

# Chalkwell Hall Junior School



*If we believe, we will achieve*



Prospectus 2018-2019

Enquiry Responsibility Co-operation Resilience Creativity Respect



## **WELCOME TO CHALKWELL HALL JUNIOR SCHOOL**



Chalkwell Hall Junior School  
London Road  
Leigh on Sea  
Essex  
SS9 3NL

Tel: 01702 478570

Email: [office@chalkwellhall-jun.southend.sch.uk](mailto:office@chalkwellhall-jun.southend.sch.uk)

Website: [www.chalkwellhall.co.uk](http://www.chalkwellhall.co.uk)

Twitter: @chalkwellhall

Headteacher: Mr N. Linfield

Deputy Headteacher: Mr N. Hanshaw

*Dear Parents and Carers,*

### **Welcome to Chalkwell Hall Junior School**

*Chalkwell Hall Junior School is a community Junior school. We seek to achieve the very best for all our pupils through the use of technology and a rich variety of educational approaches. We have a highly skilled and caring staff, dedicated to ensuring that your children achieve their full potential.*

*As a school we teach a skills based creative curriculum, we use our strengths in creativity to enhance the learning opportunities for all students and raise standards across the curriculum. We also share our expertise and facilities with local schools and societies to promote the children's creativity in our community.*

*Your child will feel welcomed, valued and appropriately challenged at all levels. In line with our school motto, "if we believe, we will achieve", and our core values, "Enquiry, Responsibility, Co-operation, Resilience, Creativity and Respect", all our students are expected to work and achieve a high level of success across a range of subjects. We believe in working with parents, so that together we provide the very best for our pupils in a happy, well-ordered community.*

*Our desire is that students leave us as mature, independent learners who are ready to take responsibility for their continued education into secondary school. To ensure that their ongoing education continues to be of the highest calibre, we are in partnership with many secondary schools, which offer excellent opportunities for our students. This prospectus introduces you to the school and what it offers to our pupils.*

*We warmly invite you to visit us and see for yourself.*

A handwritten signature in black ink, appearing to read 'N. Linfield', written in a cursive style.

**Nathan Linfield BA (Hons)**  
Headteacher



*"Being a Junior Governor means a lot to me because I get to make big decisions for the school. It is also really fun getting to know things that other people don't."* **Eliza Bloomfield**

*"To me being a Junior Governor means that I can help the school and make sure that everyone has a voice."* **Maddie Veitch**

*"It is fun being part of a sociable group containing representatives from all school years and it's a pleasure listening to the weird and wonderful suggestions from my class!"* **Eliot Dodd**

*"I adore being a Junior Governor I have a chance to make a huge difference in my school and in my community. I have really enjoyed having the chance to be involved in eco projects – helping others in need. It really makes me confident and proud to be able to wear my badge and just to see my name on the Junior Governor list makes me exuberant."* **Sophia Rose**

*"I enjoy being a Junior Governor because you get an insight in to what happens behind the scenes in school and it is fun to feed back to your class."* **Louis Bowers**

*"I really enjoy being a Junior Governor because it gives me responsibility and makes me feel proud about what I do for this school."* **Murray Williams**

*"It makes me proud to make this school more fun and make it happier."* **Jamie Cassidy**

Junior Governors



## **Our School**

### **Ofsted**

**Ofsted inspected us in June 2017 and found that the school continues to be good.**

*Her Majesty's Inspectors (HMI) commented on the following:*

*The senior leadership team (SLT) has maintained the good quality of education in the school since the previous inspection. SLT have a well-defined understanding of the strengths and weaknesses of the school and are taking effective steps to secure further improvements.*

*SLT have a clear ambition to provide the best teaching for all pupils. We have responded effectively to the areas for improvement identified in the previous Ofsted inspection of the school in June 2013. Our chosen approach to providing opportunities for teachers to learn from each other is proving successful. Consequently, teaching across the school continues to be of a good standard. We continue to overhaul our curriculum. In mathematics, for example, we have replaced old programmes of study and teachers are now matching the work they set to the differing needs of pupils well.*

*Teachers develop highly positive working relationships with pupils, which helps pupils to make good progress. Pupils work hard during lessons. They are not afraid to answer questions in front of other pupils. They trust the safe environment teachers have created for them. Pupils are confident learners.*



*Our understanding of the importance of providing extra help for disadvantaged pupils means that they make good progress. We routinely identify the barriers pupils face to learning. The progress they make is closely monitored. If pupils do not make good progress, we put precisely targeted help in place. As a consequence, disadvantaged pupils achieve in line with other pupils nationally.*

*Pupils are highly positive about the school. In their meeting with HMI, pupils described the school as 'brilliant', 'fun', 'exciting' and 'diverse'. They enjoy the learning opportunities teachers give them and value the way people with different backgrounds and different outlooks on life are treated with respect and care. They enjoy opportunities such as participating in class assemblies, and they appreciate the 'sensible' rules. Pupils enjoy attending this school.*



Parents appreciate the good education that their children receive. In your responses to Ofsted's online questionnaire, Parent View, parents commented positively on the range of after-school activities provided by the school and on the support their children receive. All parents who responded to the survey said that they would recommend the school to others.

Governors work well in partnership with us. They challenge the information we give them and check that it is accurate. For example, governors ask to see pupils' books to see for themselves the quality of pupils' work. Governors visit the school often to see first-hand the experience pupils have in their education. They speak with teachers and other leaders to develop a rounded understanding of the impact of any school improvement initiatives. Governors monitor the progress leaders make on school development priorities well and hold us to account for this. They make a valuable contribution to the on-going improvement of the school.

Safeguarding is effective. We have secured an open culture of safeguarding pupils. The arrangements to safeguard pupils are fit for purpose. When staff raise concerns, leaders respond quickly. Leaders assess the concerns and seek help from external agencies if necessary. Leaders regularly review the concerns that have been passed to them to ensure that actions are taken to help pupils.

We provide information and guidance to parents to support them in keeping their children safe. We provide a range of activities about topics relating to well-being to educate pupils. For example, we teach pupils about e-safety through an e-safety day and through personal, social and health education. Pupils know how to keep themselves safe. Pupils feel safe. Pupils spoke with HMI about how they get on well with each other. They say that, 'everyone respects each other' and that pupils are 'always kind and helpful'. Pupils told HMI that bullying does not happen often. When it does happen, teachers deal with bullying quickly and effectively.

### **Standards**

We are always striving to improve. It is our wish to hold on to the best traditions whilst at the same time moving forward in order that our children can benefit from innovations and new ideas in education and technology.

We actively seek to surpass the goals the government set us and are proud to have acquired the following awards:



*Good quality teaching ensures all pupils make excellent progress. We offer a broad and balanced curriculum in order that all children can excel in areas where they have particular strengths. We pride ourselves on the fact that the children's behaviour has been recognised by visitors and Ofsted Inspectors as being excellent both in and outside the school.*

### **Ethos**

*We aim to create an ethos which will encourage the whole community to support and to care about each other and our surroundings. There is a productive partnership between Governors, parents and teachers working together for the benefit of our children. Perhaps, most of all, the school provides a secure environment with very good relationships, where each child is valued as an individual.*

*You are most welcome to make an appointment to see the school at work at any time. Your child's class teacher will be more than happy to meet with you before or after school, but we do ask that you make an appointment.*

### **Our Aims**

*Our aim is to ensure every child has the belief that they can achieve. In order to promote this we understand that we need to create an ethos:*

- *Which is caring, happy and supportive;*
- *Where every child is valued and encouraged to develop confidence, responsibility and independence;*

- *Where partnerships between parents, children, school and the wider community is encouraged so that each child is fully motivated to produce work of the highest quality;*
- *Which promotes equality of opportunity.*

*We need to provide an environment which will be:*

- *Clean and safe;*
- *Motivating and challenging;*
- *Supportive and welcoming to all.*

*We expect children to demonstrate ownership of the environment by being:*

- *Responsible;*
- *Organised and tidy;*
- *Respectful;*
- *Self-disciplined and considerate.*

*Every learner should have equal opportunity to gain access to the curriculum regardless of race, religion, gender or capabilities so that they may be able to:*

- *Fulfil their potential;*
- *Develop independence alongside responsibility;*
- *Develop the ability and confidence to question and argue rationally;*
- *Develop self-respect and a respect for others.*

*We believe that every learner is entitled to a curriculum which is:*

- *Purposeful;*
- *Relevant;*
- *Challenging;*
- *Inspiring;*
- *Balanced;*
- *Creative.*





*In order for children to learn effectively we encourage:*

- Enquiry;
- Respect;
- Resilience;
- Co-operation;
- Responsibility;
- Creativity.

*The curriculum should be planned within the framework of the national curriculum to enable children to acquire:*

- Knowledge;
  - Skills;
  - Understanding;
  - Concepts;
  - Creativity
- through a wide range of activities and experiences.*

*Importantly all staff and parents must also demonstrate and instill the belief in every pupil that they are capable of achieving high standards.*

### **British Values**

*We focus on, through our curriculum, assemblies and day-to-day interactions, embedding and promoting fundamental British values. These are defined as:*

- Democracy;
- The rule of law;
- Individual liberty;
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

### **School Life**

#### **Homework**

*Spellings and tables are set according to your child's needs*

*and daily reading is expected. Maths homework is set weekly. Other homework will involve encouraging the family to become involved in each child's learning by directing them towards creative activities that will stimulate and reinforce what is being taught in school.*

### **Junior Governors**

*Children are encouraged to take a full part in some of the decision making by electing a member of their class to represent their ideas on a Junior*



*Governing Body. The Governing Body meets regularly to discuss such issues as fund raising, improvements to the school playground and to give pupils' views about proposed changes to the school including the curriculum.*

*We fully recognise the importance of 'pupil voice' and involving the 'people who really count' in the development of the school.*

### **Extra Curricular Activities**

*Many after school activities are offered to the children before, during and after school, particularly as they progress through the school. These include music and singing, football, netball, cricket, dance, knitting, cartoon, pottery, basketball, drama, art, cross country, code, craft, sewing, chess and fencing. With the exception of music tuition and*



*fencing, all clubs are funded by the school to enable as many children as possible to participate.*

### **Achievements and Plans**

*The school achieved success in its last Ofsted inspection in 2017 with a Good judgement recognising some outstanding features as well.*

*The school was re-awarded the Healthy Schools Award in 2016.*

*The school is proud of the following awards: ICT Mark Accredited, Excellence in PSHE Education and the School Games Gold Award. We are currently working towards achieving the ArtsMark and the Primary Science Quality Mark (PSQM).*

### **School History**

*Chalkwell Hall Junior School is over 110 years old. It has a proud tradition within the local community. It is our aim to maintain some of the traditions at our popular school and also ensure that our children enjoy the new technologies and advances being made in our rapidly changing world.*

### **Accommodation**

*Inside the building the school is organised over three floors. There are eight classrooms on the ground floor and eight on the first floor, and a further classroom on the second floor. Classes accommodate a maximum of 30 pupils. We have a yearly intake of 120 children.*

*There are two halls, one of which is equipped to be used for Physical Education. There is also*



*a Kitchen/Craft area and a Study Room for small group work. Also on the second floor there is a music room and an additional study/computer room.*

*The dining hall and kitchen are situated in a separate building, which is shared with the Infant school. Our Breakfast and After School Clubs are run from the dining hall. Offices and a staff room make up the rest of the accommodation.*

*Outside, there is a playground which is shared with our partner Infant school. The library is situated in the playground for both Junior and Infant families to enjoy. We are fortunate to have Chalkwell Park next door to the school and are able to use the park for outside activities.*

*The school is situated on the junction of London Road and Leigh Road, which are both very busy roads, and parking is extremely limited around the area, therefore we encourage all of our children to walk to school.*

*We do have a cycle shed which holds 16 bikes which is situated on Sunningdale Avenue.*



Although we do encourage children to walk to school, we appreciate that some parents may need to drive, if this is the case we recommend you park in Chalkwell Park car park and walk across the park. The car parking spaces for the school are all reserved for staff parking only.

Parents/Carers are prohibited from driving or parking their vehicles on the site at all times.

### **Organisation**

Children spend four years in the Junior school in Key Stage 2 and each age group is classified as follows:

<b>Age</b>	<b>Year</b>
<b>7-8 years old</b>	<b>Year 3</b>
<b>8-9 years old</b>	<b>Year 4</b>
<b>9-10 years old</b>	<b>Year 5</b>
<b>10-11 years old</b>	<b>Year 6</b>

The school is organised as a lower school with 4 Year 3 classes and 4 Year 4 classes and an upper school with 4 Year 5 classes and 5 Year 6 classes.

Children are taught to their abilities not their ages. This is achieved through careful planning and class teachers knowing your child and their abilities very well.

Year 3, 4 and 5 classes have up to 30 children in each class, with Year 6 having a maximum of 24 in each class.

All children in Key Stage 2 study the national curriculum which underpins the school's own enquiry based, creative

curriculum. This is the bedrock of all future learning by teaching the children how to learn and to question what they are learning.

### **Extended Services**

The school provides extended care for your children if you require it from 7.30am until 6.00pm.

We have a Breakfast Club which is open from 7.30am until 8.35am, at which time your child can come into school.

Children are allowed into class from 8.35am. They do not need to arrive before this time.

The Breakfast Club is chargeable at £4 per session, breakfast is provided and the children are able to play games, watch DVDs, do crafts, etc., before the start of the school day.

We also provide an After School Club which runs from 3.00pm to 6.00pm. This club is chargeable at £8 per session and includes a healthy snack such as toast, sandwiches or toasted sandwiches, etc.

Some activities that take place throughout the week are sports, arts and crafts, Wii, board games and there are DVDs to watch.





Mrs Roe  
After School Club Manager

If you are ever able to help, please contact your child's teacher.

### **Communication with Parents/Carers**

The school communicates with parents/carers in various ways, e.g. weekly newsletters, questionnaires and parents/teacher/child consultations. Information is also posted on our school website: [www.chalkwellhall.co.uk](http://www.chalkwellhall.co.uk) and on Twitter (@chalkwellhall) and Facebook.

In the Autumn term we hold a Parents Evening. In the Spring term we hold a conferencing day for each Year Group where parents are invited to meet with the teacher along with their child to discuss progress and targets at length. On the last Tuesday in every half term parents/carers are invited to come into school to see their children's work.

We use SIMs InTouch as a communication tool allowing us to email letters straight to you, avoiding that 'lost in the bag' excuse! We are also able to text you important information, such as if trips are running late or if the school is closed due to snow.

Please ensure you sign up to SIMs InTouch by providing us with your email address on the registration form in your pack.

Parents/Carers are invited to a range of events: assemblies, open afternoons, music assemblies, sports days and art exhibitions.

Payment must be made in advance for either of these clubs.

Bookings are made via our on line booking system. You will need to register on the system to be able to book places. Please ask a member of staff for more information.

### **Parent Liaison**

Parents are always welcome to make an appointment to see a member of staff at any time, should the need arise. It is our aim to ensure that problems are dealt with as early as possible, should they be encountered at home or in the school.

### **Parents in Partnership**

We welcome parents and carers into Chalkwell Hall Junior School believing we are partners in the education of your children.

There are many opportunities for parents to become involved in the life of the school and to gain a greater understanding of its work. Parents' time and expertise can be used in many ways in school and is greatly valued.



## **Parents/Teachers Association**

*The PTA is made up of parents and carers of the school. As a charity, the PTA provides invaluable support to the school through organising many fundraising events. The money raised provides extra facilities and equipment for the pupils. The PTA hold regular meetings and if you are interested in attending or becoming a committee member, please contact the Chairperson.*

*The PTA needs the support of parents to ensure it is able to function to raise*



*the money to contribute to enrich the lives of your children. You can play a part in three ways:*

- *Become a committee member;*
- *Support and attend PTA events;*
- *Volunteer to help at an event, as a one off or on a regular basis.*

### **Become a Governor**

*The school governors comprise of a group of individuals from a variety of backgrounds, who are elected or nominated and are representative of parents/carers and teachers, the Local Authority and the local*

*community. School Governors work with the Headteacher and are responsible for setting the strategic direction of the school. Meetings are held twice a term.*

*If you would like to be a School Governor, please contact the Headteacher or Chair of Governors, via the school office, to find out about vacancies and to ask for an information pack.*

*The present members of the Governing Body are listed at the back of this prospectus.*

### **Joining the school**

*Children attending our partner Infant school automatically have a place in the Junior school. In the event of there not being enough places for other families who wish their children to be admitted to this school, the following criteria will be used in priority order:*

- *Pupils who have an Educational Health Care plan naming the school concerned;*
- *Pupils in public care;*
- *Pupils who live in the catchment area served by the school and who have an older sibling attending the school;*
- *Pupils who live in the catchment area served by the school;*
- *Pupils who live outside the catchment area served by the school who have an older sibling attending the school;*
- *Pupils who live outside the catchment area served by the school.*



The Local Authority is the admissions authority for the school. Please contact the LA directly if you wish your child to join Chalkwell Hall Junior School.

### **Starting in the Junior School**

Starting in the Junior school is a very important time for you, your child and the school. We all need to work together to make the transition from Key Stage 1 smooth and rewarding.

In the term prior to their entry, pupils are invited into school for visits. This helps them to become familiar with the surroundings and routines in the school. During this period, there is a meeting for parents/carers to discuss our partnership with you and talk about any worries you might have. Further meetings take place in the Autumn term to discuss our maths policy, our reading policy and homework arrangements.

### **Joining the school later on**

Sometimes children join the school when the term has started or later on in their school life. We make every effort to make sure that they are welcomed, looked after, and monitored so that they quickly make friends and can find their

way around the school. Teachers give pupils time to settle in before making an assessment of their academic ability. This assessment, together with records from the previous school will enable your child to have the best start in our school. Parents are asked to contact the school if their child has a problem settling.

### **Moving on – transfer to secondary school**

The children go to a variety of secondary schools in the area. We have close liaison with a number of the schools and Year 6 children are given the opportunity to visit and take part in activities or see productions throughout the year at some schools. Children moving to Year 7 will get the opportunity of an Induction Day at their new school towards the end of their

time in Year 6. This is seen as a very positive process ensuring a smooth transfer.



## **General Information**

### **SCHOOL OFFICE HOURS:**

8.15am – 4.30pm

### **SCHOOL HOURS:**

#### *Morning Session*

8.45am – 12.15pm

#### *Afternoon Session*

1.10pm – 3.15pm

*All pupils have a morning break.*

*Pupils are asked to arrive at school at 8.35am and to go straight to their class where morning registration is taken at 8.45am. If they arrive after 8.45am they will be marked late.*

*We are not legally responsible for your children before or after school unless your child attends a club.*

*Pupils are registered in the morning and afternoon. Please make sure your child arrives at school on time. This is very important because good habits need to be established early and we want all children to start the day well.*

### **Absences**

*If your child is absent through sickness or any unavoidable cause, please could you inform the school by telephone in the first instance. Please follow up the absence with a note to the class teacher.*

### **Holiday Requests**

*No authorisation will be given for holidays taken during term*

*time. The Headteacher, however, has discretionary powers to grant leave of absence in exceptional circumstances.*

*Leave of absence requested for educational reasons will be granted, e.g. music exams. Leave of absence forms are available from the school office or the website.*

*Penalty notices may be issued if attendance is below 90% during the preceding 12 weeks before leave was taken; if leave is being taken during the month of September; or, the leave is being taken during tests.*

### **Performance Indicators**

*The school must collect and report details of absences by law so these are monitored closely. Lateness is also monitored. During the school year 2017-2018 up to 12<sup>th</sup> June 2018 there were 480 children on roll. The authorised absence rate was 3.18% of total sessions. The unauthorised absence rate was 0.58%*

### **School Uniform**

*What a child wears to school reflects his/her attitude to learning. It portrays the school's ethos and shared positive values. We have a very simple uniform that the pupils are encouraged to wear:*

#### **School Uniform**

*Logo polo shirt (light blue)  
Logo sweatshirt or sweat-cardigan (navy blue)  
Navy or grey trousers*



Navy skirt/culottes/grey shorts  
Light blue summer check dress  
Flat black shoes  
White/ navy or grey socks or navy tights  
Minimal hair accessories (navy, blue, white only – no big bows)

#### **PE uniform**

Logo PE T-shirt (light blue)  
Logo PE hoodie (light blue)  
Navy joggers  
Navy shorts  
Trainers for outdoors  
No jewellery, watches or 'Fitbits' to be worn during PE



In addition each child should have an old shirt to protect their clothing for Art and Craft. We ask that children should always come to school suitably dressed. All logo items can be purchased from either the Southend School Shop, 144 The Broadway, Leigh-On-Sea, Essex; Paul's Discount Clothing, 38-40 Southchurch Road, Southend-on-Sea SS1 2ND or [www.tesco.com/ues](http://www.tesco.com/ues). Other items can be purchased from chain stores.

#### **Jewellery**

Children with pierced ears should wear small studs but no more than one in each ear. These will need to be removed for sports. No other items of jewellery, except a watch, may be worn to school.

Please label all clothing, including coats, with your child's name. We collect a vast amount of lost property throughout the year. Parents are invited to reclaim lost items at the end of each term. However, parents are welcome to look through the items at the end of the school day. The lost property is located in a waterproof shed in the school playground.

#### **School Meals**

The Infant school run a very successful meals service and provide the Junior children with hot and cold meals that are nutritious and that are produced using fresh ingredients. The two week menus are changed twice a year.

Payment for meals should be made on-line.

The school has an on-line payment system called SIMs Agora, please pay for dinners, trips, breakfast and after school clubs using the system.

Instructions for registering on the system will be provided in your first couple of weeks with us.





We prefer payment using the on-line system; however, we can't set you up until your child starts in the Junior school, so for the first week or two, please pay by cash or cheque through the school office. If you use cheques they should be made payable to Chalkwell Hall Junior School. Please ensure you write your



child's name on the back of any cheques written to the school. Please send the correct amount in a sealed envelope with your child's name and class. Your child should pass this to their class teacher.

If your child is absent, a credit will be made. Schools meals are £2.30 per day.

In exceptional circumstances your child may have a lunch without paying in advance. In this case, you will receive notice of the arrears to be paid the next day.

Unfortunately, it does sometimes happen that arrears are not paid. This means that money from the school budget, which is for your children's education, has to be used since all meals consumed in the school have to be paid for.

If there are unpaid amounts over £2.30 your child will not be able to have a school meal until the debt is paid.

If you think your child is eligible for free school meals, please collect a form from the school office or you can apply on-line through the Southend Borough Council website:

[www.southend.gov.uk/info/200343/help\\_with\\_costs/56/free school meals.](http://www.southend.gov.uk/info/200343/help_with_costs/56/free_school_meals)

### **Bringing food/drink to school for lunch**

Children who do not have a school meal should bring a healthy packed lunch. Please ensure that packed lunches are brought to school in a secure container labelled with your child's name and with appropriate food hygiene precautions taken, e.g. ice pack.

Please encourage your child to eat healthily by providing them with a lunch that supports a balanced diet with plenty of variety and provides enough energy for satisfactory growth and development, that contains plenty of fruit and vegetables, and does not contain sugary foods and drinks or is high in saturated fats (e.g. crisps and chocolate).

If parents wish, children may go home for lunch. They are not permitted to leave the school premises during the lunch hour for any other reason without permission and cannot leave unaccompanied.



Water is available, so please supply your child with a water bottle so they can refill throughout the day. In the interest of health and safety we would ask that children do not bring cans or glass bottles. They should not bring fizzy drinks or sweets.

If your child forgets their packed lunch we will endeavour to contact you. If we are unable to do so, we will provide your child with a school meal and ask you to reimburse us.

### **Snack Time**

You may like your child to have a mid morning snack. We welcome fruit or vegetables, but we ask you not to send your child in with sweets, crisps, chocolate, gum or nuts.

We run a healthy tuck shop where children can purchase fruit or fruit juice.

### **Our School Milk Scheme**

By registering your child for our school milk scheme they will receive a 189ml (third of a pint) carton of semi-skimmed milk at break time every day. Thanks to government subsidies, school milk is subsidised at around £15 a term for children aged five or older.

School milk provides your child with essential nutrients such as calcium and protein, for strong, healthy teeth and bones. It is also rehydrating and energy boosting, helping to bridge the long gap between breakfast and lunch so children stay focused.

To register go to [www.coolmilk.com](http://www.coolmilk.com) or pick up a form from school.

Pay Cool Milk online, over the phone, at a local PayPoint or by cheque in instalments to suit you. To find out more visit [www.coolmilk.com](http://www.coolmilk.com) or contact Cool Milk directly on 0844 854 2913.

### **Head Lice**

Head Lice can be a real problem in schools. Cases of head lice should be reported to the class teacher. Advice on treatment is available from the school office if necessary. Please note that the school is not responsible for treatment, however, we do keep parents informed if there is an outbreak. It is school policy that children with hair longer than shoulder length must have it tied back.

### **Medical Care and Treatment**

Children who are unwell should obviously not be sent to school. There will be times, however, when a child becomes ill at school. We will then contact you so that you can collect your child and take him/her home. Should a child be injured and need hospital treatment, we will do as above, but if you are not available we would take the child to a local hospital and stay with him/her until you arrive. It is therefore crucial that we have your up to date contact details.

If your child has a serious illness such as diabetes, epilepsy, etc., please ensure that the school are informed and a care plan is in place.



## **Medicine**

*Asthma inhalers should have the child's name on and may be kept in the classroom.*

*If your child needs medication during the day, you will need to complete a self-administering medication form for your child. Staff are advised not to administer medicine but are able to supervise. Alternatively you can come into school to administer the medicine yourself. Forms can be obtained from the school office or the website.*

### **First Aid**

*The school ensures that we have staff who are trained in administering first aid. Simple first aid is given in school if necessary. If an accident needs further medical attention we will make every effort to contact you first. Please ensure contact information is up to date so that you can be reached.*

### **Sun Protection**

*During warm summer months all children should have a sun hat in school and we would ask that you apply sun screen to them before they leave in the morning.*

*School staff are not permitted to apply sun cream to children.*

### **Emergency Contact Details**

*Please ensure that your contact details are correct and that the school is told of any health*

*matters, especially allergies, related to your child.*

### **Mobile Phones**

*We actively discourage the bringing of mobile phones into school. If, however, a parent feels it is necessary then the phone is the responsibility of the child. The phone must be turned off when the child enters school and remain off until the child leaves school. If the phone is used during school time for making or receiving texts and calls or taking of pictures it will be confiscated immediately and parents will be asked to collect the phone from the office.*

### **Returning to school after illness**

*Children returning to school after illness should clearly be fit to do so and free from infection. Please err on the side of caution when making a decision about your child returning to school. Children should be fit to participate in all activities including outdoor games and playtime. Injury, asthma, respiratory complaints or circulation difficulties are of course exceptions. If in doubt the school is happy to advise.*

### **Personal Property**

*Children are expected to be responsible for their own property. The school will provide all writing materials so the children do not need to bring any of their own.*

*All children are allocated a locker so we ask that children bring in small bags or book bags*



to help with space. Large bags should not be used in school.

Soft sponge footballs may be brought to school for use at playtime.

Scooters, roller skates and hee-ies are not permitted.

### **Dogs**

Please do not bring dogs onto the school premises (this includes the car park and playground). Please do not tie your dog to the railings or allow them to obstruct the entrances to the school.



No matter how gentle your animal is, children can be easily scared.

Please do not allow your dog to foul the pavements on the route to school. Bag it and bin it!

### **Smoking**

This school is a designated 'No Smoking Zone'. Please do not smoke anywhere within the school or the school grounds. This includes the car park and playground and paths around the school.



### **Money**

Please ensure that all monies sent to school are in a sealed envelope marked with your child's name, class, amount and purpose of the money. If paying by cheque these should be made payable to Chalkwell Hall Junior School with your child's name on the reverse.

Where possible, please pay on line using the SIMs Agora payment system.

### **Informal & Formal Complaints**

Any complaints about school matters should first be brought to the attention of your child's class teacher. If the complaint is not resolved, a formal complaint may be made in writing to the Headteacher and if it is not resolved, this can proceed firstly to the Chair of Governors then secondly to the Local Authority.



## **The Curriculum**

*The curriculum is designed to provide all children, according to age and ability, with the opportunity to develop fully during their time in the Junior school. We provide for children's intellectual, social, moral, physical and emotional needs.*

*The methods and organisation we use are chosen to enable the*

*children to learn, with interest and excitement to the best of their ability. We aim to provide a wide variety of learning opportunities and experiences which will help the child to be actively involved in his or her work and to develop his or her potential to the full.*

*The work of classes is based on the National Curriculum and covers the following subjects which are often covered in a cross curricular creative manner:*

### **Core Subjects:**

*English, Maths and Science*

### **Foundation Subjects:**

*Computing  
History  
Geography*

*Design & Technology*

*Art*

*Music*

*Physical Education*

*Personal, Social, Health and  
Citizenship*

*Religious Education*

*Modern Languages*

*Parents who wish to view the circulars published by the Department for Education and school policies can do so on request.*

## **Relationship & Sex Education**

*We believe that relationship & sex education should be seen in the context of loving relationships.*

*Information relating to physical development and reproduction can be given in the context of certain topics. As they reach the end of their Junior school career, children will receive more specific teaching in aspects of growth and development.*

*Parents are invited to view the sex education materials we show the children and discuss the content with the class teacher. Parents/Carers have the right to request that their children be withdrawn from the personal and social aspect of sex education.*

## **Religious Education**

*Our school is a non-denominational school with children from a variety of faiths, or none. Religious education is provided in accordance with the policies of the Local Authority.*



Parents have the right to request that their children be withdrawn from religious assemblies and lessons.

### **Special Educational Needs**

From time to time, many children experience learning difficulties in some areas of the curriculum, especially reading and maths. We have a number of staff who provide extra teaching in small groups for such children when necessary under the guidance of our Assistant Headteacher and class teachers.

Children who are considered to have special educational needs will be put on the stage of assessment and their progress carefully monitored and reviewed. In some circumstances, the Educational Psychologist will be asked to make an assessment on a child with a view to issuing a formal Educational Health Care plan.

Parents will be involved at all stages.

### **Computing**

Computing ensures pupils become digitally literate in our rapidly changing world. Children will be taught to create programs and understand how digital systems work.

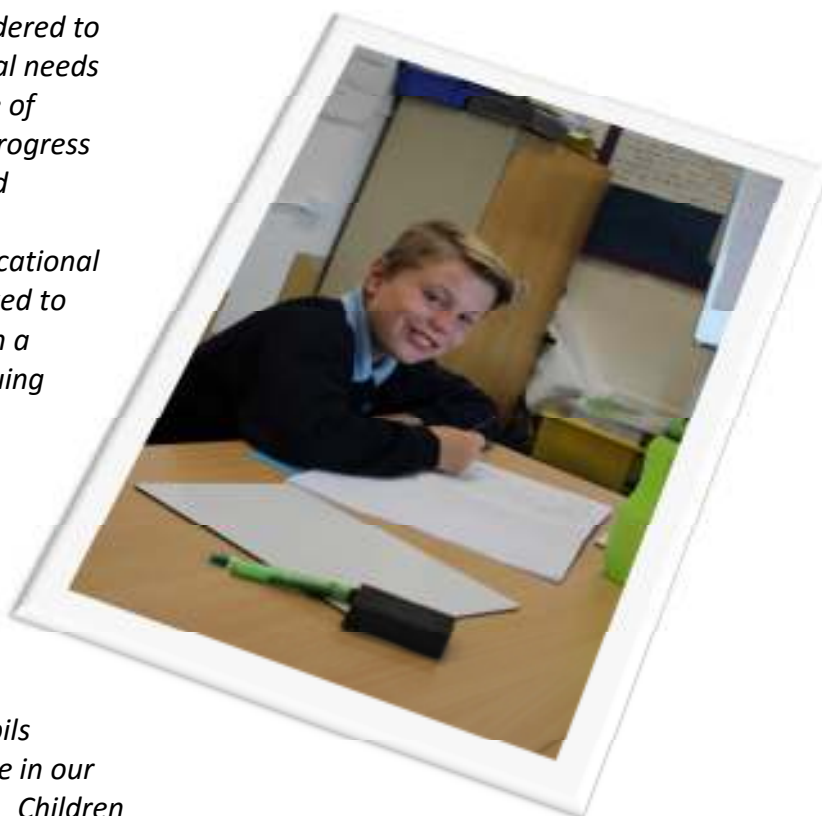
Computing also has close links with mathematics, science and design and technology.

We have four class sets of LearnPads and 30 iPads for use in the classroom. In addition we have 16 PCs in the Study Room.

We have recently purchased 4 3D printers and have set up a lunch time club to teach children how to create three dimensional objects.

In addition, all classes, both halls and the Study Rooms have interactive whiteboards. All classes have filtered access to the internet.

E-Safety is an integral part of our computing curriculum. Our E-Safety policy is available on our website.



## **Music**

*Music is essentially a practical subject. The curriculum encourages pupils to sing, compose and use percussion instruments in order to develop their creative skills.*

*The school provides children with plenty of opportunities to enjoy making music through learning to play an instrument and through singing with the choir and glee club.*



*Our music specialist offers school clubs to learn how to play a variety of instruments.*

## **Modern Foreign Languages**

*We are fortunate to have a Specialist Language Teacher who teaches the children French or Spanish. By the end of KS2 pupils will be able to understand and respond to spoken and written French or Spanish with increasing confidence.*

## **Physical Education**

*Children take part in regular gymnastics, dance and games lessons. All are encouraged to take part in intra and inter school sports.*

*We have sole use of the central basketball/tennis court in Chalkwell Park from 9.00am to 3.00pm.*

*Our trophy cupboard is testament to the enormous part that sport plays in the life of the school.*

## **Personal, Social, Health Education and Citizenship**

*PSHE and Citizenship helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.*

*Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and communities.*

*In doing so pupils recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues. They find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling*



*relationships that are an essential part of life and learning.*

*Our Junior Governors help pupils to understand about local democracy.*

### **Learning at Home**

*We recognise that learning done at home is a valuable extension of school work. It also contributes to the partnership between home and school and enables children to benefit by increasing their independence as learners and encouraging a positive attitude to learning.*

*There will be many opportunities for your child to learn at home, some of these will be instigated by your child's class teacher and others will arise from activities which you organise for your child.*

*It should be remembered that since children develop at different rates during their time in the Junior school, there may well be some overlap between the tasks for the different ages.*

### **Creative Homework**

*During every topic your child will be given a creative homework task. This is an open ended activity designed to show the children's strengths, imagination and creativity. We actively encourage parents to help and*

*support with creative homework. Parents/carers are invited to view children's creative homework and topic work on the last Tuesday of every half term from 2.45pm to 3.15pm.*

### **Reading**

*Reading can be developed at home by:*

- *Visiting the library regularly;*
- *The example of parents reading books;*
- *Switching off the TV and encouraging your child to*

*read in a*



*quiet*

*place;*

- *Having reading materials, including books and magazines, readily available;*
- *Talking with your child about the book he/she is reading;*
- *Reading books to and with your child;*
- *Encouraging him/her to read to younger brothers and sisters;*
- *Playing board games;*
- *Jigsaws.*





## **Visits and Visitors**

*An essential part of our pupils' learning at school is trips out of school, residential visits and visitors to school. Chalkwell Hall Junior School is committed to offering this rich source of learning. However, there are times when the school cannot afford to fund these activities and voluntary contributions are requested from parents/carers. Risk assessments for trips and residential are carried out before the visits take place.*

## **Charging for School Activities**

*On the 1<sup>st</sup> April 1989 it became illegal to charge for school activities which largely take place in school time. Sometimes however, funds are such that some worthwhile activities cannot take place without financial assistance from parents/carers. Section 118 of the Education Reform Act does not restrict schools from seeking voluntary contributions for the benefit of the school or any school activity. Our Governing Body has drawn up the following general charging policy:*

*Where the school wishes to participate in activities where charging is not permitted and there are insufficient funds to meet the cost of such activities, the school will seek voluntary contributions from parents/carers.*

*Where parental financial support is needed, a letter will be sent to parents setting out the nature of the activity and the individual contribution sought.*

*There is no obligation to contribute. Children of non-contributing parents/carers will be treated no differently from children of contributing parents.*

*Should insufficient funds be raised, relevant activities will not take place and parents/carers will be advised accordingly.*

*As the school pays for the trip or visitors in advance, we are unable to refund contributions if a child is off school on the day, unless a medical certificate is provided, in which case we may be able to claim a refund through our insurance policy.*

## **Assessment and Record Keeping**

*Assessment is a continuous process that takes place in all areas of school life.*

*Through on-going assessment we hope to build a complete picture of a pupil's development, not only intellectually, but emotionally, socially and physically.*

*Assessment can take on many forms. We assess through discussion and observation as well as using more formal procedures such as testing.*

*Formal assessment meetings are carried out four times a year and recorded on our computer based tracking system. This assessment allows staff to track the progress of individual pupils, groups and whole year groups and also helps us identify strengths and weaknesses. Parents will receive information*



about attainment and progress in the Spring and Summer terms.

This will be left to the teacher's discretion.

### **National Curriculum Tests (SATs)**

At the end of Key Stage 2 (age 11) pupils are required to undertake national assessments.

These tests are summative assessment tests in Reading, Maths and Grammar, Punctuation and Spelling. The results of these tests are published to parents/carers and are published nationally in the form of league tables.

### **Year Groups**

All Year Groups will be encouraged to do research and find out information about the topic that is currently being studied by the class.

Many children will spontaneously wish to carry out some independent study by writing about these subjects, compiling diaries or making books. Such initiatives are excellent and should be encouraged. You can help your child to develop study skills by reminding him/her how to use the contents page or index of a book, or by visiting the library and helping them to become familiar with its organisation by subject matter.

There may be occasions when a teacher will ask a child to do some work at home, e.g. finish work started in the classroom or when a child is having difficulty with a particular piece of work and extra practice is required.

### **Years 3&4 Reading**

Your child should take a reading book home at the end of every day. Please encourage your child to read for about 15 minutes each evening. Many children will enjoy reading their books to themselves. Talk to them about what they are reading. In addition your child will have a school library book to read independently and share with you.

Even strong readers still need support to develop. This can be given by hearing him/her read to build up his/her confidence by praise and encouragement.

### **Tables**

It is crucial your child learns their tables as they are the basis of many maths problems.

You can help your child to understand and memorise tables facts in a variety of ways. Children should know the tables from  $2x - 12x$  by Year 4 as a sequence  $1 \times 2$ ,  $2 \times 2$ ,  $3 \times 2$ , etc and how many 2s in 4, etc. Whatever you do, try to make it fun. Rhymes, songs and games can easily be used to help them learn.



## **Years 5&6 Reading**

Generally speaking, children should be reading independently at this stage, although they will still benefit from your support. You can give this by hearing your child read or discussing their reading material on a regular basis and offering praise and encouragement. Children may take books home from the school library.

Many children in Years 5 & 6 still enjoy being read to.



### **Tables**

At the beginning of Year 5 your child should know all their tables up to 12x. If your child is not confident with their tables they need to practise them every night.

### **School Library System**

We have an extensive range of books in school both in the library and classrooms. Children have an allocated library slot once a week.

### **Promoting Good Behaviour**

We believe that good behaviour is important if we are all to achieve the potential we have within us, both in the school environment and in other areas of life. We strive to help our children to acquire self-discipline

and self control. We believe these attributes help us to assume and fulfil our potential in society as a whole.

At Chalkwell Hall Junior School we remember RESPECT at all times:

*Responsible for our own actions*  
*Effort put in to do our best at all times*  
*Self confident in our own abilities*  
*Prepared to help others when needed*  
*Equality of opportunity for all*  
*Care about people and their property*  
*Treat others as we would be expected to be treated.*

Our detailed Behaviour Policy is available from the office if you would like to read more or can be downloaded from the school website.

### **Anti-Bullying**

Stopping all forms of bullying in our school is a number one priority at Chalkwell Hall Junior School. Our definition of bullying and how we deal with these situations can be found in the Anti-Bullying Policy which is available from the office or can be downloaded from the school website.

### **Safeguarding and Child Protection Procedures**

Under the Education Act schools must make arrangements to safeguard and promote the welfare of children.

Parents/carers should know that the law requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse or



radicalisation. The staff will seek, in general, to discuss any concerns with the parent/carer, and where possible inform them of the referral to Social Services.

This will only be done where such discussion will not place the child at increased risk of significant harm.

In accordance with local information sharing protocols, we will ensure that information is shared effectively and sensitively. Information will only be shared with other services where it is deemed necessary and proportionate to ensure that children and young people are safe and receive the right service. Schools will seek advice from Social Services when they have reasonable cause to suspect a child may be suffering significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the designated lead for child protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

The designated Child Protection Lead in school is Mrs Heather Bower. A copy of the Safeguarding Children Policy is available from the school office or on the website.

All staff, governors and external providers have undergone Disclosure and Barring Service checks (DBS).

### **If your child has a problem at school**

From time to time, in the children's lives, events may take place that are upsetting for them. If you are able to share information about your child's personal life with us, it can be extremely useful in helping us to offer understanding and support. This will always be dealt with in the strictest confidence.

If you think your child is experiencing any kind of difficulty at school, or if you have any concerns about aspects of school life, then you should talk to your child's teacher or the Headteacher first.

### **Data Protection**

In May 2018 new data protection laws came into effect (General Data Protection Regulation – GDPR). Whilst the school is already following data protection laws, it means there are a few changes in the way in which we work which we will be rolling out over the course of the next year. In the first instance, please see the Privacy Notice for Parents/Carers in your pack and the information leaflet on GDPR. If you have any queries, please contact our Data Protection Officer, Mr Hanshaw.



**Contacts**

**Address:** Chalkwell Hall Junior School  
London Road  
Leigh on Sea  
Essex  
SS9 3NL

**Tel:** 01702 478570

**Email:** [office@chalkwellhall-jun.southend.sch.uk](mailto:office@chalkwellhall-jun.southend.sch.uk)

**Absences:** [attendance@chalkwellhall-jun.southend.sch.uk](mailto:attendance@chalkwellhall-jun.southend.sch.uk)

**Website:** [www.chalkwellhall.co.uk](http://www.chalkwellhall.co.uk)

**Twitter:** [@chalkwellhall](https://twitter.com/chalkwellhall)

**LA Address:** Southend Borough Council  
Civic Centre  
Victoria Avenue  
Southend  
Essex  
SS2 6ER

**Headteacher:** Mr Nathan Linfield, BA Hons

**Deputy Head:** Mr Nicholas Hanshaw

**Chair of Governors:** Mr Tony Moltino

**Other Information**

**Number on school roll:** 480

**Price of school meal:** £2.30

**Breakfast Club:** 7.30am – 8.35am - £4.00 per session

**After School Club:** 3.00pm – 6.00pm - £8.00 per session



Everyone who works at Chalkwell Hall Junior School has an important part to play and is a valued member of staff. The emphasis at the school is on teamwork. Photographs of our staff are on the school website.

<b>Teaching Staff</b>	<b>Position</b>
<b>Mr N. Linfield</b>	<i>Headteacher</i>
<b>Mr N. Hanshaw</b>	<i>Deputy Headteacher</i>
<b>Mrs J. Walkom</b>	<i>Year Group Leader</i>
<b>Miss G. Turner</b>	<i>Year Group Leader</i>
<b>Mr S. Birkinshaw</b>	<i>Year Group Leader</i>
<b>Mrs A. Fox</b>	<i>Year Group Leader</i>
<b>Mrs N. Murray-Morris</b>	<i>Class Teacher</i>
<b>Mrs A. Haggard</b>	<i>Class Teacher</i>
<b>Mr S. Robinson</b>	<i>Class Teacher</i>
<b>Miss O. Sadler</b>	<i>Class Teacher</i>
<b>Mrs J. Thompson</b>	<i>Class Teacher</i>
<b>Miss G. Brady</b>	<i>Class Teacher</i>
<b>Mr C. Fleury</b>	<i>Class Teacher</i>
<b>Mr D. Smale</b>	<i>Class Teacher</i>
<b>Mr A. Fletcher</b>	<i>Class Teacher</i>
<b>Mr R. Maskell</b>	<i>Class Teacher</i>
<b>Mr S. Halsall</b>	<i>Class Teacher</i>
<b>Mrs A. Dubouchet</b>	<i>Class Teacher</i>
<b>Mrs L. Robinson</b>	<i>Class Teacher</i>
<b>Ms R. Winder</b>	<i>Class Teacher</i>

<b>Other Teaching Staff</b>	<b>Area</b>
<b>Mrs H. Bower</b>	<i>Assistant Headteacher - Inclusion</i>
<b>Mrs. M. Harris</b>	<i>PPA/Intervention Support</i>
<b>Mrs K. Thompson</b>	<i>PPA/Intervention Support</i>
<b>Mrs H. Newell</b>	<i>PPA/Intervention Support</i>
<b>Mrs N. Dobinson</b>	<i>Modern Foreign Languages</i>

#### **Senior Leadership Team Members**

<b>Mr N. Linfield</b>	<b>Mr N. Hanshaw</b>
<b>Mrs H. Bower</b>	<b>Mrs T. Leaback</b>
<b>Miss G. Turner</b>	<b>Mr S. Birkinshaw</b>
<b>Mrs J. Walkom</b>	<b>Mrs A. Fox</b>

#### **Support Staff**

<b>Mrs S. Beck</b>	<b>Mrs L. Wheeler</b>
<b>Mrs B. Mephem</b>	<b>Mrs K. Parker</b>
<b>Mr G. Yates</b>	<b>Mrs C. Stevens</b>
<b>Miss S. Flewitt</b>	<b>Mrs J. Montesdeoca-Alonso</b>
<b>Mrs U. Nurbhai</b>	<b>Mrs J. Hendry</b>
<b>Ms S. Sleight-Johnson</b>	<b>Miss H. Taylor</b>
<b>Ms L. Evans</b>	<b>Miss G. Bumble</b>
<b>Mrs C. Farrell</b>	<b>Miss H. Dean</b>
<b>Mrs M. Mills</b>	<b>Miss C. O'Connell</b>



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**Child Protection**

<b>Mrs H. Bower</b>	<i>Designated Lead for Safeguarding</i>
<b>Mr N. Linfield</b>	<i>Designated Lead for Safeguarding</i>
<b>Mr N. Hanshaw</b>	<i>Designated Lead for Safeguarding</i>
<b>Mrs T. Roe</b>	<i>Designated Lead for Safeguarding</i>
<b>Dr C. Pickup</b>	<i>Child Protection Governor</i>

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**Office Staff**

<b>Mrs T. Leaback</b>	<i>School Business Manager</i>
<b>Mrs H. Skeggs</b>	<i>Finance Officer</i>
<b>Mrs S. Newell</b>	<i>Administration Assistant</i>
<b>Mr N. Gosnold</b>	<i>Apprentice Office Assistant</i>

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**Site Staff**

<b>Mr B. Cockrill</b>	<b>Mr T. Davis</b>
<b>Mr E. Perry</b>	

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**Junior Midday Assistants**

<b>Mrs N. Williams – Supervisor</b>	
<b>Mr J. Skeggs</b>	<b>Mrs B. Robbins</b>
<b>Mrs H. Uddin</b>	<b>Miss M. Zikanova</b>
<b>Miss C. Whitmore</b>	<b>Ms E. Lehane</b>

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**Breakfast & After School Club Staff**

<b>Mrs T. Roe</b>	<b>Miss C. Whitmore</b>
<b>Mrs R. Moore</b>	<b>Mrs N. Williams</b>
<b>Mrs A. Barnes</b>	<b>Mrs K. Craven</b>
<b>Mr J. Skeggs</b>	<b>Mrs J. Camm</b>
<b>Mrs P. McDonald</b>	<b>Miss C. O’Connell</b>

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**Governors**

<b>Mr T. Moltino</b>	<i>Chair of Governors</i> <i>Co-opted Governor</i>
<b>Dr C. Pickup</b>	<i>Vice Chair of Governors</i> <i>Co-opted Governor</i>
<b>Mrs. Z. Sanders</b>	<i>Co-opted Governor</i>
<b>Mrs R. Rowe</b>	<i>LA Governor</i>
<b>Ms S. Isaacs</b>	<i>Co-opted Governor</i>
<b>Mr M. Neife</b>	<i>Co-opted Governor</i>
<b>Mr R. Dobinson</b>	<i>Parent Governor</i>
<b>Mrs L. Ford</b>	<i>Parent Governor</i>
<b>Mrs S. Clements</b>	<i>Co-opted Governor (September)</i>
<b>Mr N. Hanshaw</b>	<i>Staff Governor</i>
<b>Mr N. Linfield</b>	<i>Staff Governor (Headteacher)</i>
<b>Mrs T. Leaback</b>	<i>Clerk to Governors</i>



## ***School Term and Holiday Dates 2018-2019***

*Prospectus 2018-2019*

<i>Summer 2018 Term Ends:</i>	<i>Friday 20<sup>th</sup> July</i>
<i>Autumn 2018 Term Starts for children:</i>	<i>Thursday 6<sup>th</sup> September</i>
<i>Half Term dates:</i>	<i>22<sup>nd</sup> October to 26<sup>th</sup> October</i>
<i>Term Ends for children:</i>	<i>Wednesday 19<sup>th</sup> December</i>
<i>Spring 2019 Term Starts for children:</i>	<i>Thursday 3<sup>rd</sup> January</i>
<i>Half Term dates:</i>	<i>18<sup>th</sup> February – 22<sup>nd</sup> February</i>
<i>Term Ends for children:</i>	<i>Friday 5<sup>th</sup> April</i>
<i>Summer 2019 Term Starts for children:</i>	<i>Tuesday 23<sup>rd</sup> April</i>
<i>Half Term dates:</i>	<i>28<sup>th</sup> May to 31<sup>st</sup> May</i>
<i>Term Ends:</i>	<i>Wednesday 24<sup>th</sup> July</i>

*Please note that the following dates are training days for teaching staff and the school is closed to pupils:*

*Wednesday 5<sup>th</sup> September 2018*  
*Monday 29<sup>th</sup> October 2018*  
*Thursday 20<sup>th</sup> December 2018*  
*Monday 25<sup>th</sup> February 2019*  
*Friday 24<sup>th</sup> May 2019*





**Children reaching expected standards 2016-2017**

	Reading	GPS	Maths	Writing	Combined R/W/M
At Expected Standard (2017 National average in brackets)	81% (71%)	84% (77%)	78% (75%)	87% (76%)	71% (61%)
Greater Depth/Exceeding (2017 National average in brackets)	34% (25%)	32% (31%)	36% (23%)	32% (18%)	19% (9%)

2017/2018 Teacher Assessment and Test results will be available on our website [www.chalkwellhall.co.uk](http://www.chalkwellhall.co.uk) as soon as they are published.

**Highlights of 2017-2018**

Activities change year to year, this information is designed to give you some idea of the life of the school (not necessarily in chronological order)

**Visitors, Trips and Events:**

Book Fairs	Borough Sports
Christmas Lunch	Visits to Secondary Schools
Year 6 Finborough Hall residential week	Christmas Carol Concert
Year 6 Activity Week	Cliffs Pavilion
Year 3 & 4 residential trip to PGL, Windmill Hill	Science Museum
Chalkwell Beach	Civic Centre
Chalkwell Park	Swimming Gala
Roman Day	Fire Safety Assemblies
Hadleigh Country Park	Southend Central Museum
Waste Watch Assemblies	Colchester Zoo
Food Tasting	Dance Festival
Red Nose Day	Viking Day
Go Bonkers	Greek Day
Sports Day	Sealife Centre
Various music performances	Animal Workshops
Junior Music Festival	Bikeability Fix
Bikeability	Imperial War Museum
Moving on Up Road Safety Talks	Natural History Museum
Walk On-Line Roadshow	Dinosaur Workshop
School Fete	Local Mosque
	Madame Tussauds

