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School Prospectus

2022/23



WELCOME TO OUR SCHOOL

Headteacher Welcome

I would like to welcome you to Cheadle Catholic Infant School. I am proud to be Headteacher of such a wonderful school.

Cheadle Catholic Infant School is an inclusive school with a determination to provide an excellent education for all children in our care. We are also a successful school that offers a stimulating environment and high standards of education.

As a Catholic School we place Christ at the very centre of all that we do. We do this by integrating Gospel values and the teaching of the Catholic Church into every aspect of learning, teaching and all of school life. In our school, then, our children's journey will also be a journey of faith. All staff and the governing body share in this sense of belonging to the family of God and so work together to instil this feeling of love in all our children, parents, carers and families of the community of Cheadle Catholic Infant School.

The aims of the school are contained in our Mission Statement:



Love • Respect • Shine

At Cheadle Catholic Infant School we **love** and **respect** each other.
We **love** to learn and let our inner light **shine** brightly in all that we do.

We work in close partnership with parents and our parish, recognising the unique nature of each child and celebrating what every individual adds to our school family. Above all else, as stated in our Mission Statement, we want our children to feel loved and, in turn, to love others.

At Cheadle Catholic Infant School, we offer a broad, balanced and creative curriculum, based on Gospel values, which cater for each and every child at the school.

All of the staff at the school work very hard to make lessons interesting and to help every child find their best way of learning. As a result we have a wonderful school full of happy, well behaved children who are a pleasure to teach.

I hope you will find this prospectus helpful in gaining an impression of Cheadle Catholic Infant School. If you have any questions at all please do not hesitate to contact me.

Best wishes,

*Pamela Glynn
Headteacher*

This is a snapshot of the views of our parents and what they say about our school:

Parent Questionnaire March 2022

***'School provides a rich and interesting curriculum.'* 73% strongly agree. 27% agree**

The best thing about the school is that the staff provide a loving and caring environment for my child to learn. The staff are very approachable and always happy to help with any concerns. Both my children have been very happy at the infant school and they have progressed extremely well.

The teachers that have taught my child have been of an exceptional standard. They are extremely caring & I would definitely recommend the school to parents I spend time with.

CCIS continues to be a warm, welcoming and friendly school. The staff are very friendly and supportive to individuals needs and communicate effectively with parents. My children are very happy at school, are developing well both with their education and social skills.

A delightful, well run school with love and kindness at the centre of its ethos.

Excellent school. Mrs Glynn & all teachers are approachable and have time to listen to any concerns or questions. They will spend time discussing these and offer any support where needed. A school that you genuinely feel loves and cares for your child and wants to support them to do well.

My child feels safe and secure in school: 78% strongly agree. 22% agree

Denominational Inspection 2019

'Pastoral Care and relationships for all pupils, staff and the whole school community is a real strength with faith clearly at the centre.'

'The leaders and governors are united in providing the best for the pupils in their care and are clear about what they need to do to continue improving.'



Dear Parents/Carers,

It is an honour and a privilege to be part of the Governing Body at Cheadle Catholic Infant School. Our school serves the parishes of Christ Church, St. Chad's, St. Ann's and part of St. Vincent's and St. John's, and the Catholic ethos is at the very heart of our school community.

Our governors bring a wide range of experience and commitment to their roles. We work closely with Mrs. Glynn, the school staff and the wider school community, sharing a common objective, which is to ensure that all children receive the highest standard of care and education.

The Governing Body has 3 specific roles, which are:

- **to provide a strategic view**
- **to act as a critical friend in the development of the school**
- **to be accountable to the whole school community**

In addition, we would like to take this opportunity to inform/remind parents that we are a voluntary aided school, which means that although mainly funded by Stockport Education Authority, we work with the Diocese of Shrewsbury, to

which we belong, to raise the balance of 10% for the building costs of the school. This takes the form of a voluntary annual payment to the Diocesan Building Fund of £15 per child. Details of which will be emailed to you in September.

Yours faithfully,

Anne-Marie Nugnes
Chair of Governors

Mrs J Peters
Vice-Chair of Governors

GOVERNORS OF THE SCHOOL
FOUNDATION GOVERNORS

Mrs A-M Nugnes (Chair)
Mrs C Shaw, Mr S Leatherbarrow, Mrs. R Brooke
Mrs V Martin, Mrs C Ramsbottom.

Local Education Authority Governor-

Mrs J Peters (Vice Chair)

Staff Governor – Mrs. S Boardman

Co-Opted Governor-Mrs. C. Lees

Parent Governors –Mrs L Quigley, Ms J Kirk

Headteacher – Mrs P Glynn

Clerk to the Governing Body – Miss L Halliwell
Education Division, Town Hall, Stockport.

THE STAFF

TEACHING STAFF:

Mrs P. Glynn (Headteacher)
Mrs C. Lees (Deputy Headteacher)
Mrs D. Dixon (SENCO)
Miss E. McClusky
Mrs J. McMonagle
Mrs L. Pullar
Mrs E. Allwright
Mrs S. O'Halloran
Mrs J. Kemal
Mrs L. Wainwright
Mrs B. Brennan- Sweeney
Mrs H. Tetlow,
Mrs H. O'Reilly
Mrs C. Nelson
Miss E. Ward
Mrs B. Burke

NON – TEACHING STAFF:

Mrs S. Spencer, School Business Manager
Mrs F. Taylor, Clerical Assistant
Mr P. Roberts, Caretaker



SUPPORT STAFF

Mrs T. Golden, Support Staff
Mrs J. Barnes, Support Staff
Mrs E. Noar, Support Staff
Mrs S. Boardman, Support Staff (HLTA)
Mrs M. Armstrong, Support Staff
Mrs T. Wigfield, Support Staff
Mrs C. Lynch, Support Staff
Mrs E. Mimmagh, Support Staff
Mrs B Roan, Support Staff
Ms E. Bradbury-Allen, Support Staff
Mrs L. Kilgallon, Support Staff
Mrs T. Hunt, Support Staff
Mrs E. Waldron-Green, Support Staff
Mrs V. Velasco, Support Staff
Mrs S. Bentley, Support Staff
Mrs H. Peel, Support Staff
Mrs J. Mellor, Support Staff
Mr M. Stevens, Support Staff

MID-DAY STAFF:

Mrs. Waldron-Green, Ms. Bradbury-Allen, Mrs Armstrong,
Miss Lee, Mrs Mimmagh, Mrs Shaw
Mrs Peel, Mrs Roan,
Mrs Goddard



KITCHEN STAFF:

Mrs E Humphries, Cook,
Mrs D. Neto, Assistant
Mrs J. McMenamin, Assistant
Mrs C. Brennan, Assistant.

AN INTRODUCTION TO CHEADLE CATHOLIC INFANT SCHOOL

Cheadle Catholic Infant School is a voluntary aided Infant school for pupils aged 3 – 7 years. It is situated in a pleasant suburban area of Stockport and serves the parishes of Christ Church in Heald Green, St. Ann's in Cheadle Hulme, St. Chad's in Cheadle and part of St. Vincent's in Bramhall.

The school occupies a pleasant site, with an open outlook situated alongside Bruntwood fields. It is located at the end of the cul-de-sac of Conway Road.

The school is enclosed with security fencing. Every Reception and Year 1 classroom has access to an outside provision area. All exterior doors are accessible at ground level or via access ramps. Children have access through lessons to a wildlife area, outdoor classroom and a prayer/reflection garden. The school also has a 'Mile' track for our Mile a Day runs. The school houses 2 disabled toilets, one in the Nursery and one in the office area.

There are currently 270 pupils in the main school, with a further 40 children attending our part-time nursery. We have a teaching staff of sixteen, including the headteacher. There are nineteen teaching assistants, twelve mid-day assistants, five kitchen staff,

a site supervisor, midday supervisor, clerical assistant, cleaner and a school business manager.

The school enjoys excellent relationships with our parents, our parish communities, our partner schools, the Diocesan Education Service and the Local Authority. We seek and encourage the participation of the parents in the learning process and life of the school. Weekly newsletters from the Headteacher, half-termly letters from class teachers and weekly class information pages posted on school website, keep parents well informed about everything, from school initiatives to year group curricular targets. Parents' consultation evenings are held in the Autumn and Spring Terms and written reports are sent out in the Summer. Parents are very welcome in our school and join us for a variety of events such as:

- Class assemblies
- Christmas liturgies & Easter liturgies
- Thumbs up mornings
- Sport's mornings
- 'Drop Everything & Read' sessions

Academically Cheadle Catholic Infant School produces results, which are higher than national, or Local Authority averages. These standards reflect the professional dedication of the school staff, the ability of the children and the support of the parents and governors.

The school was last inspected by Ofsted in May 2009 and was judged to be outstanding. In December 2009, we were judged to be an outstanding provider by Her Majesty's Chief Inspector in recognition of the three excellent inspection reports we have received in the previous nine years. A Section 48 Inspection of Religious Education in November 2019 judged the school to be Good in every aspect of school life that was inspected.

SAFEGUARDING & CHILD PROTECTION

Parents will be aware that the school will take any reasonable action to ensure the safety of its pupils. In cases where the school has a reason to be concerned that a child may be subject to ill-treatment, neglect or abuse, staff have no alternative but to follow Stockport's Safeguarding Board's Guidelines and inform Social Services of their concern.

Our Designated Safeguarding Lead is Mrs Glynn (Headteacher).
We have two Deputy Designated Safeguarding Leads:

Mrs Lees (Deputy Headteacher).
Mrs Dixon (SENCO).

Stockport Family at Cheadle Catholic Schools

Stockport Family is an integrated service for children, young people and families. Strong relationships and the development of an integrated 'Team Around the School,' are the heart of Stockport Family.

All schools have a named Social Worker, a named Stockport Family Worker and a School Nurse who provide advice, guidance and support to families who need it.

They can offer advice on children's sleep, diet, behaviour as well as advice on claiming benefits, parenting courses and mental health support. If we have enough interest our team will also offer parent workshops on sleep, diet etc.

The named Social Worker for Cheadle Catholic Schools is Sonia Nunes. The named Family Worker is Amy Buchan and our School Nurse is Michelle McCulloch.

If you wish to speak to a member of the team please contact school and we will make an appointment for you.

RELIGIOUS AFFILIATION

Currently the majority of children admitted to the school are baptised Catholics however, we do welcome all children of all faiths into our school.

Religious instruction is given according to the doctrines and practices of the Catholic Church. The Diocese of Shrewsbury Religious Education scheme is called 'The Way, The Truth and The Life'. It takes account of the age and development of the children. Each theme starts from where the children are at and links their experiences with Christian understanding and the experience of other faith traditions. We help children understand that Religion is for living, and as such is at the centre of all we do.

Each day begins and ends with prayers whether in the form of assembly or within each class. We actively celebrate the liturgical seasons, events and feast days through a range of services. Whole school prayer assembly takes place on a Monday and whole school celebration assembly takes place on a Friday. Parents are invited to share in special liturgies and class assemblies. Parents are kept informed of new topics through newsletters.

In Year 2 we work closely with families and their parish priests as we prepare the children for the Sacrament of Reconciliation. Parents' meetings are arranged both in school and in the parishes. The children make their First Forgiveness during the Season of Lent. They make their First Holy Communion during Year 3 in the Junior School.

OUR PARISHES

Christ Church: Parish Priest: Fr Tony McGrath
Finney Lane Heald Green Cheshire SK8 3DY
Telephone: 0161 437 5042

St. Ann's: Parish Priest: Fr Sean Davidson
29 Vicarage Avenue Cheadle Hulme Cheshire SK8 7JW
Telephone: 0161 485 1685



St. Chad's: Parish Priest: Fr Sean Davidson
Stockport Road Cheadle Cheshire SK8 2AF
Telephone: 0161 428 2480

Parts of the following parish:

St. Vincent De Paul's: Parish Priest: Fr. Martin Onuoha
Handley Road Bramhall, SK7 3EX
Telephone: 440 0889

Our school and our parishes are located in the **Diocese of Shrewsbury**, whose Bishop is **The Right Reverend Bishop Mark Davies**. The School's Commission and other diocesan services are administered from:

Shrewsbury Diocese Curial Offices 2, Park Road South Prenton Wirral CH43 4UX
Telephone: 0151 652 9855

ADMISSIONS

Cheadle Catholic Infant School is a Catholic Infant School situated in the Diocese of Shrewsbury and is maintained by Stockport Education Authority. As a Voluntary aided school, the governing body is the admissions authority and is responsible for taking decisions on applications for admissions. For the school year commencing September 2022, the governing body has set its admissions number at 90 for reception and 32 part-time places and 8 full-time places for nursery. (See appendix for details of our policy)

Children are admitted into the reception classes in the September after their fourth birthday. Ninety places will be available for the reception age group in the 2022/23 academic year. Children transfer to Cheadle Catholic Junior School at the end of the school year in which they attain their seventh birthday.

ARRANGEMENT FOR THE ADMISSION OF A PUPIL WITH A DISABILITY.

The Disability Discrimination Act of 1995 established a requirement to avoid discrimination on the grounds of disability. The governors have worked hard to ensure that pupils with disabilities are not subjected to less favourable treatment and have made reasonable adjustments to the school to overcome disadvantages caused by disability.

In recent years a medical room, disabled toilet, toilet grab rails, ramps and disabled parking have enhanced provision within the school. However, the governors continue to seek further improvements to the school site.

SCHOOL ORGANISATION

The school has nine classrooms and a nursery. Teaching groups have traditionally been organised by age. The number and size of classes within each year group is reviewed annually taking into account the staff available to the school and the number of pupils admitted. Our aim is to try to ensure quality access to the whole curriculum for all pupils over the course of their three years in the school.

This period, from 3 to 7 years, is called, in National Curriculum terminology, the Foundation Stage and Key Stage One, and is made up as follows:

EYFS: Nursery & Reception Classes

Nursery -	pupils 3+ years (Foundation Stage)
Reception -	pupils 4+ years (Foundation Stage)
Year 1 -	pupils 5+ years (Key Stage One)
Year 2 -	pupils 6+ years (Key Stage One)

Pupils who are identified as having Special Educational Needs (SEN) may receive the support of the Learning Support Service and the Educational Psychologist employed by the Local Authority, after prior consultation with the parents. This may involve work within the classroom or withdrawal for individual teaching.

The total number of hours spent on teaching each week is 22.5 hours, including Religious Education, but excluding time for registration, assemblies and breaks in the morning and for lunch.

THE CURRICULUM AT CHEADLE CATHOLIC INFANT SCHOOL

Through our curriculum intent it is our ambition that:

Children will know more, remember more and do more, leading to high academic success.

Cheadle Catholic Infant School's curriculum is closely designed around our school mission statement and has been developed to support the needs of the child as a whole. Our curriculum is designed to be **ambitious, progressive, sequential** and **inspiring**.

Religious Education

Under the guidance of Bishop Mark, we follow the Religious Education programme of "The Way, The Truth and The Life". We develop spirituality in our community through:

- Daily prayer and worship in class and in assemblies
- Liturgies
- The sacramental programme
- Sharing and exploring the gospels
- Care and respect for others both inside our school and parish communities and beyond

We aspire to relate the teachings of Jesus and the traditions of the Church to the everyday experiences of our children, thus making our school a setting for living, sharing and celebrating our Catholic faith. We place as much importance on the delivery of RE as that of English and Maths and apply the same rigorous standards and expectations in teaching and learning.

THE FOUNDATION STAGE CURRICULUM (Nursery & Reception)

The period from age three to the end of the reception year is described as the **Foundation Stage**. It is a distinct stage and important both in its own right and in preparing children for later schooling. The **Early Learning Goals** set out what is expected for most children by the end of the Foundation Stage.

In our Early Years Foundation Stage, we provide a balance between child initiated and adult directed activities, underpinned by the Early Years Foundation Stage

Curriculum. The coverage and progression across the seven areas of learning is ensured through the expertise of the whole early years team.

The curriculum is organised into seven areas of learning:

The **Prime areas** are:

- Personal Social and Emotional Development
- Communication and Language
- Physical Development

Here is a brief outline of what your child will learn:

Personal, Social and Emotional Development

Self Regulation

- Show an understanding of own feelings and the feelings of others. Begin to regulate behaviour accordingly
- Set and work towards simple goals being able to wait for what they want
- Give focused attention to the teacher and respond appropriately



Managing Self

- Be confident to try new activities and show independence, perseverance and resilience
- Explain the reasons for rules, know right from wrong
- Manage own basic hygiene including dressing, going to the toilet and the importance of healthy food choices

Building Relationships

- Work and play co-operatively, take turns
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and others' needs

Communication and Language

- To listen to stories and books
- Hold conversations
- To listen attentively and respond with relevant questions
- To follow and give instructions
- Offer explanations for why things might happen
- Express ideas and feelings in full sentences



Physical Development

Gross Motor Skills

- Confidently and safely use outdoor equipment
- Demonstrate strength, balance and co-ordination when playing
- Move energetically such as running, jumping, dancing, hopping, skipping and climbing



Fine Motor skills

- Hold a pencil effectively using the tripod grip
- Use a range of small tools, including scissors, paintbrushes and cutlery

- Begin to show accuracy and care when drawing

Additionally there are **four Specific Areas** for learning:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

Literacy

Comprehension

- Listen to and join in with stories and poems
- Describe main story settings, events and characters
- Demonstrate understanding about what they have read
- Use and understand recently introduced vocabulary



Reading

- Say a sound for each letter of the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound blending

Writing

- Write simple phrases and sentences



Mathematics

Number

- Have a deep understanding of number to 10
- Automatically recall number bonds to 5 and some number bonds to 10

Numerical Patterns

- Verbally count beyond 20
- Compare quantities to 10 in different contexts recognising greater than, less than, the same as

Understanding the World

Past & Present

- Talk about the lives of people around them and their lives in society
- Know some similarities and differences about things in the past and things now
- Understand the past through settings, characters and events encountered in books read in class

People, Culture & Communities

- Describe immediate environment
- Know some similarities and differences between different religious and cultural communities in this country

- Describe some similarities and differences between life in this country and life in other countries.

The Natural World

- Explore the natural world around them
- Know some similarities and differences the natural world around them and contrasting environments
- Understand some important processes and changes in the natural world around them including the seasons and changing states of matter



Expressive Arts and Design

Creating with Materials

- Safely use and explore a range of materials, tools and techniques
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing

Being Imaginative & Expressive

- Invent, adapt and recount narratives with peers and teachers
- Sing a range of well known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others



The early learning goals and curriculum framework provide the basis for long term planning throughout the Foundation Stage. By the end of Reception, some children will have exceeded the goals. Other children will be working towards some or all of these goals, particularly younger children.

KEY STAGE 1 CURRICULUM (Years 1 & 2).

ENGLISH

Phonics

At Cheadle Catholic Infant School, we use **Read Write Inc** as our phonics/ reading scheme.

Read, Write Inc is a phonics programme for children aged 4 to 7 who are learning to read and write. It teaches children how to both decode and understand written language to become confident and enthusiastic readers and writers. This is achieved by a structured approach to teaching phonics that is consistent across the school using the Read, Write Inc phonics resources and fully decodable reading books.

Children are grouped according to their ability in Foundation Stage and Key Stage 1 to ensure that teaching is matched to their level.

Phonics in Foundation Stage and Key Stage 1 takes place on a daily basis.

Teaching of phonics begins in Nursery.

Phonics sessions are taught daily and consist of a range of practical activities where children explore letters and the sounds they make and are given opportunities to apply these skills.

Reading:

Reading is prioritised to allow pupils to fully access the full curriculum. Learning to read is the most important thing children will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. We want our children to love reading – and to want to read for themselves. This is why we put our efforts into making sure children develop a love of books as well as simply learning to read. As children develop into lifelong readers we provide a range of reading books to develop skills and excite our young readers. We subscribe to the Cheshire Library Service which ensures that we have a wealth of exciting fiction & non-fiction books and artefacts for our children to handle, read and learn from.



Mrs Nelson is our school librarian who co-ordinates our, 'Reading for Pleasure,' activities as well as supporting teachers in their teaching of reading.

Writing:

We teach writing using a range of quality fiction and non-fiction texts which link to topic areas. We aim to create purposeful writing opportunities across the Curriculum.

MATHEMATICS

We follow the White Rose Hub Scheme of Learning. All Lessons encourage children to explore concepts and develop their understanding through the manipulation of concrete resources and then apply this knowledge in problem solving and reasoning activities. We also use 'Maths of the Day' as a way of engaging the children in their maths outside of the classroom.

FOUNDATION SUBJECTS



We pride ourselves on the breadth of our curriculum and we strive to provide a broad, balanced, creative and highly enjoyable curriculum.

The learning journey is mapped out year by year. Subject specific content ensures there is clear progression, consolidation and extension of skills and knowledge.

SCIENCE

In science, pupils observe, explore and ask questions about living things, materials and phenomena. They begin to work together to collect evidence to help them answer questions to simple scientific ideas, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out comparative tests, and finding out things using secondary sources of information. They evaluate evidence and consider whether tests or comparisons are fair.

They share their ideas and communicate them using scientific language, drawings, charts and tables

DESIGN & TECHNOLOGY

Pupils learn how to think imaginatively and talk about what they like and dislike when designing and making. They build on their early experiences of investigating objects around them. They explore how familiar things work and talk about, draw and model their ideas. They learn how to design and make safely and could start to use IT as part of their designing and making. In Cooking and Nutrition, pupils will use basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.



COMPUTING

During Key Stage 1 pupils explore computing, they will learn to use equipment confidently and with purpose to achieve specific outcomes. Pupils will use logical reasoning to predict behaviour of simple programs. They will learn how to create and debug simple programs. They start to use IT to develop their ideas and record their creative work. They become familiar with hardware and software. Pupils will learn how to use technology safely and respectfully.



HISTORY

In history pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. Pupils will learn about significant historical events, people and places in their own locality. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

GEOGRAPHY

Pupils investigate their local area and use simple compass directions and locational and directional language. They will learn about seasonal and daily weather patterns and the location of hot and cold areas of the world. Pupils will know, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. They also begin to learn about the wider world and know the world's seven continents and five oceans. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.



ART & DESIGN

In art, pupils develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour, shape and space and pattern and texture and use them to represent their ideas and feelings. They will learn about the work of a range of artists and designers, and be able to describe differences and similarities, and make links to their own work.





MUSIC

Pupils listen carefully and respond physically to a wide range of music. They play tuned and untuned instruments musically and sing a variety of songs from memory, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy how sounds and silence can create different moods and effects.

PHYSICAL EDUCATION

Pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups. By watching, listening and experimenting, they develop their skills in movement and co-ordination, and enjoy expressing and testing themselves in a variety of situations. Pupils will participate in team games, developing simple tactics for attacking and defending.



PSHE & CITIZENSHIP

During Key Stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

RELATIONSHIPS & SEX EDUCATION (RSE)

From September 2020 the government has made Relationships Education and Health Education statutory for all primary school children. RSE will be firmly embedded in the PSHE and RE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of children.

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education.

We will be implementing Ten Ten programme for Catholic primary schools, **Life to the Full**, to teach Relationships Education and Health Education. This scheme has been recommended by the Bishop of Shrewsbury and ensures that RSE is taught within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

The framework of the programme covers themes which are taken from the Catholic RSE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice.

Life to the Full is a fully resourced scheme of work in Relationships and Health Education for Catholic primary schools which embraces and fulfils the new statutory curriculum. Taught with a spiral approach to learning, the pupils revisit the same topics at an age-appropriate stage through their school life. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God – created, chosen and loved by God. The programme is fully inclusive of all pupils and their families.

Parents have the right to withdraw children from Religious Education, Collective Worship and RSE.

However, it is anticipated by the Governing Body that those specifically choosing Catholic education will wish to lend their support to maintaining both the full spiritual life of the school, and those aims set out in its Mission Statement.

For more detailed information please see our subject overviews on our website.

We are passionate about developing happy and healthy children who will go on to thrive in their future education. We encourage healthy lifestyles and promote exercise and fitness in school.

We are a **'Smile for a Mile'** school and every day our children run a mile. We have won numerous sports awards this year due to our commitment to sport and fitness and we are the proud winners of, 'Stockport Smile for a Mile School 2020'



FOREST SCHOOLS:

Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees. Forest School is a specialised learning approach that sits within and complements the wider context of outdoor and woodland education.

At Cheadle Catholic Infant School, our Forest School provision provides nurturing, positive outdoor learning experiences to support our children's wellbeing and personal development. Children learn about the natural environment, how to handle risks and how to use their own initiative to solve problems and co-operate with others. Children participating in Forest School have the opportunity to explore, play, learn boundaries of behaviour and develop life-long skills such as confidence, resilience, independence and motivation, whilst making links to the curriculum.



ASSESSMENT

Assessment forms an integral part of the curriculum. All teachers regularly assess what pupils know, understand and can do. This then informs future planning and teaching for an individual child or group of children.

During the first weeks in Reception, baseline assessments are carried out. The results of these aid the teacher in devising an appropriate programme of work for each child. An Early Years Profile enables teachers to record observations and assessments of your child's development/ progress during their time in nursery and reception. From then on teachers assess all subjects through focused assessments on year group expectations related to their daily activities.

At the end of Key Stage 1, our Year 2 pupils' progress is assessed through teacher assessment and national tests, the Standard Assessment Tests (SATs). Pupils in Year 1 take part in phonics screening tests every June. All of the test data is analysed and used to raise standards further.

REPORTING TO PARENTS

The written reports at the end of the year will give the teacher's assessment of your child's progress in the curriculum and possible targets for the future. Information on attendance is a legal requirement. It should be stressed that all such information is strictly confidential.

Parents' consultation meetings are arranged for the Autumn and Spring terms. At these meetings teachers will inform you of your child's progress and indicate areas for development, through the identification of future targets.

INCLUSION

When a child is identified as having Special Educational Needs the school follows the Local Authority system for monitoring and recording progress. Any action taken by the school to help the pupil is recorded and parents are kept fully informed. In the first instance the class teacher shares her concerns with the parents, the headteacher and the Special Needs Co-ordinator within the school. A programme of work is devised and tailored to suit the need of the individual child. There is also a support teacher from the Learning Support Service assigned to the school. He or she is able to advise the class teacher and/or work with the child. This may be on a withdrawal basis or in the child's classroom. The school also has a named psychologist who works alongside parents, teachers and other agencies in identifying, assessing, managing and supporting children with special needs.

If the assessment reports suggest that your child does have special needs, which are sufficiently severe and complex to require additional provision to be made, then the Local Authority have to produce a document called an Education, Health and Care Plan.

UNIFORM

There are three retailers, (Monkhouse, Debonair, MCS). All uniform, except the school tie, socks and knitwear, is obtainable from alternative suppliers.

WINTER

Grey pinafore dress/skirt or trousers
Yellow polo shirt
Grey cardigan/ pullover
Grey socks or tights
Black shoes

SUMMER

Yellow/white or plain yellow dress
Grey shorts or trousers
Grey or white knee socks
Yellow Polo Shirt
Grey pullover or cardigan
Black shoes

P.E. KIT

Yellow T-shirt, black shorts, velcro trainers

OUTDOOR PE KIT

Black sweatshirt/hoodie/ fleece. Leggings/joggers,
Velcro trainers

FOREST SCHOOL KIT

Black sweatshirt/hoodie/ fleece. Leggings/Joggers,
Wellies.
Raincoat, waterproof trousers.
Hat, scarf, gloves.

Children should wear sensible, black shoes at school.

Please mark ALL items of clothing and footwear clearly with your child's name.

For safety reasons jewellery must not be worn in school.

BEFORE & AFTER SCHOOL PROVISION

Some parents require before and after school care for pupils.

We have a Breakfast Club available on site.

This is for Reception to Year 2 children only.

The club runs from 7.30am – 8.50am and **costs £5.50 per session.**

Club Managers: Mrs Armstrong and Mrs Mellor

Tel: Office 0161 485 8733

We have an After School Club available on site.

This is for Reception to Year 2 children only.

This runs from 3.30pm - 6pm and **costs £12.50 per session** (Other prices for part time, please see information provided.)

Club manager: Mrs Hunt

Tel: Office 0161 485 8733

There is also the option to join the After School Club at 4.30pm if you wish your child to do so.

There will also be a multi-skills sport's club which currently runs after school on Monday, Tuesday, Wednesday and Friday, for Year 1 and Year 2 until 4.30pm.

These days may change in the next school year (2022/2023).

The club is run by Mr Helsby who is also our school PE coach.

Email: ross.helsby@gmail.com

LIAISON

The staff of Cheadle Catholic Infant School do not work in isolation. Our close links with Cheadle Catholic Junior School, St. James' Catholic High School and other partner schools enable us better to meet our pupil's current needs and to prepare them for the future.

Regular contact is maintained through joint in-service training activities, meetings and social events. We are also involved with other primary schools to pursue matters of common interest.



HOME AND SCHOOL

DISCIPLINE

Discipline in the school is the responsibility of the headteacher, supported by the deputy head and the teachers. We aim to promote a secure and caring environment in which teaching and learning can take place effectively. Children are encouraged, praised and treated fairly and they are expected to develop a sense of self-respect and awareness of the needs of others. We have developed with the children a simple Code of Conduct, Our Golden Rules, and linked these to the Home –School – Child Agreement (See Appendix). If particular behavioural problems do arise, parents of the child or children concerned are informed and asked to co-operate in finding an effective solution. We aim to promote a positive working partnership with parents and visitors to our school and we have an Access Policy in place to safeguard all members of our school community (See Appendix).

PASTORAL CARE

Class teachers take responsibility for the normal pastoral care in their own class, under the overall direction of the head and deputy head. The exchange of information between parents and the school on all matters relating to the welfare of pupils is very important. Often events within the family can have an effect upon the child in school. If you are in any doubt, please do contact the headteacher to discuss the matter. All such information is of course a matter of strict confidentiality.

Our School Age Plus family support worker, the school nurse and the educational psychologist visit the school regularly. These agencies can all offer help if difficulties arise

HOME – SCHOOL – CHILD AGREEMENT

All parents are encouraged to sign a Home-School Agreement. This outlines the responsibilities for school and parents and ensures an effective partnership between Home and School.

HOMEWORK



Homework is given each week but this is completely optional. Generally, this takes the form of reading each evening; sound books, spellings, maths activities. Older pupils can expect English and Maths activities related to the class programme. From time to time little projects might be encouraged. We are always mindful that our children work hard in school and should not be spending much time on academic activities outside school hours.

Each child has a Reading Record Book. Parents will also receive a half-termly letter from the class teacher and weekly class information pages are posted on the school's website. This outline's current areas of study and suggests ways in which you can support your child. Regular newsletters will inform you of current R.E. topics, curriculum developments, staff news and general school developments.

These newsletters are also posted on the school website at:

www.cheadle-inf.stockport.sch.uk

VISITING THE SCHOOL

Parents are always very welcome to come into school to discuss any matter relating to their child. We believe that a child's education can only benefit from parents and teachers working closely together. Visits should be arranged by prior appointment

unless the matter is urgent, in which case, please call in. In either case it is our policy that all visitors always report their presence to Mrs Taylor (School Clerical Assistant) and sign in.

Every year, towards the end of the summer term, a meeting is arranged for the parents of children who are to be admitted the following school year. Further parents' consultation meetings are arranged twice yearly for all parents. These are held in the Autumn and Spring terms and interviews are arranged on an appointment system.

EMERGENCY PROCEDURES

It will be necessary for a variety of reasons for the school, from time to time, to contact parents during the day. We will only do so in cases of real emergency or where we feel the welfare of the child merits such action. It is therefore vital that the information in our records is accurate and up to date. Please inform the school in writing of any changes to the following:

- Home address
- Emergency contact e.g. mobile number, works number, grandparents or other relatives
- E-mail address
- Working hours and days

THE PARENT STAFF ASSOCIATION

Cheadle Catholic Infant School has an active PSA. All parents/guardians of pupils attending the school and all teachers are automatic members. Generally the Association aims to hold one social and/or fund-raising event each term. All monies raised from any event go back into funding the school where it is felt appropriate. In December a joint Christmas fair takes place with Cheadle Catholic Junior School. This event generates the most income and the total profit is split between the two schools. A joint quiz night & summer family fun night have proved equally successful. We hope that you will be able, in any way at all, to give your help and support. Not only is it a way to help the school, but it is also a means of meeting other parents.

FUNDRAISING

Part of our mission as a Catholic school is to give the pupils an awareness of the needs of others and of the role of Catholic Christians in helping them. We cannot respond to all the requests for help but have supported the following charities: Rainbow Family Trust; Cafod; Wellspring; Good Shepherd; Children in Need; Beechwood Cancer Care; Comic Relief, Mission Together, Sport Relief.

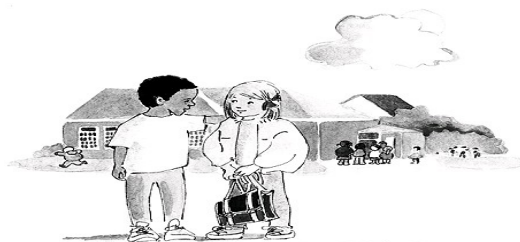


COMPLAINTS

Parents who are concerned about any aspect of school life should initially discuss the matter with the headteacher to seek a solution. Parents who wish to pursue a complaint further in respect of a child's legal entitlement under the Education Reform Act (1988) have recourse to the Stockport LA's formal complaints procedure. The LA's statement of policy on this matter is available for inspection in school by prior

arrangement with the Headteacher. Other LA, DfES and school statements are also available for inspection by prior arrangement.

If you do have a problem please bring it to our attention before it grows into a major concern.



FURTHER INFORMATION

The School Day

After allowing for breaks, registration and collective act of worship, the normal teaching time is 22.5 hours.

School starts	9.00am
Session 1	9.00am – 10.30am
Break	10.30am – 10.45am
Session 2	10.45am – 12.00pm
Lunch break	12.00 – 1.15pm
Session 3	1.15pm – 2.30pm
Break/ Smile for a Mile	2.30pm – 2.40pm
School closes	3.25pm

The classroom doors are open from 8.50am, this is due to the good will of the teachers who are present in their classrooms to receive the children. Classroom doors will shut at 9.05am. If children arrive after this time they should be brought into school through the main entrance.

All children should be in school before the start of each session.

No child is allowed to leave the school premises before the end of a session unless they have an appointment. Please give notice of an appointment, preferably in writing, for the doctor, dentist, etc to the class teacher or headteacher. Children with an appointment should be collected only by a parent or guardian or a responsible adult authorised by the parent from the main entrance. Children should be signed in and out of school.

Children using the bus services are escorted to their designated bus by members of staff. If you have to change the arrangements for your child to be collected at the end of the day, please let the school know by telephone or in writing.

ABSENCE FROM SCHOOL

At Cheadle Catholic Infant School, we take our responsibility to provide your child with a good education very seriously. In order to do this, we need your child in school every day and on time.

Good attendance and punctuality are an essential part of your child's success at school. Pupils who regularly miss school or arrive late fall behind in lessons and may not achieve their full potential.

If your child is going to be absent you must contact the school office by telephone 0161 485 8733 or email: admin@cheadle-inf.stockport.sch.uk

You must notify school every day of your child's absence.

If no contact is received the absence will be marked as unauthorised and the Education Welfare Team will be contacted if absence becomes persistent.

The school day is divided into two sessions. If your child is unable to attend the am session but is well enough/able to attend the pm session it is expected that every effort is made to do so to receive a p.m. attendance mark.

Medical Absence

It is expected that medical/ dental appointments be made outside of the school day. If this is not possible your child must attend school before and after the appointment.

Leave of Absence

Permission for a leave of absence will only be given in exceptional circumstances and at the discretion of the Headteacher.

Please make the request in writing at least **4 weeks in advance** of the leave of absence. We may contact you to discuss this further and will respond in writing. If you continue to take the leave without permission or you do not make a request then the absence will be recorded as unauthorised.

Leave of absence will not be authorised unless there are exceptional circumstance.

These do not include holidays.

Punctuality

All pupils are expected to be **at school by 9am** ready for the start of the day. Parents of pupils arriving **after 9:05am** must report to the office to provide a reason for their child's lateness and sign them in to school. The pupil will need to be marked into the attendance book and the minutes late will be recorded.

The register will close at 9:10am – pupils arriving after this time will be marked as an unauthorised absence for the morning session. If children arrive after 9am and before 9.10 am they are given a late mark.

Medicines

If a child must take medicine in school time parents must complete a medication permission record available from the school office or the school website. A member of staff with first aid training will supervise the administration of the medicine. The first dose of any new medication must be given by the parent at home in case of an allergic reaction. If your child suffers with asthma, you will need to complete a school asthma card/ form regarding their condition and treatment. If your child suffers with any other serious condition you must inform the headteacher regarding your child's needs.

Fire Drill/ Evacuation/ Lockdown

Drills are held regularly and all children are taught the correct procedures to follow.

Birthdays

We celebrate every child's birthday in school in our own special way.

We **do not** allow children to bring in cake or sweets from home because we do have children in school with allergies and we are also a 'Healthy School.'

If your child would like to bring something into school to celebrate their birthday we ask that they bring in a favourite story to be read to their class or donate a book to their class library.

Meals in School

Excellent healthy school meals are available with a choice of items prepared in our own kitchen. Medically specified diets can be catered for on request. If preferred, children may bring a packed lunch.

In September 2014, the government introduced Universal Free School Meals for children in Reception, Year 1 and Year 2. School is flexible should your child wish to change from hot dinners to sandwiches. This can happen with prior notice given a week before to Mrs Taylor: Clerical Assistant. Please note that a drink is provided with every school meal.

During the lunch period a dedicated team of supervisors look after our children whilst they are eating and on the playground.

Children are allowed to bring a healthy snack for morning break. The following advice is given to help children make positive choices.

Good choices to include: Fresh fruit, dried fruit, raw vegetables e.g. carrot sticks, cheese strings, cheese slices, cheese dunkers or cheese sticks. We ask that crisps, biscuits, sweets and chocolates are not brought in.

Since March 2003, the school has taken up the offer of the 'Free Fruit for Infants' scheme and a piece of fruit is provided for each pupil at afternoon breaktime. Please let us know if your child is allergic to any fruit.

Children are encouraged to bring water bottles to school. These should be clearly marked with the child's name and should only contain **water**.

Parking

As a large popular school, serving a wide catchment area, there is inevitably a large volume of cars at the start and end of the school day. Over the past few years the school community has worked hard to develop a School Travel Plan. **Our school car park is for staff and bus use only.** Some of the surrounding roads are subject to parking restrictions at certain times. **Please consider parking at Bruntwood Park car park.** The governors have agreements with the agencies involved at this site. **You may park free of charge at Bruntwood Park at the start and end of the school day** (half an hour before and after 9am and 3.25pm). The school gates are **locked at 9.10am and opened again at 3.10pm.** Alternatively, consider using the school bus or car sharing. Please support our School Travel Plan. Details of parking facilities and our footpath are enclosed in the pack. We ask that if you do park on roads near to the school, that you park considerately and show respect to our local residents. Included on your data collection sheet is School Travel Agreement for home and school to read and sign.

Please note that 'After School Clubs' are conducted outside on the school grounds so the gates will be locked until the Club has ended. Children will be dismissed from the front of school, near the office. (The gate from Bruntwood Park will NOT be opened at this time)

Voluntary Contributions

The governing body will seek voluntary contributions for the benefit of the school or in support of any school activity whether during or outside school hours, residential or non-residential. The contributions will be genuinely voluntary and no pupil will be treated differently depending on whether or not the parents have made any response to the request for voluntary contributions.

Building Fund

As a Catholic school the majority of our income comes from state funding. However, in return for the right to promote the Catholic Faith, 10% of the cost of all building work, repairs and maintenance must be met by the Diocese. At one point, donations through collection at mass were enough to meet this cost, but funding from the 'plate' has fallen well short of the bill for many years now.

In 2000 the Shrewsbury Diocese introduced a building fund in order to meet the 10% cost of all works on its Catholic schools with all those parents choosing Catholic education for their children asked to make the voluntary contribution of **£15 per child, per year**.

Whilst this is a suggested donation, Cheadle Catholic Infant School has to make a payment for each child to the Diocesan fund - regardless of whether parents opt to pay or not.

Last year we had to pay the shortfall from the school budget - money that was much needed for resources, energy costs etc.

We ask parents to consider why choosing a place at a Catholic school is so important to you and make a donation if you can.

You can pay your voluntary building fund donation online via PayPal by using the following link: <http://www.dioceseofshrewsbury.org/schools-building-fund> or by cash or Sims Payment.

Pay 360:

We are a cash free school and all payments for trips etc must be done using our Pay 360 system. You will be registered and shown how to log on when your child starts school. If you have any issues with Pay 360 please email Mrs Spencer

Sarah.spencer@cheadle-inf.stockport.sch.uk

Access to Documents

School policies cover every aspect of school life. Some of our most important policies are on the school website. If you want to know our policy on something that is not listed, please ask the school office.

Conclusion

The information in this document does not cover all that happens in school, and parents are encouraged to keep in regular contact, and to let us know if they have any questions or problems.

LOCAL AUTHORITY NOTES.

TRAVEL TO SCHOOL

General

Stockport is an urban area well served by public transport. Services are provided by Transport for Greater Manchester (TFGM) after consultation with the Council, which is not directly involved in the provision of transport to schools.

Any queries about school buses should be directed to the TFGM Telephone Enquiry Unit (Tel: 0161 244 1000)

Children under 13 years of age may travel at the child concessionary fare. This concession does not apply to children attending private or independent schools.

A) Free Travel

Some children qualify for free travel passes if transport is considered necessary to facilitate school attendance. In considering each application, the Authority, as required by law, will have regard, among other things, to the age of the child and the nature of the route. New applications for bus passes are only considered:

- Where the distance between the gate of the home and the gates of the priority school or associated Catholic school (NOT NECESSARILY THE SCHOOL TO BE ATTENDED) exceeds 3 miles for children aged 8 years and over.

- Where the distance between the gate of the home and the gates of the school to be attended exceeds 3 miles.

Measurement is made by the nearest available walking route which a child could reasonably be expected to take, accompanied as necessary. Parents' attention is drawn to the implications of accepting a place at a non- priority/associated school with regard to free school travel.

The Council does not normally assist with the transport costs of pupils who obtain places in schools outside Stockport. If the application is for a school outside Stockport on denominational grounds and appropriate education cannot be provided within Stockport then free school travel will be considered. Applications should be accompanied by a letter, from the relevant school, indicating that the attendance is on denominational grounds. The Council reserves the right to review the route used for measurement purposes at any time and may withdraw passes in cases which subsequently fail to qualify.

Parents who wish to appeal against a decision regarding eligibility for free travel should do so in writing to the Corporate Director for Children and Young People stating clearly their grounds of appeal.

Transport on Medical Grounds

Transport may be provided on medical grounds, normally for a limited period, on the recommendation of the School Medical Service. Parents who wish their child to be considered because they are unable to use public transport because of e.g. a broken leg, should apply to the Children and Young Peoples Directorate: (Tel: 0161 474 7227) and enclose a note from the child's specialist or Family Doctor.

Cheadle Catholic Infant School

Homework Policy 2022-23

"Homework is any work or activity which pupils are asked to do outside of lesson time. It should include an element of independent study what is not directly controlled or supervised by the teacher. It is an extension of learning activities, provided in accordance with objectives of the school curriculum".

Penelope Weston (Author of "Homework – Learning from Practice")

General Introduction

At Cheadle Catholic Infant School the partnership between home and school is recognised as being a vital element in the education of our children. Homework is seen to be part of this wider partnership between parents and school. The intention of this policy is to set out clearly what is expected of children, parents and teachers with regard to homework.

Aims

- To extend and support the learning experience offered in the classroom.
- To encourage a gradual progression towards independent work habits and individual responsibility.
- To further develop an effective partnership between home and school.
- To actively involve parents in children's learning.

- To ensure consistency in approach throughout the school.

The Value of Homework

As a discipline: to encourage pupils to develop the confidence, skills and motivation to study on their own.

As consolidation: to reinforce skills and understanding developed at school.

As enrichment: to extend their learning

As liaison: to enable parents to work with school and use the resources of the home setting to enhance learning opportunities.

Framework for Teachers

Teachers will:

- Ensure that the total amount of homework set in a week is consistent and manageable
- Ensure that homework activities across a year group are consistent and recorded in planning
- Be aware of the recommended time allocations for each age group
- Respond to the needs of individuals, e.g. be flexible if homework is causing confrontation at home or a pupil is unwell/tired or unsupported at home, and of children with SEN
- Be sensitive to the home situation, e.g. availability and access to resources at home
- Be aware that there may be an implication for the demand on resources at school or locally
- Give appropriate guidance for parents using simple language and provide instructions for the activity where necessary
- Provide parents with the opportunity to become involved in their child's learning
- Ensure that there is a balance between homework which needs marking and other activities where oral feedback is appropriate
- Set work linked with what the child is being taught/experiencing in the classroom
- Provide a balance between consolidation and practice, and investigation and research
- Monitor those children who fail to complete homework tasks on a regular basis in order to liaise further with parents.

Homework Time Allocation

	Reading	Other Activities
Reception	10 minutes/day	25 minutes/week
Years 1 and 2	15 minutes/day	30 minutes/week

Parental Involvement

The guidelines enclosed with this policy will be sent to parents at the beginning of each year.

Assessment

Assessment takes place regularly in the classroom of specific learning activities including spelling, times tables and progress in reading. Other homework tasks are assessed as part of the child's overall learning and feedback is given to children in school either individually or as a group.

Equal Opportunities

Every child should be given homework which is appropriate to his or her needs. Children who have special educational needs should be given work suited to those needs. Extra provision may be made for those children experiencing difficulties in completing their schedule of homework.

Monitoring and Evaluation

The effectiveness and quality of homework will be monitored by the school to ensure progression and continuity.

"Homework is not an optional extra, but an essential part of a good education".

1997 Excellence in School DFEE

Policy reviewed March 2000

Our Golden Rules

I will try to live as Jesus wants me to live.

He has shown me the way.

In school I will try to follow the Golden Rules:

I will be gentle

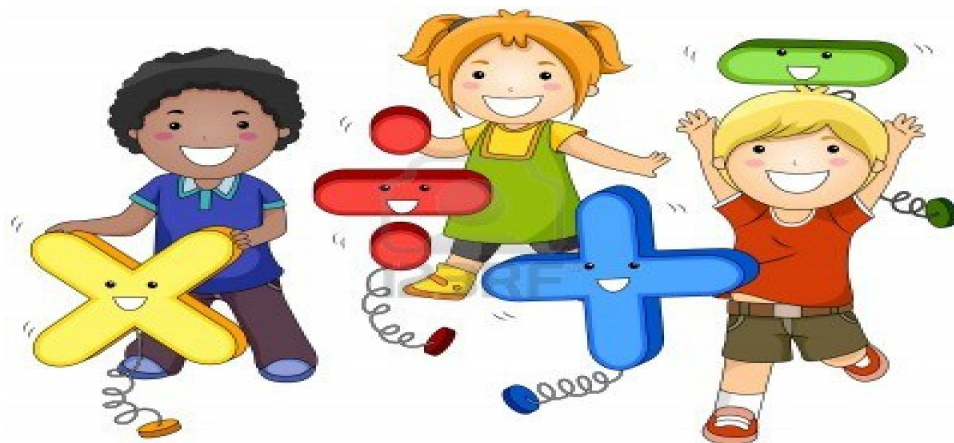
I will be kind and helpful

I will be honest

I will work hard

I will look after property

I will listen to people





Dear Parents/ Carers,

Re: National Fruit Scheme

The Government's initiative to run a National School Fruit Scheme for infant children is to continue for a further twelve months. Under the scheme, which has been running for five years, each child is entitled to receive a free piece of fruit each school day. Scientists agree that everyone, including children, can reduce the risk of heart disease and cancer by eating at least **5 portions of fruit and vegetables every day**. On average, children in the UK currently eat only 2 portions of fruit each day.

I am delighted that our children have been participating in this scheme, which reinforces our commitment to **healthy eating**. Consequently, your child will be offered a piece of fruit each day. We distribute this during afternoon playtime.

The fruit is fresh (3 deliveries a week) and of good quality, equivalent to the fruit that we buy in the shops. Our kitchen staff wash and prepare it each day. The aim is for the pupils to have a positive and enjoyable experience of fruit.

The scheme is voluntary, and there is no obligation for your child to take part. I hope that you will share my belief that the Scheme has many benefits. I am keen to help our children to enjoy eating fruit and the Scheme will help us to teach them about the benefits of healthy eating.

If you **DO NOT** wish your child to participate in the Scheme, please let me know in September. It is essential that you inform us of any allergies your child may have, so that we can ensure they are not given anything that will harm them.

If you have any questions, please contact us.

Kind regards,

Mrs Glynn