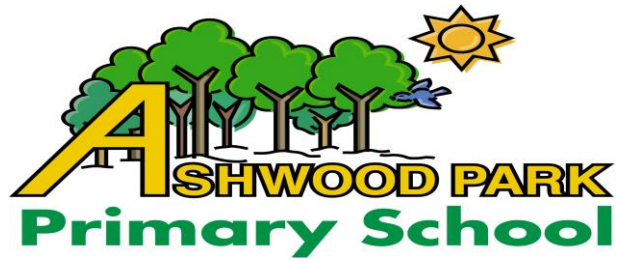




Ashwood Park Primary School
Prospectus



Bells Lane
Wordsley
Stourbridge
West Midlands
DY8 5DJ



Telephone 01384 818545

Email: info@ashwood.dudley.sch.uk

Website: www.ashwood.dudley.sch.uk

HEADTEACHER – Mr Keith Butler B Ed (Hons) NPQH

CHAIR OF GOVERNORS – Mrs Jo Marchant

VICE CHAIR OF GOVERNORS – Mr Ben Davis

VISION, MISSION STATEMENT & AIMS

Mission statement

At Ashwood Park and Resource Base we are passionate about the whole child. We want all children to leave school with skills and attributes that prepare them for the next stage in their education and allow them to embrace life's opportunities to the full. Our aim is for every child to fulfil the potential they have, and to remove any barriers to their learning to help them achieve this.

We want children to understand and demonstrate the importance of ambition, belief, aspiration, compassion, pride and respect. We want children to become successful, confident, motivated, responsible and spiritual individuals.

We want the school to be outstanding in all we do and to that aim we look at continuous improvement.

“Be the best you can be”

Aims

To set challenging targets in the curriculum and whole school environment to raise achievement and attainment for all pupils.

To raise expectations and standards of teaching and learning.

To provide inclusive and fully integrated curricular provision to enable children to fulfill their potential.

To provide high quality resources throughout the school and appropriate provision at all stages of children's development.

To provide staff with appropriate resources and training to enable them to improve their practice and carry out teaching more effectively.

To provide a safe and secure learning environment which enables children to continue to treat others with respect and understanding.

To develop a progress culture across all areas of the school curriculum.

INTRODUCTION TO THE SCHOOL

Ashwood Park Primary School is situated on the western edge of the Metropolitan Borough of Dudley and is set in its own beautiful grounds. It is of single storey design offering individual classroom accommodation. Ashwood Park caters for children from 3 to 11 years of age in two buildings which are presently used for Nursery, Key Stage 1 and Key Stage 2 children. We are very fortunate in accommodating the only Primary Resource Base for Hearing Impaired children in the Dudley area. Children with impaired hearing from three years of age to eleven are integrated and supported throughout the mainstream school.

The school provides a friendly, welcoming atmosphere and encourages the development of children as well rounded citizens. Ashwood Park is proud of its academic and pastoral achievements and reputation for nurturing each pupil to their full potential. We aim to offer children the opportunity to develop themselves as individuals within a caring framework and to provide a secure base from which to take up the challenge of secondary education.

Ashwood Park serves the communities of Wordsley, Kingswinford and Amblecote,

Parents from outside the immediate catchment are warmly welcomed into our school.

THE GOVERNING BODY

The Governors delegate the running of the school on a day to day basis to the Headteacher. The school's Governing Body takes decisions relating to the curriculum, finance, staffing and the strategic direction of the school. Decisions taken by the Governing Body are recorded in the minutes and as necessary are communicated to parents through regular newsletters from the school.

SCHOOL FACILITIES

We are very lucky to have the following facilities:

- Fully fenced secure grounds with CCTV
- Two fully fitted halls used for PE, Plays, Assemblies etc.
- The Key Stage One Hall is also used as a dining area
- Two Libraries
- Practical areas used for cookery, craftwork, music, computing (ICT Suite) and science.
- Three large playgrounds, with a play area attached to each one.
- A fenced Sports Field.
- Computers and interactive boards in every classroom, notebook trollies and computer suite.
- A Community Room
- A Nursery Unit
- Resource Base for Hearing Impaired children
- A kitchen providing hot nutritious meals
- Childcare for children between 3 – 11 years old which runs from 7.30 am to 6.00 pm, term time only, at very reasonable rates.
- Care Room/Medical room
- Disabled Access Toilets in both buildings
- A parents and toddlers group meeting on Tuesdays from 9.00 a.m. till 11.00 a.m.

SCHOOL ORGANISATION

Ashwood Park Primary School is a one and a half form entry school, with an admission limit of 45 pupils.

Normally we try to group children in classes according to their age, but this depends on numbers admitted each academic year. Each year we re-organise the classes to enable pupils to get to know their year group, to enable us to balance the numbers of boys and girls and to balance the level of abilities of pupils within each class.

Different teaching methods and types of organisation are used within the school.

- Class lessons
- Group work
- Individual teaching

SCHOOL ADMISSIONS

Children are accepted into the Nursery or school following the Local Authority Admissions policy (a copy of which is available from the school office). First preference is given to looked after children, followed by children with disabilities. Children with brothers or sisters take third priority, followed by those children living closest to the school.

Parents can enrol their children from birth upwards. The school will contact parents sometime before the child's third birthday to offer a place in the nursery and to arrange a 'home visit'. The purpose of the home visit is to get to know the child in its home context and address any problems or concerns the child or parents may have.

Letters are sent out to nursery age pupils offering a place in the Nursery when they reach the age of 3 years. These letters are sent out in the Summer Term for September start, and in the Autumn Term for the January start. If the place is accepted there will follow a visit from the Nursery Teacher in the term before the child starts. We have 8 spaces in Nursery for 30 hr provision.

Children are admitted to our Reception classes in the September of the academic year in which they will be five.

THE CURRICULUM

All schools in England are required to follow the National Curriculum. This curriculum contains core and foundation subjects. The core subjects are Maths, English and Science .

Competency in language, numeracy and scientific method is needed throughout the rest of the curriculum, and in all aspects of adult life. The foundation subjects are History, I.T., Geography, Religious Education, Art, Music, Design Technology, PE, French and RSE.

The curriculum is broad, varied and flexible and is aimed at developing the full potential and capabilities of our children. We aim to make everything taught in school:

- **worthwhile**
- **imaginative**
- **demanding**
- **interesting**
- **relevant**

Curriculum details are available on our website.

The following gives a brief outline:

CORE SUBJECTS

ENGLISH

The English programme provides the basic skills of reading, writing and spelling, and uses drama, poetry and literature to widen the children's experience of language. The English programme is introduced to the Reception classes in the Summer term, but from Year One it is taught for the recommended hour per day, as a minimum, since aspects of English work occur throughout all subjects.

Children are encouraged to express themselves orally and correct forms of speech are fostered in class discussions, drama and sharing assemblies. The library contains a good selection of fiction and reference books.

MATHS

The school follows the national curriculum for Maths. Emphasis is placed on the teaching of mental mathematics encouraging children to work with speed and accuracy. This means knowing basic number facts and tables as well as being able to discuss mental processes, so they can carry over strategies into their own work.

Practical equipment for mathematics and ICT are used to reinforce children's learning and to extend basic skills and concepts. The aim is to:

- Help children recognise mathematics in a variety of situations.
- Apply mathematical thinking in problems.
- Try new approaches and methods.
- Develop recording skills.

SCIENCE

Science is taught using the programmes of study from the National Curriculum. Children gain investigative experience of science activities both as individuals and as part of a team, allowing them to acquire a significant degree of knowledge through science concepts and skills.

FOUNDATION SUBJECTS

COMPUTING

IT is an ever-increasing part of our lives and is incorporated into many areas of the curriculum. The children are encouraged to develop their mouse/keyboard skills through a variety of games/art/word processing packages in the classroom. They are taught to communicate globally using the e-mail facility. Access to the Internet enables the children to undertake personal research, particularly useful for topic work (the Internet is regulated by the LA and our security system "Smootwall" and all unsuitable materials are filtered). The school is well resourced with computers to ensure that children have a firm grounding in Computing skills and all classrooms have interactive whiteboards. We adhere to our e safety policy.

HISTORY AND GEOGRAPHY

During their time in school the children will study the local environment, the British Isles and some aspects of World geography. Through history topics, children are encouraged to develop a sense of time and an understanding of the past. They study some local history and use visits and materials to help them understand the subject. They also

study a period of recent history, ancient history and some aspects of British and World History. This thematic approach helps children to evaluate past happenings in the light of the contribution they make to modern society.

DESIGN TECHNOLOGY

Design Technology aims to develop creative and practical skills. Children are presented with a design problem and encouraged to work in pairs or small groups to produce a solution - which has to be drawn and planned, built and tested. This process also improves children's ability to organise themselves and collaborate with others.

MUSIC

It is our aim that the musical experiences of our children are as enjoyable as possible.

Class music lessons include singing, percussion and creative music making. Importance is also attached to appreciation and listening to works of musical significance.

Rehearsing music for a performance gives children an aim when practising and we provide every child the opportunity to take part in school concerts and to experience "live" performances. There are opportunities to have music tuition in various instruments, this is provided by Dudley Music Services, details are available from the school office.

ART

All art work is developed through observation and imagination. We believe the stimulation of an aesthetically pleasing environment for learning encourages good practice. Children are encouraged to acquire control of tools and equipment to enable them to experiment creatively with a variety of media.

PHYSICAL EDUCATION AND GAMES

We aim to develop agility, physical co-ordination, fitness, confidence and enjoyment through physical activities. Physical education includes gymnastics, athletics, ball games, and dance.

The school uses the skills and expertise of rugby, netball, football, cricket, basketball, tennis and multiskills coaches to enhance the curriculum, and often these are followed by after school clubs to give pupils further opportunities to develop their skills.

The school runs a variety of teams that are entered in the inter-schools leagues and competitions, and the children are taught to play competitively, accepting winning and losing gracefully is an important part of competing.

Please note that for safety reasons the Local Education Authority insist that indoor PE work is done in bare feet.

PERSONAL, SOCIAL AND HEALTH EDUCATION

We have a curricular programme which addresses issues such as being healthy, staying safe, getting on with others etc, Sessions may involve circle time where children share their experiences with others. A programme of themed assemblies starts off each Topic throughout the year.

RELIGIOUS EDUCATION

Although Christianity has a central place in Religious Education teaching, it is important to remember that many major world religions, other than Christianity, are now significantly represented in our society. A knowledge of these religious beliefs, enable children to begin to make their own response to the claims of religion, and to respect religious convictions where they do not share them. As part of the National Curriculum requirements, children study mainly Christianity, but also aspects of other religions including Islam.

There will also be a progressive introduction to stories of people, past and present, whose lives exemplify qualities universally valued. Throughout the curriculum and as part of the whole school ethos, there will be a strong emphasis on moral education. The school community, like family life, provides a context for moral learning and experience in a number of ways. Children should be able to feel that their school has a clear, consistent and secure moral framework, which will help them to explore those moral questions which affect them, and often concern adult society as well.

Parents do have a statutory right to withdraw their children from Religious Education and worship.

SEX AND RELATIONSHIPS EDUCATION

This will form part of our integrated studies approach and will cross curricular boundaries, being part of the moral, physical, scientific and spiritual areas of the curriculum.

We sincerely hope that our "parents in partnership" approach will ensure that parents have complete understanding of the school ethos and philosophy and will place their trust in us to handle this delicate area of the curriculum in a sensitive manner with their children.

To label certain lessons as "Sex Education" and set them apart from all other areas is, in our view, drawing unnecessary attention to the subject. It is taught as part of a programme of work which aims to teach children about the workings and care of their bodies, their relationships with one another and their place in society.

This approach will be structured according to the age and development of the children. Particular care will be taken to re-assure the older girls and boys about the bodily changes they will be experiencing at this time. The school nurse plays a significant part in our sex education programme.

Parents have a statutory right to withdraw their children from Sex Education, please discuss this with the classteacher.

SPECIAL EDUCATIONAL NEEDS (SEN)

Children who need additional support in order to access the full school curriculum are said to have special educational needs. The abbreviation used is SEN. The teacher who looks after their needs is known as the Special Educational Needs Coordinator or SENCO. Children may have special needs in relation to their learning, they may have physical needs such as disabilities, or a diagnosed medical condition or they may have fallen behind in their learning for a variety of reasons.

Identification of Special needs.

Children with special needs may be identified by the class-teacher, doctor, support staff or the parent may have noticed an area where a child is experiencing difficulties. Once they are identified, appropriate programmes of support are put into place, which are coordinated by the SENCO.

Children with Special needs are identified at three levels:-

School action –Support is offered within the classroom by the teacher and teaching assistant.

School action plus- Support is offered within the classroom as above, but the involvement of external agencies, such as The Educational Psychologist assists the process.

Statement of Special educational needs / EHCPs -Specialised support and programmes are identified to meet the child’s individual needs, this is formalised into a written document setting out the child’s areas of need and how support is to be offered. This document is referred to as “A Statement” for short. Statements are transferring to EHCPs- Education and Health care plans.

DISABILITY DISCRIMINATION ACT

At Ashwood we are committed to providing an accessible environment which values and includes all staff, parents and visitors, regardless of their individual needs. We have installed facilities to meet the needs of people with disabilities and have in place plans to further develop our accessibility. Prospective parents are welcome to visit and inspect our facilities.

EQUAL OPPORTUNITIES INCLUDING RACE EQUALITY

We aim to promote positive attitudes in pupils, staff, Governors and parents. The school follows the guidelines issued by the LEA in promoting equal opportunities for all, regardless of age, gender, ability, ethnic origin or background. The Governors have adopted the Dudley LEA Race Equality Policy.

EDUCATIONAL VISITS (CHARGING POLICY)

We try to provide children with relevant experiences and as part of their work they are invited to take part in educational visits. These visits are organised using the Governor’s policy on charges for School visits, a copy of which is available for examination in the school office. In summary, parents are charged a voluntary contribution for Educational visits, should insufficient funds be generated to cover costs, then the Governors may require the trip or activity to be cancelled. We do try to keep the costs to a minimum as these visits are important for your child.

HOMEWORK

Homework should be seen as an essential part of a child's education, and an excellent way of involving you in the progress of your child. It may take the form of reading, assignments, research, a practical assignment, memorising and finishing-off or catching-up. Whatever homework is given, we do appreciate your help in seeing that it is done properly, on time and in surroundings conducive to good work.

Regular homework following the Department for Education and Employment guidelines is set for all children. Listening to children read at home is particularly important as it allows parents, to encourage their children's progress by enjoying books together.

PUPIL PROGRESS, ASSESSMENT AND REPORTS

The National Curriculum requires teachers to assess their pupils by using the attainment target levels found in the core and foundation subjects. We recognise the importance of assessment but we are also concerned that any assessments reported to parents should not only describe a child's academic performance but should also provide an all round picture of the child's development in all areas. Part of our own assessment procedure involves the children in the assessment of their own progress. Parents' evenings are held regularly so that teachers can share their observations and assessments with parents. The children are also included in this dialogue so that they can share their achievements.

At the end of Year 2 and Year 6, 7 year olds and 11 year olds are assessed using Standard Assessment Tests. (SAT'S).

Written reports are issued at the end of the spring and summer terms. We hold parents' evenings every term, when you can discuss progress with your child's teacher.

If for any reason you wish to discuss your child at times other than parents' evenings, please do not hesitate to make an appointment. This will ensure that either the Headteacher or the class teacher will be available to see you.

ACCESS TO CHILDREN'S RECORDS

Parents are granted access to their children's records under the provisions of the Education Reform Act unless the disclosure of this information is deemed likely to be detrimental to the child.

FREEDOM OF INFORMATION/DATA PROTECTION ACT

The school complies fully with the Freedom of Information Act. Parents may request to see the policy and any information available under the policy guidelines please contact the school office if you require any further details.

OUT OF SCHOOL ACTIVITIES On occasions, after school activities, organised by teachers may take place. If your child is involved in such an activity you will be informed that they will be leaving school at a later time than normal, and your permission for your child's attendance will be requested. Out of school hours activities take place during the lunch break or after school. However, it must be clearly understood that these activities depend on there being sufficient support and enthusiasm from your children and availability of staff. We request that a responsible adult collects your child at the end of the activities.

Activities include:

School Trips	Athletics	Football	Guitar
Gymnastics	Netball	Rounders	Benchball
Tag Rugby	Choir	Basketball	Archery
	Cricket	Drama	BSL

SCHOOL UNIFORM

We hope that you will give your support to this uniform as the children look very smart when dressed in a similar fashion. It also helps the children to develop a pride in their appearance and a sense of belonging to the school.

Bottle green "V" neck jumper or cardigan

Tie (green/gold striped)

(these are available from the school office)

White shirt/blouse

Grey Trousers

Grey Skirt

Sensible black shoes should be worn for school.

(Please note, no trainers.)

A PE Kit consisting of green shorts (available from school) or PE skirt, a gold t-shirt (available from school) and a pair of pumps should be provided in a sensible bag.

Every item of uniform should be marked with the child's name so that we are able to return them when lost.

Please note, no extreme hairstyles will be tolerated.

PARENTAL INVOLVEMENT

Parents are always very welcome at Ashwood Park.

One of our most important aims is to involve parents with the school in as many ways as possible. A curriculum plan will be given out at the beginning of each year, and your interest and co-operation in the work will be most welcome.

OPEN EVENINGS

We invite parents into the school at set times to see teachers for routine concerns. For anything more please make an appointment. The preferred time is at 8.40 a.m and 3.15 p.m.

During an Open Evening the teachers will be available to discuss children's progress and you will have the opportunity to view pupils work and talk about progress. Open Evenings are held termly.

HOME & SCHOOL ASSOCIATION

There is an active Home & School Association bringing together parents and teachers for the benefit of the children and the school.

Each year social and fund-raising activities are organised. A typical year is: Autumn – Monster Mash Fun Night, Christmas Fayre. Spring: Disco, Easter Egg Hunt. Summer: Summer Fayre, Yr 6 Leavers Activity Evening, Sponsored Event.

The Home and School Association provide your child's first reading bag free of charge and also a leavers' year book as a memento of school life.

THE SCHOOL DAY

NURSERY

Morning:	Opens 8.30 a.m.	Closes 11.30 a.m.
Afternoon:	Opens 12.30 p.m.	Closes 3.30 p.m.

SCHOOL

Opens 8.50 a.m.	Lunch 12.00 noon.
End of Lunch 1.00 p.m.	Closes 3.15 p.m.

Children should NOT arrive at school until 10 minutes before the beginning of each session i.e 8.40 a.m. Supervision of children does not begin before 8.40 a.m. and we are concerned about the safety of children on our premises, particularly in the darker winter mornings.

Our out of school childcare facilities offer childcare for 3 – 11 year olds from 7.30 am to 6.00 pm, term time only, at very reasonable rates. Details and booking forms are available from the school office and from Mrs J Oakes.

BEHAVIOUR

Good behaviour is promoted by having a clear system of rewards and expectations, backed up where necessary by sanctions.

To promote good behaviour, children are encouraged by praise and rewards. The school operates a house point system which is very popular amongst the pupils, children's' good work and attitudes are celebrated at a weekly praise assembly. Should behaviour become an issue, the following sanctions may be applied:

1. Misbehaviour pointed out and the child told why such behaviour is not acceptable.
2. A withdrawal of privileges or other measures will take place if misbehaviour continues e.g. loss of playtime etc.

3. If a child continues to misbehave parents will be invited into school to discuss the problem and the appropriate action to be taken.

Bullying and racism will not be tolerated and the school has policies in place to deal with these issues as part of its Behaviour Policy.

Our aim is to provide your child with an ordered, happy, peaceful and secure school and to maintain a high standard of behaviour at all times.

SAFETY AND SECURITY

Please do not bring cars into the school grounds as this is dangerous for children leaving or entering school. Our parking space is over-stretched. Parents with a disability badge may request permission to enter the school grounds, this is normally granted. Please do not tailgate into school.

As part of our safety rules, we insist that children walk along the pathway, never on the drive because of danger from delivery vehicles and mini-coaches.

If you bring your child to school by car, try not to park selfishly but with consideration for the children and parents who walk and for our neighbours, by not blocking their drives and parking safely according to the Highway Code. Many complaints are received in school about dangerous parking of cars by parents collecting children. We would ask you to give serious consideration to walking to school, for health and environmental benefits, school access has been improved to facilitate walking.

Ashwood Park Primary School and the surrounding grounds are no-smoking zones. Dogs are not allowed within the school grounds other than Guide and Hearing dogs. We would appreciate your assistance in maintaining a pleasant and healthy environment for your child.

A FEW SIMPLE RULES

In Key Stage One and Early Years we encourage the children to:

- Share and care for others.
- Stop and listen when an adult is speaking.
- Put up their hand to take their turn to speak.

- Remember to say please and thank you.
- Line up and walk sensibly in school.

In Key Stage Two we encourage the children to:

- Show respect for each other and to keep their classroom a safe and happy place.
- Keep hands, feet, objects and inappropriate comments to themselves.
- Raise their hands if they wish to speak.
- Stop, look and listen when an adult speaks to them
- Listen to and follow instructions given; ask if they don't understand

Throughout the school the children are requested not to:

- wear jewellery, except at their parents own risk, and
- earrings should be studs only.
- No jewellery to be worn during physical education lessons.
- Bring valuables i.e. i-pods, electronic games, mobile telephones, etc, into school.
The school will not be held responsible for loss or breakages.

EMERGENCY CONTACT

There may be an occasion when it is necessary for the school to get in touch with you urgently, such as if your child becomes ill at school or has an accident on the school premises, so please keep the school informed of any change of address or telephone number. The school subscribes to a text messaging service which enables us to get messages out to parents regarding aspects of school life – such as trip reminders, snow closures etc. As such it is important that you notify the school office of any changes to mobile numbers as we would hate for you to miss out on any information that may be vital.

ABSENCE AND TRACKING

The register is taken electronically at the beginning of each morning and afternoon session.

The school day begins at 8.50am and again at 1.00pm. Registers are closed ten minutes later. Any pupil who arrives after this time will be recorded as being late.

If your child arrives late, please report to the School Office to ensure that your child is registered.

If your child is absent please inform the school as soon as possible by telephone.

On returning to school, parents are requested to send a letter to the class teacher confirming reasons for absence.

REQUESTING LEAVE OF ABSENCE

Holidays in term time are not authorised by the school and the Local Authority. In exceptional circumstances, the matter must be discussed with the Head Teacher.

Leave of absence will not be granted retrospectively.

The Headteacher and staff will be pleased to see parents and to discuss with them points related to their children's development.

More time can be spent if a prior appointment is made. To make an appointment, please telephone the school office on 01384-818545.

HOW TO COMPLAIN

We try to do our best to minimise problems and are always willing to see anyone with a problem to resolve or a query to answer. The headteacher is usually available before the beginning of the school day and is always happy to chat over any issues that may have arisen. If however you are not satisfied with the service you receive, please consult the complaints policy on the school web site

1. Talk to the person concerned and try to resolve your problem with them.
2. Talk to the Headteacher or Deputy Headteacher.
3. If this fails to resolve matters, follow the complaints procedure as outlined on our [website](#)

PEOPLE WHO WORK AT ASHWOOD

Mrs Sam Thompson, *Admin*

Mrs Tam Hout, *Finance*

Mr Nigel Willans, *Site Manager*

Mrs J Oakes *OSCA Manager*

Senior Leadership Team

Mr K Butler *Head Teacher 0.6* Mrs J Lister *Deputy Head Teacher/ Co head 0.4 and DSL*

Mrs K Williams *Assistant Head* Miss H Raine *Assistant Head*

Miss R Reynolds *EY Manager* Mrs C Francis *SENCO*

Mrs Erin Straw *Resource base for deaf children.*

Teaching staff

<i>Nursery</i>	Mrs J Hodgkiss <i>Teacher</i> Mrs R Manville <i>Teacher</i> Mrs J Boaler <i>TA</i> Mrs S Pearson <i>TA</i>
<i>Reception</i>	Miss R Reynolds <i>EY Manager</i> Mr J Thornton <i>Teacher</i> Mrs L Monkton <i>TA</i> Mrs Penny Webber <i>TA</i> Mrs T Barnett <i>TA</i> Mrs J Haines <i>TA</i> RBD TAs
<i>Year 1 and 2</i>	Mrs K Williams <i>KS1 Manager/ Assistant Head</i> Mrs J Brown <i>Teacher</i> Mrs G Dhaliwal <i>Teacher</i> Miss S Webb <i>TA</i> Miss Jenny Tait <i>TA</i> Mr S George <i>TA</i> Miss G Thompson <i>RBD</i> Mrs N Groom <i>RBD</i>

	Mrs K Peters <i>RBD</i>
<i>Year 3 and 4</i>	Mrs Helen Raine <i>KS2 manager/ Assistant Head</i> Mr L Dimmock <i>Teacher</i> Mrs L Baylis <i>Teacher</i> Mrs E Rice <i>Teacher</i> Mrs B Rogers <i>TA</i> Mrs C Pulcella <i>TA</i> Mrs C Smith <i>TA</i> Mrs L Harris <i>TA</i> Mrs A Webb <i>HLTA</i>
<i>Year 5 and 6</i>	Mrs H Raine <i>Assistant Head</i> Mrs S Bunn <i>Teacher</i> Miss N Hartle <i>Teacher</i> Mrs L Stokes <i>Teacher</i> Miss L Edwards <i>ECT Teacher</i> Miss K Addison <i>Teacher</i> Mr R Timmins <i>TA</i> Mrs M Jones <i>TA</i> Mrs J. Breakspear <i>TA</i>

RESOURCE BASE FOR THE DEAF.

Mrs E Straw, *Teacher In Charge*

Teachers of the Deaf:

Mrs S Payton Mrs N Fisher Mrs E Hughes

Specialist Teaching Assistants:

Miss S Cole Miss A Chahal Mrs J Davies Mrs A Seed

Mrs D Gough Mrs J Harris Mrs G Thompson

Mrs J Hadland Mrs N Groom Mrs K Peters

KITCHEN STAFF

Mrs G Clark *Catering Manager*

Kitchen Assistants: Miss E Noakes Mrs N Kiraly

LUNCHTIME SUPERVISION

Mrs .J. Ball, *Superintendent*

Supervisors:

Miss L Wakeman Mrs S Hill Mrs R Forsythe

Mrs C MacLennan Mrs N Nelson

Mrs H Fox (RBD) Ms S Preece (RBD)

SITE MANAGEMENT

Mr. N Willans, *Site Manager*.

CLEANERS

Mrs A Bloomer Mrs G Cartwright Mrs B Curtis

Mrs J Downie Mrs S. Wesson

SCHOOL GOVERNORS

Chair of Governors

Mrs Jo Marchant

Co-opted Representatives

Mr S Leigh

Mrs K Williams

Mrs N Sehra – Saini

Mr Ben Davis

Mr S Leigh (finance)

LA Governor

Vacant

Teacher Representatives

Mrs J Brown

Parent Representatives

Mrs C Walker

Mrs S Jeavons

Headteacher Governor: Mr K Butler

Clerk to the Governors:

Mrs K Figgis

Children's Services,

Westox House,

Dudley