball, Arts and Crafts, Drama, Forest School and many others. As well as our many extra-curricular activities, we run after school care available for children until 5.30pm each evening. This is also led by school staff and is known as More Moorfield.

We run a Breakfast Club which operates from 7.30am each morning and is led by school staff. Children are provided with toast or cereal and juice for a cost of just £1.70

Further details of before and after school care are available in the office or email the school directly.

RESIDENTIAL VISITS

These are an integral part of our curriculum. This year we will gain offer five residential visits – one for each year group from Year Two onwards. These visits help develop a wide range of essential skills that help cement effective pupil –adult relationships.



ATTENDANCE

Attendance and punctuality is vital to a child’s development and our school works hard to keep rates high. We have a clear attendance policy and procedure. Please inform us by telephone by 9.30am if your child is absent from school. If you are unable to telephone, please provide a letter stating the reason for absence. Incidents of persistent lateness are also recorded and monitored by our Education and Welfare Officer.

The Headteacher is only able to grant absence from school during term time in **exceptional circumstances** - for example a funeral. Please request an absence request form from the office if you are considering taking your child out of school.

If your child has an appointment with the doctor or dentist, please notify us by telephone, letter, or word of mouth. Absence from school without explanation by a parent must be regarded under the Education Reform Act as an unauthorised absence and will be recorded as such. Please try to arrange appointments out of school hours whenever possible.

No child is allowed out of school during the morning or afternoon sessions unless prior written permission has been requested by parents. Under this arrangement, we request that all children are collected from school.

BEFORE AND AFTER SCHOOL

Children should arrive at school each morning in good time for the start of the day but not earlier than 8.45am. In bad weather, children are allowed into the school building from 8.45am onwards.

All children leave school at 3.15pm unless they are involved in an after school activity. If, for any reason, you are likely to be delayed and cannot meet your child as arranged, the school office should be contacted by telephone in order that arrangements can be made to care for children until you arrive. If someone different is to collect your child, please ensure that the class teacher has been informed.

MEDICINES AND TREATMENT

Medication for asthma sufferers should be kept in school. Older children are allowed to use their own inhalers whilst younger children use their inhalers under supervision.

Should a child need medicine during the school day, then a medicine form must be obtained from the school office. Under DFE Guidelines only medicine prescribed by a doctor to be taken four times a day can be given in school and it will be kept in the office and administered from there. Medicine cannot be given to children whose parents have not made a written request and completed the necessary medical form.

Minor cuts, bruises and bumps will be treated, and the injury is entered into our Accident Book. In the case of anything more serious we will contact parents immediately. Injury notes are sent home for all head injuries. All of our teaching assistants are qualified in first aid.

Please ensure that we have up-to-date records of where you can be contacted during the school day. This is important if your child becomes ill or has an accident whilst at school. All children who have health needs such as Asthma or allergies will need to complete a care plan when they join the school.

SCHOOL MEALS

Children can either choose to have a school meal prepared in our kitchen or to bring a packed lunch. Children from Reception to Year 2 are entitled to a free school meal. All other children can purchase a school meal at the cost of £2.35 per day. Payment for school meals is made in advance and an account is credited. As children collect their lunch, children's accounts are debited by the kitchen staff and a reminder for further payment is sent when the account runs down.

Information concerning eligibility for free school meals can be obtained by contacting the School Office.

If children bring a packed lunch please note that glass bottles, cans and fizzy drinks should not be included, and that sweets and chocolate biscuits should be resisted in favour of a balanced meal. The Government, through their Change4Life initiative also warns us about the high level of sugar in drinks such as apple juice and orange juice and this is information that is worth bearing in mind when preparing packed lunches.

Children are requested not to bring snacks to school. Children for the first three years of school are provided with fruit for break times.

We have a team of experienced lunchtime supervisors who are employed to help children with their lunch and supervise them inside and outside of the building when they have finished eating. They help the children to organise games and to use the play spaces and equipment safely.



PARENTPAY

With the exception of payments for school meals and when we collect money for charity, we are a cashless school. All voluntary contributions for education visits etc. are collected using an online system called Parentpay.

THE PLAYGROUND

Please note that our school operates a **NO SMOKING** and a **NO DOGS** policy throughout the school site. Members of staff are on duty before school and at morning and afternoon playtimes. A qualified First Aider is always available.

Activities and games are provided for both wet and dry playtimes.

Fruit is provided for the children in Foundation Stage and Key Stage One. If you do not wish your child to participate in this scheme, please contact a member of staff.

HEALTH AND SAFETY

Jewellery of any kind, with the exception of stud earrings, should **not** be worn in school and watches are worn at the owner's risk.

Nail varnish should not be worn during school time and parents are respectfully requested to ensure that long hair is worn tied up at all times



BEHAVIOUR

In order for children to thrive and to make the most of their time with us, we believe that our school must provide a secure and disciplined environment. We take pride and pleasure in the happy, friendly atmosphere within our school community and we encourage our children to regard their school as a very large family. Trust, co-operation and affection are important in relationships at all levels and we aim to let everyone know that they are important and cared for.

We find that positive discipline which emphasises achievement and which is based on approval, praise and reward is the most effective way of motivating our children. Every week we hold a special Awards Assembly in which good work, behaviour and achievement is recognised. Children receive a variety of certificates and stickers and lunchtime supervisors liaise closely with staff to support the children's behaviour at lunchtime.

Rules are few but our expectations are high. We aim to instill a sense of self-discipline and responsibility which will be reflected in the children's behaviour. Honesty, courtesy, consideration and respect for other people and their property are stressed frequently.

In general, our children respond extremely well but in any large community there will always be occasional problems. We act quickly and firmly when there is unacceptable behaviour. Bad language *or*

actions which hurt or could hurt others are not tolerated. Parents are informed and involved in the process and if bad behaviour is persistent, co-operation and understanding between home and school is vitally important.

Happily, bullying is rare. We emphasise to the children that if they, or someone they know, is being bullied physically, verbally or emotionally they must immediately tell an adult or someone else they trust. Our school has well-defined, written policies on bullying and behaviour.

Each class teacher will make every effort to support the children's needs throughout the year. Your child's teacher or the Headteacher may ask to see you if there are any concern regarding any aspect of your child's education, behaviour or welfare. Similarly, should you have any worries, please do not hesitate to make an appointment to see either the class teacher or Headteacher. Unless it is urgent, we prefer that the beginning of the school day is not interrupted but staff are usually available for a quick chat at the end of the day.

PARENTS AS PARTNERS

We firmly believe that the education of your child is a partnership and we are deeply committed to parental involvement in all aspects of school life. Parents often ask the question, 'What can I do to help my child?' Our reply would be that in asking the question you have already moved some way in providing an answer! Interest, enthusiasm and support are perhaps the first and most vital ways of helping your child. Children will frequently come home wanting to talk about incidents that have occurred during the school day and ideas can be developed and thoughts enlarged by listening and talking to your child. We like to involve you in school matters as much as possible and arrange many opportunities for parents to share their children's experiences.

When communicating with parents we prefer to do this electronically via email and, as such, will request an email address when your child starts school.

Children learn most effectively when home and school are in partnership. If problems should arise, they can be solved more easily together. Please share any concerns with us as soon as possible by either contacting your child's class teacher or the Headteacher, to arrange a convenient time. If you feel that your concern or complaint has not been adequately dealt with then the Headteacher will explain the school's complaints procedure to you and tell you how to make a formal complaint. If you are happy with our school or with your child's work, we would also like to hear about that too!

PARENTS' EVENINGS

During the school year, there are three Parents' evenings at which parents and teachers have an opportunity to discuss progress. Parents' Evenings held in the autumn and spring terms are on an appointment basis whereas our summer term evening is much more informal following annual reports being sent home.

EDUCATIONAL VISITS AND CHARGING POLICY

Opportunities are provided for all of our children to make relevant educational visits. These take place mainly during the school day but sometimes extend beyond. They range from local visits to residential visits over several days for our older children. The law requires us to make it clear to parents *that we can*

only ask for voluntary contributions towards the cost of such visits and any child whose parents choose not to contribute will not be excluded. So far this has been manageable, but if enough funds are not raised to cover the expense of such visits then these arrangements will have to be reviewed. Details of our charging policy are available on request.

SCHOOL REPORTS

Prior to our Parents' Evening in the summer term, we will send home your child's Annual Report to help make discussions more useful.

GAMES AND TOYS

We have games, toys and equipment in school which children can share with each other. They need to leave their own toys at home. Apart from a watch and stud earrings, please do not send children to school wearing jewellery. Children who do bring such items into school may be asked to hand them to the teacher to be kept until the end of the day. We may, in exceptional circumstances, require parents to collect the item. Mobile phones are not allowed. However, if your child walks home and you wish them to bring a phone to school with them, these should be handed into the school office at the beginning of each day and then collected at 3.15pm. Children are asked to sign phones in and out to avoid any mishaps.

You are advised that, whilst we will do everything we can to help children to look after their belongings, the school does not accept responsibility for any loss.

PARENT TEACHER ASSOCIATION

We are fortunate to have a small but very hard-working group of parents who support our school in many different ways. Regular meetings have been held during the term and we try to ensure that at least two members of staff also attend. The PTA hold a number of functions during the year for fundraising, social and informative purposes. New parents are always very welcome at any PTA meeting.

CHILD PROTECTION

Working in partnership with parents means that we will share our successes and discuss any concerns. As our first priority is the welfare of the children, there may be a rare occasion when our concern about a child means that we have to consult other agencies even before we contact parents. The procedures we follow have been agreed with Telford and Wrekin's Child Protection Committee and our school has adopted a Child Protection Policy in line with this. Should you wish to know more or at any time have welfare concerns about any of our pupils then please speak to one of our Designated Safeguarding Leads – Ian Bussey, Dawn Smith, Claire Hill and Sue Hedges.



SCHOOL UNIFORM

The colours of our uniform are red, grey/black and white. All children need to wear school uniform which consists of:

Red sweatshirt/jumper/cardigan – plain or embroidered with our school logo

White shirt/blouse or polo shirt - plain or embroidered with our school logo

Grey or black skirt/pinafore/trousers/shorts

Red and white checked dress – summer term only please

Black school shoes – **NO** trainers or high heels please!

We also ask that your child has a warm coat for outdoor play and a hat to protect them from the sun in the summer.

Sweatshirts, cardigans, polo shirts with the school logo are available from Mary's Tots and Teens in Newport. Uniform of the correct colour but without the school logo is widely available, for example, from supermarkets.

P.E. KIT

Plain coloured shorts preferably black or dark blue

Red t-shirt – plain or embroidered with our school logo

Pumps/Trainers depending on the activity

Tracksuit (optional)

PLEASE ensure that all items of clothing and footwear are clearly marked with your child's name. Sweatshirts all look the same once they have been taken off!

JEWELLERY

Apart from a watch and stud earrings, please do not send children to school wearing jewellery. Children who do bring such items into school may be asked to hand them to the teacher to be kept until the end of the day.

HAIRSTYLES

Hair styles should be smart and tidy. No extreme styles, tramlines or colours.

STAFF FOR 2020/21

HEADTEACHER

Mr. Ian Bussey

ASSISTANT HEADTEACHERS

Mrs Dawn Smith

Mrs Claire Hill

SCHOOL OFFICE

Miss Sue Hedges - School Business Manager

Mrs Tracey Perrin - School Administrator

CLASS BASE	TEACHER	TEACHING ASSISTANT
ONE – YEAR 5/6	MRS DAWN SMITH	MRS KATH BEYER
TWO – YEAR 6	MRS SUSAN BOYLE	MRS KAREN HARVEY MRS LOUISE RENNISON
THREE – YEAR 4	MR BEN SMART	MRS PAULA HOLLOWAY
FOUR – YEAR 5	MISS HANNAH CLIFF	MRS GILL BANKS
FIVE – YEAR 3	MISS PAIGE OLIVER	MRS ANNIE CLARKE
SIX – YEAR 3/4	MRS CAROLYN BUCKLAND	MRS KELLY HOLMES
SEVEN – YEAR 2	MRS CLAIRE HILL	MRS JAYNE FREEMAN EVANS
EIGHT – YEAR 1	MISS CASSIE MELANIPHY/ MRS LUCY GILBERT	MRS CARLOTA MARSHALL
NINE - RECEPTION	MRS DEBBIE BRANCH	MISS SIMARJEET SANDHAR MRS ALISON HODSON MRS LORNA HOLMES
PART-TIME TEACHER	MRS RACHEL HILL	