

BOLNEY CHURCH OF ENGLAND PRIMARY SCHOOL



Be the Best You Can,
Guided by God

Prospectus 2022/23



Be the Best You Can,
Guided by God

BOLNEY C.E.P. SCHOOL

Church Lane, Bolney, Haywards Heath, West Sussex RH17 5QP

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E-mail: office@bolneyprimary.school

Web: <http://bolneyschool.org.uk/>

Headteacher: Ms Emma Lofthouse, BEd Hons,

Dear Parents and Carers,

On behalf of the governors and staff, I would like to welcome you and your child to Bolney CE Primary School. Please use this prospectus to learn more about how our school functions. I also recommend that you arrange a personal visit. We will be happy to show you around, so you can get a better feel for the school and what we achieve.

We provide high-quality care and education guided by our Christian values. Ofsted has consistently judged Bolney School to be a good school, our most recent inspection was in July 2019. We provide a safe, stimulating and creative learning environment, where every child has the opportunity to flourish. The efforts and achievements of every child are recognised and valued.

Our professional team is highly motivated to provide children with a broad-based and challenging learning experience. We are committed to nurturing children's spiritual, academic, moral and social development. For us, the education process is a 'golden triangle'. This means the child, the parents and carers, and the school, all work together to ensure every child receives the maximum benefit from their education.

Parents and carers who choose Bolney find that if they or their children have any concerns, we will always listen. We value parents' opinions on the school and on their children's achievements. Of course, we always listen to children's views and value their thoughts and feedback too.

I hope you will choose Bolney School. If you do so, I hope you can enjoy an active and happy partnership with the school. I look forward to working with you for the benefit of the children.

Yours faithfully,

Ms Emma Lofthouse,
Headteacher



Choosing the right school for your child

Choosing the right school for your child can be a daunting decision, but looking at a prospectus can help.

One of the best ways of judging if a school is right for your child is to visit the school. The obvious things to look out for on your visit are if the children seem happy and engaged in their learning, if the school's values are celebrated, and if the school 'feels' right.

After you have seen how happy the children are, please take any opportunity to talk to the school staff, children, other parents and carers, and the headteacher.

Use the school visit, its prospectus, website and Ofsted Inspection Reports to see how the school runs, and the thinking behind what it does.

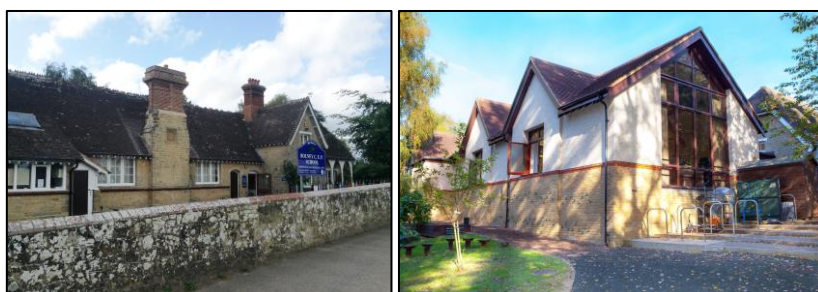
Choosing Bolney School

We do everything we can to make sure Bolney School is an inspiring and welcoming place to send a child. At Bolney, we see our strengths as being:

- committed to every child as an individual and doing what is right for that child
- a 'good school' guided by strong values, providing a broad curriculum and challenging its pupils to be the best they can
- at the heart of the village community and, as a Church of England school, having a strong relationship with St Mary Magdalene Church.

Talk to us

We know it is an important decision, so please talk to us if you would like to learn more about how we can inspire and welcome your child. To arrange a visit please contact our business manager, Zoe Belton on 01444 881352, or email her at office@bolneyprimary.school



Our vision and values

In partnership with parents and carers, we aim to develop the whole child by providing a creative, challenging curriculum in a caring, safe environment.

Our vision has grown from our belief in the Bible verse from Luke:

Do for other people what you want them to do for you.

Luke 6:31 International Children's Bible

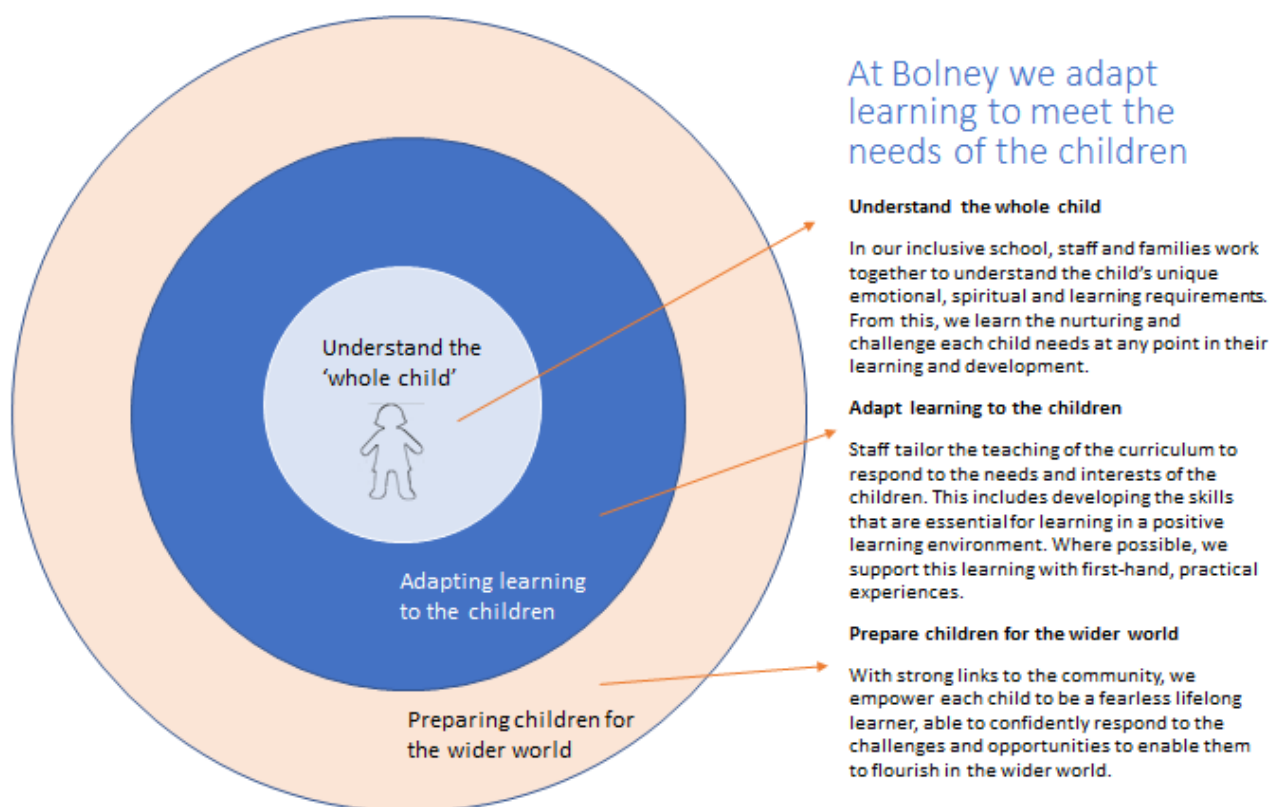
Our whole child vision is:

Each child is unique. We partner with families to nurture the 'whole child' - by understanding their specific emotional, spiritual and learning needs - so children flourish.

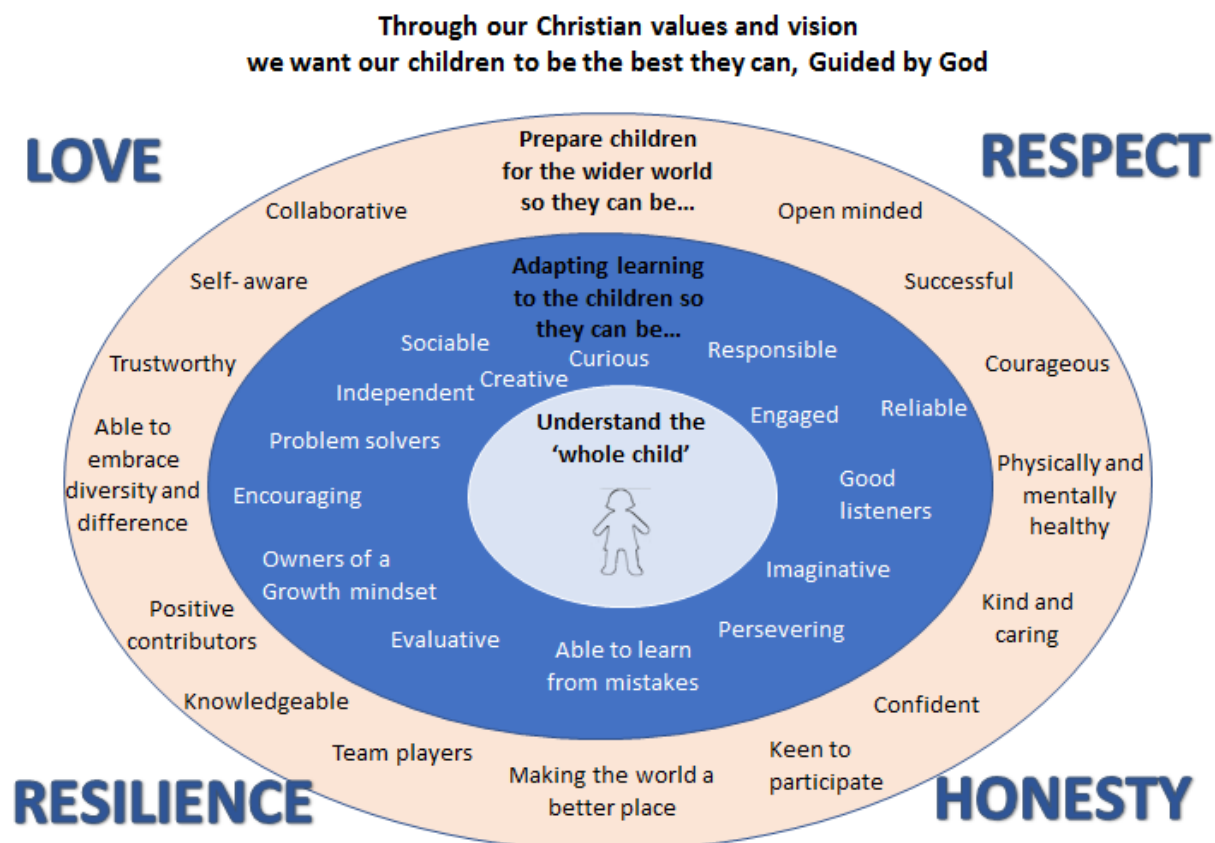
Children leave us as fearless lifelong learners, ready to meet the world with self-confidence, curiosity and resilience.

Be the best you can, guided by God.

We aim to achieve this through:



We plan for the children to develop these characteristics during their time at our school so they leave Bolney School ready for their next stage of education.



Our school motto is: **BE THE BEST YOU CAN, GUIDED BY GOD**

Our Christian vision and values guide all that we do at Bolney School.

We have four core values:

LOVE RESPECT HONESTY RESILIENCE

These values incorporate a number of other attributes we feel enable the children and staff to develop while they are at Bolney School so everyone is kind, caring, considerate and happy.

Our values and motto are displayed on a beautiful painted oak tree in the school hall. The idea for this came from the school council and two local artists were commissioned to create our wonderful tree. Everyone is encouraged to spot our values being put into action, which are shared and celebrated.



Our School

Bolney School caters for pupils from Reception through to Year 6 in four mixed-age classes. We have allocated space for 16 pupils in each year group and so there are 112 pupils on roll when we are full. This year we have 101 pupils on roll.

Early Years and Key Stage One:

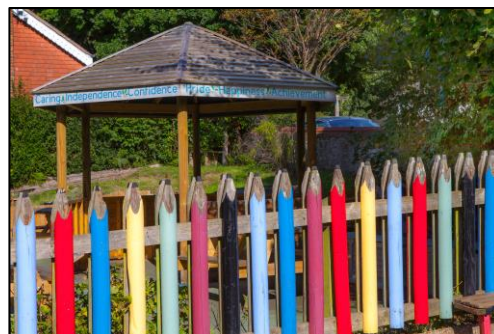
- Willow class - Reception
- Beech class - Year One and Two

Key Stage Two:

- Holly class - Year Three and Year Four
- Silver Birch class - Year Five and Year Six

Each class has a qualified teacher and at least one teaching assistant.

Our attractive school has grounds all around the school building. We enjoy the adventure playground, growing beds, our spiritual garden and the inspiration station as well as our playground at the front of the school. We are able to use the cricket field opposite the school for lunch play and sport.



On entry to our school every child is placed into a House - Parham, Standen, Petworth or Uppark. Each house has a colour, used for their PE T-shirt. Children from the same family are in the same House. House points are awarded for the children displaying our values through their behaviour and conduct, team work, effort and individual achievement and are celebrated during our Celebration Assembly on Fridays.



School Day

Early Years and Key Stage One

9.00 am to 12.00 pm Morning Lessons

12.00 pm to 1.00 pm Lunch

1.00 pm to 3.00 pm Afternoon Lessons

Key Stage Two

9.00 am to 12.10 pm Morning Lessons

12.10 pm to 1.00 pm Lunch

1.00 pm to 3.05pm Afternoon Lessons

All children have a mid-morning break for 15 minutes.

Children can arrive from 8.45am and are expected to be punctual. A member of staff opens the gate at 8.45am and children go straight into class, the register is taken at 9am. For safety reasons, at home time, parents and carers are asked to wait to collect their children in the driveway by the school gates.



Our Curriculum

In the Reception year the children follow a curriculum designed for the under-fives. This is part of the Early Years Foundation Stage. From Year 1 onwards the curriculum is based on the National Curriculum.

We build our curriculum around ten themes to help children further develop our vision characteristics during their time with us. These also help them make connections between all that they learn. We strive to ensure seamless continuity and progression of skills so that every child builds, step-by-step upon the bedrock of established knowledge.

Our Curriculum Themes

Negotiators	Creative Thinkers	Risk Takers	Problem Solvers	Critical Thinkers
Good listener Trustworthy	Creative Imaginative	Growth mindset Courageous Open minded	Able to learn from mistakes Perseverance	Evaluative Engaged Confident
Team Players	Change Makers	Young Leaders	Achievers	Friends
Keen to participate Collaborative Self-aware Encouraging	Making the world a better place Curious Positive contributors	Independent Responsible Reliable	Successful Physically and mentally healthy Knowledgeable	Able to embrace diversity and difference Kind and caring Sociable

We plan each theme with the children as much as possible as we find this improves their engagement with their learning. This makes the curriculum more bespoke for each class. We try to ensure the children have first-hand experience, visits, trips and visitors, as well as the most important aspects, relevance and fun!



We ensure that each pupil has an entitlement to a curriculum which:

- ✓ enables them to feel confident, valued and successful and respect themselves and others as learners;
- ✓ enables them to work and learn together in a high quality teaching and learning environment;
- ✓ offers challenge in all areas of the curriculum and beyond
- ✓ is broad, balanced, flexible, relevant, inclusive and well planned; it is well matched to individual need, providing the context for in-depth learning;
- ✓ enables them to make a significant contribution to their school community and the wider world;
- ✓ provides continuity that is effective and supports progression and successful transition (home-school, preschool-school, between classes, school-secondary school).

Safeguarding Statement

Bolney School is committed to the safeguarding of children, young people, their families and staff. This means that everything we do is designed to promote the safety and well-being of the children we work with, as well as that of children and young people in general. We believe that safeguarding and good practice are best promoted by staff who, after thorough selection processes, are valued, trained, encouraged and appropriately managed and supported in the work they do.



Pastoral Care

We pride ourselves on the support and care we give to our pupils. There is a tangible family ethos that pervades the school, ensuring that each pupil is treated as an individual and his or her pastoral needs met. We have four school rules:





1. We are quiet when someone is talking to us.
2. We follow instructions right away.
3. We let others get on with their work.
4. We respect each other.

Each class also agree their own rules, which are specific to them, and as a school we agree playground rules.



Zones of Regulation

We teach the children about the Zones of Regulation as part of our Relationship and Health Education to help with personal development. This is full of a range of activities to help children develop skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when your child plays in a basketball game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library.

The ZONES of Regulation®			
			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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Promoting a growth mindset and the Learning Pit

We believe in the difference a growth mindset makes as it creates a powerful passion for learning. A growth mindset is based on the belief that your basic qualities are things you can cultivate through your efforts. A passion for stretching yourself and sticking to it, even when it is not going well, is the hallmark of the growth mindset. Whereas, a fixed mindset is where you believe your qualities are unchangeable and you will want to prove yourself correct over and over rather than learning from your mistakes.



We use the Learning Pit to help children develop their resilience and to encourage them to try new or challenging things. It helps them to understand that it is fine to be stuck or make a mistake and sometimes you need to try things a few times before finding the best approach or something that works for you. The children learn to support each other to move through the Learning Pit. We see making mistakes or getting something wrong as a positive thing and a fantastic way to learn more.

Forest School

As part of our curriculum the children in year R to year 6 join our Forest School run by trained Forest School leaders. Each year group has sessions during the year bushcraft skills. These regular sessions develop confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.



Learning Mentor

A Learning Mentor provides support and guidance to children, by removing barriers to learning. Our trained Learning Mentor works either with an individual child or a small group of children depending on their need. This highly effective role has had an impact on many children, supporting their learning and well-being.

Barriers to learning can take many forms and might include:

- Low self esteem
- Challenging behaviour
- Friendship/bullying issues
- Engagement with school/attendance
- Transition to secondary school

Peer Mentoring and School Buddy system

Children from year four, five and six undertake training to become peer mentors. This voluntary role includes mentoring younger children, helping them to learn new things and to get along with people. The mentors can listen to any worries the younger children may have and help them sort out their problems. We have not been able to develop this role during the COVID-19 pandemic but hope to start it again next year.

Year six pupils are paired with each child in Reception to help them settle into school life. They write letters to introduce themselves and spend time with them

during the school day. Some of the children make things for each other and the two classes do some activities together.

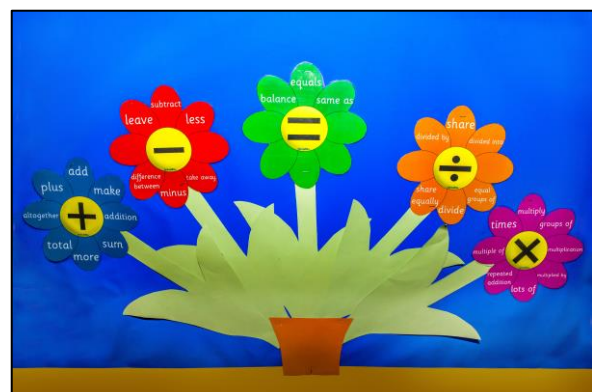


Relationships and Health Education

The personal development of children and the establishment of positive attitudes and values are important during the primary years. We believe that we must begin by giving each child a belief in his/her own worth and value as an individual. As a small school all the adults get to know all the children very quickly. This means that we are all deeply involved in the personal and social development of each child and able to help and guide at every stage along the way. We do the 'Daily Mile' where we walk around the school grounds for fifteen minutes each day to help promote good mental and physical well-being.

Special Educational Needs and Disabilities

As we pride ourselves on knowing all the children in our school personally, we ensure that every child's progress and needs are carefully tracked to ensure that we are providing provision that is entirely relevant to the child. The SENDCO (Special Educational Needs and Disabilities Co-ordinator) is responsible for co-ordinating support for children with special education needs. In some cases, particularly for children with an Education, Health and Care Plan, additional support may be arranged if appropriate. This additional support may be given on a short term basis or over a longer period where children experience specific learning difficulties. We are also able to call upon the support of the schools' education psychologist and the Special Needs



Support Service. These experts support us in making assessments and devise appropriate programmes of work. Parents and carers are consulted when children are involved in any special arrangements. Children, parents and carers, teachers, teaching assistants and, if relevant, specialists all contribute to planning action to meet individual needs. We are proud to have gained the Dyslexia Friendly Award again in 2021.

Home Learning

Home learning tasks are set to encourage discussion at home about your child's learning and to build upon the skills and knowledge used in the classroom. Tasks are appropriate to the age and abilities of the children and increase as the children progress through the school. All children are expected to read at home, learn spelling rules and times tables. Children in Key Stage 2 are asked to carry out further tasks linked to their theme to support learning being undertaken at school. The home learning policy is reviewed annually and a copy of the policy is available from the school office, and is on the school's website.



Behaviour

The general behaviour of pupils is a matter of great importance in the school and for the well-being of the community. Qualities of honesty, kindness and fair-dealing are constantly encouraged, whilst politeness and thought for others are regarded as the basis of relationships between pupils and teachers. Children are expected to be responsive to discipline, developing self-control in observing the few simple rules that exist to enable everyone to work happily, safely and successfully together. We very much value positive reinforcement of appropriate behaviour and each class adopts a system of celebrating and rewarding such behaviour. However, should a child experience difficulties with maintaining appropriate behaviour we encourage them to be honest, discuss the issues openly and take responsibility for their actions so that concerns may be resolved as quickly as possible. Parents and carers will be informed at an early stage if their child's behaviour causes concern.

The school has a Positive Behaviour Policy based around consistent practice, positive encouragement and polite, respectful and thoughtful behaviour. This policy supports the school's Anti-Bullying Policy.

Collective Worship

Our aims and values are based on Christian principles and teaching. We have strong links with St Mary Magdalene church and we hold some school services in the church.

Every day we have a Collective Act of Worship (assembly) which is largely Christian in nature. On Fridays at 9am we have a Celebration Assembly where we celebrate as a school community achievements of all our children both within and out of school. All parents are welcome to attend the Celebration Assembly. As a part of the Christian ethos of the school every classroom has a reflective area allowing the children to spend time in quiet reflection and prayer as the need arises. We hold a weekly lunchtime Hotline to Heaven prayer club.



Extra-Curricular Activities

School clubs are held during lunchtimes or after school, generally from 3.15 - 4.15 p.m. Information about clubs is usually sent at the beginning of the academic year or term to the appropriate age group of children. We welcome help from parents and carers and friends who may have particular skills, as this enables us to include more children and activities in the programme. These include football, dance, karate, gardening and Hotline to Heaven.



The School Council

We believe that by having a pro-active School Council and Eco Council it gives a powerful message that:

- children are listened to and treated with respect,
- children ideas are valued,
- problems can be aired and solutions found.

Each year group has a representative who is elected by the class to represent them. The council changes each year to allow as many children as possible to participate. The council sets the agendas and they are responsible for bringing and feeding back information to their class and during assemblies.



Educational Visits - Charges

Educational visits are an important part of our curriculum as they help provide context for the children's learning. We find it necessary to ask for voluntary donations to support these activities or they would be unlikely to take place. Our Parent Teacher Association help with some of the travel costs for each class. Before any activity where costs are involved takes place, parents and carers will receive a letter detailing all information. Parents and carers who are concerned about the contributions or any other aspect of a school visit are encouraged to discuss the matter with the headteacher.



Lunch, drinks and snacks

Children have the choice of a hot meal provided by Chartwells or a packed lunch from home. Parents order online and pay for the meals in advance direct with Chartwells. Packed lunches should be brought to school in a lunch box, clearly labelled with the child's name and a non-fizzy drink in an unbreakable bottle.

Key Stage One children eat together first, followed by Key Stage Two children. As a part of our lunch time routine prayers are led by the children during lunch. To ensure that all our children enjoy eating their meals together, children are expected to have the same good manners they would display when eating with their families.

A range of fruit and vegetables snacks are provided for Key Stage One children to consume during morning break. All children under five years of age receive free milk until they turn five, after this parents and carers order and pay for milk.

In line with current research, all children are encouraged to drink water during the day and need a plastic water bottle with a sports cap or straw mouthpiece in school every day.

Since September 2014 all children in Reception, year one and year two are eligible for universal free school meals. If your child would like a free hot meal then please order this through the school office.

If a family should experience financial difficulty it may be possible to apply for free meals and this is dealt with confidentially. **The school can receive extra funding if you receive any of the benefits listed below. It is important that you apply for free school meals even if your child is in Reception, year one and year two to activate this funding.**

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

Please apply online if you think you may be eligible: <https://www.gov.uk/apply-free-school-meals>

Absence

It is very important for children to attend school. Should your child be absent due to illness (or any other reason), a telephone call or an email to the office on the first day must be made. Similarly in the case of a sustained absence the school should be notified straight away. Failure to do this will result in the school contacting you and your child's absence being noted as unauthorised.

In line with school policy holidays during term time will not be authorised unless there are exceptional circumstances. Any request must be detailed by completing a 'Withdrawal from Learning' form. This is available from the school office and our website.



Health

Children receive a routine medical check during their Reception Year. Should any problems be diagnosed, parents and carers will be informed. Children who suffer from chronic conditions such as asthma or diabetes are encouraged to manage their own medication (where age appropriate), which should be kept in the office and their classroom. Otherwise, parents and carers are requested not to send any medication to school, either for administration by children or by a member of staff. If a child is on a course of antibiotics, but is nevertheless considered fit to attend school, parents and carers are requested to either administer the medication outside school hours or if required in school hours a member of staff will administer. A form will need to be completed to give staff permission to do this.

Accidents

If a child sustains an accident that requires emergency medical treatment, the parents or carers concerned will be contacted immediately and an ambulance called. In the light of such a possibility it is important that we are kept updated on contact telephone numbers and any relevant medical details relating to each child (i.e. allergies to penicillin, anti-tetanus etc.). In the case of minor injuries first aid is applied and parents informed where appropriate.

Home - School Links

We have opportunities for parents and carers to visit the children in action and see their learning. There are formal parent/carers teacher consultations throughout the year when parents and carers have the opportunity to meet their child's teacher. Written annual reports are issued in the summer term. Parents and carers are welcome to discuss them with the class teacher concerned. Each half term we invite you to celebrate your child's learning with them in class. There are also other occasions throughout the year when parents are invited to visit the school to enjoy concerts, class assemblies, plays and view displays of learning.



Contacting the School

Parents and carers are encouraged to contact the class teacher, through the school office, MCAS message or via the teacher's email, should they wish to discuss any concerns or issues they may have relating to their child. If families are unsure of anything they can contact the office.

Parent and Carer Involvement

The active involvement of parents and carers within the school is greatly valued. Parents, carers, grandparents and friends assist us with reading, cooking, craft activities, running the library, gardening, after school clubs, the supervision of children on visits and with transport to sporting events and educational visits. We are very keen for adults to share their work experiences or hobbies and interests with the children. For some activities helpers will be required to complete safeguarding (DBS) checks.



School Uniform

We insist on children wearing their uniform with pride as it develops a sense of partnership and belonging in themselves and their school.
<https://www.sussexuniforms.co.uk/collections/bolney-cep-school>

The uniform is as follows:

Trouser Uniform

White shirt or polo shirt (plain or with logo)

Charcoal grey trousers/shorts

Plain grey, black or white socks (long or short acceptable)

Bolney sweatshirt or cardigan (with logo)

Bolney fleece for outdoor wear only (optional)

Bolney coat (optional)

Black shoes (trainers and sandals are not permissible). Wellington boots can be worn on rainy days and left in the welly rack so that children can change into their shoes on arrival at school

Shoulder length hair should be tied back along with hair that is in a child's eyes, any hair accessories to be modest

Sun Hat / Water Bottle / Book Bag

Skirt Uniform

White shirt or polo shirt (plain or with logo)

Charcoal grey skirt or tunic with plain grey tights or long white socks

Blue and white summer checked dress (this can also be worn at the start of the autumn term) with plain white long or short socks (blue and white trim on ankle socks acceptable)

Bolney sweatshirt or cardigan (with logo)

Bolney fleece for outdoor wear only (optional)

Bolney coat (optional)

Black shoes (trainers and sandals not permissible). Wellington boots can be worn on rainy days and left in the welly rack so that children can change into their shoes on arrival at school

Shoulder length hair should be tied back along with hair that is in a child's eyes, any hair accessories to be modest

Sun Hat / Water Bottle / Book Bag

PE kits - all children require the following:

Bolney house colour t-shirt

Black shorts

White or black plimsolls/trainers

Plain black, grey or blue jogging bottoms or leggings (optional)

Plain black, grey or blue tracksuit top (optional)

Jewellery

Watches, activity trackers and small, modest, stud earrings only can be worn.

Book Bags All Reception and Key Stage One children will require a blue Bolney school book bag. Key Stage Two children can use other suitably-sized bags.

Bottles for water should be in school every day.

Jewellery and Valuables

It is requested that children do not wear jewellery to school, and those with pierced ears should only wear studs. However, it is policy within West Sussex County Council that children do not wear any jewellery during PE, and therefore we request on these days children refrain from wearing ear studs. In the case of recently pierced ears your child should be provided with suitable plasters to cover the studs.

Lost belongings can be a source of great distress to children. To avoid this it is essential that all children's equipment is clearly named. All unclaimed lost property is kept in school for a term and then disposed of. Although we strive to ensure that children take responsibility for their property we cannot be responsible for it.



The Governing Body

Our Governing body is made up of people from different groups, including parents, teachers and other staff, the local education authority, representatives from the local community and as our school is a Church of England school we also have two foundation governors - representatives appointed by the church authorities. The governors play a vital part in overseeing, supporting and working with the headteacher and the staff team to guarantee that each child has the opportunities to learn and grow in a safe, caring and happy environment. If you have any concerns you are welcome to make an appointment to speak with the Chair of Governors via the school office. A list of governors can be found on the school website. Our Chair of Governors can also be contacted confidentially through the website.



Friends of Bolney (Parent Teacher Association - PTA)

The Friends of Bolney group has very generously provided us with many of our facilities and numerous curriculum enrichment opportunities for the children through their amazing fundraising. Every parent and carer automatically becomes a member of our very active PTA from the moment their child starts at the school. The Friends of Bolney organises many social and fundraising activities throughout the year and everyone is most welcome to participate.



NEARS

Our school is a member of the Network of Eastern Area Rural Schools (NEARS), formed to help rural schools in the area share resources and staff expertise. As well as providing school to school support the NEARS group organises sporting events and various activities for the children enabling them to meet with, work and compete against others in their age group.

Transfer on Leaving Year Six

Children leaving at the end of year six often transfer to Warden Park in Cuckfield or Oathall Community College in Haywards Heath, if they live in the designated area. There is close contact between our school and the two secondary schools, both on academic and pastoral level. Parents and carers can of course express a preference for an alternative secondary school and documentation giving details of this are given on the first term of a child's final year with us.

As a Church of England school our year six leavers attend, along with other local church schools, a Leavers' Service at Worth Abbey where we celebrate with them, their time at our school and the moving on to a new chapter in their lives. We also have our own leavers' service at St Mary Magdalene Church. Parents and carers can attend both of these services.



Admissions

All admissions to our school are dealt with by the Pupil Admissions Office team.

Pupil Admissions Office
County Hall North
Chart Way
Horsham
West Sussex
RH12 1XA

Telephone: 0845 0751007

Email: admissions.north@westsussex.gov.uk

Website: <https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places/>

Parents and carers have the right to decide if their child will start school on a full-time or part-time basis until the term after the child's fifth birthday, which is when the child must be receiving full-time education. We are happy to discuss this with parents and carers if they are unsure what is best for their child.

Our school practice is to invite the children on a part-time basis for the first two to three weeks, to help them settle into school. We invite new Reception children and their parents or carers to story time in the summer term before the children start school so they can meet staff, each other and experience the classroom. We also hold meetings for parents and carers in the summer term to share ways to help their child be ready for school.

Admission is limited to 16 places, priority is given to those children living in the designated catchment area. Should the number of requests for spaces exceed 16 places will be allocated in order of priority:

1. Children who need a place on medical and /or social grounds
2. Siblings of existing Bolney pupils living in the catchment area.
3. Other children who live in the catchment area
4. Siblings of existing Bolney pupils living outside the catchment area
5. Other children who live outside the catchment area.

In the case of over subscription in any of the above categories, priority will be given to those living nearest to the school.

Children over reception age may be admitted at any time, providing that there is space in that year group.



Headteacher: Ms Emma Lofthouse
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