

MARCH 2022

NEWSLETTER

Tel: 01562 824206

Email office@stgprimary.org

Website: www.stgprimary.org

Our value for the next half term is Responsibility.

Some questions to ask your child:

- Why is it important to take responsibility?
- Do you consider yourself to be a responsible person? If so, why?

Message from the Head

Dear Parents/Carers,

It has been another busy month at school with all the staff and pupils working tirelessly to do their very best. The children have enjoyed visiting the forest, going swimming, dancing, playing football and cricket and learning outdoors. All year groups will be visiting the Upper Arley Arboretum, (if they haven't done so already) and working alongside children from other schools in the Trust to plan for their STEM project. The theme for this year's STEM is 'Saving Our Planet', so look out for your child's journey with their project captured on video on the school website and our school Facebook page. The children are planning, designing, making and evaluating a product, which will support the theme of 'Saving Our Planet,' so continue to ask your child about their exciting learning.

As a Church School, we are working alongside the Worcestershire Diocese and Upper Arley CE Primary School to relaunch our Worship Forum and to promote our Christian Distinctiveness as part of our everyday practice. We have introduced a simple school prayer for the children before their lunch and at the end of the school day. Please ask your child to teach you our school prayers. Mrs Lorielle Stewart, our RE Leader, is returning from her maternity leave after Easter and we have some exciting plans to redesign our prayer areas around school and our Spirituality Garden - which is looking rather tired. I'm sure, after Easter Mrs Stewart may be asking for volunteers to help us with a little gardening!

At St George's, our main priority is to ensure the safety of all our children and school community. We have several children on roll with severe allergies and with this in mind, we are becoming a 'Nut Aware School'. Zoe, the school cook is informed of any child with a food intolerance or an allergy, so please keep us informed if your child requires any special dietary requirements. All food prepared at school is nut free and any food products that leave the school site are labelled clearly with a detailed list of ingredients. This is in line with 'Natasha's Law'. As a school, we promote a healthy lunch box if you provide your child's lunch. It is your personal choice what food products are prepared from home for your child, however, we are discouraging nuts and nut products on school site.

Regarding school uniform for September, we have a large quantity of uniform kept on site, including summer dresses. Mrs Jones has contacted the Year 2 parents so they can come to school to try on blazers for size. Blazers are part of the KS2 uniform and will be required for Year 3 in September.

As you are aware, the Queen's Platinum Jubilee is being celebrated this year. All schools have been given an extra day's holiday. Most schools are finishing on Thursday 21st July instead of Friday 22nd July. As a Trust, we are arranging a celebration in the summer term in recognition of this.

This week, we have had Parent Consultations after school. These dates were shared on the February newsletter. If you were unable to attend, please inform your child's teacher and they will arrange a telephone consultation before the Easter break. I am challenging the teachers to have 100% attendance for Parent Consultations. These meetings are so important to keep you informed about your child's progress at school and how you are able to support your child's learning at home.

During Parent Consultation evenings, we have compiled a Parent/Carer questionnaire. Please complete a questionnaire as your feedback is always welcome. This questionnaire is available on the link below.

<https://forms.office.com/r/xUS2x0vgwg>

I look forward to seeing everyone at the Easter service in St George's Church on Tuesday 5th April at 8.45am.

Kind regards



Mrs Clare Snape
Headteacher

Attendance MARCH 2022

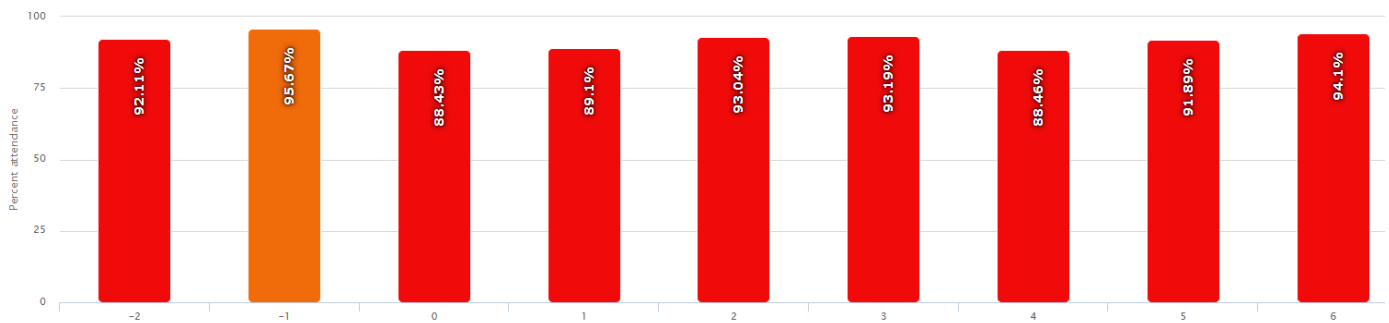
The target this year is to ensure all children have at least 96 % attendance.

Attendance for the month of March was 91.4%

Thank you to all Parents and Carers for ensuring that their child/ren attend school and are punctual for the start of the school day. Good attendance has a positive impact on your child's well-being and educational outcomes.

We do know that from time-to-time children are really too poorly to come to school. If this is the case, please ring the school office by 9.15am on 01562 824206 or email, if you prefer, office@stgprimary.org. Phones are manned from 8.00am but an answerphone service is available before this time. It is important that you inform school if your child is unwell.

We are aware that there have been a few cases of Chickenpox across the school. The advice from the Health Protection Agency to stay at home until all vesicles have crusted over.



Home Reading

Reading workshops

Thank you to the parents who attended the Year 1 reading workshop. Your support is essential in helping your child achieve their full potential! Please look out for more workshop dates to follow in Summer 1.

Accelerated Reader

Our new reading programme is nearly ready and will be up and running shortly! Information will follow about your child's new book level and how they can earn points for regular reading!

Online Safety

Be smart on the internet

Childnet International
www.childnet.com

S SAFE Keep safe by being careful not to give out personal information when chatting or posting online. Personal information includes your email address, phone number and password. **ZIP IT**

M MEETING Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present. Remember online friends are still strangers even if you have been talking to them for a long time. **MEET IT**

A ACCEPTING Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages! **BLOCK IT**

R RELIABLE Someone online might lie about who they are, and information on the internet may not be true. Always check information with other websites, books or someone who knows. **QUESTION IT**

t TELL Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online. **THINK U KNOW**
You can report online abuse to the police at www.thinkuknow.co.uk **FLAG IT**

www.kidsmart.org.uk


KidSMART Visit Childnet's Kidsmart website to play interactive games and test your online safety knowledge. You can also share your favourite websites and online safety tips by Joining Hands with people all around the world.

Please support us with keeping safe at school. It has been brought to our attention that some pupils have had smart devices in the form of a wrist watch and these have been used as a phone and a video during the school day. This is not acceptable from a GDPR or a safety point of view.

Mobile phones are allowed on school site by the pupils in Year 6 who have been given permission to walk to school without adult supervision. All the pupils in Year 6 hand their mobile phones to the school office on arrival at school and collect it at the end of the school day.

We encourage children to wear and use an age appropriate watch to school when they are able to tell the time.

Maths at Home- Year 1 and 2



Year 1 Calculation

A Guide for
Parents and Carers

Addition

Addition is taught in the following stages:

- Using Practical Apparatus**
Children will use Numicon, counters, cubes, pencils, ten frames, etc. to add numbers practically.
- Counting On**
Children will be encouraged to put the larger number in their head (see picture), then count on from the larger number, using their fingers.
- Number Line**
Children will start at the larger number and count on the correct number of jumps (eg. 5 + 3 will be 5, 6, 7) and count on from the larger number, using their fingers.
- Number Line**
Children will start at the larger number and count on the correct number of jumps (eg. 5 + 3 will be 5, 6, 7) and count on from the larger number, using their fingers.

Subtraction

Subtraction is taught in the following stages:

- Using Practical Apparatus**
Children will use Numicon, cubes, pencils, etc. to subtract (see picture).
- Counting Back**
Children will be encouraged to put the larger number in their head (see picture), then count back from the larger number, using their fingers.
- Number Line**
Children will start at the larger number and count back the correct number of jumps (eg. 7 - 4 will be 7, 6, 5, 4, 3).

Multiplication


Multiplication is taught in the following stages:

- Concrete Examples**
The concept of multiplication as repeated addition is taught via practical (e.g. 2 x 3) and then written as 2 x 3 = 6.
- Counting on a number line (using objects, pictures and Numicon)**
Children will be encouraged to count on multiples on their fingers, for example 2 x 4.

Division

Division is taught in the following stages:

- Real-life examples**
The concept of sharing is used when introducing division in Year 1. Again, this is done via practical (with objects, objects, not drawings), so that the children can see the objects between themselves, how many objects will they get each?
- Using Practical Apparatus**
Children will be encouraged to use counters (or other apparatus) to help them solve problems involving division.



Year 2 Calculation

A Guide for
Parents and Carers

Addition

Addition is taught in the following stages:

- Using a Number Line**
Children will start at the larger number and count on the correct number of jumps (eg. 23 + 5 will be 23, 24, 25, 26, 27) and count on from the larger number on the number line.
- Partitioning**
Children will use base 10 apparatus to begin adding with larger numbers.
- Partitioning (Counting on)**
This is a 2 or 3 stage before children move on to using number lines to add larger numbers. At this stage the children may often be encouraged to use their fingers for speed and/or counting.
- Using a Number Line**
Children will start at the larger number and count on the correct number of jumps (eg. 23 + 5 will be 23, 24, 25, 26, 27) and count on from the larger number on the number line.

Subtraction

Subtraction is taught in the following stages:

- Number Line**
Children will use base 10 apparatus to begin subtracting with larger numbers.
- Partitioning**
Children will use base 10 apparatus to begin subtracting with larger numbers.
- Partitioning (Left Exchange)**
Children will use base 10 equipment to make the left column smaller.
- Number Line (for larger numbers)**
Children will move on to using number lines to subtract with larger numbers, when the operation is not straightforward (e.g. 34 - 27).

Multiplication

Multiplication is taught in the following stages:

- Counting on a number line (with pictures, objects and Numicon)**
Children will be encouraged to count on multiples on their fingers, for example 2 x 4.
- Counting on Fingers**
Children will be encouraged to count on multiples on their fingers, for example 2 x 4.
- Recall of times tables**
Children are also expected to recall their number facts for the 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 tables (see table) and count on as they progress into Year 2.

Division

Division is taught in the following stages:

- Sharing equally**
Children learn about the idea of sharing (e.g. 10 sweets shared equally between 5 children: how many sweets will they get each?).
- Grouping**
Children learn to understand that division can also be shown as grouping (e.g. 10 sweets put into 5 groups, for example, 10 sweets put into 5 groups gives 2 sweets in each group).
- Using Fingers**
Children will use their fingers to help them solve division problems.

Restorative Approaches to Behaviour



What are the aims of a Restorative Approaches programme in school?

- **To demonstrate and help** each member to understand how a community works and their personal responsibility as a member of their school community.
- **To provide** the necessary tools for children to learn how to self-regulate their own behaviour and learning.
- **To develop** emotional literacy, truth telling and accountability.
- **To improve** behaviour, the teaching and learning experience, attendance.
- **To increase** empathy, social and communication skills, confidence and self-esteem.
- **To reduce** bullying, conflict, the need for sanctions, exclusions.

“Restorative processes bring those harmed by crime or conflict, and those responsible for the harm, into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.”



RESTORATIVE CONVERSATIONS

What happened?

What were you thinking then/now?

How were/are you feeling?

Who do you think has been affected/how?

What needs to happen to put things right?



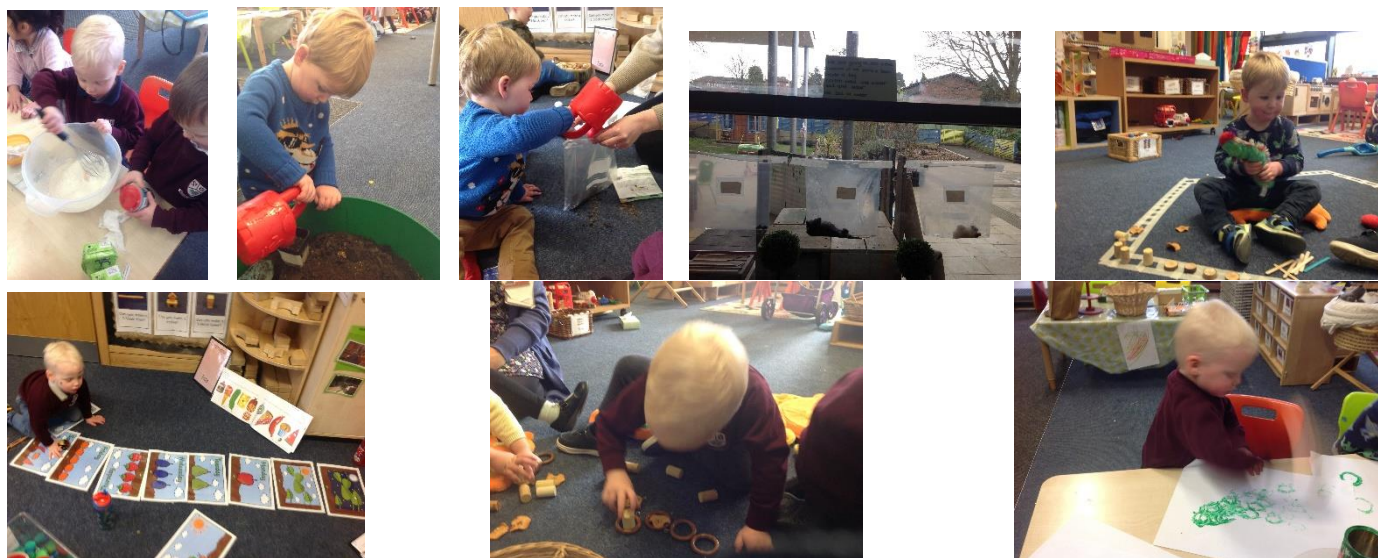
NURSERY & TOTS

Welcome to Tots and Nursery!

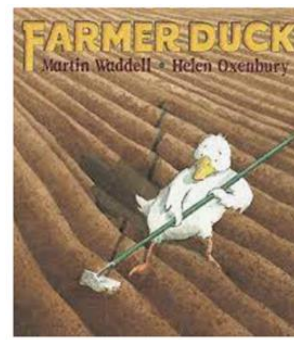
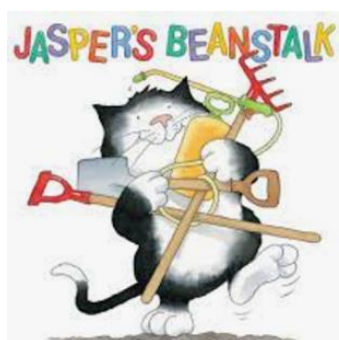
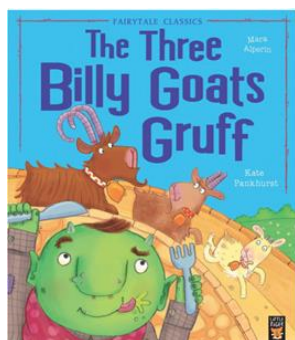
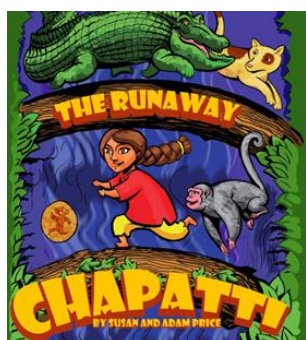
In Tots...

We have enjoyed sharing the stories Mr Wolves Pancakes, The Very Hungry Caterpillar and Jack and the Beanstalk. The children enjoyed making their own pancakes and eating them at snack time. We have been learning about growing this week, we have planted a bean in different ways to see which bean grows. We took part in planting a tree in our tiny forest on the school field.

The children used loose parts to create their own caterpillars. At snack time we have learnt a days of the week song and ordered what the caterpillar ate each day. We explored different media us to print circles to make caterpillars and used cotton buds to add their legs.



In Nursery we have read lots of books like The Runaway Chapatti, The Three Billy Goats Gruff, Jaspers Beanstalk and Farmer Duck.



The topic for British Science Week was growth. This linked in with our STEM project which is all about growing beans. After reading Jaspers Beanstalk the children questioned what the bean had landed in to grow so big. We decided to experiment by growing our own beans in different mixtures, some chose soil, others chose grass and sand, one child is even checking if a bean will grow in water!

GROWTH



We joined the school planting trees in our tiny forest. The children have enjoying comparing their small bean seeds with the small trees talking about how big the beans might grow. They are looking forward to going on adventures to water their tiny forest.



RECEPTION

In Reception, we have been busy exploring our topic of 'How is my world changing?'. The children have enjoyed exploring how we can look after our world and the importance of looking after it for ourselves, others and animals. The children were very "shocked" "upset" and "angry" when some litter turned up in our outdoor garden! We talked about who we can call on to help us pick it up and how it made us feel. After they used the litter pickers to pick up the rubbish, the children sorted the materials into those that can be recycled and those that cannot. We then discussed how it might make others feel, if they see litter on the floor and why it is important to pick up our litter.



From our focus texts this term 'Elephant in the kitchen' and 'Somebody Swallowed Stanley', the children have explored the impact rubbish can have on the animals in our world. The children created their own big plans for how we can look after our world and everybody in it. We discussed how we can put our rubbish in the bin, pick up litter and grow new plants and trees. It was so fantastic that the children got to plant their own trees for the school's new tiny forest and play a big part in taking care of their world!



We also got involved with the school's Science Day and set up an experiment at our investigation station. We are currently observing changes over time, as we watch what happens to a can and a banana peel. The children made some great predictions about what they thought might happen to the can and the banana peel over time.

"It will go black." "It will go mushy." "It will go rotten." "The can will crinkle up" "Nothing will happen to the can." "It will melt in the sun."

We are continuing to draw pictures of and talk about our observations at our investigation station, as we observe our experiment over time.

Thank you all for your continued support this half term. The Reception Team

YEAR 1

We have been having a super time in Year 1 enjoying our learning this month!

We have written instructions in English about how to decorate a gingerbread man! We used time conjunctions and imperative verbs which is very impressive, but our favourite part was eating our finished biscuits!

In Maths, we have been measuring length and height and now we are measuring capacity! We really enjoyed going outside and seeing how many cups of water it took to fill different containers.

We had a fabulous day during science day experimenting with floating and sinking! We made thoughtful predictions and then completed a fair test to see if we were right!



On 17th March we had a lovely time planting trees which will form part of our tiny forest. See the photograph of us with Mrs. Snape and the Chair of Governors Hayward Osborne.

We have been on a trip to Arley Arboretum on Monday 28th March! We went bird spotting to decide where to put our bird scarers we are making in our STEM work. We can't wait to show them to you!



YEAR 2

We are excited to have started our STEM project! Our focus has been linked to our text in English, 'Fantastic Mr Fox' by Roald Dahl.



Just like in the story, we have learned that a place not far from here (Arley Arboretum) are having a bit of bother with foxes too! The arboretum would love to have chickens but the foxes keep creeping in. Our challenge is to design something that will help keep the chickens safe. It gets even more exciting as, once our idea has been made, we get to take it to the arboretum ourselves on Monday 4th April. Our separate permission letter has been sent home so please ensure that it is signed.



We have researched information about what chickens need during our computing lessons.

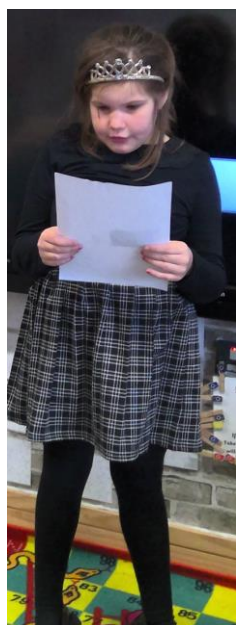
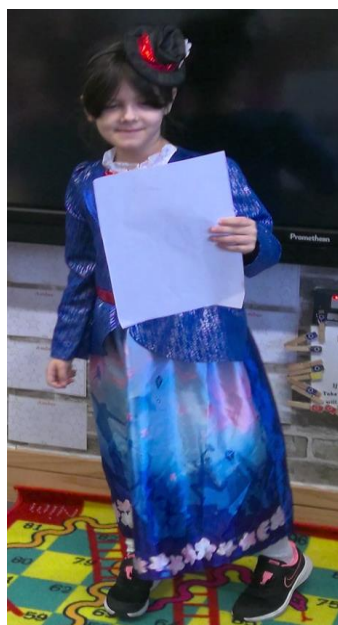
We have experimented with making levers and hinges for part of the DT element of STEM and in Science, we explored materials are waterproof (after deciding that a chicken's house needs to be waterproof).



YEAR 3

It has been another very busy month in Year 3, with lots of exciting learning and another educational visit. This time it was to Arley Arboretum which links to our STEM project.

We started the month with World book day, where we spent the whole day completing book inspired activities including rolling some story dice and becoming awesome authors, writing our own short story before sharing it with the rest of the class. It was great to see all the costumes and the children and adults joining in.



In the afternoon, we made shadow puppets of our favourite book characters and in groups we created stories to share in our puppet theatre. Unfortunately, we ran out of time and so we had to show our stories a few days later but, as you can see the puppets were a great success and we will use them to help our understanding of light and shadows in science later this term.



On Monday the 14th March, we started our STEM project with a visit to Arley Arboretum where we carried out a few activities such as revisiting our sketching skills by sketching an old dead tree and using our teamwork skills to create a shelter for a figure before visiting the fairy garden to be introduced to our STEM project, which is to design and make an eco-fairy house with a living roof. While we were there, we made observational drawings

in the fairy village itself to help us with our designs back to school. The children had a wonderful time.

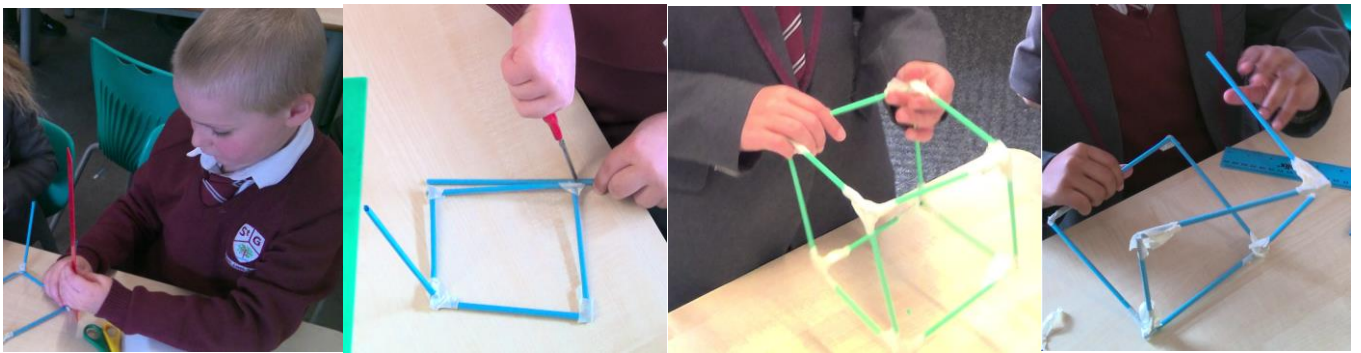




On our way out of the arboretum we found a tree that had a very large trunk and so we measured how many children it took to go around it shoulder to shoulder. It took twenty children to go around its huge trunk!



Once back in school we have completed our first designs for the eco-fairy houses and revisited our measuring skills to create a 3D model to hold the roof to help us consider what shapes might be best for a strong and stable structure. We are all looking forward to creating our model of our eco-fairy house over the next couple of weeks.



During science day, we investigated rainbows and experimented to see if we could bend light in the classroom to create a rainbow. First of all, we explored the different places that you could find rainbows, including in bubbles, and we found out how they form and how to remember the order of the colours of the rainbow. We discussed the available equipment and then, using our knowledge, we designed an experiment to see if we could create a rainbow in the classroom. Some children had to change their ideas while they were working but it was great to see all the children working scientifically. We recorded all of our results and drew conclusions from our investigation, and it was great to see some children wishing to extend their knowledge by asking further questions about light and rainbows and how they could extend the investigation.



We also enjoyed going out onto the school grounds and taking part in planting our school's tiny forest this month, it is great to think that we will be able to watch this area grow and mature the same as we will as we move through the school.

In other subject's children have also been busy this month. In English we have just finished writing our non-chronological reports on seed dispersal where the children have found animal dispersal particularly amusing. In maths we have come to the end of our unit on fractions and the children continue to make progress in their music lessons with the violin. In reading we have just started to read *The Queen's Nose* by Dick King Smith, who is one of our key authors in Year 3.

In art the children have been enjoying making their own prints after looking at the work of Lynn Bailey who uses nature as her inspiration. After learning our skills, we have managed to play a few games of football in PE but the children continue to work on remaining in their positions as currently everyone is eager to get the ball.

PE will remain on a Friday afternoon, however, please remember that we are returning to forest school on a Thursday afternoon and children will need the appropriate clothing. Please can you ensure you are reading with your child **at least three times a week** and sign their home link books, which are checked on a Friday.

Thank you for all of your support with things like homework and educational visits, they all help to add value to your child's education. Please feel free to speak to any of us should you have any thoughts or concerns regarding your children so they can be addressed as quickly as possible.

A further Thank you to all those parents for attending the parent consultations and their patience while waiting to see Mr Roberts.

Mr Roberts, Miss Moriaty, and Mrs Wilcox

The Year 3 Team.

YEAR 4

In Year 4, we began the month with World book day, where we all dressed up as our favourite book characters and spent the day completing world book day activities such as self-portraits and a character description. It was so lovely to see all the children and adults joining in and helping to raise money.

STEM

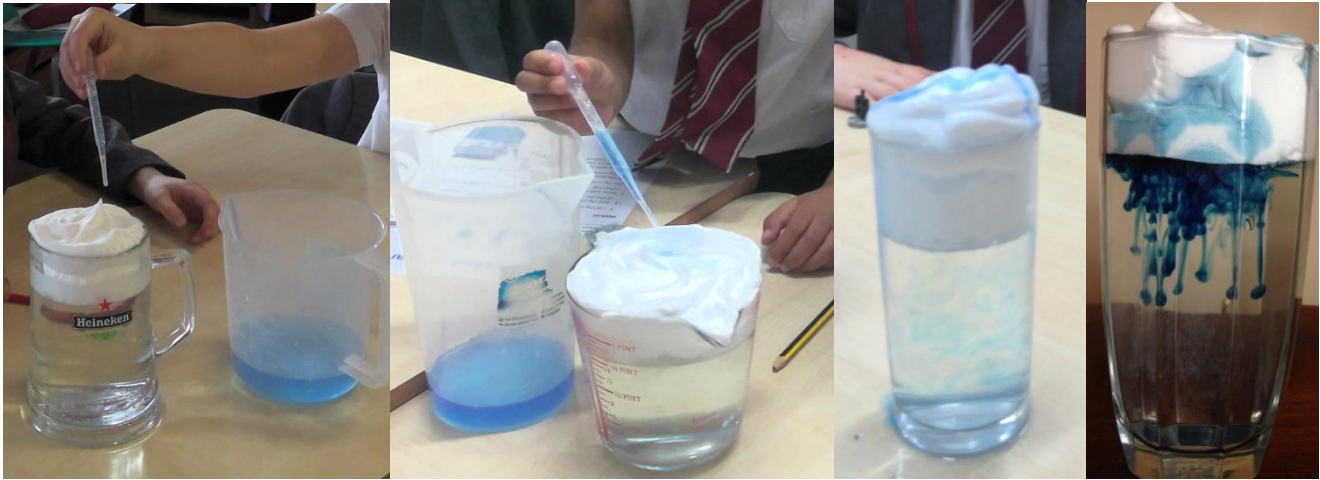
At the start of the month, we started exploring our STEM project where we were given the task to build a drum out of recycled objects. This was to reduce waste in our bins and try to do something to help look after our world. We started off by planning and designing what we wanted our drum to look like and made a list of resources we would need to make it possible. After accumulating all the resources, we went to work with saws and glue guns. We are looking forward to our visit to Arley Arboretum where we can measure how far away people will be able to hear our drums and we can send a message to everyone about how we can look after our Earth even more.



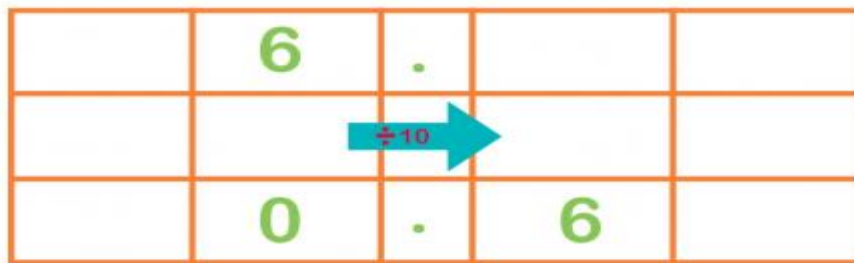
Science day

In Year 4, the children worked through a variety of experiments to demonstrate what happens in the clouds during the water cycle. When a cloud accumulates too many water droplets, they fall in the form of precipitation. In the experiment, after a certain point the shaving cream can no longer absorb the water droplets and gravity pulls them down into the water.

Prior to dropping the water in the shaving cream cloud, the children made predictions of how many drops of water they think the cloud will hold before it starts to "rain" (precipitate) and have them record it. During the experiment, we counted the number of drops and compared it to their estimates. After the experiment, we recorded our investigation and conclusions.



In maths, we have been learning all about place value on a grid and how we can make a number 10 times smaller by dividing by 10. We have been linking this to our previous knowledge of fractions and how ten tenths equal a whole whereas 0.1 ten times also equals a whole.



In reading, we have been using the Expert Tips to find, retrieve information and make sense of words we don't know. Our book we are using is 'The Phoenix and the Carpet' where we have been following the journey of a group of children who always seem to get themselves into trouble even with a wishing carpet.

Please can you ensure you are reading with your child **at least three times a week** and sign their home link books, which are checked on a Friday.

We want to say a big thank you for all your support! Please feel free to speak to any of us should you have any thoughts or concerns regarding your children, so they can be addressed as quickly as possible.

Mr Carrette, Mrs Appleby and Mrs Smith

The Year 4 Team.

YEAR 5

Year 5 have been working exceptionally hard this half term.

In reading, we have completed Kensuke's Kingdom by our Year 5 author Michael Morpurgo.

In English, we have been writing persuasive letters to Mark Garnier and Shazu Miah, about climate change and the negative impact it is having on our planet. Within this letter, we have used the following year 5 persuasive techniques: subjunctive form, modal verbs, emotive language, repetition, and rhetorical questions. In addition, we have also included ideas and suggestions to how Kidderminster can be more 'eco-friendly'.

In Maths, we have been exploring the topic of fractions. During this, we have had to recap our knowledge of lowest common multiples to explore the common denominators ready to compare and order the fractions both ascending and descending.

In STEM, we had a major problem. A storm ruined our classroom!

This was our hook to introduce our STEM focus of creating a pulley to help clear up Arley Arboretum after the winds create natural items to clutter the floor, for example twigs and acorns. The children loved cleaning up the classroom (and have clearly exclaimed they are happy to do this at home).

For science day, we explored our topic of space further and designed and created model rockets, which we then tried to fly using bicarbonate soda and vinegar. The children loved watching the rockets explode (everywhere but upwards) but after we were able to review and discuss why the rockets did not fly as high as we wanted to them.

In forest school, the children have been having a wonderful time learning important life lessons and skills, which they can then apply to their future endeavours. We have made s'mores, bow and arrows, clay models, dream catchers and even been able to toast bagels on the fire.

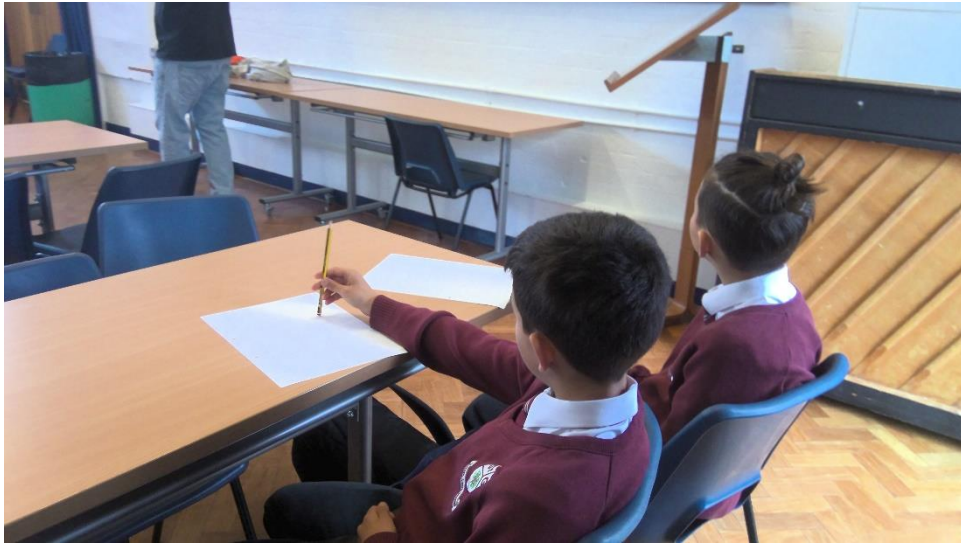
On 29th March we were fortunate enough to be invited to King Charles I, where we got to work with Matt Beighton. We got to learn lots about story writing and the different profession paths writing can lead you down.

Below is a collection of pictures over the last term.

Thanks for your continued support. Please ensure the children continue to complete their homework and reading 3 x per week.

Miss Wellman and the Year 5 Team. 😊





YEAR 6

This month, year 6 have been working hard in preparation for their SATs. They have been looking at a variety of test style questions in Reading, SPaG and Maths. It has been a tough few weeks getting used to how a test looks and how they answer the questions carefully. They have made some excellent phrases and are now beginning to fluently answer the questions.

If your child is worried about SATs, please read the following information for ways in which you can help at home: [SATs Mental Health and Well Being Activities For Children \(thirdspacelearning.com\)](https://thirdspacelearning.com)

The children also completed a formal style practice SATs week last week; here are some examples of the questions that they answered:

21	$9 - 3.45 =$	<input type="text"/> 1 mark
25	$37.8 - 14.671 =$	<input type="text"/> 1 mark
22	$\begin{array}{r} 4781 \\ \times 23 \\ \hline \end{array}$	<input type="text"/> 2 marks
26	$\frac{1}{4} + \frac{1}{5} + \frac{1}{10} =$	<input type="text"/> 1 mark
27	$\frac{4}{5} \div 4 =$	<input type="text"/> 1 mark

8

At the start of June, there were 1,793 toy cars in the shop.

During June,

- 8,728 more toy cars were delivered
- 9,473 toy cars were sold.

How many toy cars were left in the shop at the end of June?

Show your method	<input type="text"/>	2 marks
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9

What is the **word class** of the underlined word in the sentence below?

The alarm rang and Jamal immediately jumped out of bed.

Tick **one**.

conjunction

adverb

verb

determiner

1 mark

10

Tick one box to show the correct place for a **colon** in the sentence below.

Tom needed to think carefully about his homework it

looked very difficult.

1 mark

Tiny Forest!

We have some very exciting news to share with you! On the 17th March, as a school, we planted 600 trees to create a 'Tiny Forest' within school grounds. This 'Tiny Forest' is to celebrate the Birmingham 2022 Commonwealth Games. They have only allocated 72 and ours is assigned to the Commonwealth nation of Uganda and will be named after their national bird which is the Grey-Crowned Crane. Every child and adult at school had an opportunity to plant at least one tree during the day. We are obviously very excited as this will most definitely enhance our outside learning space! We are awaiting our benches and a bespoke wooden sign to be delivered so watch this space!



Foodie Fridays

April Foodie Friday!

For Foodie Friday this month, we would like to challenge you to create an Easter themed meal! Once you have created your meal, take some photos to share with us. You could even share the recipe for others to give it a go! The STEM ambassadors will judge all entries and the winner will be announced in next month's Foodie Friday bulletin. Have fun cooking - we look forward to hearing all about your new Easter creations!

Our School Prayers

Lunch Prayer

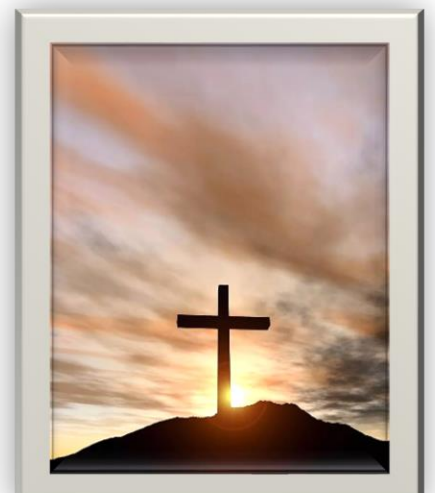
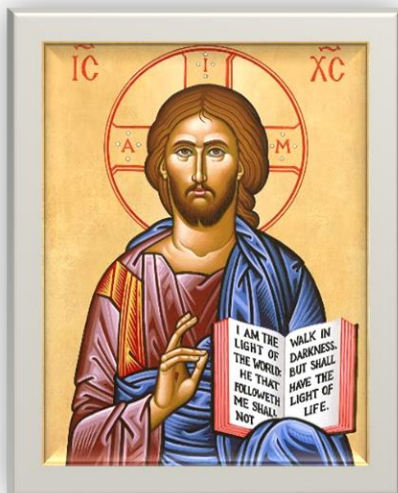
For food and friends, we thank you God.

Amen

End of School Prayer

We close our hands and softly say,
“Thank you, God, for school today.”

Amen



Our School Governors

From Hayward Osborne, Chair of Governors

Every school has its Governing Body, whose job is to steer, support and monitor the life and performance of the school. We have eight Governors, normally appointed for four years, meeting six times per year. We focus on the school's vision and development, its curriculum delivery, and the safety and welfare of pupils. We want all our pupils to grow, flourish and progress.

Our school is part of the Black Pear Multi-Academy Trust. Our Governors operate within the overall policies of that Trust, as well as following national government guidelines.

On the Governing Body we have our Headteacher and Rachel Williams (staff representative). Then we have the Revd David Hildred, Rector of Kidderminster East parish which includes St George's church – as we are a Church of England School. With them are Peter Young (District Councillor), Lauren Tallis (Head of Education in a small specialist unit near Worcester), and myself. I also am a Church of England priest, with experience in overseeing the work of schools.

Two Governors are chosen from the parents of pupils. Usually, they are elected by parents or, if there are not enough put forward for an election, they are appointed by the Trust.

Who are our current Parent Governors?



Andy Shannon who is also Vice Chair

Andy writes:

"I have been the parent of a child at St. George's for the last 10 years and seen it go through many changes. My oldest daughter Grace graduated from St. George's in 2018 and my youngest daughter Orla is currently in year 3.

"I have worked in health and social care for the last 19 years, initially with children who have Autism in residential schools supporting them with routine, structure and learning. Then as a registered manager of a care home supporting adults with Autism and mental health difficulties to gain as much from life as possible. My current role is an Adult Social Care Inspector with the Care Quality Commission where I inspect care homes, nursing homes and domiciliary care agencies to ensure they are meeting their responsibilities. "

Holly Roberts appointed February 2022

Holly writes:

"I am the mother of an 8-year-old with special educational needs and a 2-year-old who has recently joined the nursery at St. George's. As a parent of a child with SEN requirements, I have learned that academic achievement is not as important as the journey a child has been on to gain that achievement. That journey requires appreciation of the child as an individual, care and commitment, all of which I feel St. George's provides.

"I have a background in experimental research and data analysis. I currently work for the firm as an organisational researcher, assessing processes and ways of working, with a particular emphasis on developing team-working environments and best practice."

If you have any question or concern about your own child's individual progress or welfare, you should still speak to their class teacher – not to a Parent Governor. But in the discussions about the direction and performance of the school as a whole, you will know that parents importantly have a voice. And if you have any matter you wish to raise with the Governors, you can contact me via the school office.

Together we work to ensure the best possible learning experience and happiest school environment for all our pupils.



IMPORTANT DATES and REMINDERS

FRIDAY 1st APRIL – Y4 VISIT TO ARLEY ABORETUM

MONDAY 4th APRIL – Y2 VISIT TO ARLEY ABORETUM

TUESDAY 5th APRIL – EASTER SERVICE – ST GEORGE'S CHURCH – EVERYONE WELCOME-8.45am

WEDNESDAY 6th APRIL – YRec VISIT TO ARLEY ABORETUM

THURSDAY 7th APRIL – Y5 VISIT TO ARLEY ABORETUM

FRIDAY 8th APRIL – TED DAY- CHILDREN NOT REQUIRED IN SCHOOL

MONDAY 25th APRIL – All CHILDREN RETURN TO SCHOOL

TUESDAY 26th APRIL – HISTORY WORKSHOPS Y1-Y5

Safeguarding is Everyone's Responsibility

If you feel a child is at risk of immediate harm and needs immediate protection phone the police and the Family Front Door on **01905 822666**.



We are offering an '**after school provision**' throughout the week at St George's for the **all the children**. Your child/children will have the opportunity to do some **creative and engaging activities** and will be provided with a **hot snack** if they choose to stay for the **later slot**.

- After school club starts at **3.00pm**.
- There will be two slots available for the '**Little Pears**'.
- The first slot will run from **3.00pm-4.30pm** at a cost of **£5.00**.
- The second slot available is from **3.00pm-5.45pm** at a cost of **£6.50**.
- If your child is staying until **5.45pm**, they will be provided with a hot snack. Hot snacks e.g., 'beans or cheese' on toast.

If you would like your child/children to attend '**Little Pears**' after school club, please contact office@stgprimary.org or ring on 01562 824206.

Please contact us as soon as possible, so we can ensure that we can facilitate your wishes.

Easter Egg Raffle

to be drawn on Thursday 7th April



**Thankyou to everyone who has
donated an Easter egg for the
raffle.**

**Tickets 30p each
or £1 per strip**

School Term Dates April 2022 to July 2022

Please note the change to the school dates. Due to our extra bank holiday, we will be closing the school on Thursday 21st July not Friday 22nd July 2022.

HOLIDAY	SCHOOL CLOSSES ON	SCHOOL TED DAYS	SCHOOL RE-OPENS ON
EASTER	Thursday 7 th April	Friday 8 th April	Monday 25 th April
MAY DAY	Monday 2 nd May		Tuesday 3 rd May
SUMMER HALF TERM	Thursday 26 th May	Friday 27 th May	Monday 6 th June
END OF SUMMER TERM	Thursday 21 st July	N/A	N/A

School Term Dates September 2022 to July 2023

HOLIDAY	SCHOOL CLOSSES ON	SCHOOL TED DAYS	SCHOOL RE-OPENS ON
AUTUMN TERM 2022	N/A	Monday 5 th September	Tuesday 6 th September
AUTUMN HALF TERM	Thursday 20 th October	Friday 21 st October	Monday 31 st October
CHRISTMAS	Friday 16 th December	Tuesday 3 rd January 2023	Wednesday 4 th Jan 2023
SPRING HALF TERM	Thursday 16 th February	Friday 17 th February	Monday 27 th February
EASTER	Thursday 30 th March	Friday 31 st March	Monday 17 th April
MAY DAY	Monday 1 st May		Tuesday 2 nd May
SUMMER HALF TERM	Friday 26 th May		Monday 5 th June
END OF SUMMER TERM	Friday 21 st July	Monday 24 th July Tuesday 25 th July	N/A