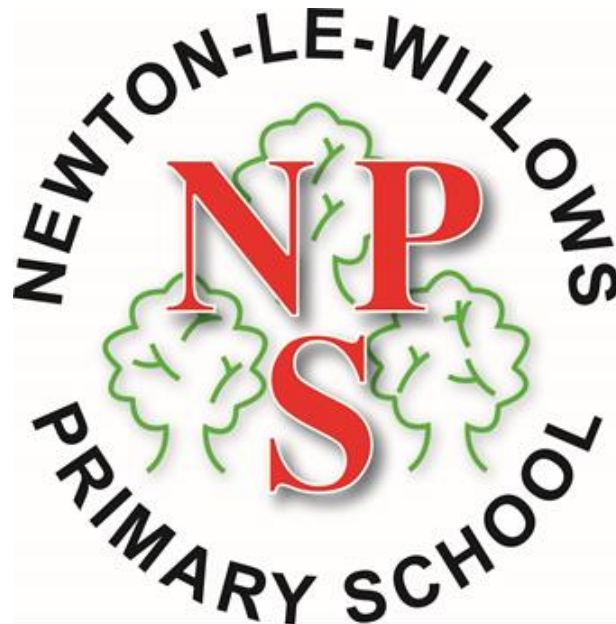


Newton-le-Willows Primary School and Nursery

Everything you and your child need to know about joining us...



Welcome to Newton-le-Willows Primary School and Nursery. We would like to take this opportunity to welcome you and your child to our Early Years Foundation Stage or indeed welcome you back for a second year for those children who attended our Nursery. We are a very nurturing and caring team and we hope your child will enjoy your time with us. Our aim is to provide your child with lots of new and exciting experiences to help them develop new skills, new ideas, and to develop their knowledge and understanding of the world around them.

We strongly believe that every child matters and we will work closely with you, to ensure your child's time with us is a happy one, in which they thrive and build upon firm foundations.

We are looking forward to meeting you and working with you over the coming year(s) at Newton-le-Willows Primary School and Nursery.

Mrs Chisnall
Head Teacher

Mrs Davies
Deputy Head Teacher

Mr. Brown and Miss Howard
Assistant Head Teachers

Mr. Ibbotson
Acting Assistant Head Teacher

Miss Tyson
Early Years Foundation Stage Leader

Mrs Needham
**Pastoral Manager
and Safeguarding Officer**

Nurture the Potential to Succeed

Self-motivation Teamwork Resilience Independence Vision Emotional Intelligence

Starting School

The information contained within this booklet is specifically for the Early Years Foundation Stage (Nursery and Reception).

Our Vision

Our vision for Newton-le-Willows Primary School is to be a happy, safe school that is ambitious for all our pupils and staff, to enable all learners to fulfil their full potential and succeed through high-quality teaching that supports an engaging, diverse, broad and balanced curriculum. Through this our children will become, resilient, motivated and independent learners and thinkers.

Our School Motto and School Intent

At Newton-le-Willows Primary School our school motto is '**N**urture the **P**otential to **S**ucceed.' We aim to do this by following these guiding principles which form our school intent:

1. Encourage our children to be aspirational so that they reach their true potential.
2. Develop pupils' language, vocabulary and communication skills.
3. Promote a love of reading.
4. Develop our children's 'cultural capital' by providing a wide range of experiences and opportunities.
5. Ensure children have a strong understanding of, and exposure to, diversity and British Values.
6. Support the social and emotional development of our children.
7. Give children opportunities to be creative.
8. Encourage children to keep themselves safe.
9. Encourage children to be active.
10. Work in partnership with parents and the wider community

Our Values

Underpinning our motto are our school values which we refer to as **STRIVE**.

They are:

Self-motivation, **T**eamwork, **R**esilience, **I**ndependence, **V**ision, **E**mootional Intelligence

We believe these 6 values (**STRIVE**) help us to '**N**urture the **P**otential to **S**ucceed' and help to develop the whole child into a well-rounded future citizen with a determination to improve the world in which we live. We promote our values throughout the school from Nursery to Reception, through to Year 6.

Newton-le-Willows Primary School serves not only its local, but also the wider community. We strive to ensure that we give our pupils the best learning experiences possible. It is our belief that every child can progress and achieve, and we make no excuses for having high aspirations and expectations of our pupils. We have no doubt that they will be both happy and successful whilst they are with us.

The staff here at Newton Primary School are fully committed to providing your child with an exciting and challenging curriculum, to give your child the best possible opportunity to achieve their ambitions, whatever they may be! Our staff get to know each child as an individual, so they can have high aspirations and expectations of ALL pupils whatever their starting point, to encourage them to succeed.

Nurture the Potential to Succeed

Self-motivation **T**eamwork **R**esilience **I**ndependence **V**ision **E**mootional Intelligence

Purpose and Aims of the Early Years Foundation Stage

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life'

Statutory Framework for the EYFS Sept 2021 **Admission to the Foundation Stage**



Session times

Foundation Stage				
Year Group	Time of Session	Max No. of Pupils	Doors Open/ Session Starts	Finish Session Time
Nursery	Morning	26	8.45am	11.45am
Nursery	Afternoon	26	12.30pm	3.30pm
Reception	All day	90	8.50am	3.15pm

Nursery Arrangements

At this current time, which is subject to change based on Government guidance, our transition arrangements for our Nursery pupils in September 2021 are as follows:

Transition will start with a 'drop - in' session in which you and your child will be able to visit school to meet the Nursery staff and experience our Nursery environment. These 'drop - in' sessions will take place from **Thursday 2nd September 2021**. Children starting Nursery on a full-time basis (30 hours) will commence from **Wednesday 8th September**, whilst children who are attending on a part-time basis will begin on **Monday 13th September**. This will enable the children, parents and staff to establish a close working relationship with each other. **There will be no home visits undertaken this academic year.** Further information in relation to 'drop - in' sessions and start dates will be sent out to you as soon as possible.

For those Nursery pupils who are eligible to attend provision full time (30 hours), the day will start and finish in line with the nursery times and parents must provide a packed lunch for their child. **A small cost of £2.50 per day** will be charged to cover lunchtime provision. If you have any queries in relation to 30-hour provision, please contact Miss Dale, our School Business Manager.

Reception Arrangements

At this current time, which is subject to change based on Government guidance, our transition arrangements for our Reception pupils in September 2021 are as follows:

Transition will start with a 'drop - in' session in which you and your child will be able to visit school to meet the Reception staff and experience our Reception environment. These 'drop-in sessions' will take place on **Thursday 2nd September 2021** and **Friday 3rd September 2021**. The children will then commence **a part time session** (either mornings or afternoons) **from Monday 6th September – Wednesday 8th September** and will then start **on a full-time basis** starting **from Thursday 9th September**. Further information in relation to 'drop - in' sessions, will be sent out to you as soon as possible.

Please note that the school reserves the right to extend the period of a phased induction in individual/personalised cases.

The Early Years Foundation Stage

When children begin Nursery and Reception, they will have had a wide range of different experiences. In the Foundation Stage, self-initiated and directed play is one of the main ways in which children learn with enjoyment and challenge.

Children in this stage need a well-planned and resourced curriculum to take their learning forward and to provide opportunities for all children to succeed in an atmosphere that is safe and secure.

Through structured play, children practice and consolidate learning, play with ideas and develop what they know.

In Reception and Nursery, the children will be working in all areas of the indoor and outdoor areas, moving freely through the environment.



The Early Years Foundation Stage Curriculum

The Early Years Foundation Stage is built around the four guiding principles that:

- Each child is unique
- That children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults
- Importance of learning and development. Children develop and learn at different rates.

The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities. (SEND)

From September 2021, a new Early Years framework will become mandatory. There are seven areas of learning and development that must shape the educational programme in early years settings. All areas of learning and development are important and inter-connected.

Three Prime Areas:-

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

Four Specific Areas, through which the Prime Areas are strengthened and applied:-

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

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Self-motivation Teamwork Resilience Independence Vision Emotional Intelligence

Play...a small word with a big significance

Play is probably the most significant and important way in which young children learn. We know this because of the vast amount of study and research available carried out by educationalists. It is this research which informs Government policy, professional training and curriculum. For this reason, structured play underpins Early Years Foundation and the classroom and outdoor area are set out purposely to encourage children to initiate their own ideas and projects, to work for extended periods of time uninterrupted by unnecessary routines, and to be independent in the way they access and put away resources.

Adults are skilled at supporting children by engaging them in conversation, extending their thinking through careful questioning, anticipating their needs and encouraging them to take chances and to challenge themselves. In this way children learn to become responsible for their own actions, to work together as part of a team and to take care of each other.

At the same time, it's important to balance this self-initiated learning with activity that is led and guided by an adult: these activities might not be 'play' in the strict sense, but they will often be 'playful'. So, for example, some children may be working alone or with friends on a building project, while others might be playing a dice game in a group with an adult.

Sometimes play will be boisterous and energetic, sometimes solitary and reflective, and sometimes collaborative. In all of these situations, children will be learning, trying things out, and developing a range of skills such as negotiating, turn-taking and leading.

The Early Years classrooms/areas and the outdoor area are carefully planned to include many opportunities for communication, language and literacy; for problem solving, reasoning and numeracy; for knowledge and understanding of the world; for creative development; for physical development and, very importantly, for personal, social and emotional development. We are keen to ensure that activities engage children's interest and attention, so that their learning is at a high level. For this reason, we tend to avoid less challenging activities such as colouring-in sheets or worksheets, which require less involvement and thought on the part of the child.

Communication and Language

In the Early Years Foundation Stage, a great emphasis is placed on children's language development as it underpins all areas of learning. The children need to learn how to listen attentively, to speak clearly and to develop and extend their vocabulary through understanding.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. The children will be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they will learn how to make good friendships, co-operate and resolve conflicts peaceably.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Children will develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Children will also develop their fine motor control and precision to support hand and eye co-ordination, which is linked to early writing.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

In this area of learning, children develop the crucial knowledge, skills and understanding that help them make sense of their physical world and community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks and libraries to meeting important members of society such as police officers, nurses and firefighters.

In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



(EYFS Framework 2021)

What are key workers and why do we have them?

We know from research and as trained professionals that very young children need to form strong and secure attachments to significant adults. This helps them to develop the confidence and self-esteem they need to function in the world, to build good relationships with others, and to become effective learners.

Each key person has a group of children, with whom they will work especially closely. The key person carries out planned, adult-led teaching sessions with particular learning intentions. This might include a story, a discussion, a PE session or a mathematics game for example. It may take place inside in the group's key person area, or outside. We find that children will often seek out their key person at particular times of day, for a chat or to show them something they have done. Equally, their key person is often a source of particular comfort when they are feeling sad or unwell. This intimate knowledge builds trust and confidence and provides an excellent basis for the transition from home to school.

Assessment

Teachers and Teaching Assistants, who work in the Early Years Foundation Stage, are very skilled at observing children and at interpreting what they see and hear in terms of children's progress and learning needs. Adults assess children by interacting, listening and watching them very closely and making notes, from which they form judgements in line with the Early Years Foundation Stage Areas of Learning and Development.

These assessments enable the teachers to plan effectively for each child's learning needs. It is not something that you or your child should worry about. You will have the opportunity during the first and second term to formally discuss your child's assessment and progress with the class teacher, but your class teacher will be available should you need to make an appointment at another time.

Assessments are completed throughout the year by the teachers to monitor the children's progress, developments and achievements. A written report on your child's progress is sent home in the summer term.

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. In the final term of Reception, the EYFS Profile will also be completed for your child. The Profile provides parents/carers and teachers with a well-rounded picture of the child's knowledge, understanding and abilities, their attainment against expected levels and their readiness for year 1.

General Information about the Early Years Foundation stage

Open Afternoons and Parents' Evenings

The Early Years Foundation Stage organise Open Days/Parents' Evenings in the Autumn and Spring term, to allow parents to come into school to see their child's work and to discuss their progress with the staff.

Inclusion

The staff and Governors believe that every child is a unique and valuable individual. Sometimes children may have additional needs. When this occurs, we will work with the child, parents and possibly other external agencies, to overcome difficulties, whether educational, emotional, behavioural, physical or sensory.

The school's Deputy Head Teacher (Mrs Davies), who is responsible for Inclusion, our Special Educational Needs Co-ordinator (Miss Mercer) and our Pastoral Manager and Safeguarding Officer (Mrs Needham) are available if you require any support. Please contact the school office, if you would like to speak with them.

Social, Moral, Spiritual and Cultural Development (SMSC)

Not only do we believe that the educational progress of your child is important, we also plan for experiences that develop and draw upon your child's personal and social development.

Rules and Guidelines

Children are expected to conform to our school rules and our school values. We do not condone aggressive behavior or bullying of other children. All incidents of aggressive behaviour or bullying will be taken seriously and dealt with appropriately.

At Newton-le-Willows Primary our 'School Values' are as follows:

STRIVE.

Self-motivation, **T**eamwork, **R**esilience, **I**ndependence, **V**ision, **E**mootional Intelligence

Within school we regularly remind the children of our six school values, alongside acceptable levels of behaviour. We follow a strict policy for behaviour and discipline and expect all children and parents to conform to that policy.

We use MarvellousMe to celebrate behaviour and achievements in school. The children are awarded MarvellousMe badges related to our school values as well as daily behaviour achievements. Parents/Carers are instantly informed of their child's success.

Uniform and Dress Code

Nursery

Uniform is not compulsory at Nursery although can be purchased if you wish. We would simply ask you to dress your child in such a way that they are comfortable and can play in a range of situations without being hampered by clothing which trips them up, restricts their movement or which they can't manage by themselves. They will need to take themselves to the toilet, put on their own coat and sometimes change their shoes or put on waterproofs. They will need trousers and underwear which they can get up and down easily, shoe fastenings that they can undo and do up by themselves, and coat fastenings which are easy to manage. We will always support a child who needs help with these things, but their independence, in preparation for school, is our aim.

In general, though, please avoid:-

- Longer dresses—they can lead to trips and falls, e.g. when climbing up the steps
- Sling back or open shoes
- Tight-fitting boots with laces...these are almost impossible for children to manage...very frustrating if they just want to get out there with their friends!

Reception

We expect all pupils in Reception to wear school uniform at all times. Some items of the uniform can be ordered from the school office. This include sweatshirts and cardigans with the school logo on, PE bags and book bags.

Children in both Nursery and Reception do have access to the outdoors in all weathers, so please ensure that your child is appropriately dressed in practical clothing. This means covering up in the sunshine, and warm coats and jumpers in the cooler weather, all of which can happen at any time of the year! We would also recommend that you provide a waterproof coat and a pair of wellington boots, for your child to wear when the weather is wet outside.

We would respectfully ask that ALL items of clothing be clearly labelled with the child's name. This is especially important for uniform items, of which there will be many. Unfortunately, our school cannot take responsibility for lost or damaged items of clothing.

Nurture the Potential to Succeed

Self-motivation **T**eamwork **R**esilience **I**ndependence **V**ision **E**mootional Intelligence

The School Day (Reception)

School opens at 8.45am and starts at 8.50am. It is essential that your child is on time as sessions start as soon as your child arrives at school. The doors will be closed at **9.00am prompt** for security reasons. After 9.00am children and parents must report to the school office.

The school day ends at **3.15pm** for all Reception children.

Please see the beginning of the booklet for Nursery start and finish times.

Attendance

Good attendance at school is crucial to ensure that children make the progress they deserve and we wish to foster the right habits from the start. However, we recognise that very young children will not and at times, should not, attend school if they are unwell. We will always ask parents and carers to notify us on the first day of absence by telephoning school and to give us an indication of when your child may return.

Attendance is monitored in school. We will always follow up unexplained absences and will contact you if your child is absent and you haven't called us. Where problems arise, parents will be invited to an attendance meeting with the school's Educational Welfare Officer and the Pastoral Manager to discuss how improvements can be made.

Punctuality

It is important that your child comes to school on time. Doors close at **9.00am**. Lateness is recorded on the register and an explanation is required. Children arriving after the doors have closed will need to report to the office through the main entrance to the school, as all other doors will be locked to ensure the safety of all the children.

Entrance to Nursery or Reception

The entrance and exit to our Nursery is via the Nursery classroom door (door number 19). In Nursery, we do encourage parents to come into school with your child and help them to find their coat peg, self-register by finding their name card and to settle them down for the session. *(Government guidelines permitting)*

Entrance to the Reception classes is via the doors by each Reception classroom (Door numbers 20, 21 or 16). We encourage parents to allow their children to enter the classroom on their own as they move into Reception, to avoid congestion, but more importantly to promote and develop pupil's skills of independence. We promote an 'open door' policy in school. Teachers and teaching assistants are available to take messages and speak with parents on the door and are also available after school when the children have gone home.



End of the School Day

In Reception, school closes at 3.15pm. Please collect your child at the relevant classroom door. Children are instructed to stay in school until a named adult collects them. All children in Nursery and Reception must be collected by an adult named on the data collection form.

If any other person is to collect your child, the Nursery/Reception staff MUST be notified in advance.

It is very important that children are collected promptly at the end of the day or session. If for any unavoidable reason you will be late collecting your child, please contact school to let us know in advance.

Lunchtime Arrangements

Reception Children

At lunchtime all meals are eaten in the EYFS/Key Stage One hall. School meals are prepared in the school kitchen. The menu offers a wide range of hot and cold choices for the children to choose from. All children in Reception are entitled to a free school meal, under the Universal Free School Meal Scheme.

A packed lunch may be brought if preferred. Please ensure your child's name is clearly labelled on their lunch box and **all snacks are healthy**. The lunch boxes are stored on a shelf in the Early Years Foundation Stage area until lunchtime.

Any requests for a change of lunch, we ask for you to put in writing to the school office, giving half a term's notice.



Milk

Foundation Stage children have a drink of milk each day. Milk money is paid once a term (currently £2.00) by Reception children, or if you prefer, this can be paid annually (currently £6.00). Nursery children receive their milk free of charge.

Healthy Eating and Drinking

School has been awarded the Enhanced Healthy School Award. We provide Nursery and Reception pupils with a piece of fruit each day. Our school promotes a healthy way of living and encourages all children to do the same.

We also encourage children to bring a clearly named water bottle into school each day to ensure they are hydrated at all times. Water bottles can be purchased from the school office or alternatively children can bring their own bottle into school, clearly marked with their name.

Medical Information

It is imperative that the school is made aware of any special dietary requirements, preferences, food allergies and any special health requirements before your child starts school and admitted to the setting in September. This information can be shared on your child's data collection form.

It is our attention to ensure equality of access and opportunity for all children and we will use this information to make sure that we can do all we can to make this possible.

Medicine and General Health

The EYFS statutory framework states that where possible medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist. Medicine must only be administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carers'. If your child has been prescribed medication and you wish for staff to administer in school, you will need to bring it into school at the school office or pass to the Before/After School Club Manager in the morning. When you bring this medicine into school, you will be asked to complete 'an administration of medicine' form. Medicine will be returned to the school office / after school club each day for collection.

Under no circumstances should medicine be brought into school in your child's school bag or passed to the teacher/teaching assistant at the classroom door.

We strive to ensure the children in our setting have good health and have excellent attendance. However, we are aware that children can become ill during the year. If your child has diarrhoea and/or vomiting then the NHS guidelines clearly state that a child must be kept off school for at least 48 hours.

Parents in School

At Newton-le-Willows Primary School, great value is placed upon the role that parents play in their child's education. We feel that the more contact parents have with school the better. It is in the child's best interest that parents and teachers work together as a partnership. Parents who would like to volunteer in school will be most welcome. School will undertake a DBS check for all adults who wish to volunteer in school. **Please contact Mrs Chisnall or Mrs Davies for further information.**

All parents are welcome to participate in our parental involvement sessions held throughout the school year. These will be shared with parents/carers as soon as the annual programme has been agreed at school.

Parents, Teachers and Friends Association

We have an active Parents, Teachers and Friends Association (PTFA), which raises funds for school, and helps with various events throughout the year. Some of these events include Christmas and Easter Bingo and a Family Fun Day. New fund raising ideas are always greatly received. Meetings are held throughout the year in school. If you are interested in getting involved with our PTFA, please contact the school office, who can pass you the relevant contact information.

Collective Worship and Religious Education

We strive to achieve a positive and respectful environment at Newton Primary School and this is reflected in our teaching of Religious Education. We aim to instill respect for religious and moral values by teaching the children about a variety of Christian and non-Christian religious beliefs, festivals and customs. Children in Reception will participate in regular assemblies which will explore a range of themes.

Children in Nursery will participate in assemblies with other children later in the academic year.

Safeguarding

At Newton Primary we are committed to ensuring children's safety at all times, including their physical and emotional safety and well-being. Our school follows the Local Authority's guidance on Safeguarding Procedures when formulating its approach to this important aspect of its work. The welfare of our children is paramount. Our staff are highly skilled at interacting effectively with children, at observing them during their daily activities, and at monitoring and tracking their ongoing development and progress.

We are deeply committed to working in partnership with parents and carers, and to developing with them the kind of open and honest dialogue which underpins a really shared approach to their child's education and development. If you have any concerns at all about your child's development, their learning or their well-being, we would always wish that you share these with us.

There may be something we can do at school, or we may be able to put you in touch with someone else better placed to help you. Either way, we can work together for the best outcome.

We are duty bound to have in place clear procedures for our staff to follow, should they have a concern at any time about a child's welfare. We always take very seriously what children tell us, whether this is verbal, whether they 'tell us' simply through their behaviour or demeanour, or whether there is some physical issue that causes us concern. We will always tell you if we are worried. On most occasions, these worries are quickly resolved through discussion, but on very rare occasions, we may need to seek the advice of the St Helens Safeguarding Team in deciding what to do next. Should we need to do this, we will almost always tell you in advance. We understand that this can be very distressing for parents and carers but please be assured that we have only your child's interests at heart, and are often seeking only reassurance from qualified professionals. We would always deal with such matters as quickly as possible to minimise any anxiety. Our Safeguarding and Child Protection Policy is available for you to view on our website.

Our approach to safeguarding involves every member of the school's community, including yourselves. If at any time you have reason to be concerned about the welfare of any child, please do not hesitate to talk to us about it. We will always make time to listen. In school, our Safeguarding Team comprises of Mrs Chisnall, Mrs Davies, Mrs Needham, Mr. Brown and Miss Howard.

Finally, as previously mentioned, we pride ourselves on strong parental partnerships. We believe we ensure all children are given access to a wealth of experiences, to aid in their development in all areas of the curriculum and hope their time in our school will be a happy and nurturing one.