

***Information For Parents***

***Tregony C. P. School***

***Back Lane***

***Tregony***

***Truro***

***Cornwall***

***TR2 5RP***

***Telephone : 01872 530643      Fax: 01872 530643***

***email: [secretary@tregony.cornwall.sch.uk](mailto:secretary@tregony.cornwall.sch.uk)***

### ***Welcome from the Headteacher***

I am delighted that you are interested in Tregony County Primary School. We are a four class rural school which is at the heart of the community with two year groups per class. We seek to combine high academic standards and a wide range of social skills in a learning environment where pupils feel happy and confident. The schools buildings are ten years old and offer the opportunity to provide a modern approach to education in a pleasant learning environment.

We see education as a partnership with parents and hope that you will work with us to provide a quality education for our pupils.

I hope this prospectus will provide many of the answers to your questions and gives you a flavour of life at this school.

Paul Rowling  
Headteacher

### ***Message from the Chair of Governors***

Tregony County Primary School is very proud of its role within the community. The school strives to offer the highest quality standards of teaching and learning for its pupils. The school's priority is to ensure that it's pupils receive the very best educational opportunities in their early years and provide them with the skills, knowledge and understanding which will enable them to go on learning throughout their lives.

The community is very proud of the facilities on offer, which provide a quiet, relaxed atmosphere and a spacious, yet purposeful learning environment together with a large and well equipped gym/hall for recreational and communal activities.

The school regularly achieves success in extra curricular activities. Our large school choir has often been successful in County Music Festivals. In sport our teams compete well against other primary schools. We also exhibit art and craft work at local shows and exhibitions.

If I or any of the governors can be of any assistance please contact us. The quality of service the governors and the school provide is only as good as the parents and pupils think it is. So please keep us informed of you views and wishes because at the end of the day we all share a common goal, the very best start for all the pupils at Tregony School. Please read the section on governors in this handbook.

Chair of Governors

## **Introduction**

Tregony Community Primary School is situated in the popular village of Tregony on the Roseland Peninsula just a few miles from Truro. There has been a school in Tregony since 1878 originally opening as an “all age” school. In 1961 Tregony County Secondary (now the Roseland Community School) was built to educate pupils of 11 and over and in 1993 primary pupils were able to move into the modern building that is Tregony CP School.

The school is able to boast excellent facilities, including a hall with portable stage area; a well resourced library and a computer suite of 14 computers. Classes are all situated in the main school buildings and are all equipped with interactive whiteboards and at least one networked computer for pupils use. We also have excellent outdoor facilities, including a good sized playground; a garden area and a field shared with the Roseland Community School. We are currently beginning a project to develop a quiet/ sensory area within the playground.

## **Our Aims**

- The school aims to prepare children academically and socially for secondary school education and adult life.
- Pupils are encouraged to develop lively and enquiring minds, to question appropriately when doubtful, to put forward their point of view politely, to listen to others when they disagree with the argument and to accept that they may be wrong.
- Every pupil is entitled to equality of opportunity in a broad and balanced curriculum.
- Pupils are encouraged to take part in leisure and sporting activities and to play a full and active part in the life of the school.
- We expect a high standard of behaviour from pupils; encourage politeness and good manners and a respect for themselves & others.

*“Wherever you go in school you make friends.” Rosie age 10*

## **The curriculum**

All children follow the National Curriculum in nine subject areas.

#### Core Curriculum

English/ Literacy  
 Mathematics/ Numeracy  
 Science  
 ICT (Information, Communication  
 Technology)

#### Foundation curriculum

Art and craft  
 Design technology  
 Geography  
 History  
 Music  
 Physical education (PE)

In addition Children receive Religious Education and study a variety of topics under the Heading Personal, Social and Health Education (PSHE) and Citizenship.

Pupils will be taught in a variety of styles and contexts including separate subject studies and linked topics. We believe that learning is most effective when it relates to prior knowledge and experience, so all work is linked to pupils' interests, abilities and aptitudes.

### ***The Core Subjects***

#### **English**

We aim to help all our pupils to become positive, competent and confident users of English as readers, speakers, listeners and writers. We use a variety of approaches to achieve this and are guided by the Literacy Strategy. There is a daily Literacy Hour in each class, reading time and extra English time is given to spelling activities, handwriting and whole class stories. It is also developed and used throughout the rest of the curriculum.

Reading skills are achieved by methods such as phonic word building and whole word recognition and there is an emphasis on the children comprehending and understanding the text they read. This is taught through whole class sessions, guided reading in groups and individual reading to an adult. We also expect parents to take an active role by listening to their child read at home regularly. Children experience a wide range of books including reading scheme and 'real' books by a great range of authors, from a variety of cultures.

Writing is taught through a 'Blocked Unit' approach. Each unit focuses on a particular type of writing, lasts between one and three weeks and most have a final outcome which might be written or spoken. Writing is taught by reading, analysing and annotating relevant texts, teacher demonstration, writing as a class, in groups, pairs and individually. We try to make writing as interesting as possible and give it a real purpose. The genres which are taught include stories, poetry, plays, non-fiction reports, recounts, explanations, persuasion and discussion texts, instructions and letter writing.

We really value the importance of speaking and listening and try to include activities which develop these including drama, role play, circle time, discussion group work and presentations across the curriculum.

At Tregony C.P. School we believe that becoming literate should be an exciting and interesting experience!

### **Science**

The Science Curriculum is divided into three knowledge areas:- Materials and their properties; Physical processes; Life processes and living things. These are underpinned by the very important area of experimental and investigative science.

We aim to enable pupils to understand key scientific concepts and to use their knowledge in less familiar situations. Pupils are introduced to scientific methods of investigation which enable them to make disciplined and successful enquiries and to use their ideas to solve relevant problems. Pupils scientific experience is enhanced through visiting speakers and educational visits and through the use of ICT when appropriate. All pupils have access to the Science Curriculum regardless of gender, culture, academic or physical ability.

### **Numeracy**

Our approach to teaching the Numeracy Strategy is based on enabling pupils to gain a real understanding of mathematical concepts so that they can be used in a wide variety of situations. Teachers, therefore, use a range of resources, such as texts books, their own resources and ICT software to achieve their aims. Children normally work in ability based groups so that they are working at their appropriate level. Practical maths and investigations are used where relevant for our pupils to develop their Mathematical understanding.

We aim to teach children to be mathematicians not magicians!!

*"I can do Maths. I love Maths. Maths is fun." written by Nichola, a previously reluctant year 5 pupil.*

### **ICT**

ICT is embedded in modern life. Therefore children need to learn how to use it and how to apply their knowledge in a variety of contexts and situations. At Tregony School we cater for this in two ways. Firstly all pupils receive regular dedicated ICT lessons. These cover such topics as word processing; control and monitoring; handling data and using CD ROMS and the Internet to find things out. Secondly pupils are encouraged to use ICT across the curriculum wherever appropriate.

## ***The Foundation Subjects***

### **History**

Pupils have the opportunity to develop an awareness of the past & to begin to realise how it differs from the present. This awareness is developed through:

1. stories(e.g. myths, legends and eye witness accounts)
2. a range of historical sources (e.g. artefacts, picture and photographs)
3. studying a particular time in the past e.g. the Victorians.

### **Geography**

Pupils are introduced to different aspects of geography - physical, environmental, climate and weather, population, economic and physical resources. Geography is studied in relation to the local environment, county, country and the world. Pupils are also introduced to mapping skills.

### **Design and Technology**

The Design and Technology Curriculum covers four main areas of designing and making:- Mechanism and control; Structures; Food; Textiles. Pupils are given the opportunity to investigate how articles are made in the real world and then they are encouraged to design, make and evaluate their own articles. Through the Design and Technology Curriculum pupils have the opportunity to develop different making skills using a wide variety of materials. Pupils are taught a variety how to use a variety of equipment safely. The curriculum is enhanced by the use of ICT which is particularly useful when investigating how things are made in industry.

All pupils have access to the Design and Technology Curriculum regardless of gender, culture, academic or physical ability.

### **Physical Education**

All aspects of the Physical Education Curriculum are catered for, namely: gymnastics, dance, games and swimming throughout the school, plus athletics and outdoor education at Key Stage 2. All pupils take part in P.E lessons and are expected to have their kit available every day. This consists of a plain white tee-shirt, black shorts and plimsolls (for indoor use) or training shoes (for outdoor use). There are a number of after school sporting clubs including football, netball, mini rugby, basketball and athletics. The school also takes part in competitive matches and festivals against other schools locally and throughout the county in football, netball, mini rugby, rounders, orienteering and athletics. The school P.E Co-ordinator is and active participant in the National School Sports Co-ordinators training scheme.

*“Tregony has good sports equipment.” Ashley aged 10*

### **Music**

Music is taught in practical lessons throughout the school. Children have experience of singing, composing and performing their own musical ideas, and listening to and appraising their own efforts. There is a recorder club. Brass and woodwind tuition is provided through the Schools Music Service for those children in Key Stage 2 who are interested in learning to play. All Key Stage 2 children have the opportunity to join the School Choir, which performs at the Harvest Festival, at Christmas, in the annual school show and competes against other school choirs at the Cornwall Music Festival.

### **Art and Design**

Opportunities for creativity form an important part of our broad and balanced curriculum. All of our pupils have access to a wide range of media including paint, textiles, collage and clay (using our own kiln) as well as resistant materials to construct design ideas. Pupils are encouraged to use the work of other artists to develop their own ideas and to appreciate a wide range of art and design.

Art and Design is often linked to other aspects of the curriculum where appropriate.

### ***Religious Education***

Religious Education is taught using the Agreed Syllabus provided by the Cornwall Local Education Authority. This provides a framework for planning a thematic approach in which children can develop spiritual awareness and understanding of the moral issues to provide a good stance for life. Links are made in planning so children throughout the key stages can experience shared topics throughout the year which makes it easier to organise whole school celebrations or themed days.

Although Christianity is a major focus of our study, we aim to provide children with an understanding of other beliefs and cultures. It is our aim at Tregony to develop positive attitudes towards others people, respecting the right to hold different beliefs, and looking towards living in a society of diverse religions and beliefs.

Parents have the right to withdraw children from RE lessons and collective worship. Please inform the head teacher if you wish to withdraw your child.

### **COLLECTIVE WORSHIP**

All maintained schools are required to hold a daily active of worship which is wholly or mainly of a broadly Christian character. At Tregony we achieve this through a daily whole school assembly. Assemblies are varied in content but will include aspects such as a hymn, a story, a focus table with objects selected by pupils, space for reflection and opportunities for pupils to contribute their thoughts and opinions. We believe that it is important for children to know that their own and the beliefs of others are to be respected, therefore they are invited to listen to prayers and add their 'Amen' if they wish, but are told that this is their choice.

## **SEN**

At Tregony School we are committed to providing a high quality education for all pupils and it was recognised in our last OFSTED Inspection that pupils with SEN do well at Tregony School.

Children with Special Educational Needs will have their needs met in a variety of ways. Initially this may take the form of extra support within the classroom, but if the needs continue we will, in accordance with Statutory Requirement place pupils on a Register of Need. This generates an Individual Educational Plan (IEP), which will be met through the schools own resources and differentiation of normal school work. Should a pupil require further support then help and advice from specialist agencies such as County Psychology and Learning Support Services will be sought.

Parents will be consulted at all stages of this process and should be aware that they can access further advice from Groups such as Parent Partnership.

Although not within the remit of SEN we also recognise the needs of Gifted and Talented pupils and provide extension activities and opportunities for them. Leading up to SATS in Year 6 pupils are divided into two teaching groups in order to provide Booster teaching for the less able and extension teaching for those who will benefit from the extra challenge.

As a relatively modern school Tregony School is well equipped to cater for the needs of those with physical disabilities. However in accordance with the Disabilities ACT of 2004 we have developed an Access plan which will be carried out as appropriate.

## **Assessment, recording and reporting**

We believe that assessment is an important stage of the learning process. In most lessons pupils are told the target for the lesson and work is marked against this target. In addition to this groups of children are given targets in Literacy and Numeracy for period of about one term.

Most foundation subjects are assessed at the end of each unit of work, usually against clear criteria identified at the beginning of the topic.

In addition to this we are required to assess pupils formally at three points during their time at the School. At the end of the Foundation Stage a profile summing up children's progress during their first year at school is produced. At the end of Key Stage 1 (when most children are aged 7) children are assessed against National Curriculum Attainment Targets in Literacy, Numeracy and Mathematics. In all three areas a Teacher Assessment is given; however in the first two areas this assessment is supported through Standardised Assessment Tasks. At the end of Key stage 2 (before pupils transfer to secondary school) children are assessed through Standardised Assessment Tests in Literacy, Mathematics and Science. As a school we also choose to use optional Qualifications and Curriculum Authority test material to inform teacher assessment in a similar manner to that done at Key Stage 1.

Parents are informed of all test results and assessments and these are discussed at Parents Evenings held each term. Finally a full written, summative report is produced annually during the Summer Term.

### **Homework**

Homework involves the class teacher setting additional activities for the children to undertake at home. We encourage families to become involved in these as a support to their children and to enable parents to gain a better understanding of their child's education.

At Key Stage 1 the homework is based on activities relating to Literacy and Numeracy lessons. In addition children are encouraged to read daily and will receive a weekly spelling list.

At Key Stage 2 reading related activities and spellings continue with the addition of Tables and one piece of Literacy / Numeracy per week.

The homework is set weekly to encourage pupils to take responsibility for organising their own time.

### **Sex Education**

At present sex education is addressed throughout the school, mainly as part of the science / Personal and Social Education curriculum. In Y6 the children undertake a topic on physical / emotional change during adolescence.

### **Enriching the Curriculum**

At Tregony School we believe that as well as delivering a broad and balanced curriculum, we should provide an education that is enriched by things such as trips, specialist visitors and themed days. The school has an enrichment committee which is made up of teachers, governors and parents. The committee focuses on looking for ways to enrich school life. Each week a newsletter is produced to inform parents of the exciting activities that have taken place in each class. The school is also involved in a variety of fundraising activities for the school, local, national and international charities. We hold a regular tuck-shop which raises money for a village in Ethiopia. We hope that by involving the children in this they will have a greater understanding of the world around and appreciate that there are people less fortunate than themselves.

### ***Extra Curricular Activities***

We consider that clubs are an important part of the education provided as they provide children with an opportunity for pupils and staff to share areas of common interest. Each teacher runs at least one club at lunchtime or after school including

mini-rugby, football, netball, basketball, cricket, athletics, gardening, recorders, dance and drama, and a craft club.

We also work with the Music Service to provide brass and woodwind instrument tuition.

*“Absolutely fabulous clubs. Easy to learn hard things.” Alex*

### **Charging Policy**

The principles underlying this policy as stated in the Education Reform Act are as follows:-

1. That education in schools should be free.
2. That activities offered wholly or mainly during normal school teaching times should be available to all pupils regardless of their parents' ability or willingness to help meet the cost.
3. The school has the discretion to charge for optional activities provided wholly or mainly out of school hours
4. The school has the right to invite voluntary contributions for the benefit of the school, or in support of any activity organised by the school whether during or outside school hours.

The school policy is as follows:-

1. Optional visits wholly or mainly outside school hours will be charged at full cost.
2. Visits wholly or mainly during school hours may be funded by voluntary contributions. The school may cancel a visit if voluntary contributions are insufficient to cover the cost.
3. Board and lodging costs on residential trips will be charged except to those parents in receipt of Family Credit or Income Support.
4. Individual tuition in the playing of a musical instrument will be charged for, except where parents are in receipt of free school meals.
5. The school may invite voluntary contributions towards the cost of ingredients, materials & equipment where parents have expressed the wish in advance to have the finished product
6. The school may make charges for breakage and damage to property.
7. The school will continue to exercise discretion in asking for contributions for costs incurred by the children of parents who are unable to make a voluntary contribution.

This policy may be reviewed or changed at a future date if circumstances deem it necessary.

### **School Council and Prefects**

We believe that it is important for children to take on some responsibility and have an input into what happens at school. There is a school council that is made up of two representatives from each class. The members meet each half term to discuss

issues raised in class. In Year Six children have the opportunity to become a prefect. This role involves a range of duties including supervising the 'Huff and Puff' shed, helping in the dining room and supporting the lunch time supervisors during wet breaks.

### **Discipline**

All classes follow the same Golden Rules which can be found on posters in classrooms and in the school entrance. In addition there are rules appropriate to the playground, dinner hall and individual classes. Children who choose not to follow the school rules receive a warning followed by a red card. The issuing of a red card means that pupils lose 5 minutes of their Golden Time, usually held at the end of the week. A child who receives 5 or more red cards will be seen by the Headteacher and class teacher together. As with all school matters the partnership with parents is of paramount importance. Consequently parental support is sought in cases of serious indiscipline.

*"If there is any bullying going on it will stop right away." Kyran aged 11*

### **Early Years**

"Lay the foundations thoroughly lest the superstructure topples"

Children begin school in September of the Year in which they turn 5. Those born between September 1<sup>st</sup> and February 28<sup>th</sup> of that academic year begin full-time. Children born between 1<sup>st</sup> March and 31<sup>st</sup> August attend school part-time until January. Children in their first year at School (Reception Year) follow the Foundation Curriculum.

Prior to the child starting school we invite parents and child to visit school, to meet the staff and to familiarise them with the environment. During this visit an Entry Profile will be completed which helps us to know your unique child.

After your child has settled in, the school is required to complete a detailed assessment relating to language, mathematics and personal & social development. The outcome of this will be shared with parents at the termly parents evening.

### ***Preparing for School***

There are many constructive things you can do. Help your child to be as independent as possible. He / she will feel secure if he / she can go to the toilet, wash his / her hands, fasten shoes, dress and undress. It would be helpful if you could use the same kind of writing in encouraging your child towards recognising letters, e.g. Edward, using a capital letter, followed by lower case letters. Spoken language is perhaps the most important thing that you can do. Talk constantly, encourage your child to talk, ask questions, to listen, to make judgements, to understand the consequences of their actions, and to share.

We warmly welcome you and your child to the school.

**Admission:**

Admissions for part time education are controlled through the Early Years Scheme. Children will normally be admitted in the September of the year in which they will be five.

Children born between 1<sup>st</sup> September and 28<sup>th</sup> February will be able to attend school full time from September.

Children born between 1<sup>st</sup> March and 31<sup>st</sup> August will attend part time for the first term and will begin full time education in January of the following year.

Older pupils wishing to join the school may do so at any time under the terms of the LEA admissions policy.

**Partnership with Playgroup**

The local playgroup uses the school. They offer 10 sessions a week with morning sessions aimed at those who receive funding and afternoon sessions open to children aged 2 ½ upwards. For more information please contact Mrs J. Foster.

**Policies**

All policy documents are available for parental inspection. These can be requested from the school office. In compliance with Government recommendations a small charge may apply for photocopying any policies.

**Attendance**

The school follows DFES regulations regarding attendance. If your child is unwell please inform the school by telephone as soon as possible on the first day of absence. If we know where your children are we can be sure they are in safe hands.

We would recommend that holidays are taken during school holidays, but we understand work commitments sometimes preclude this. Beyond statutory school holidays and INSET training days we can authorise no more than 10 days for an annual family holiday. If you need to request time away from school for your child please collect the appropriate form from the school office.

**Procedure for Complaints**

You are encouraged to discuss any matter of concern with the headteacher in the first instance. In this way we can avoid small problems growing into large ones. We are required to have a formal procedure for complaints about the curriculum and this is set out below.

Arrangements for the handling of complaints about the curriculum

Parents who wish to make a complaint should contact the school and make an appointment to discuss the matter with the class teacher or the headteacher. Other school or County staff may be involved as appropriate.

If the complaint cannot be resolved at the school level, the parent may register the complaint with the governing body.

A sub - committee of governors will usually hear the complaint. The parent has the right to appeal to the Local Education Authority and finally the Secretary of State.

### **Voluntary Help**

Since the idea of education being a partnership between home and school underlies our work, we welcome parents and friends from the wider community to help in and out of school. This support is much appreciated by staff and pupils alike.

### **Uniform**

#### **Boys:**

Red sweatshirt or jumper  
White Shirt or Polo Shirt  
Grey or Black trousers

#### **Girls:**

Red sweatshirt, jumper or cardigan  
White blouse or Polo Shirt  
Grey skirt , pinafore dress or black trousers  
Red gingham dress may be worn in the Summer.

Recommended footwear is dark school shoes

#### ***PE Kit***

White tee shirt  
Black Shorts  
Plimsolls or trainers (N.B. Not "fashion" boots)

Pupils may work barefoot in the hall if they wish.

Football boots and socks are appropriate for junior football (i.e. Years 3 to 6)

Please ensure that all items of clothing are clearly marked with the child's name.

### **The School Day**

**8.55 am - 12 noon**

**1.00 pm – 3.20pm (KS 1)**

**1.10 pm - 3.20 pm (KS2)**

There is a 15 minute break at mid morning and mid afternoon. Children are taught in school for an average of 23.5 hours per week in KS2 & 22hrs at KS1.

The education authority will only accept responsibility for the welfare of children on the premises between 8.45 am and 3.30 pm so parents are requested to ensure that their children do not arrive before 8.45 am. Special arrangements are made to supervise those children who travel by school transport and arrive before 8.45 am.

Pupils brought to school by car should be dropped in the car park and accompanied by an adult across the parking area. Cycles are not permitted in school except with the permission of the Headteacher.

Children are not allowed to leave school unaccompanied. If someone else is to collect your child please inform the school. All children should have left the premises by 3.30 pm unless attending an after school activity when they will be in the charge of a member of staff.

### **Transport**

Applications for school transport should be made to:

Mrs Chris Denning  
Area Transport Unit  
County Hall  
Truro  
TR1 3AY

Telephone 01872 322125

For further information please contact the Headteacher.

### **General Information**

#### ***School Meals***

Our splendid school meals are cooked on the premises. Meals currently cost £1.65 per day, £8.25 per week. A menu which gives details of the meals to be served is available from the school office. If preferred, pupils may bring packed lunches.

Dinner money should be paid on Mondays. If you are receiving Income Support all your children will be entitled to free school meals. Please ask the school secretary for an application form. All information disclosed will be handled with discretion.

Pupils who go home for lunch should return for the afternoon session between 12.55 pm and 1.10 pm.

*“There is a great choice for school dinners.” Gemma*

### **Health/Specialist Medicines**

Occasionally pupils need to have medicines administered at school. A form is available from the school office for parents to make a signed request for the school staff to administer prescribed medicines.

Unless a written request has been made the school will not be able to give pupils any medicines.

### ***Care of Valuable Items***

Pupils do not need to bring money to school unless specifically asked to do so ( e.g. dinner money, trips, etc.), when it should be put in an envelope bearing the child's name and class. The school is not responsible for any items such as toys and games which children sometimes wish to bring to school.

### **Role of Governors**

The general educational character of the school, and its place in the local educational system, is determined by the local education authority (Cornwall County Council). The Governors, in consultation with the Headteacher, determine the general direction of the conduct and curriculum of the school. To this end they are responsible for ensuring that education at the school is of the highest quality given the resources it has made available to achieve this.

The governors are determined to ensure that Tregony School is providing the very best in educational opportunity for our young people. The governing body has recently been instructed to help it respond effectively to the task of helping to manage the school into the 21st century. To this end each governor has made a commitment to be responsible for an aspect of school management.

The success of the governing body depends on how well it is able to respond to the needs of pupils, parents and staff. To do the job well we need people to communicate with us. To this end we will do the following:

1. Annual questionnaire to monitor parental concerns and feed back the results with action to be taken.
2. One staff meeting is attended by governors to discuss relevant issues
3. Ensure that agenda and minutes of governing meetings are available from the school office.
4. Ensure that all governors will raise issues, brought to them via parents and the local community, with the Headteacher and governing body.

Thank you for your anticipated support and involvement in making this the best learning opportunity for our young people.

### **The Friends of the Tregony School**

The Friends of the school organise regular social and fundraising events. Recent fundraising has provided equipment for the Huff and Puff shed, paid for transport for class trips and supported other school initiatives. New members are always welcome. For more information please contact any member of the committee.

Chair	Lyn Grayston
Secretary	Mary-Anne Waters
Treasurer	Kathy Cadby
Teacher Representative	Nicki Bradford
President	Paul Rowling – Headteacher

### **The Staff**

Mr Paul Rowling	Headteacher
Mr Gerald Truan	Class GT Y 5/6
Mrs Nicki Bradford (Assistant Headteacher)	Class NB Y 3/4/5
Miss Cassie Williams	Class CW Y 2/3
Mrs Diane Blackie / Mrs Helen Knight	Class DB Y R/1
Mrs Debbie Kirby	School Secretary
Mrs Jo Foster	Assistant School Secretary
Miss Chris Donaldson	Auxiliary
Mrs Kate Douglass	Teaching Assistant (Early Years)
Mrs Lyn Grayston	Teaching Assistant
Mrs Lynn Gulliford	Teaching Assistant
Mrs Sue Hocking	Teaching Assistant
Mr David Price	Teaching Assistant
Mrs Sue Richards	Teaching Assistant
Mrs Anne Tindale	Teaching Assistant
Mr L Dorcey	Site Supervisor
Mrs Janet Bennett	Cleaner
Mrs Brenda Cawrse	Cleaner
	Cook in charge
	Kitchen assistant
Mr D Price	Lunchtime assistant
Mrs S Richards	Lunchtime assistant
Mrs Lyn Grayston	Lunchtime assistant

