



# Nursery information for parents





## Glowing report heaps praise on school



**Headteacher Jude Willcox, fellow staff members and school pupils celebrate their Ofsted result**

Staff and pupils at a South Staffordshire school are celebrating after being rated as outstanding by Ofsted.

Birches First School in Codsall was visited by a team of inspectors at the end of February and the glowing report has now been released.

The school in Birches Avenue, which has 188 pupils, was praised for its "highly effective headteacher", "outstanding teaching" and that pupils in all year groups make "rapid progress".

Headteacher Jude Willcox said today: "We are all extremely proud Ofsted has recognised the exceptional

**Report by Laura Blyth**

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quality of teaching and learning at Birches.

"The new inspection framework that came into operation in January makes it even more difficult to reach Grade 1 in any aspect of the inspection and Birches was awarded Grade 1 in all five categories.

"The children, staff and parents all deserve this wonderful affirmation of everything we do." Every aspect of the school was rated outstanding, includ-

ing overall effectiveness, achievement of pupils, quality of teaching, behaviour and safety of pupils, as well as leadership and management.

In the report by lead inspector Andrew Stafford, it states: "Pupils and their parents and carers are overwhelmingly positive in their praise for the school. Teaching is outstanding and ensures that pupils make rapid progress." He went on to write: "All teachers have an excellent understanding of pupils' needs and challenge them to do as well as they can."



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# Welcome

Welcome to Birches First School Nursery.

We aim to create a happy, secure and stimulating environment in which each child will be given opportunities to develop socially, emotionally, physically and intellectually. Our school and nursery promote the needs of each individual child, and through the expert guidance of our highly qualified and experienced Early Years staff, we will help your child to develop a wide range of pre-school skills. The Nursery curriculum is carefully planned and structured to encourage the development of these early skills through practical 'play' activities. Children's progress is monitored and recorded so the needs of the 'whole' child can be met appropriately.

The Nursery is very much an integral part of the school and with Reception Class creates our Early Years Unit. Nursery children take part in school activities and become familiar with members of staff and school routine. Our Nursery provides the best possible preparation for future life at school.

We actively encourage a close partnership between home and school by working together to support your child's needs.

Nursery is a very special time and we believe your child will have a happy, rewarding and productive experience at Birches.

**Mrs.J. Willcox** - **Headteacher**  
**Mrs.V. Eastup** - **Chair of Governors**

**"Children's attainment when they start school in the Nursery class is in line with expectations for their age. They make consistently rapid progress in all areas of learning in the Early Years Foundation Stage to exceed expected levels by the end of Reception year....The school makes sure every pupil receives an exciting and meaningful curriculum and outstanding teaching". (Ofsted - Feb 2012)**

## Aims of the Early Years Foundation Stage (EYFS)

1. To create a safe, caring and stimulating environment where each individual child will feel valued, happy, secure and eager to learn.
2. To assure the quality of teaching and provide an appropriate Foundation Stage curriculum which supports the social, emotional, moral, intellectual, creative and physical development of the 'whole' child.
3. To help children understand and follow the school's Golden Rules.
4. To foster a sense of community by working with parents to build effective relationships based on respect and trust.
5. To help children develop respect and tolerance for all cultures within our society so they begin to understand the world in which they live.
6. To encourage and celebrate the achievements of all our children so they become confident, motivated learners who are well prepared for the statutory requirements of the National Curriculum.

**'Valued Individuals Working and Achieving Together'**



## General information

<b>Address</b>	-	Birches First School Birches Avenue Codsall Wolverhampton WV8 2JG
<b>Telephone</b>	-	01902 434100
<b>e-mail</b>	-	headteacher@birches.staffs.sch.uk
<b>website</b>	-	www.birches.staffs.sch.uk

## Staffing

Foundation Stage Manager	-	Miss. S. Varricchione
Nursery Teacher	-	Miss. K. Gorman (maternity cover)
Supervisory Nursery Nurse	-	Mrs. J. Butler (maternity leave)
Nursery Assistant	-	Mrs. J. Campbell
Wraparound Care	-	Mrs. J. Latham

## Session Times and Arrangements

All children are entitled to 15 hours of maintained Nursery provision.

**Morning session** - 8.30 to 11.30 am.

Children are welcomed in the Nursery at 8.30am. They can be brought in through the main entrance. When collecting the children please wait by the main entrance and the Nursery staff will bring the children to you.

**Afternoon session** - 12.30 to 3.30 pm.

Children are welcomed at 12.30pm. They can be brought in through the main door. Please be prompt so the session can start on time. When collecting the children please wait by the main entrance and the Nursery staff will bring the children to you.

Please be on time as children can become upset if they have to wait. If you have to collect older siblings from another school, it is advisable to collect the youngest first.

**Wraparound** - 11.30am to 3.30pm    **Lunch Club** - 11.30am to 12.30pm (charges apply)  
**Birches Club** - before and after school 7.30-8.45am and 3.15-6.00pm (charges apply)

Children may stay after the morning session for a hot school dinner and afternoon 'Wraparound' care. You may also choose 'Lunch Club' as an addition to morning or afternoon sessions. Charges apply to both of these options. Before and after school care is also available for Nursery children.

Children generally settle into Nursery very quickly as they respond to a regular structured routine.

Parents are encouraged to come into the Nursery with their child at the beginning of the session to help them with coats and names, and finally settling together on the carpet.

Please leave as quickly as possible once your child is welcomed into the Nursery, as problems may occur with lingering good-byes. If you are concerned about an upset, you may wait by the office until you feel reassured.

Whatever the circumstances, children must never be left unattended in the Nursery or with students. If, for any reason, you need to leave your child earlier than usual, please make special arrangements in advance with the Nursery staff.

If your child is to be collected by anyone other than the usual parent or carer please inform the staff in advance.

Please notify the school if your child is absent through illness or needs to attend an appointment.

**"The school is highly successful in ensuring that pupils' well-being is at the heart of its work. This is especially so in the before- and after-school clubs, and 'wraparound' care at lunchtime for nursery aged children". (Ofsted - Feb 2012)**





## Educational Programmes – The Foundation Stage

The Foundation Stage covers a wide span of child development which is met by a structured curriculum that takes account of young children's aptitude to learn through different forms of activity, in particular through 'play'. The process by which they learn is as important, and inseparable from, the content. Young children learn most effectively when they are actively involved in practical, purposeful, rewarding experiences that encourage success at their own level. Through these experiences we develop each child's self-esteem and confidence so they can become active learners.

It is our aim to provide quality learning experiences that prepare children for full time education and the National Curriculum. Early Years staff carefully plan programmes that are based on the 'six areas of learning' and 'early learning goals' of the Foundation Stage Curriculum:

1. Personal Social and Emotional Development
2. Communication, Language and Literacy
3. Problem Solving, Reasoning and Numeracy
4. Knowledge and Understanding of the World
5. Physical Development
6. Creative Development

At Birches Nursery we provide new and interesting experiences which encourage a child's natural curiosity through opportunities to explore, experiment and become competent. Their learning occurs in a variety of contexts. Different teaching strategies are used in order to allow each child to achieve his/her true potential. We strive for high standards and celebrate achievement which has a positive effect on attitude to work, self-esteem and motivation. They need to learn how to become learners, how to listen, talk and work together and how to develop social skills. The emotional development of the child is essential as emotional stability is linked to academic ability.

We provide a balanced, structured curriculum with a mix of child selected and teacher planned activities with opportunities for assessment. We use a topic theme for each half-term with cross-curricular links to enable the children to see their learning as a whole. Learning programmes in the Nursery are planned to address the early stages of the six areas of learning. The Nursery staff are 'tuned in' to the needs of the children and have the expertise to offer sensitive, well-timed support which in turn will create further learning opportunities.

We plan for each area of learning daily through Child Choice and Teacher Directed activities, so children have the broadest range of learning opportunities.



Creative skills are developed through a variety of activities throughout the week. Providing opportunities for personal, social and emotional development underpins all we do, as these skills form the basis of becoming a confident, motivated learner. The Foundation Stage Manager takes overall responsibility for the EYFS curriculum planning and the smooth, effective running of the Early Years. She works very closely with the Nursery staff to ensure all children's needs are catered for at an appropriate level. This process is facilitated by the proximity of the two teaching areas, linked by double doors to create the Early Years Unit.

## **Progress and Reports**

Children's progress towards the 'Early Learning Goals' is carefully monitored and recorded. Early Years staff work very closely together and meet regularly to evaluate learning. Children's development is monitored through a variety of tasks, observations and teacher interactions to give the best possible picture of where a child is and what their next steps will be.

An Early Years Foundation Stage (EYFS) framework outlines the statutory expectations and guidance for the learning, development and welfare of children from birth to five. This framework provides details of ongoing child development in all areas of learning and how this progress should be assessed and recorded. These assessment records begin in Nursery and move with them to the receiving Reception class teacher, (either at Birches or elsewhere), where the information is transferred to an Early Years e-profile to track progress through the Reception class.

Each term parents will be invited to attend a consultation interview to discuss their child's progress and set targets for future learning. Parents receive a final written report when their child leaves the Nursery, followed by a mid-year and end of year report in Reception .

**NB:** The EYFS framework is currently under review by the DfE. From September 2012 changes are to be implemented to the six areas of learning expectations and the way progress is assessed and recorded. These changes are already being incorporated into our EYFS planning and assessment procedures.

## **Premises**

Our Nursery class is part of the Early Years Unit. Two adjoining rooms provide an integrated and appropriate environment for our youngest children. The Nursery classroom is spacious and well resourced. The children also have direct access to an outside secure play area, garden and playing fields. Work is planned so that our outside resources, including a conservation area, are used to the best advantage.

## Admissions Policy

Parents who wish to apply for a Nursery place should complete a school admission form and provide proof of their child's date of birth. Admission forms are available from the office. Staffordshire LEA issue formal Nursery application forms for return in March each year, but parents may apply for a place at any time after this date if vacancies exist. Requests for admission are put in order of criteria and parents are offered a place in writing by the LEA before the end of May.

Children are admitted into Nursery in September after they become three years-old. Children generally experience three terms of part time Nursery education before they enter full time school. Priority is given to catchment area children for entry to Nursery and the maximum admission number is 39 (26 morning session and 13 afternoon session). The criteria for admission are as follows;

1. Relevant Looked after Children
2. Children living within the catchment area of the school
3. Pupils who have a sibling attending the school at the proposed admission date
4. Pupils who satisfy both of the following tests:
  - medical or other exceptional circumstances
  - they would suffer hardship if they were unable to attend.

## Induction

We place great emphasis on a successful induction process to Nursery for both parents and children. We address this by running PALS visits to school during the half term preceding entry, when parents are able to leave their child in Nursery to spend a short time with the Nursery staff working on group activities and listening to a story together. Parents are able to talk with staff and generally get to know how the Nursery operates. In this way a partnership is established prior to admission. An induction evening meeting is held when parents are given the 'Nursery Information for Parents' booklet and the opportunity to discuss the curriculum and daily routine. This helps parents develop an understanding of the school's philosophy towards Early Years. We stagger entry days for ease of induction.

Our induction programme provides children with a secure, happy start to Nursery life.

## **Links with Main School**

The Nursery class is very much a part of general school life. The Nursery is involved in our weekly Merit Assembly, and celebrate Harvest, Christmas and Easter along with everyone else. They also take part in special events and visits outside school. Most of our Nursery children move on to the Reception class at Birches.

## **Rules and Discipline**

We aim to promote self-discipline by raising children's awareness of their behaviour and the effect it may have on others. We endeavour to create a friendly but well ordered and busy Nursery and unacceptable behaviour is rare. The children are made aware of our 'Golden Rules' which operate throughout the school:

1. We care for everything and everyone.
2. We walk around school.
3. We are polite.
4. We tell the truth.
5. We listen to others.
6. We try our best.
7. We work together.

If a child misbehaves persistently parents are invited in to discuss the problem with the staff and Headteacher in order to find both causes and solutions.

N.B. In accordance with the Education Act, 1986, corporal punishment will not be administered in county and voluntary controlled schools maintained by Staffordshire County Council Education Committee.

## **Special Needs (SEN)**

Some children may need additional support for different reasons during their time in Nursery. Some children may have specific or particular special needs which require special provision. Birches policy of 'inclusion' for all children, whatever their need, seeks to identify and provide suitable support within the normal classroom situation whenever possible. Nursery staff will discuss any concerns they may have with parents. All staff are aware of disability legislation (DDA and SENDA).



## Equal Opportunities, Disability and Race Equality

We treat each child as a valued individual and want every child to achieve his/her full potential by becoming a confident active learner. The school operates an equal opportunities policy based on mutual respect and co-operation, which encompasses all aspects of school life. The needs and interests of all pupils are promoted, irrespective of gender, race, disability or social background.

## Health and Safety / Safeguarding

It is the intention of the Governors and management that the school is a safe place and that employees are aware of the Health and Safety procedures within the school.

To ensure the safety of our children we ask that parents or carers remember our safety rules when bringing children to and from school:

1. Always walk along the footpath - not the drive.
2. Do not turn your car in the school drive or drive onto the car park.
3. Do not allow children to climb on walls, trees or railings, or run between parked cars.

We ask parents not to bring a child to Nursery for 48 hours following a bout of sickness or diarrhoea.

All staff are responsible for safeguarding the welfare of pupils and all adults in school have full CRB clearance.

**NB:** In the event of any concerns that a child may be at risk from abuse, the Staffordshire Child Protection Procedures will be followed and a referral will be made without parental consent.

## Parking

Parking is an ongoing problem, due to the location of the school in Birches Avenue. If you drive to school you are requested to park legally and sensibly, and have due regard for local residents. Parents are asked to inform other adults who may collect their child about proper parking.

## Clothing

There is no uniform for Nursery but please dress children in suitable practical clothing which they can manage themselves when undressing or using the toilet. We like the children to be as independent as possible when they have physical activities. The wearing of jewellery is discouraged. If children have pierced ears, small stud type earrings only are allowed.

## **Snack and Fund - £1**

Children are provided with a healthy snack and milk during the session. To cover the cost of the snack we ask for 50p a week. An additional 50p will cover the cost of extra items and activities such as cookery. Your child will be given a named envelope each Friday which you are asked to return each Monday with £1. Nursery school fund is used specifically for Nursery resources.

## **Parental Support and PFA**

We aim to give parents as much information as possible about our Nursery and the education we provide. We build on what children have already learned at home and to continue this process we aim to involve parents as much as possible in their child's school life. You are also welcome to offer help in school at anytime.

When you become a parent of Birches First School you also become a member of our Parent and Friends Association, which works to raise funds for the school. Your support would be appreciated if you are able to become involved in any way.

## **And finally.....**

The Early Years are precious for children and parents, and they pass all too quickly. There is so much to learn that is fascinating for young minds. Our Nursery will give your child an excellent pre-school experience.



## PLAY – Purposeful Learning Activities for Youngsters

**P**arents are essential partners in Education. Pleasurable experiences begin at birth with our parents. Play is a young child's work and the way in which they learn to make sense of the world. They develop what they already know and consolidate their knowledge and understanding.

**A**ll children are individuals. Give them time to develop at their own rate. Obviously if the staff are concerned about progress, the appropriate help is provided. Attitudes are very important.

**R**ead to the children frequently. Enjoy stories together.

Respond to their questions and listen to them. They are young people who have opinions and ideas.

Reassurance and praise are essential. Anxieties and fears need to be allayed in their early stages.

**E**ncourage enquiry. Children need to experiment with ideas, to make mistakes without a sense of failure. Praise is necessary for growth, self esteem, and a feeling of self worth which are vital for a child's development.

**N**urturing the whole child is the responsibility of those at home and at school.

Intellectual and social skills are of equal importance. Children are social creatures and need to learn to share and play together with their peers.

**T**alk with children. Children will learn language through involvement in real life experiences.

**S**upport your child. Success breeds success. We need to build on children's successful experiences. These of course began at birth within the family.





## **The Six Areas of Learning**

Nursery Schools can only provide part of the learning experiences required by young children. The most valuable thing you can give your child is time. We have highlighted various activities within the 'Six Areas of Learning' that are both enjoyable and worthwhile for your child.

### **1. Developing Early Communication, Language and Literacy Skills:**

It is never too early to encourage your child to enjoy books. Even babies love being read to.

Research has proved that being read to and enjoying books from an early age increases a child's success at becoming a fluent reader.

It is important that children see adults reading and enjoying books and magazines.

Sit your child on your knee or close to you while you read so that you can enjoy the story together

Try to make sure that there are no distractions. The television should be turned off and the room should be quiet.

To begin with choose books with colourful attractive pictures and a few words.

Read the book by looking at the pictures together. Ask your child questions about the pictures and relate them to things you have done together.

Understanding the meaning of a story is probably the most important part of reading, so from an early age talk together about what you have read.

Later, read and point underneath to accompany pictures - your child will be able to join in with the words as stories become familiar and words are remembered. At this stage do not try to teach letter names as this often confuses the child.

You may wish your child to become a member of the local library. It is important for children to have an opportunity to choose books for themselves as well as having books chosen for them.

Sing and recite nursery rhymes to your child. There are many fine videos that help teach nursery rhymes.

Listen to music together and enjoy the rhythm and beat.

Children learn about writing by noticing print and watching others write and draw.

They begin to learn that we can write to convey meaning.

Children need to see adults writing letters, shopping lists, filling in forms, birthday cards etc.

When you go shopping make a picture shopping list for your child. Encourage them to find a few items. Get them to write by the side of the pictures. When you write a letter or a card to a relative let your child write a little.

Children should be encouraged to write! The marks and scribbles they make will have real meaning for them. They can 'read' what they have written.

Praise their attempts at writing. They may want to write a story . You could write one together.

## **2. Developing Early Mathematical Concepts:**

If children are shown how to recognise the shape of things, this will help them remember the shapes of letters and words when they are learning to read and write.

Shape is very important for mathematical work.

Children can complete shape activities, such as jigsaw puzzles.

Find different things in the house with the same shape; tin - toilet roll, sugar lump - dice etc.

Draw round objects and colour in the shape.

Talk about shapes of objects. When you go out look for different road signs. Are they circles, squares or triangles?

Put a collection of familiar objects into a bag or box so your child can not see what is inside. Can they deduce what they are by touch?

It is difficult for children to understand the value of coins . However, you can help by playing shop.

Allow your child to save money in a money box and save up for something.

Make a simple sewing cards by drawing simple shapes like a house or a car. Punch holes around the edge of the shape, leaving 2cm between each hole. Use a shoe lace to sew with. This will help to improve hand and finger control necessary later for handwriting.

Talk with your child while doing the activity as this will help to develop a vocabulary of words which describe positions; front - back , up - down, over - under- through. Objects can be sorted for size and colour. Do not expect your child to know many colours at this age. It will come.

Use beads, buttons, cotton reels to thread and to use in repeated patterns.

Play counting, matching and sharing games - use a dice and take turns.

All children enjoy playing games.

### 3. Developing Early Scientific Concepts (Knowledge & Understanding of the World):

Children love to play with water ( make sure they are safe and protected).

Different sorts of water make the play more interesting. Add soap to make bubbles. Blowing bubbles through a straw or a plastic tube is very enjoyable. Add food colouring to make coloured water.

Provide things which will be useful for pouring and measuring, floating and sinking.

Washing up liquid bottles, plastic bottle tops, yoghurt pots, sieves, colanders, cups, jugs, rubber gloves and sponges provide hours of fun and learning.

It is important to talk about things being empty, half full and full. If an object floats, what makes it sink?

Use words such as pour, squeeze, drip, drop, dribble, sink, gush, spill, overflow, suds, foam, gurgle, rinse etc.

Children enjoy playing in the sand. They learn what it feels like and how dry sand pours like liquid and how wet sand can be useful for building.

If you have a garden give your child a small patch to plant things like radishes, lettuce, marigolds and nasturtiums.

Discuss how plants need light, warmth and water in order to grow. What would happen if one was taken away? Show how a plant takes in water. Put a celery stalk in a jar of water with food colouring in. What happens?

Make tracks through the sand using rakes, cars or sticks. Draw and write in the sand with a finger or stick.

A visit to the seaside is an ideal opportunity not only for playing in the sand but also exploring with adults in rock pools and looking for shells.

A walk through the woods at different times in the year provides many scientific experiences especially if you share the 'expedition' with your child and explore your surroundings.

Children like to help with cooking. They find it difficult to read scales or a balance.

Let them use measures such as a cupful or spoonfuls.

If you are using a recipe requiring grated cheese, let them weigh the piece when whole and again when grated to see that even if it looks different, it weighs the same.

When shopping, talk about the food, its colour, comparison of size -small/large light/heavy.

Collect different types of seeds and try planting them. Explain that some plants are poisonous. Make sure they never put a plant or berry in their mouth unless you say it is safe.



Plant cress seeds on wet cotton wool or blotting paper. Put some by a window and some in a cupboard. What happens?

Children learn more and remember from finding out for themselves. If a child has experience of living things, they will be more likely to have an interest in and respect for plant and animal life.

## **4. Developing Physical Skills:**

Physical development in the Foundation Stage is about improving co-ordination, control, manipulation and movement. It helps children gain confidence in what they can do and enables them to feel positive benefits of being healthy and active. Effective physical development helps children develop a positive sense of well being.

Children need opportunities to:

- use a range of equipment e.g. balls of different sizes, hoops, small bats, skittles etc.
- enjoy and appreciate the outdoors, use bikes, trikes and scooters and practice climbing, swinging, reaching and balancing on fixed equipment.
- enjoy challenge, adventure and co-operative play e.g. crawl on, out, over, through tunnels, make dens and involve imaginary play.
- discover what their bodies can do.

## **5. Developing Creative Skills:**

Painting, crayoning, drawing and printing help children to develop control of hand and arm muscles and hand/eye co-ordination. Children also learn about textures and colour, size, shape and quality.

The way in which children hold their pencil or crayon is important. The three finger tripod grip is the correct hold.

Painting for the very young need not be done on paper. Any clear plastic or suitable stain resistant surface can be used. Paint can be spread using sponges, fingers or toys.

Cutting and sticking encourages the development of hand control and help to broaden creative skills.

Children enjoy using play dough. With this recipe you can make 'food' to sell in the shop or cafe.

The finished shapes can be baked in a cool oven (approximately one hour) and then painted and varnished.

2 mugs of plain flour  
1 mug of salt  
1 dessert spoon of cooking oil  
Water to mix

This recipe makes a more flexible dough which is best stored in an airtight container or bag.

2 cups of plain flour  
1 cup of salt  
4 heaped teaspoons of cream of tartar  
2 cups of water  
2 tablespoons cooking oil  
food colouring

1. Stir over a medium heat until mixture forms a ball of dough.
2. Turn out on a cool plate

## 6. Personal, Social and Emotional Development:

At the heart of early development is the child's ability to communicate and socialise with adults and peers. Through 'talking and doing' with others a child learns to co-operate, share, interact, assert, understand, use language and express feelings. The boundaries of behaviour and attitudes are also learned through social involvement. These early skills and attributes are the foundations for the people they will become.

**Most of all, enjoy your 'play' time together and have fun!**



**School**

## Holidays 2012-13

### Autumn Term 2012

Training Day	-	Monday 3 September
School opens	-	Tuesday 4 September
Training Day	-	Friday 26 October
Half-Term	-	Monday 29 October to Friday 2 November (inclusive)
School Closes	-	Friday 21 December

### Spring Term 2013

School opens	-	Monday 7 January
Half-Term	-	Monday 18 February to Friday 22 February (inclusive)
School closes	-	Thursday 28 March
Training Day	-	Thursday 11 April
Training Day	-	Friday 12 April

### Summer Term 2013

School opens	-	Monday 15 April
Bank Holiday	-	Monday 6 May
Half-term	-	Monday 27 May to Friday 31 May (inclusive)
Training day	-	Monday 3 June
School closes	-	Friday 19 July

**NB** – school is closed for children on training days



## School Staff – 2012-13

### Teaching Staff:

Mrs. J. Willcox	-	Headteacher
Miss. J. Graham	-	Assistant Head/Year 4
Miss. S. Varricchione	-	Assistant Head/EYFS
Mrs. K. Cain	-	Year 1
Mrs. J. Smithson &	-	Year 2 (job-share)
Mrs. C. Pennington		
Miss. K. Wilson	-	Year 3
Miss. K. Gorman	-	Nursery
Mrs. J. Wilkes	-	Special Educational Needs - PT*

### Support Staff:

Mrs. J. Butler	-	Nursery Supervisor (maternity leave)
Mrs. J. Campbell	-	Nursery Assistant - PT*
Mrs. J. Latham	-	Wraparound/ Nursery Assistant - PT*
Miss. K. Jones	-	Teaching Assistant
Mrs. L. Birch	-	Teaching Assistant
Mrs. V. Mason	-	Teaching Assistant
Miss. M. Rayson	-	Teaching Assistant - PT*
Mrs. L. Wootton	-	Teaching Assistant - PT*
Mrs. R. Roberts	-	Teaching Assistant - PT*
Mrs. V. Buckley	-	Office Manager
Mrs. N. Bell	-	Administrative Assistant
Mrs. J. Blakeway	-	Catering Supervisor
Mrs. S. Mcleod	-	Catering Assistant
Mrs. M. Ash	-	Senior Lunchtime Supervisor/Senior Cleaner
Mrs. H. Harrold	-	Lunchtime Supervisor
Mrs. C. Saunders	-	Lunchtime Supervisor
Mrs. S. Causer	-	Lunchtime Supervisor
Mrs. L. Stokes	-	Lunchtime Supervisor
Mrs. C. Wardley	-	Cleaner
Mr. A. Blower	-	Site Supervisor

### Birches Club:

- Alison Green (Manager)
- Louise Cooper
- Sarah Causer
- Celia Banks
- Emma Thompson-Wiggin

## School Governors – 2012-13

Mrs. V. Eastup	-	Chair / Community Governor
Mr. P. Turner	-	Vice-Chair / Community Governor
Mr. S. Jennings	-	Community Governor
Miss. S. Aldridge	-	Parent Governor
Mr. G. Cresswell	-	Parent Governor
Mrs. S. Baumforth	-	Parent Governor
Mrs. A. Welsh	-	Parent Governor
Mr. T. Moran	-	Parent Governor
Mrs. H. Blunt	-	L.E.A. Governor
Mrs. D. Vernon	-	L.E.A. Governor
Mr. K. Manning	-	L.E.A. Governor
Mrs. J. Willcox	-	Headteacher
Miss. J. Graham	-	Teacher Governor
Mrs. L. Birch	-	Non-teaching Governor