



Shipley C.E. Primary School
Otley Road
Shipley
BD18 2PT
Phone: 01274583900
Fax: 01274 401032
www.shipleyceprimary.org.uk

July 2010

Teaching Assistant + Play Leader.

Dear Candidate,

Thank you for showing an interest in the above post at Shipley CE Primary School. I hope the enclosed information provides you with everything you need to make your application.

Shipley CE Primary School is a 1 form entry school with 210 children on roll, together with a 52 place Nursery. School is oversubscribed every year and well respected in the community. Ofsted inspections in 2007 and 2009 graded the school as good, with aspects of outstanding.

The school runs a 16 place childcare facility which is very popular. The facility received its' own recognition from Ofsted in 2008 with a good grading. The facility is staffed by a Play Leader and a Play Worker, who work closely with the Foundation Stage staff, whose building the facility shares.

The teaching assistant part of the job role would be class based, assisting the teacher as directed. This may involve working with individuals and groups of children, along with facilitating classroom resources.

If you require further information please contact the school directly.

We look forward to receiving your application.

Yours sincerely,

P Travis
Headteacher



JOB DESCRIPTION – PLAYLEADER / CO-ORDINATOR

Purpose of Post:

- 1 To provide a caring, secure environment, through individual attention and group activities, and to organise appropriate range of leisure activities for children between the ages of 4-11

Key Areas

- 1 Activity Planning
- 2 Liaison
- 3 Supervision and Care of Children
- 4 Direct Playwork

Responsible To:

Manager and Deputy Manager.

Duties and Responsibilities.

Activity Planning

- 1 To provide a safe, creative and appropriate play opportunities including preparing activities, organisation programmes and arranging equipment.
- 2 To ensure that all activities are carried out within an equal opportunities framework.
- 3 To undertake any necessary training including playwork foundation course.
- 4 To encourage community wide participation and activity planning and delivery.

Liaison

- 1 To develop and maintain good relationships and communications with parents to facilitate day-to-day caring needs.
- 2 To encourage parental involvement and support through the development of effective working relationships.
- 3 To ensure that the Nursery Manager is kept informed on all matters relating to the running of the club.
- 4 To consult with the children and involve them in the planning of activities.
- 5 To encourage a close liaison with schools and other related agencies.

Supervision and care of children

- 1 Supervise students and other volunteers that may be involved in the club.
- 2 Ensure that activities are carried out in a safe and responsible manner in accordance with statutory responsibilities.
- 3 Ensure that food provision is carried out within the guidelines of the food safety act 1990, and is balanced and healthy in accordance with dietary requirements.

Direct Playwork

- 1 Ensure that a wide range of creative and enjoyable activities are offered.
- 2 Ensure that play meets the full range of children's individual and group needs.

Miscellaneous

- 1 To promote the aims and objectives of The Company, and use as a guide for daily activities.
- 2 Be aware of Staff Policies and Practices.
- 3 To ensure the provision of good standards of physical and emotional care.
- 4 To ensure good standards of hygiene and cleanliness are maintained at all times.

- 5 To be responsible for the Health and Safety standards appropriate for the needs of the children.
- 6 To assist with the preparation and maintenance of materials equipment.
- 7 Recording accidents in the accident book.
- 8 Ensure child is collected by someone known to the club.
- 9 To ensure the provision of a high quality environment to meet the needs of individual children from differing cultures and religious backgrounds, and stages of development.
- 10 To ensure confidentiality of information received.
- 11 To be aware of the high profile of the club and to uphold its standards at all times.
- 12 To be involved in out of working hours activities, e.g. Training, Staff Meetings, Summer Fayre.
- 13 To undertake such other duties and responsibilities of an equivalent nature as may be determined from time to time by the manager or deputy manager.

Personnel Specification POST TITLE: Play Leader. Shipley CE Primary School.

| Attributes | Criteria No. | Criteria | How Identified | Rank |
|---|---------------------|---|-------------------------|------------------|
| <i>Relevant Experience</i> | 1. | 2 years post qualifying experience in a play setting | Application & Interview | A - Essential |
| | 2. | Experience working with children 4-11 years | Application & Interview | A - Essential |
| | 3. | Knowledge of keyworker systems and record keeping | Interview | B - Desirable |
| | 4. | 2 years experience in a senior position | Application & Interview | B - Desirable |
| <i>Education and Training</i> | 5. | Level 3 Play work qualification | Application | A - Essential |
| | 6. | Recent First Aid qualification | Application | B – Desirable |
| | 7. | Basic Food Hygiene Certificate | Application | B – Desirable |
| | 8. | Other related training | Application/Interview | C – Advantageous |
| <i>General and Special Knowledge</i> | 9. | Knowledge of The Children Act | Interview | A – Essential |
| | 10. | Knowledge of The EYFS | Interview | A – Essential |
| | 11. | Knowledge of child development | Interview | A – Essential |
| | 12. | Knowledge of related documents e.g Rumbold Report, Quality in Diversity etc. | Interview | C – Advantageous |
| | 13. | Knowledge of Local Authority Regulations with regard to registration. | Interview | B – Desirable |
| | 14. | To be able to demonstrate an up to date knowledge of current thinking and developments in early years | Interview | A - Essential |
| <i>Skills and Abilities</i> | 15. | To have a knowledge of current training initiatives | | |
| | 16. | Ability to communicate well with adults and children | Interview | A – Essential |
| | 17. | To be able to demonstrate the ability to work as part of a team | Interview | A – Essential |
| | 18. | Ability to write legibly and good presentation skills | Application & Interview | B – Desirable |
| | 19. | Computer literate | Application & Interview | C – Advantageous |
| | 20. | Good organisational skills | Interview | A – Essential |
| | 21. | Demonstrate creative ability | Interview | B – Desirable |
| <i>Additional Factors</i> | 22. | Understanding of Equal Opportunities | Interview | A – Essential |
| | 23. | Awareness of Health and Safety and practical hygiene issues | Interview | A – Essential |
| | 24. | Able to demonstrate the ability to take on a responsibility role | Application & Interview | A – Essential |
| | 25. | Ability to show initiative | Interview | A - Essential |



Shipley C.E. Primary School will provide the best possible education for every individual. Our Christian ethos ensures that everyone is welcomed, respected and valued. We strive to provide citizens of the future who are able to make a significant contribution to the community.

Outline Job Description.

Post Title Teaching Assistant.

The following information is supplied to assist staff to understand and appreciate the work content of their post and the role they are to play in the school. However the following points should be noted:

1. Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not allow every item to be specified in detail. Broad headings therefore have been used below; in which case all the usual associated routines are naturally included in the job description.
2. Employees should not refuse to undertake work that is not specified in the job description but they should record any additional duties they are required to perform and these will be taken into account when salaries are reviewed.

Prime objectives of the post.

To implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.

To carry out other non-teaching duties as required by the class teacher.

To support the school as part of a team i.e. translating relevant school policies into practice and furthering the ethos of the school.

Supervisory / Managerial responsibilities.

Assisting as a member of the classroom team in the supervision of students on work experience, trainees and voluntary helpers with whom the post holder is working.

Supervision and guidance.

Responsible to the Head teacher and the class teachers.

Working under the direction of the class teacher and other professionals.

Range of decision making.

To make decisions using initiative where appropriate within established working practices.

The post holder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individuals, groups of pupils and whole classes
- the correct use and care of materials by individual and small groups of pupils
- the safety, mobility (if required) and hygiene and well being of the pupils.

Responsibility for assets, materials etc.

To maintain the confidential nature of information relating to the schools its pupils, parents and carers.

To be responsible for the care of all equipment and materials, within the classroom/designated area of the school in conjunction with other members of staff.

The provision, use and storage of equipment and materials prepared by the post holder and used by the children with whom the post holder is working.

Range of Duties

Support for pupils

- 1.1 Use specialist (curricular/learning) skills/training/experience to support pupils.
- 1.2 Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- 1.3 Promote the inclusion and acceptance of all pupils within the classroom.
- 1.4 Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- 1.5 Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- 1.6 Provide feedback to pupils in relation to progress and achievement.
- 1.7 Assist with the development and implementation of IEPs.
- 1.8 Support pupils consistently whilst recognising and responding to their individual needs.
- 1.9 To care for pupils who may become ill and respond to emergencies in a caring manner.

Support for the teacher

- 2.1 Work with the teacher to establish an appropriate learning environment.
- 2.2 Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- 2.3 Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested.
- 2.4 Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- 2.5 Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.
- 2.6 Provide general clerical/admin. support e.g. worksheets for agreed activities.
- 2.7 Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- 2.8 Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- 2.9 Undertake marking of pupils' work and accurately record achievement/progress, administer and assess routine tests and invigilate exams/tests.

Support for the curriculum.

- 3.1 Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- 3.2 Implement local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- 3.3 Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- 3.4 Determine the need for, prepare and maintain general and specialist equipment and resources.
- 3.5 Help pupils to access learning activities through specialist support

Support for the school.

- 4.1 Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- 4.2 Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- 4.3 Contribute to the overall ethos/work/aims of the school.
- 4.4 Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- 4.5 Attend and participate in regular meetings.
- 4.6 Participate in training and other learning activities as required.
- 4.7 Undertake planned supervision of pupils' out of school hours learning activities.
- 4.8 Supervise pupils on visits, trips and out of school activities as required.
- 4.9 To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.
- 4.10 Recognise own strengths and areas of expertise and use these to advise and support others.
- 4.11 To meet with parents along with the classroom teacher as appropriate.

I acknowledge that I have seen and received a copy of the above job description.

Signed.....

..... date

PERSONNEL SPECIFICATION – LEVEL 2

Post Title: TEACHING ASSISTANTS – GENERAL / CURRICULUM RESOURCE SUPPORT / ADMINISTRATION AND ORGANISATION

Please select the bullet points relevant to the post from those listed on this model specification.

Bradford is an Equal Opportunities Employer and requires its employees to carry out its policies concerning racial and sex equality and the rights of people with disabilities both in terms of equal opportunity for employment and access to the Council Services. Job Share applicants welcome for all full-time posts unless otherwise stated in the advertisement

We are committed to making reasonable adjustments to the job role and working environment so that disabled people have access to job opportunities or current employees can continue at work should they develop a disabling condition.

| ATTRIBUTES | ESSENTIAL | DESIRABLE | HOW IDENTIFIED |
|-----------------------|---|--|---|
| EXPERIENCE | <ul style="list-style-type: none"> Working with or caring for pupils of relevant age or relevant experience eg. voluntary organisation, parental caring experience. General technical / resource experience eg. science, art, ICT. Clerical / administrative / financial work. | <ul style="list-style-type: none"> Experience of working in a team situation. Experience of working in a school supporting pupils with additional educational needs, special educational needs or other relevant experience. | Application form & Selection process |
| QUALIFICATIONS | <ul style="list-style-type: none"> NVQ 2 for Teaching Assistants or equivalent qualifications or experience. NVQ 2 in relevant discipline or equivalent qualification or experience. | <ul style="list-style-type: none"> GCSE English and Maths or equivalent eg. Adult Literacy/Numeracy at level 1 Qualifications relating to post eg health, children, practical skills, first aid. | Application form & Selection process. Certificates. |
| TRAINING | <ul style="list-style-type: none"> Willingness to participate in development and training opportunities. Evidence of previous personal development. | <ul style="list-style-type: none"> Completion of DfES teaching assistant induction programme. Training or willingness to undertake training in the | Application form & Selection |



| ATTRIBUTES | ESSENTIAL | DESIRABLE | HOW IDENTIFIED |
|---|--|--|--------------------------------------|
| | | relevant learning strategies e.g. literacy and/or in particular curriculum or learning area eg. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc. <ul style="list-style-type: none"> • Health & Safety training as appropriate. | process |
| SPECIAL KNOWLEDGE | <ul style="list-style-type: none"> • Knowledge of particular subject / technical area. | <ul style="list-style-type: none"> • An understanding of the needs of a multicultural society. • An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. • Understanding of child development and learning. • Understanding of relevant polices/codes of practice and awareness of relevant legislation. • General understanding of national/foundation stage curriculum and other basic learning programmes/Strategies. • Effective use of ICT packages. | Application form & Selection process |
| EQUALITY | <ul style="list-style-type: none"> • Candidates should indicate an acceptance of and commitment to the principles underlying the Council's Equal Rights policies and practices. | | Selection process |
| DISPOSITION - ADJUSTMENT/ ATTITUDE | <ul style="list-style-type: none"> • Ability to relate well to pupils and adults. • Ability to work constructively as part of a team. • Ability to remain calm under pressure. • Demonstrate good co-operative, interpersonal and listening skills. • Demonstrate a commitment to working with children of the relevant age. • Good sense of humour. • Flexibility and willingness to accept change. • Willingness to share expertise, knowledge and experience. • Approachable, courteous and able to present a positive image of the school to callers and visitors. • Maintain confidentiality in matters relating to the school, its pupils, parents and carers. | <ul style="list-style-type: none"> • Ability to identify own training and development needs. • Understanding of classroom roles and responsibilities and your own position within these. | Selection process |

| ATTRIBUTES | ESSENTIAL | DESIRABLE | HOW IDENTIFIED |
|--|---|-----------|---|
| | <ul style="list-style-type: none"> Ability to prioritise conflicting demands and pressures. | | |
| PRACTICAL & INTELLECTUAL SKILLS | <ul style="list-style-type: none"> Good literacy / numeracy skills. Ability to use relevant technology. Ability to use ICT effectively. Ability to use relevant equipment / resources. Good keyboard / computer skills. | | Application form & Selection process / test |
| CIRCUMSTANCES - PERSONAL | <ul style="list-style-type: none"> Will not require holiday leave during term time. Must be legally entitled to work in the UK (Asylum and Immigration Act 1996). No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (CRB check required). If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use) | | Selection process. Sight of appropriate documentation as specified in interview letter |
| PHYSICAL/SENSORY | <ul style="list-style-type: none"> Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995. Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties. For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the postholder to be capable of lifting and carrying pupils, within school policies and practices. | | Selection process. |

‡ Use of References

References will only be read by the recruitment panel following interviews, after the preliminary selection decision has been made.

SPECIAL CONDITIONS

| | |
|---|----------------------|
| Management requires that the following checks be carried out as part of the recruitment process e.g. CRB, Warner Process. | Level of Disclosure: |
| If applicable - GOQ & Section of the Act that applies. (Wording for advertisement) | |
| Exempt from job share. Exemption registration number: | |
| Occupational Health check required. | |
| Any other special conditions. | |

| | | | |
|--------------|------------------------|-------------|---|
| Compiled by: | Grade Assessment Date: | Post Grade: | FOR USE BY HUMAN RESOURCES ONLY |
| | | | I confirm this PS has been checked and is appropriate and up to date. Signed: Date: |

Shipley C.E. Primary School.
Mission Statement.



Shipley C.E. Primary School will provide the best possible education for every individual. Our Christian ethos ensures that everyone is welcomed, respected and valued. We strive to provide citizens of the future who are able to make a significant contribution to the community.

We aim to develop an environment where:

- Our distinctiveness, as a church school, underpins everything we do.
- High standards of personal achievement are expected of every individual.
- Pupils have appropriately challenging personal aspirations.
- Pupils feel happy, safe and supported.
- All stakeholder groups contribute to the school, and feel valued as part of the school.
- Visibly high moral and social standards are evident from all groups within the school.
- An interesting, exciting, relevant curriculum is provided.
- All members of the school community are confident, competent users of ICT.
- There are extended opportunities for all.
- Everyone understands their responsibility within the wider community.
- Pupils' faith is valued, and spiritual development is given high priority.

In order to achieve the above we will:

- ✓ Set appropriately challenging tasks for every individual within the school.
- ✓ Encourage every individual to aim high, continually attempting to 'raise the bar'.
- ✓ Work with all stakeholders, valuing their input at appropriate times, in order to produce actions that best serve the school community.
- ✓ Lead our children, through personal example, to develop moral and social standards that are in keeping with our distinctive church school ethos.
- ✓ Provide a broad, balanced curriculum through a variety of teaching methods, using a wide range of resources.
- ✓ Give all our pupils frequent opportunities to access ICT, across the whole curriculum.
- ✓ Develop activities that include the wider community, are of benefit to the wider community and nurture in our children an understanding of their role within the wider community.
- ✓ Provide opportunities outside the normal curriculum, for our children to develop skills and interests.
- ✓ Exert no pressure to accept a particular faith, but will build religious values into our teaching programme, by reference to appropriate religious guidance.

Shipleys

Snippets

Volume 5.No 5.
April/May 2010.

Congratulation to the 14 children, who through a combination of good health, careful planning of medical appointments and keeping all holidays to the school holidays, achieved the admiration of all in school by getting to the Easter break without any time off. We celebrated their achievements with 100% silver certificates and badges in our Friday afternoon assembly.



=====

On the 11th May we held a non uniform day in aid of the Burns Research Unit, set up in Bradford after the tragic events of the Bradford City fire 25 years ago. Our children showed great maturity, reverence and respect during our assembly to mark the anniversary of the fire. Thank you to everyone who donated – a cheque for £264.74 is now on its way to the Bradford Burns Unit appeal.

=====



Class assemblies continue through to the end of the year at 9.15am on

School website: www.shipleyceprimary.org.uk



Thursday mornings. Recent topical assemblies have included Y4 at Ingleborough Hall and Y3 with their Election Special. Class assemblies for the remainder of the year as below.

| <u>Class</u> | <u>Assembly Date</u> |
|--------------|-----------------------|
| Reception | 1 st July |
| Y1 | 27 th May |
| Y2 | 17 th June |



A very interesting afternoon for Mrs Grant, Mrs Clough and three Y3 pupils recently, who attended the Antiques Roadshow filming day at Victoria Hall, Saltaire. They had an insight into how a TV programme is made (including time in make up!) and were lucky enough to be interviewed for possible inclusion in the programme to be broadcast from September 2010 onwards. Have you voted in the website poll to estimate how much the experts valued the rocking horse at? All will be revealed on the website before the Spring Bank holiday! As always the children were a great credit to their families and the school with their exemplary behaviour.

=====

Y4 had a very successful visit to Ingleborough Hall at the beginning of the term.

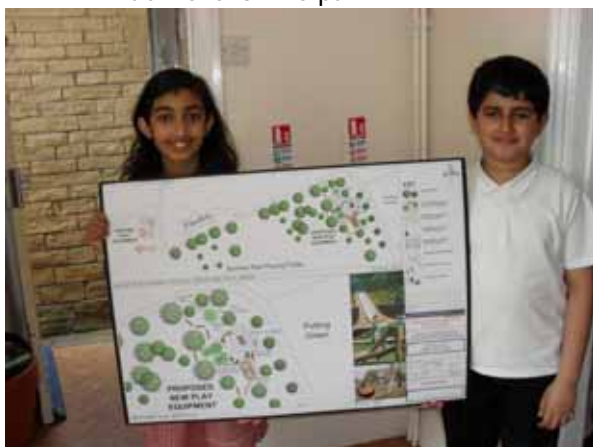
Caving,



Orienteering, Country Dancing and a host of other activities made for an excellent three days away. Many thanks to Miss Manship, Mr and Mrs Clough, Mrs Grant and Mrs McKniff who all helped to make the trip so successful, and of course all parents/carers who supported us financially - without your support we would not have been able to run the residential. There are also visits in Y5 and Y6 which we hope you will support.

=====

This term at school council, children have been discussing various issues, which have included the playground, play equipment, after school clubs. We have also had some visitors from the play design team at Bradford Council's Leisure Department who came in to consult the children about the new natural play park that is to be created at Northcliffe park.



The children were asked for their ideas and to explain the new development to the rest of their class. Lots of ideas were put forward and the design team

have incorporated some of these. The team have been back to see us again to tell us how things are progressing and for the children to be involved in selecting the right kind of equipment.

=====



SEAL work continues next half term when we will be following a unit on 'Changes', which deals with transition issues, which will affect all our children in some way.

Our assembly plans are as follows:

Week 1. SEAL-Introduce the topic.

Week 2-Journeys.

Week 3-Investors In Pupils.

Week 4-Investors In Pupils (class guides)

Week 5-Classes input on SEAL work.

Week 6-Leaver's Celebrations.

=====



M&M productions visited recently to perform **The Little Princess**. We are looking forward to their return in July when they will perform **Oliver Twist**. Our own budding thespians pick up useful tips from the professionals which we hope they will put into action when we perform **The Wizard Of Oz**. Tickets will be available after the next holiday for performances on Tuesday 13th July (pm) and the evenings of 14th and 15th July.

The gardening club have been busy recently, what with the usual digging, weeding and planting, the children have also been involved with making an outdoor bread oven!



The idea behind this is to bake our own pizza bases using wheat that will have hopefully grown on the allotment by July. The children have planted different kinds of food, which include garlic, onions, potatoes, tomatoes, salad items and strawberries. Just recently the children had great fun pond dipping.



The pond has attracted many frogs with lots of frog spawn that have developed into tadpoles. Other pond dwellers included water boatmen and pond skaters.

=====

Kate from Habitat Heroes, who will be coming in very shortly with a team of volunteers to transform some of our grounds into the nature trail, joined Year 3 in visiting Peaseland (Warden Controlled Home for the Elderly). As part of our commitment to this project, we thought it would be a good idea to liven up some area in the community. We decided on Peaseland as we thought it would be great for the Elderly to look out of their window and see a splash of colour.



So Year three

were armed with bedding plants to go and improve the area. The elderly residents were very pleased with the results.

=====

Help yourself to help your children?

MEND (Mind, Exercise, Nutrition, Do it!) have 20 free, fun sessions for Parents/Carers and children who wish to be happier, healthier and fitter. Call the OPTIONS team on 01274 202 801

Would you like computer access at home?

Are you:

- ✓ a parent/carer of a child in years 3 to 9?

Do you receive one of the following:

- ✓ Free school meals
 - ✓ Income based jobseeker's allowance
 - ✓ Income support
 - ✓ Child tax credit
 - ✓ Guaranteed pension credit
 - ✓ Income based employment support allowance
 - ✓ Support under part VI of the Immigration/Asylum Act 1999
- Call 0333 200 1004

You may be eligible for a grant through BECTA, but hurry as BECTA has been earmarked for cuts by the new coalition government.

Unfortunately I feel we must mention again the position regarding medical appointments and time off school. You may be staggered to know that over 80 children have taken time off for medical appointments so far this year. Some of these are unavoidable, and we will happily support important medical appointments. However, a trip to the dentist for a filling or check up is not acceptable in school time.

Taking a whole morning or afternoon for a 15 minute appointment is clearly

wrong. In our desire to be one of the best school for attendance within the Shipley 1 locality of schools (13 schools), as opposed to our current position of being one of the worst 4 schools in the locality for attendance we are working closely with our new attendance officer. She has been given relevant

information regarding children taking time off for medical appointments and is working with Mrs Hoyle, our Learning Mentor, to contact families who may need clarification on the issue.



Our dance group, choreographed by Miss Liburd, performed in Friday assembly recently. They have worked hard over several weeks perfecting their routine.

Everyone was exceptionally pleased with their performance and they exemplified the old saying - 'If a job's worth doing, it's worth doing well'.

=====

Archives From The Cut is the title of a series of short films made by our children, in conjunction with our creative partners. The journey began a long time ago with years 3 and 4 visiting the canal and having a barge trip. This led to many creative opportunities, which were presented at the Bradford Film



Theatre recently. We also received a fabulous book showcasing our pupils. We are running the DVD of the films in the entrance hall every day should you wish to pop in and view it.

=====

Can you help?

The Gambian Schools Trust have asked us to save plastic milk bottle tops.

Why?

Schools are so poorly resourced that children are using twigs/branches to help counting skills and are getting lots of

splinters in their fingers.  Plastic

milk bottle tops make great counters, are free and safe!

Please send any clean, washed plastic milk bottle tops to school and we will add them to our donation.

We recently sent out key dates for this term.

The full list is available from the letters section of the school website.

As a reminder a selection are shown below.

13th July - Parents/Carers evening to meet your child's next teacher.

12th-15th July - Wizard of Oz

15th July - Reports out to Parents/Carers

23rd July - School closes for the summer break.

=====

Please consider carefully the type of sandals your child wears to school during the summer months. We have noticed one or two injuries recently to girls, which appear to be due to the open toe nature of their footwear.



During the summer break our school nursery will be refurbished. This will involve pulling down the ceiling, ripping up the floor and replacing the majority of the fixtures and fittings. Due to the amount of work required to be ready for a 26th July start NURSERY WILL CLOSE 1 WEEK BEFORE THE REST OF SCHOOL (15th July)

=====



Please note - school cannot accept any responsibility for bikes/scooters used by children to get to/from school. There is no appropriate storage space available. The use of the Nursery building steps for storage is inappropriate on health and safety grounds.

School closes for the Spring Bank holiday break on FRIDAY 28th May and re opens on THURSDAY 10th June at 9am.

=====

(Colour version of the Snippet available on the school website)
