

Head Teacher: Mr Paul Prigg

Free Bike Marking to protect your bike is available today (**Monday 3rd Feb**) on Blackpole Retail Park from 3.30pm. This is being carried out by Warndon SNT and the Worcester City Council Community Engagement Team.

MESSAGE FROM THE HEAD TEACHER

Hello,

Parents Meetings:

Our next meetings for parents will be held on Monday 10th and Wednesday 12th February, after school. You will have the opportunity to meet teachers face-to-face or alternatively have a phone call appointment. This is a really important opportunity to communicate with you on how your child is getting on, so please let us know if you are unable to attend and we can rearrange this.

Punctuality:

We are noticing an increasing number of children arriving after the gate closes at 8.45am. This is the time the children's learning begins. Arriving 5 minutes late over the course of a week, misses out on 25 minutes of learning time. So we can give your child the best opportunities in school, please ensure you are arriving at school on time.

Football and Peer Mentors:

Last Tuesday we organised a Worcester school's football tournament. Six schools joined us at King George V Playing Fields from across the city. The team played brilliantly together, showing good sportsmanship – well done.

We also sent some of our Peer Mentors to the Orchards School in Bromsgrove on Friday to complete some training, which the children will share with other peer mentors within our school. They represented our school brilliantly and we look forward to their training.

Thank you for your continued support, Paul Prigg

www.carnforthschool.org | 01905 701099 | office@carnforthschool.org

MATHS

Carnforth certainly has had a spring in its step since returning from the Christmas break. The amount of positivity and effort being put into Maths lessons is amazing to see and hear!

We are looking forward to partaking in NSPCC's Number Day by engaging in an hour's worth of times tables game play through TTRS. Find out more below:



The banner features a green background with a black truss structure. Two spotlights illuminate the text. The word 'NSPCC' is in green, and 'ROCKS' is in large, light blue, stylized letters with a plus sign inside the 'O'. A yellow lightning bolt is on the left, and a plus sign is in the top right corner.

**NSPCC
ROCKS**

FRIDAY 7 FEBRUARY 2025
7:30AM TO 7:30PM

 **PLAY IN ANY
GAME TYPE!**

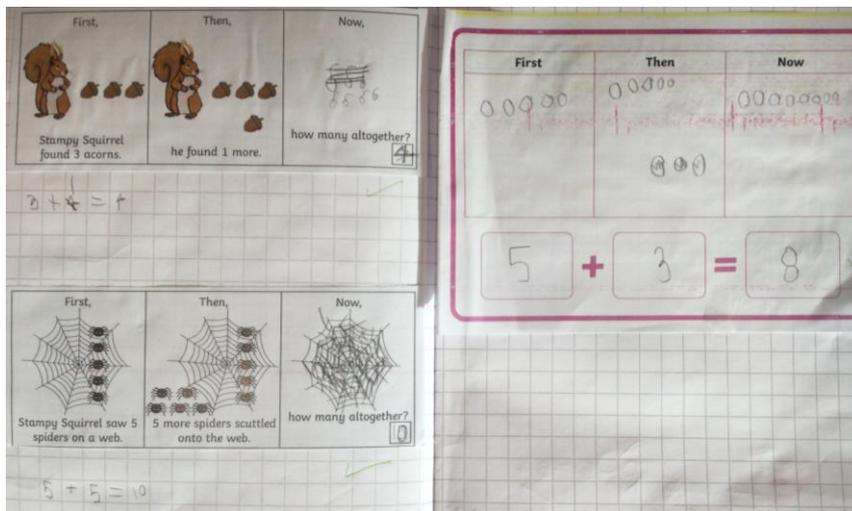
**1HR TIME LIMIT
PER PERSON!** 

The children will be given the opportunity within the school day to build up points for their class. The winning class will receive mathtacular surprise.

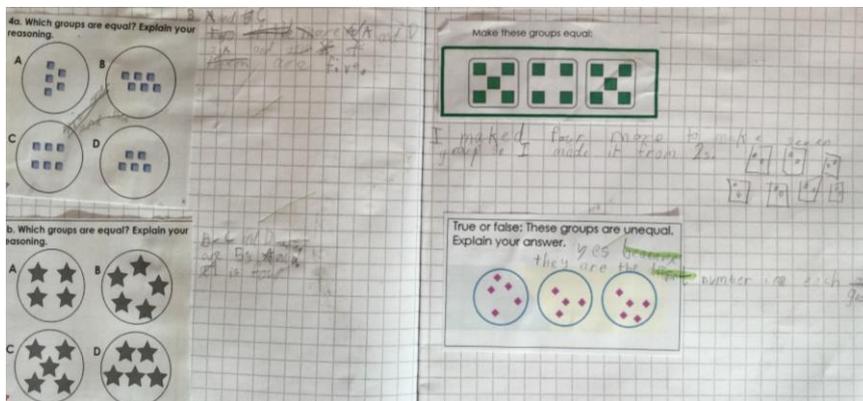
MATHS (Continued)

Find out what we have been up to!

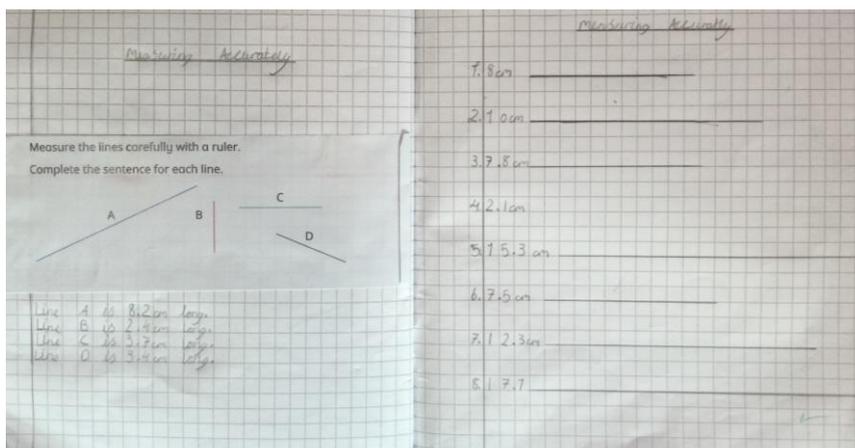
Year 1 have been focusing on addition stories to 10 using concrete, pictorial and abstract resources. It is wonderful to see their own interpretations and responses to their addition stories. We can't wait to see what they use for their subtraction stories.



Year 2 have been focusing on their multiplication strand focusing on equal groups and how to make equal groups. They have begun to use their knowledge of equal groups to reason and problem solve.



Year 3 have been learning how to measure accurately and boy was this tricky. Understanding how to accurately measure and draw this can be difficult sometimes however they have shown resilience and determination to succeed. Might we add (pun intended), Very neat presentation!



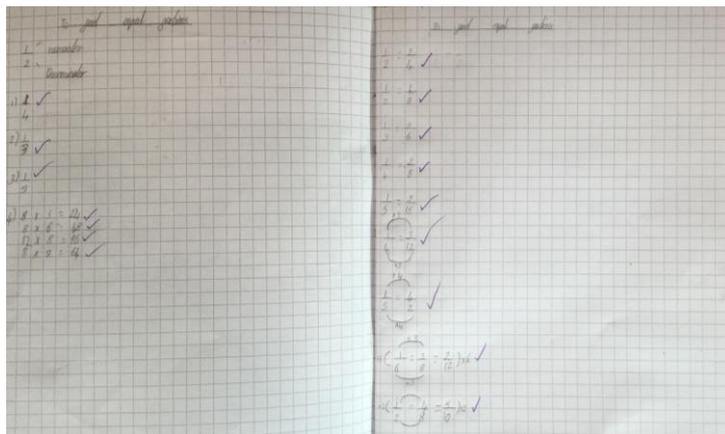
MATHS (Continued)

DID YOU KNOW?

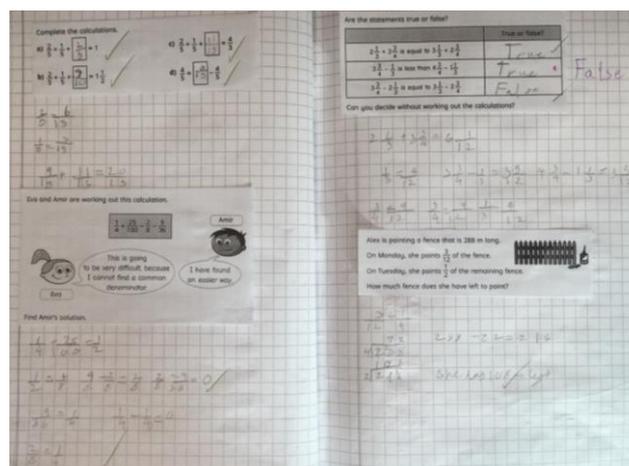
There are only 36 essential facts to learn your timestables? These facts will help your child remember key multiplication and division facts with the times table poster below.

x2	x3	x4	x5	x6	x7	x8	x9
$2 \times 2 = 4$							
$3 \times 2 = 6$	$3 \times 3 = 9$						
$4 \times 2 = 8$	$4 \times 3 = 12$	$4 \times 4 = 16$					
$5 \times 2 = 10$	$5 \times 3 = 15$	$5 \times 4 = 20$	$5 \times 5 = 25$				
$6 \times 2 = 12$	$6 \times 3 = 18$	$6 \times 4 = 24$	$6 \times 5 = 30$	$6 \times 6 = 36$			
$7 \times 2 = 14$	$7 \times 3 = 21$	$7 \times 4 = 28$	$7 \times 5 = 35$	$7 \times 6 = 42$	$7 \times 7 = 49$		
$8 \times 2 = 16$	$8 \times 3 = 24$	$8 \times 4 = 32$	$8 \times 5 = 40$	$8 \times 6 = 48$	$8 \times 7 = 56$	$8 \times 8 = 64$	
$9 \times 2 = 18$	$9 \times 3 = 27$	$9 \times 4 = 36$	$9 \times 5 = 45$	$9 \times 6 = 54$	$9 \times 7 = 63$	$9 \times 8 = 72$	$9 \times 9 = 81$

Year 5 have started their fractions unit focusing on finding equivalent fractions. They learnt that the easiest way to find equivalent fractions is to multiply the numerator and denominator by the same number.

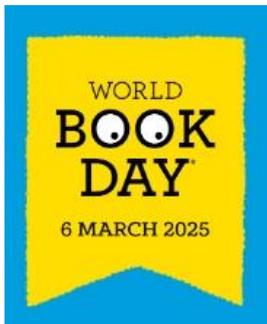
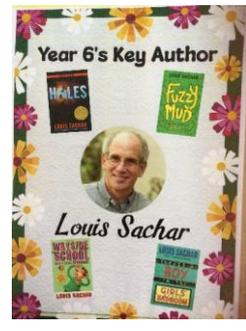
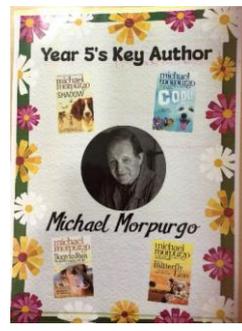
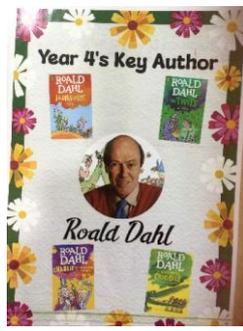
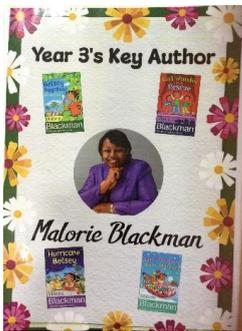
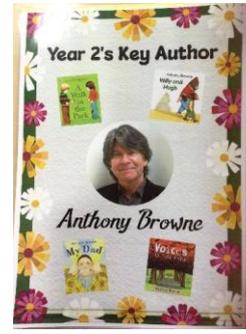
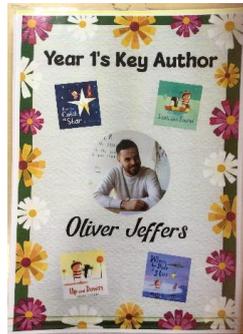


Year 6 have been deepening their knowledge of fractions by reasoning and problem solving. They focused heavily on what knowledge is needed to complete the reasoning questions. For example, when adding fractions, you need to get the same denominator whereas when multiplying fractions, you multiply the numerators and then the denominators. Sounds tricky right? Well they're SMASHING it!

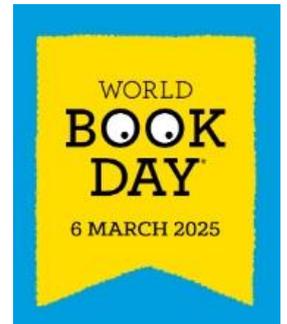


READING

Take a look at our key authors for each year group. Could you find and read any books by your key author? Do you know any of their stories already?



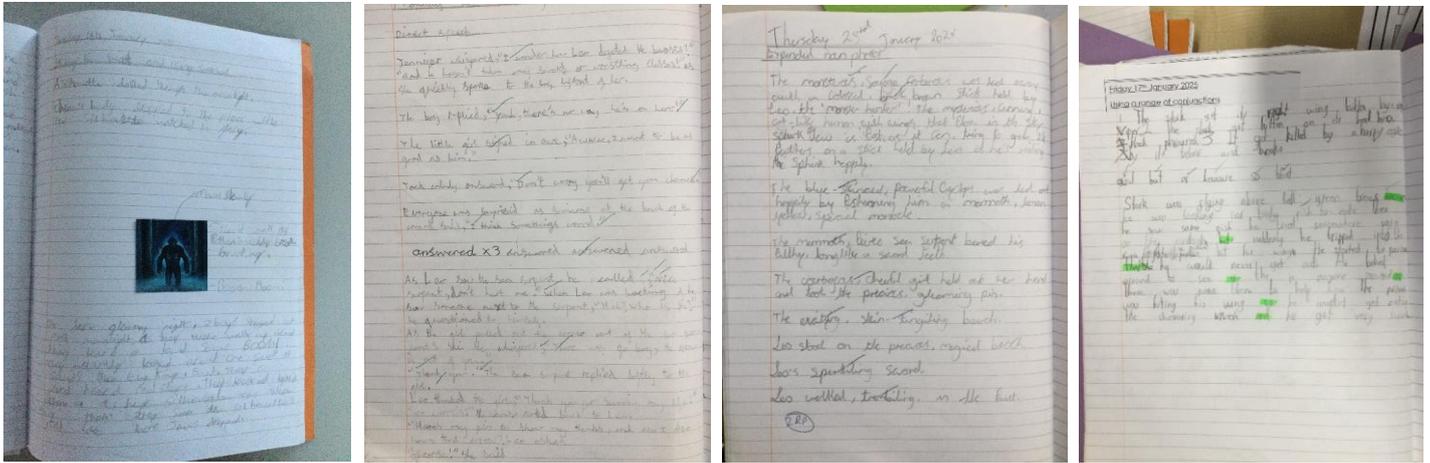
Keep an eye out for our World Book Day letter too!
That will be coming out next week to explain our plans for the day 😊



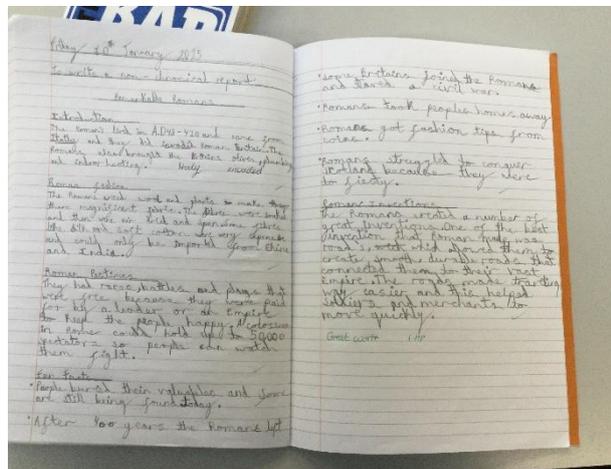
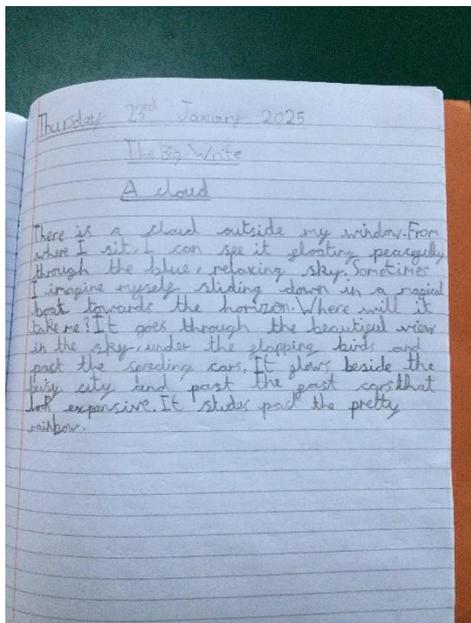
WRITING

We have been hard at work developing our writing this term.

Years 6, 4 and 2 have been practicing a range of writing elements that they will include in their final piece.

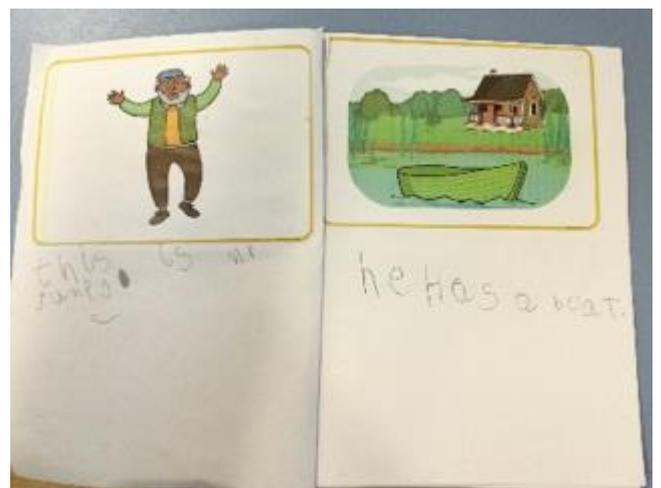


Years 3 and 5 have recently finished their independent write where they include a range of writing elements explored throughout the sequence – what great writers we have!



Also, check out Reception's wonderful writing!

WOW!



STORY TELLING

Next week is National Story Telling Week – here are some ways that you can encourage story telling at home:

Playful storytelling at home

Children are natural storytellers. When they set up races with their toy cars or make beds for their teddies, they use their imagination to tell a story. This helps them develop their vocabulary, which will support them as they learn to read and write.

Here are some tips for storytelling play.

Follow your child's lead

Children learn best through play, especially when it's based around things they like and are interested in. Join in their games by following their lead.

Repeat what your child says, and build on what they say

When your child is playing, repeat back the words they say and add in new ones. This will help build their vocabulary.

If your child is lining up their cars for a race and says, *"They're getting ready to race"* you could add *"Oh yes, they're getting ready to race to the finish line."*

Encourage children to use their imagination

When you play together, you can help your child to develop their ideas and expand their imagination. The easiest way to do this is to prompt further conversation. For example:

"I wonder what's going to happen now that..."

"What might the driver do if..."

STORY TELLING (cont...)

Here are some storytelling activities to get you started



Chat with your child about what they'd like to be when they grow up. Find household items that will help you pretend to play that role. For example, a big box could become a car for a racing driver.



Use puppets (you could make your own with an odd sock) or toys as characters in a made-up story. Try giving them a silly voice or talk about how they feel.



When you're out and about, visiting the shops or on the bus, tell stories together based on the things your child notices and using your imaginations. For example, imagine where the bus could go if it had wings.



Build a storytelling den. You could use chairs, sheets or towels. Invite your child to bring some of their toys or items from around the house inside to help you make up stories. You could offer them prompts to help get them started, for example, "*One day there was a very tiny...*" or "*It snowed so much that...*"



Visit our website for more playful storytelling ideas:
[wordsforlife.org.uk/activities/make-your-own-story](https://www.wordsforlife.org.uk/activities/make-your-own-story)

National
Literacy
Trust

Change your story

Supported by

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SCIENCE

Year 1 have been looking at everyday materials and what they are made from. They have also looked at the properties of the different materials and have been comparing them.



Year 2 have been exploring materials and their properties. They had a fun activity where they had to spin a wheel with materials on them and a wheel with objects on them and then had to decide if that material was suitable for that object. For example: a metal window would not be suitable because metal is not transparent.

Year 4 have been looking at classification. They have been grouping items according to their characteristics. Before looking at animals, they had a go at using sweets, coming up with questions to ask to group them.



HISTORY

In year 3, during their history lessons, they have been learning all about the stone age. They have learnt that the stone age is 'prehistory' meaning before written records began so they have been using a range of different sources to find out about that time, including artifacts and cave paintings. The children in year 3 conducted an 'archaeological dig' to find artefacts. They predicted what these would be used for before they found out. Ask them to tell you their favourite findings!



Item	My Predictions	What did I find out?
	I have A necklace made out of beads and ropes	A small shell necklace
	I have A fishing hook made out of metal and string	A fishing hook made of bone and a netter
	I have A hammer made of wood and stone	Antic made for cutting ropes
	I have It is made of a spear and made out of wood	Wooden for hunting

In year 6, the children have been learning about king John, taxes, barons and the Magna Carta. They have been looking at a range of sources and investigating the different perspectives of the people creating these sources. Did you know King John is buried in Worcester Cathedral? You can take a trip to visit his tomb.



Is this a fair representation of King John? Explain your answer using relevant primary and secondary sources.

Ensure you mention:

- Magna Carta
- Taxes
- France
- Barons
- Perspective
- Laws

From the perspective of the people, they would say it was a bad king because he raised taxes. He lost France and married a French baron's wife, which made them angry. He created his own court so he could send people to prison. He signed the Magna Carta (Great Charter) and didn't follow the laws in it. In primary sources, it calls him a greedy person who was selfish.

From what we have learnt, I think he was an immature, greedy money-stealer but I wouldn't know because I wasn't there at the time.

PSHRE

Carnforth has taken part in workshops provided by The Dog's Trust. We have looked at 'how to be a dog's best friend' by using the ABCs.

A
Affection
Identify ways to show dogs **affection** in ways that make sense for them

B
Busy
Recognise when dogs are **busy** and need space

C
Choice
Identify ways to give dogs **choice** and why it is important for them

Thinking of getting a new dog?

These steps will help you decide if a dog is the right choice for you:

thinking of getting a new dog?

Before you do...



-  Ask to see the puppy interacting with its mother. If you can't, it's wiser to walk away. Ideally, a puppy should not leave its mother before it is eight weeks old.
-  Investigate the best place to get your dog. Visit any Dogs Trust rehoming centre or ask local vets or rescues for advice.
-  Consider a dog that suits your lifestyle; how much exercise they need, how big they'll grow and the monthly costs.
-  Can you commit to dog ownership for at least 12 years?

Remember, a dog is for life. Find out more at dogstrust.org.uk and don't forget to share this with anyone you know who's thinking about getting a dog!



DogsTrust

PSHRE (cont...)

If you do already have a dog, encourage your children to be dog smart using the following tips:



Are your children dog smart?

Use these top tips from Dogs Trust to teach your children how to be safe around dogs.

1 Never leave your child alone with a dog.



2 Don't approach a dog without an owner around.



3 Only stroke a dog when the owner says "Yes, you can."



4 Get the dog to sniff your hand first, then stroke gently.



5 Strange dog approaching? Stand still, look away, cross your arms.



Share with
#bedogsmart

For more information to help your child learn to 'Be Dog Smart', visit www.bedogsmart.org.uk



COMPUTING

10 Top Tips for Parents and Educators SUPPORTING CHILDREN TO DEVELOP EMOTIONAL LITERACY

Emotional literacy refers to the ability to recognise, understand and express our feelings effectively. It plays a crucial role in strengthening a child's wellbeing by enhancing their relationships and resilience. However, emotional literacy is not necessarily an innate talent, and its development may present challenges. This guide gives parents and educators practical tips on supporting children to cultivate this essential skill.

1 NAME THE EMOTION

Encourage children to identify and name their emotions. This helps them understand what they're feeling and why. Use simple language and relatable examples to make it easier for them to share their emotions. This builds a foundation for emotional understanding and open communication.



2 MODEL EMOTIONAL EXPRESSION

Demonstrate healthy emotional expression by sharing your feelings visibly. When children see adults properly displaying how they're doing and what they're thinking, they learn to do the same. Discuss how you handle emotions in different circumstances, providing a real-life framework for young ones to follow.



3 MINDFULNESS ACTIVITIES

Teach children mindfulness practices to help them stay present and manage their emotions during more challenging moments. Activities like deep breathing, meditation or yoga can reduce stress and enhance emotional regulation. Regular practice can improve focus and emotional stability, which can significantly help children both as they're growing up and throughout their adult life.



4 USE STORYTELLING

Incorporate storytelling to help children understand emotions. Stories can offer relevant scenarios illustrating how the characters experience and manage their feelings. Discuss the emotions depicted in stories and ask children how they might feel in similar situations.



5 PRACTISE EMPATHY

Teach children to consider others' views and emotions – and to explore why they might think or feel this way. Role-playing and discussing various scenarios can enhance their ability to empathise. Understanding others' emotions helps children to develop compassion and improves their social interactions.



6 ENCOURAGE JOURNALING

Suggest keeping a journal to make note of thoughts and emotions, as writing can provide an outlet for self-reflection and emotional processing. Encourage children to write about their daily experiences and feelings, helping them gain insight into their emotional world. Do this alongside them, so they can see and experience how to do it effectively.



7 TEACH PROBLEM-SOLVING

Do what you can to help children develop problem-solving skills to assist in managing emotional challenges. Discuss potential solutions to emotional conflicts and encourage them to think critically about what they (and others) can do to process their feelings in a healthy way. This empowers children to handle emotions positively and build resilience.



8 CREATE A SAFE SPACE

Establish an environment where children feel safe to display their emotions without judgement. Encourage open exchanges and reassure them that all feelings are valid. This supportive atmosphere promotes trust and encourages children to express themselves with confidence.



9 USE VISUAL AIDS

Take advantage of visual aids like emotion charts or mood meters to help children identify and express their feelings. Use these tools regularly in your interactions. They provide a visual representation of emotions, making it easier for children to communicate their emotional state.



10 CELEBRATE EMOTIONAL GROWTH

Acknowledge and celebrate progress in emotional literacy, and praise children for expressing their emotions and handling them effectively. Positive reinforcement is a useful tool that will encourage continued growth and reinforces the importance of emotional literacy – encouraging young people to maintain the good habits and healthy behaviours that you've taught them.



Meet Our Expert

Adam Gillett is Associate Vice-Principal for Personal Development at Penistone Grammar School and works on secondment one day a week for Minds Ahead, an organisation that supports schools in improving their mental health provision.

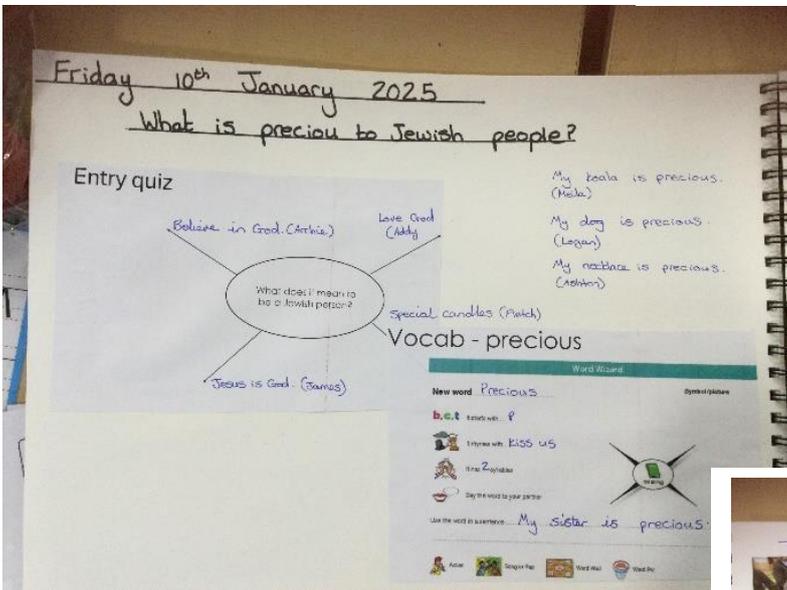
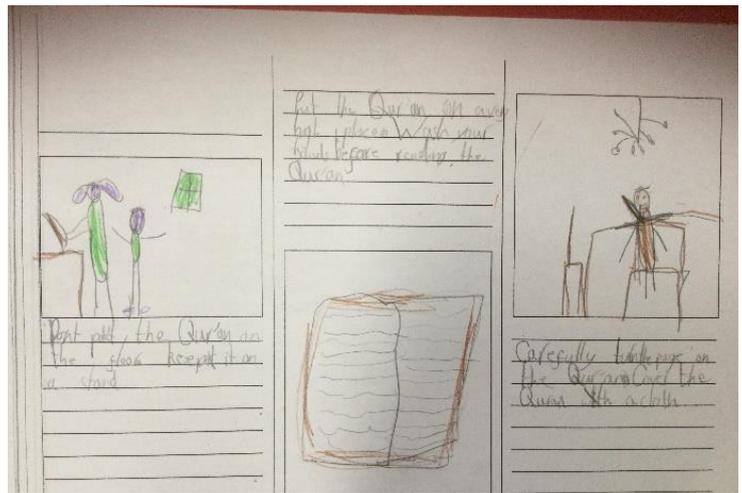
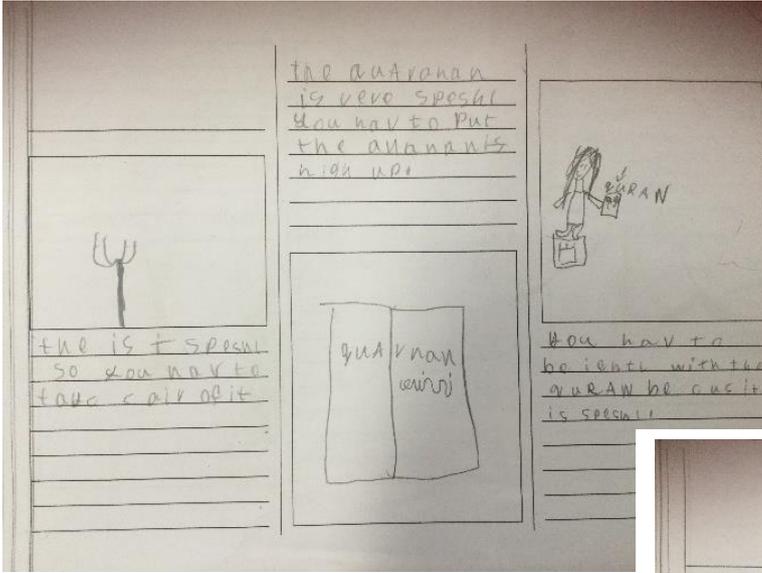


#WakeUpWednesday®

The National College

RE

Year 2 have been learning about Islam and the Quran. They created booklets about how to look after the holy Quran.



Year 1 have started their topic about Judaism. They assessed what they knew about Judaism from their previous learning and then had a look at some of the precious items from the Jewish religion.



MODERN FOREIGN LANGUAGES

French at home:

Can you learn your favourite song in French?

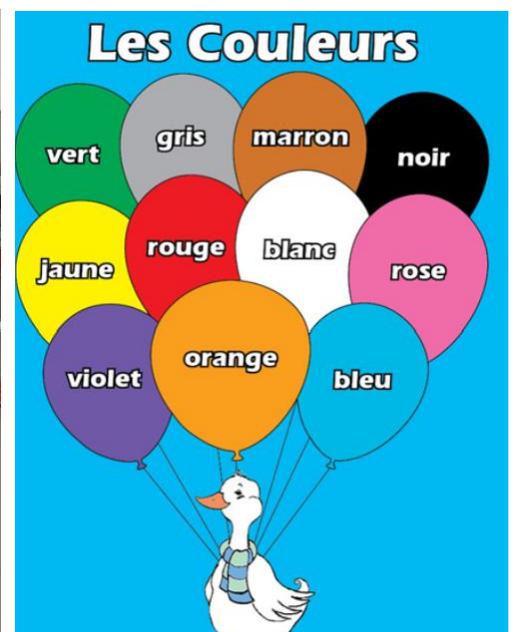
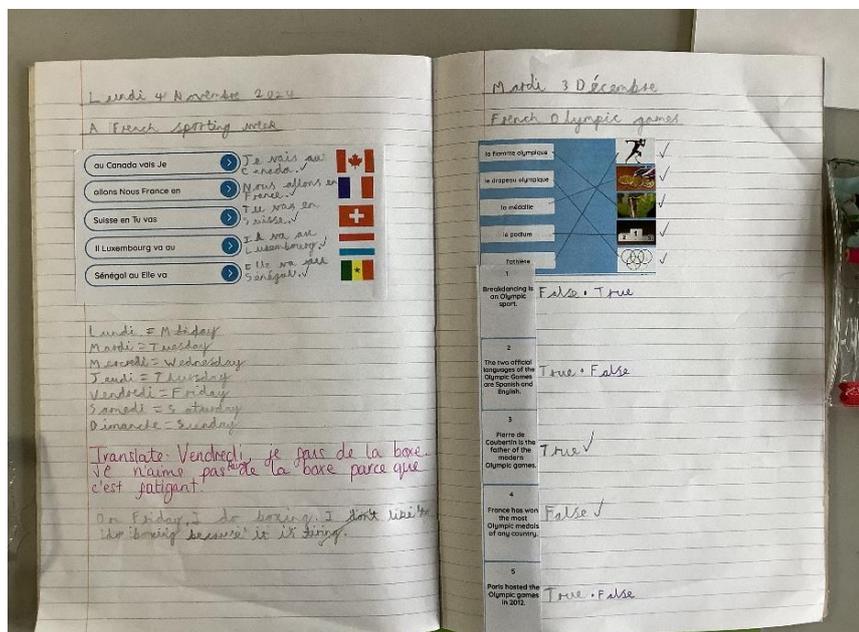
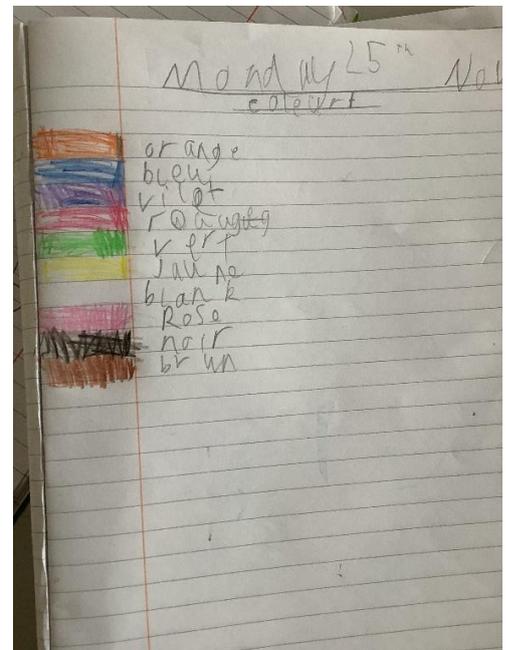
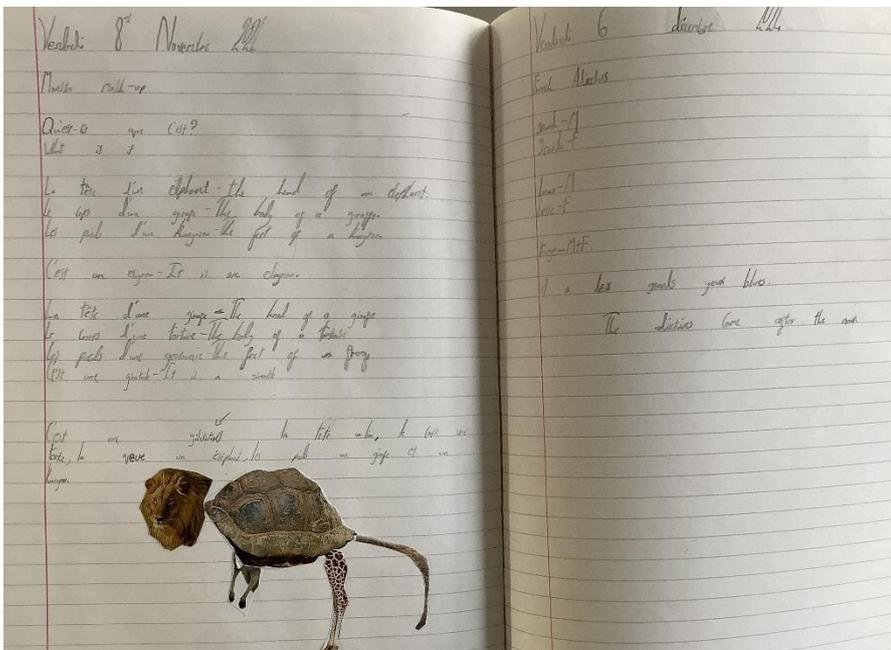
Here's one of ours:

P!nk & Willow Sage Hart - Cover Me in Sunshine. Traduction Francaise (Paroles\Traduction\Lyrics)

Check out some of our super work below:

We have been learning French colours, verbs and sports.

Can you test us at home?



PE

Year 2 have been swimming this term. They have enjoyed playing a range of games in the pool to increase their water confidence and to try putting their head underwater. They have also been floating and travelling across the pool in a range of different ways.

Year 4 have been enjoying gymnastics. They were able to identify and use a variety of body parts for supporting balances and are beginning to understand which combinations produce the most stable bases.

They have also been demonstrating a variety of balanced positions, including ones with feet high.

They are working hard to improve the quality of their performance.



MUSIC

Year 3 have been composing ostinatos in our music lessons.

An ostinato is a repeated pattern or phrase.

Listen to some music and see if you can hear any repeated patterns or words.

We enjoyed listening to KT Tunstall's Black Horse and the Cherry Tree with the ostinato 'Woo-hoo'. Have a go at clapping out these patterns below. You could even perform them in a round by having multiple people clap out different beats at the same time.

Fun with Ostinatos!

 Fruit	 Fruit	 Fruit	 Fruit
 Mangoes	 Mangoes	 Pick em from the	 tree
 A	 BA		 NANA!
 A-P-P-L	 E	 Apple	 pear

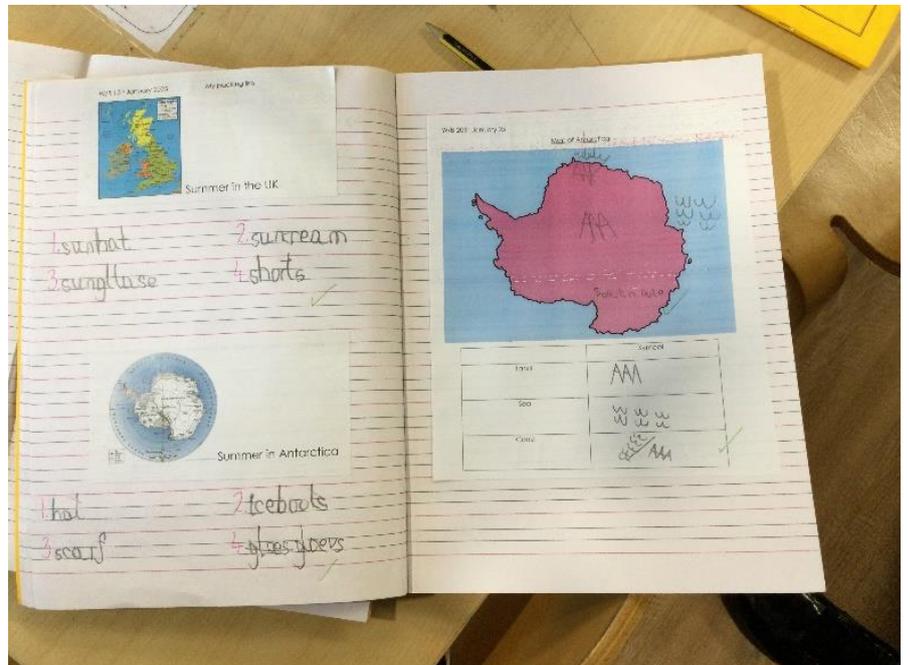
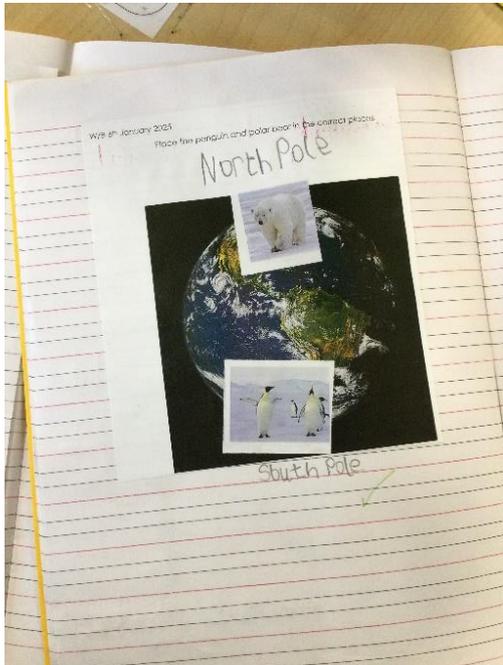
Year 4 enjoyed their first ukulele lesson of the term! They reactivated their knowledge of chords from last year and played a rhythm game.



GEOGRAPHY

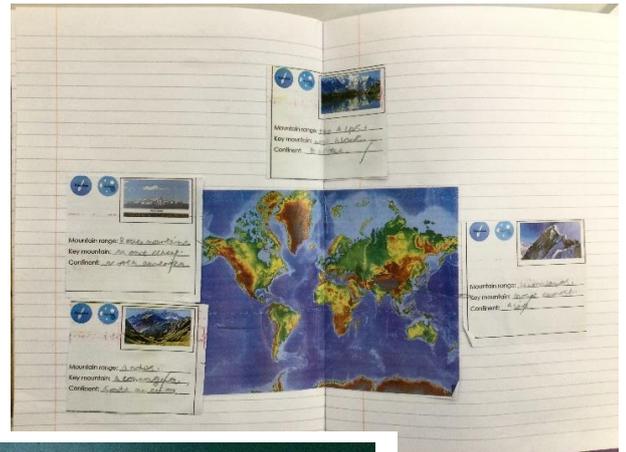
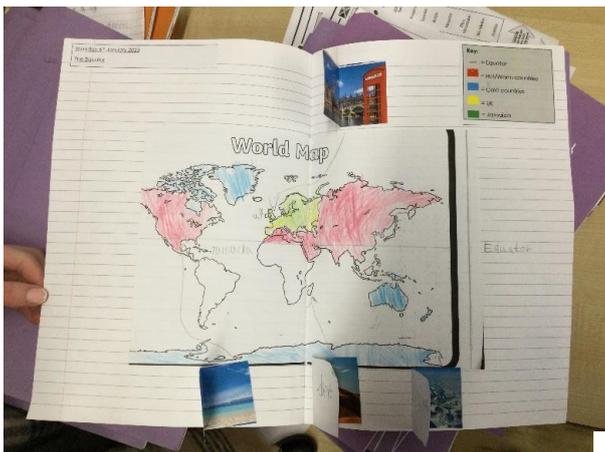
We have recently started our Around the World topic where there is a focus on geography.

Year 1 have started looking at Antarctica exploring what it is like to visit there compared to the UK. Brrrr!

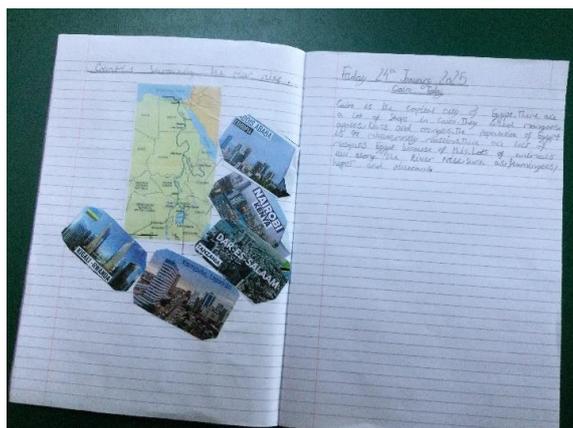


Year 2 have dived into their topic of Jamaica. Labelling hot and cold countries.

Year 4 have been exploring mountain ranges on a map and locating them on an elevation map.



Year 3 have continued their learning of rivers and are now looking at the Nile in Egypt which links to their history topic.



ATTENDANCE



2024/2025 Class attendance to 31/01/2025: 92.89%

Year Group	Attendance
Reception	91.58%
Year 1	94.05%
Year 2	93.13%
Year 3	92.54%
Year 4	92.40%
Year 5	93.55%
Year 6	93.74%

Please remember that if your child(ren) are unwell and will not be attending school, please make sure you contact the school to inform them **each** day they are absent.

LETTERS HOME in January

If you haven't received any letter that is relevant to your child's year group, please call into the office.

Whole School : Parent/Teacher Consultations

Whole School : Spring 2025 After School Clubs

Reception to Y6 : World Book Day

FEBRUARY DIARY DATES

FEBRUARY 2025	3	4	5	6	7
	NATIONAL STORY TELLING WEEK				GENERATION GREEN
	CHILDREN'S MENTAL HEALTH WEEK WEEK				Wk 3: 1pm-3pm
	Y6 VISIT TO LIBRARY	 In School	 Y2 SWIMMING		NSPCC NUMBER DAY
	10	11	12	13	14
	Y5 VISIT TO LIBRARY		 Y2 SWIMMING		SCHOOL CLOSED TO PUPILS
	 Parents Evening		 Parents Evening		TEACHER TRAINING DAY
	17	18	19	20	21
	HALF TERM	HALF TERM	HALF TERM	HALF TERM	HALF TERM
	24	25	26	27	28
	Y3 VISIT TO LIBRARY				GENERATION GREEN
	 Y6 SATS				Wk 4: 1pm-3pm
	PARENT MEETING 2.45 to 3.15pm		Y1 SWIMMING		



WCAF 2025

MUSIC DRAMA POETRY PROSE
CHOIRS COMPOSITION CREATIVE WRITING

WCAF takes place over several weekends during March & is open to everyone, of any age, ability or experience.

Competitive and non-competitive performance opportunities.

FREE ENTRY FOR ALL CHOIRS AND LARGE GROUPS!

EARLY BIRD DISCOUNTS ON ALL ENTRIES MADE BEFORE 31ST DECEMBER.

COME AND SHOW THE WORLD WHAT YOU CAN DO

WWW.WCAF.ORG.UK

There is so much more to discover!

Scan the QR code below and visit our website to find out more about the festival, download the syllabus and to enter.

We want to ensure everyone who wants to take part feels safe and comfortable to do so. We will make every effort to accommodate any additional needs individuals may have.

Please do not hesitate to contact us with any queries, especially if it is your first time entering.
We would love to hear from you.

If you would like a paper copy of the syllabus, please email:
admin@wcaf.org.uk

Enter online by
31st January 2025



www.wcaf.org.uk



Kids holiday club

at Perdisswell Leisure Centre

Holiday activities for 6 - 12 yrs

Monday 17 - Friday 21 February
8:45am - 3:30pm
(4:30pm with additional fee)

Including:

- Multi-sports
- Swimming
- Bouncy Castles
- Fun & Games
- & much more!

£27.50 per child!

Stay an extra hour for
just £2.50!

Don't forget your swimming
kit
and packed lunch!

For bookings contact... **Booking now!**

perdisswell@freedom-leisure.co.uk
01905 457189

www.freedom-leisure.co.uk



Book before
7th February
and get 10%
off!

ADULT LEARNING WORCESTERSHIRE

January 2025

JAN COURSES
it's your turn to learn

New Year - New You - New Courses to do!

We're heading towards 2025 and we're really excited to announce our new courses, all starting in the New Year, and a couple you can now 'register your interest' for, which will start in September!

If ever there was a time to make a 'New You' resolution - then this is it! It's never too late to learn something new and gain new skills for everyday life, or learn a craft that could help you boost your career prospects, or brush up on skills you have but that you want to master. Learning helps you boost your confidence... plus it's fun to do!

2025 sees us introduce a host of fantastic new courses, all available for you to choose from and take part in. Many of them will be available to do practically on your doorstep. Whether you're looking to join a course to improve your wellbeing and meet new people, or if you want to do a course to improve your employability skills, at Adult Learning Worcestershire we'll have a course that is right for you.

2025 sees the number of course categories we offer increase, while at the same time course fees have been kept low to help make it easier to learn something new during the current 'cost of living' climate - with many of our courses also free to do!



Hair-raising 2025 Plans - You'll Be Made Up!

We are really excited to announce that 2025 will see work begin on some major enhancements to our salon spaces at our main learning centre in Fairfield, Warndon.

Our Hair & Beauty courses are always very popular, so much so that we've expanded our registration period, and we are now accepting sign-ups for our September 2025 provision!

With courses covering hairdressing, colouring techniques such as balayage, beauty therapies including nail art, tanning, massage, media make-up and hair design, plus many more, you can now sign up to register your interest for our Autumn 2025 start courses.

In addition to being one of the first to hear about new hair and beauty courses and being able to sign up for them before anyone else, you'll also get 'behind the scenes' updates on all our exciting developments, as well as exclusive chances to win* hair & beauty products.

Visit: www.worcestershire.gov.uk/courses and you'll find the section where you can sign up Hair & Beauty Courses - 2025-2026.

Discover all of our courses that start in January or later in 2025, including our fantastic HAIR & BEAUTY courses, by flipping over! Get in touch with us to reserve your place! You can call us on 01905 728537 or visit www.worcestershire.gov.uk/courses

2025

COURSE CATEGORIES FOR 2025

- Creative Skills** - art and craft courses to boost your skills
- Digital Skills** - from beginner courses to more advanced levels
- Employability Skills** - courses that can help you boost your CV
- English** - whether it's everyday skills or working towards a qualification
- ESOL** - courses for people where English is not their first language
- Family Learning** - courses you can do in school with your child
- S.E.N.D.** - workshops and courses for parents/carers and professionals
- Seasonal** - courses built around seasonal crafts and activities
- Health** - improve your skills and/or work towards a qualification
- Neighbourhood Learning** - free courses to connect with your community
- Teaching/School Support Skills** - courses that are perfect for anyone looking for a role working within schools
- Health & Wellbeing** - courses that can enrich your life in many ways
- Hair & Beauty** - courses and qualifications designed to help you gain skills for employability, boost your knowledge to advance your career, or start a new journey of discovery.



Discover all the courses on offer! Online www.worcestershire.gov.uk/courses Call 01905 728537



Information, Advice and Support Service
Herefordshire & Worcestershire





Police will keep you safe

Let your children know we are the good guys and will protect them.

Parents - don't make your children scared of the police. Please don't tell your children that the police will 'lock them up' or 'catch you if you are naughty'. We want children to come to us if they are scared, lost or in danger, not run away from us.

Children - the police will keep you safe. If you are in trouble, lost or scared, the police can help. We're here to catch the baddies and to protect you. Please don't be scared of us. If you see us in the street give us a wave.

For the latest crime prevention advice visit:

www.westmercia.police.uk/cp/crime-prevention/

 @westmerciapolice  @westmerciapolice  @WMerciaPolice

For crimes in progress call 999.

For non emergencies report online: www.westmercia.police.uk/report

If you are unable to report online, you can contact the police via the 101 non-emergency number.

WHO'S WHO IN SCHOOL 2024/25?

MR PRIGG : HEAD TEACHER

MRS FINNEGAN : DEPUTY HEAD OF SCHOOL

MRS V SMITH : SENCO

OFFICE : MISS WALTERS & MRS RANSCOMBE

MRS HAWKES : NURSERY MANAGER

TEACHING ASSISTANT : MISS ARANYOSI

MISS HEMMING : RECEPTION TEACHER

TEACHING ASSISTANTS : MRS NEWTON-SMITH, MISS SMITH & MRS BEGUM

MISS L JONES : YEAR 1 TEACHER

TEACHING ASSISTANTS : MISS BURNHAM

MISS K JONES : YEAR 2 TEACHER

TEACHING ASSISTANT : MISS HOLLAND & MRS KENWRICK

MISS EAST : YEAR 3 TEACHER

TEACHING ASSISTANT : MISS L RICE

MS FERGUSON : YEAR 4 TEACHER

TEACHING ASSISTANT : MRS AKHTER, MISS J JONES & MISS ARROWSMITH

MISS WALL : YEAR 5 TEACHER

HLTA : MRS BECK

MR COX : YEAR 6 TEACHER

TEACHING ASSISTANT : MISS PARKES

LUNCHTIME SUPERVISORS:

MRS J JONES, MRS PEGRAM, MISS LORD & MR JEFFERIES

CARETAKER and CLEANERS:

MR JEFFRIES, MISS LORD & MRS WOODWARD