

# SCHOOL NEWS

3<sup>rd</sup> February 2017

Dear Parents,

This is a bumper newsletter with lots of extras attached. Please read the report on our recent **SIAMS inspection**, the results of the **parent questionnaire** and the profile of our Governor of the Month, Hal Drakesmith. We are very pleased that Hal has joined the Governing Body as a Foundation Governor and we are all looking forward to working closely with him.

I would like to remind you of how important **regular attendance** at school is. We have many children with over 98% attendance, but a few children are missing too much school, which has a negative effect on their learning. The government defines persistent absence as missing 10% of schooling, and average attendance in primary schools nationally is about 96%. Included with this newsletter is the Cherwell Partnership of school's attendance policy, which very clearly points out that of the 365 days of the year, children are required to be in school for 190 days, leaving 175 for other activities. I shall be sending out letters to the parents of children whose attendance is causing us concern.

This week a group of Year 3 and 4 children travelled to Oxford Academy for a special sports event. We are very proud at how well they conducted themselves. Sabeen turned journalist to tell us about the event. Also, Naomi has written about *The Big Garden Bird Watch*. Please look out for their reports.

The children in Years 3 to 6 walked to the Sheldonian last Friday to listen to a concert by Oxfordshire Youth Orchestra. The concert has had good reviews from children and adults alike and they were excited to see past pupils of St Michael's performing. Oxfordshire Music Service offers lessons for a wide range of instruments and in assembly today children were introduced to the trumpet and a (plastic!) trombone. Please pick up a leaflet at the office if you would like to find out more.

Next week is *Children's Mental Health Week*, which this year takes the theme "spread a little kindness". More information is available below. Tuesday is *Safer Internet Day* and each class will be taking part in activities to promote safe Internet use.

Best wishes,  
Rosalind Owen

Our Value of the Month for February

is

**KINDNESS**

*Be kind and loving to each other*

*Ephesians 4:32*

## SIAMS Inspection

We have now received the finalised report of our SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection. We were judged good in all four of the areas that are inspected. The inspector said that there was a great deal to celebrate about our school as well as making valuable suggestions about how we can improve. We hope to work together with our whole school community to implement the recommended changes. The full report is attached to this newsletter and is available on the website under the *Documents and Links* section. Please take the time to read it as it highlights so many things that our school can be proud of.

## Year 4 and Year 3 Sports Trip

### By Sabeen (Year 4)

*On the 31<sup>st</sup> January five people were chosen from Year 3 and Year 4 and went to Oxford Academy to play some sport. We competed with and against local schools. First we were split into teams and then had a warm up led by children from Oxford Academy. The main two sports were Boccia and Danish Long Ball. In Boccia you had to be good at rolling and aim skills. Danish Long Ball included lots of people and you also needed to be fairly fast. The event was really fun and if there is another session I definitely recommend taking part.*

## Head Teacher's Award

Head Teacher's Certificates have been awarded to:

Reception: David, Jessica, Andi and Renee  
Year 1: Michael, Ella, Gabriel and Sabirah  
Year 2: Ethan and Rebecca  
Year 3: Ben and Joshua  
Year 4: Hasan and Ahmad  
Year 5: Solly and Thomas  
Year 6: Grace and Shariq

## Star Writers

Please go to our Star Writers board and read the work of this week's writing stars:

Reception: Earvin  
Year 1: Freya  
Year 4: Ava  
Year 5: Luke  
Year 6: Laila

## Governor of the Month - Hal Drakesmith



*Hello, I'm Hal Drakesmith, a Foundation Governor who joined the Governing Body in January, and dad to Iden (Year 1) and Tycho (Reception). Foundation Governors are appointed by the Diocesan Board of Education and commit to work to support, maintain and improve the school, helping and challenging the Headteacher as best as we are able. I am still learning the needs of the role (and of the school) and, while I have a particular interest in science, sport and music, I would welcome opinions from parents on any aspect of school life. Please stop me in the playground when I'm dropping off my boys, or contact me through the school office. I am looking forward to contributing to St Michael's over the next few years.*

## Year 5 Residential at Yenworthy

Mrs Young is starting to finalise the arrangements for Year 5's residential in Devon at the beginning of May. There will be a meeting for Year 5 parents next Thursday, 9<sup>th</sup> February at 4:15pm. Please come along to find out more about the trip.

## The Big Garden Birdwatch

### By Naomi (year 2)

*Year 1 and Gardening Club took part in **The Big Garden Birdwatch** over the weekend of 28<sup>th</sup> - 30<sup>th</sup> January. Spending up to one hour and recording the birds that visited their gardens or parks. We have now recorded the final numbers together and found that the woodpigeon was the most popular with 66 sightings and the least the greenfinch and the long tailed tit with 4 each. This data will be sent to the RSPB. We had good fun doing it as a class and a club.*

## SATS Information

Thank you to all the Year 2 and Year 6 parents who came to Thursday's SATS information evening. The videos that we showed during the meeting are available on the school website in the *Documents and Links* section.

## Parent Consultations

Parent Consultations will take place during the second week back after the half term holiday, on Monday, 27th February between 5pm and 7pm and on Thursday, 2nd March between 3.30pm and 5.30pm. Sign-up sheets will be posted outside classrooms after the holiday.

## Year 1 - SEALS and Maths events

Thank you to all the parents who came to our SEALS morning and the maths evening, both on the same day! Millie said that the SEALS morning was her best day ever at school.

Twenty-four Year 1 families will be taking part in some of the Family SEALS sessions on Wednesday afternoons.

## Vandalism in the Playground

Unfortunately, there were some acts of vandalism in the playground last weekend. The drinking fountain outside Year 1 was destroyed and two bicycles were severely damaged. We recommend that you take bicycles and scooters home in the evening and at the weekend so that there is nothing to tempt people who access the school grounds.

## Children's Mental Health Week

Many children go through tough times and in these moments the smallest acts of kindness can make a big difference. St Michael's is joining hundreds of other schools to "spread a little kindness" by taking part in *Children's Mental Health Week*. The week is hosted by the children's mental health charity Place2Be, that supports pupils, families and teachers across the UK.

## Sainsbury's Active Kids Vouchers

Just a reminder that we are collecting Sainsbury's Active Kids Vouchers. There is a collection box at the front entrance. We can exchange the vouchers for new cooking and sports equipment so are grateful for all the vouchers you can donate.

## Mini Media - a new after school club

The Mini-Media Creative After School Workshop starts after the Half Term holiday on Monday 27<sup>th</sup> February for children aged 6 - 11 years.

Come and enjoy lots of creative projects, drawing & painting, design, sewing, model making, craft and more!

3.20-4.20pm. £5.50 per session. Please book in advance by emailing Emma:

[info@mini-mediacreatives.com](mailto:info@mini-mediacreatives.com)

[www.mini-mediacreatives.com](http://www.mini-mediacreatives.com)

*Run by professional artists, illustrators, designers and educators.*

*We are recommended by Oxford University's Childcare advisory services.*

## School Lunches

We would like to remind you that children in years 3, 4, 5 and 6 should only be asking to have school lunches that have been **paid for in advance**.

Lunches can be paid for using ParentMail, which accepts a minimum payment of £10.50 for 5 lunches. The table below calculates the cost of lunches for the first half of the Spring Term.

Total for full half term (28 days) = £58.80	
Meals taken in a week	Cost from 9 <sup>th</sup> January to 10 <sup>th</sup> February
1	£2.10 x 5 days = £10.50
2	£2.10 x 10 days = £21.00
3	£2.10 x 15 days = £31.50
4	£2.10 x 20 days = £42.00
5	£2.10 x 25 days = £52.50

Children in Reception, Year 1 and Year 2 are entitled to free school lunches through the Universal Infant Free School Meals scheme.

The current lunch menu is available on the school website under *Documents and Links*.

## Dates for the diary:

- 9 February: Year 5 Parents Meeting about Yenworthy residential 4.15pm
- 10 February: Sharing Assembly (not Year 3)  
**10 February: Break up for Half Term 3.15pm**
- 20 February: Back to School**
- 23 February: PTA Meeting 8pm
- 24 February: Sharing Assembly (not Year 4)
- 27 February: Parent Consultation 5-7pm
- 28 February: Pancake Day
- 2 March: World Book Day  
2 March: Parent Consultations 3.30-5.30pm  
2 March: Full Governing Body meeting 7pm
- 3 March: Sharing Assembly (not year 5)  
**3 March: PTA Film Event 3.30pm**
- 10 March: Sharing Assembly (not Year 6)
- 14-17 March: Book Fair in school**
- 17 March: Sharing Assembly (not Year 1)
- 24 March: Red Nose Day  
24 March: Sharing Assembly (not Year 2)  
**24 March: PTA International Evening**
- 28 March: Year 6 trip to Natural History Museum
- 31 March: Sharing Assembly (not Year 3)
- 4 April: Easter Service at church
- 7 April: Sharing Assembly (not Year 4)  
**7 April: Break up for Easter Holiday 1.30pm**
- 24 April: Back to School**
- 2 - 5 May: Year 5 residential at Yenworthy





## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>St Michael's Church of England Voluntary Aided Primary School</b>	Marston Road Oxford OX3 0EJ
<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Oxford</b>
Previous SIAMS inspection grade	Outstanding
Local authority	Oxford
Name of multi-academy trust/ federation	N/A
Date of inspection	12 January 2017
Date of last inspection	February 2012
School's unique reference number	123143
Headteacher	Rosalind Owen
Inspector's name and number	Janet Northing 792

### School context

St Michael's is an average sized primary school close to the centre of Oxford. The school community reflects the diverse population of Oxford. Approximately 25% of children attending the school have English as an additional language. Nearly 18% of children have an Islamic faith background. Pupil mobility is slightly higher than the national average. The number of pupils accessing pupil premium is lower than the national figure, as is the percentage of children with special educational needs. Currently there are no children in school requiring a statement or educational health care plan. The new headteacher took up the post in September 2016.

### The distinctiveness and effectiveness of St Michael's Church of England Voluntary Aided Primary School as a Church of England school are good

- This inclusive church school expresses its Christian character through a deep commitment to serving the needs of the multi-cultural community in which it is set.
- Leaders consistently promote a Christian vision for the school that impacts positively on the lives of the whole school community.
- All members of the school community value collective worship that is particularly supportive of learners' spiritual and moral development.
- Religious education (RE) has a high profile within the school curriculum and the subject makes a significant contribution to the Christian character of the school.
- Links with St Michael and All Angels Church impact positively on the school's Christian ethos and the lives of the children and their families.

### Areas to improve

- Establish a formal system of monitoring that effectively evaluates the impact of the school's distinctive Christian character, collective worship and RE in both policy and practice.
- Put in place a spiritual, moral, social and cultural (SMSC) school policy that includes a clear definition of spirituality. Identify regular experiences in the curriculum as a whole for pupils to reflect and explore their spirituality more deeply.
- Extend the leadership of collective worship to include pupils in regular planning, leading and evaluation to deepen their understanding and appreciation of worship.
- Fully meet the need of all pupils in RE by ensuring learning is routinely differentiated to ensure high attaining pupils in particular are challenged.

## **The school, through its distinctive Christian character, is good at meeting the needs of all learners**

The school has in place a set of twelve core values chosen for this academic year. These are underpinned by biblical teaching making them distinctively Christian in character. A Year 2 child exemplified this when using the old testament story of David and Goliath to exemplify the values of hope and courage. 'David had hope that he would be brave enough to defeat Goliath.' The school's values are also interpreted as shared human values making them accessible to those of other faiths and none. The school's Christian ethos contributes to the creation of a safe and inclusive learning environment that supports each child to achieve individual success. Currently academic achievement at the end of Key Stage 2 is above or in line with the national average in mathematics and reading. This is also true for vulnerable pupils in both Key Stage 1 and 2 whose attainment is in line with or slightly above the national average. However, progress and attainment in writing across the school is currently well below that of other schools nationally. The school is committed to the development of the whole child and recognises their value as a unique individual made in the image of God. This is expressed through the delivery of a broad and balanced curriculum that is supported by a good range of extra curricular activities. This provision promotes SMSC and personal development, and wellbeing. In response to the Christian ethos of the school learners display good behaviour at all times. Attendance for all pupils in 2016 was slightly below the national average and lower for vulnerable pupils. Although not explicit in its attendance policy the school reflects its Christian character when seeking to promote good attendance. This it does through offering pastoral support to families and through the provision of an emotional support worker who works with individual children. Constructive relationships are a feature of the school with staff acting as positive role models for the children. This underpins the community's sense of being a school family that enables it to celebrate its diversity and effectively embrace difference on a daily basis. As a result learners are fully aware that Christianity is a multi-cultural world faith and show respect to those who follow other religious traditions or none. Experiences offered in RE and collective worship provide well for learners' spiritual development. However, the lack of a school SMSC policy and shared interpretation of spirituality means that experiences for pupils to explore their spirituality further are not routinely identified in all areas of the curriculum.

## **The impact of collective worship on the school community is good**

All members of the school community recognise the importance of collective worship in the life of the school. Children articulate that worship creates a sense of calmness within them because they have time to reflect and think about things. Adults also value this time to be still and quiet in the midst of the busyness of the school day. Themes for worship are planned jointly by the headteacher and vicar, and primarily focus on exploring the school's values within their Christian context. For example, during an act of worship focusing on an old testament story illustrating King Solomon's wisdom, the school community reflected on the importance of honesty as key to discovering truth. Children understand the importance of prayer in their own spiritual journey describing it as an opportunity to say thank you or sorry to God. They also recognise their responsibility to pray for the needs of others. In addition learners are inspired through worship to take responsibility for helping other people in practical ways by supporting a range of charitable organisations. A Year 3 child on recalling the teaching of Jesus that, 'It is better to give than to receive,' used this as motivation to support the work of charities. This also illustrates the impact of sound biblical teaching within worship that enables children to appreciate the importance of Jesus Christ to the Christian faith. Pupils clearly express an age appropriate understanding of the Trinitarian nature of Christianity. Spaces for prayer and reflection are evident in classrooms throughout the school enhancing learners' spiritual awareness. In particular, the interactive nature of the reflection area in Year 1 takes children beyond the artefacts by engaging their interest and encouraging their involvement. Children attend church to celebrate major Christian festivals adding to their appreciation of the Anglican liturgical cycle and their sense of awe and wonder. Children regularly experience a range of leaders in worship that includes the vicar and other clergy from St Michael and All Angels and staff at the school. Current monitoring and evaluation of collective worship lacks the rigour required to secure its on-going improvement. Though learners enjoy contributing to elements within worship they do not have sufficient experience of planning, leading and evaluating acts of worship for themselves.



### **The effectiveness of the religious education is good**

Standards of attainment in RE are at least in line with or slightly above the other core subjects. Children's progress in RE is similarly in line with other core subjects. A number of children from vulnerable groups who find English and Mathematics challenging achieve more highly in RE. The subject has a high profile within the school curriculum as a whole thereby impacting positively on the Christian character and values of the school. For example in a Year 1 lesson focusing on the big question of 'What do Christians believe about the world?' pupils explored the biblical story of creation. In addition, RE contributes significantly to pupil's spiritual development through space for reflection within the learning experience. Through learning about faiths and cultures represented within the school and local community learners are able to appreciate links between beliefs and value systems. A Year 5 child expressed this very well when saying; 'I like it when we learn about my religion because it shows that it is valued.' Visits to places of worship including Christchurch Cathedral and the Islamic Centre support children's understanding of the important part that faith plays in people's lives. Faith boxes containing artefacts, books and posters ensure that teachers are well resourced when delivering learning in the subject. The majority of RE teaching is good with some examples of outstanding practice. As a consequence pupils are enthusiastic about their learning experiences with many describing RE as their favourite subject. The school follows the Oxford diocese scheme of work which reflects the National Society Statement of Entitlement for RE. The subject leader is very experienced in the role and demonstrates a good level of subject expertise. The school's monitoring and evaluation involves the subject leader in monitoring planning and RE books as well as learning walks. While assessment in RE involves the tracking of children's progress over time it does not consistently inform lesson planning on a weekly basis. As a consequence, learning is not routinely differentiated across the school to ensure that the need of all children is routinely met. In particular high attaining children are not sufficiently challenged to enable them to achieve the higher levels.

### **The effectiveness of the leadership and management of the school as a church school is good**

The headteacher expresses a vision for the school that places Christian values at its heart and a genuine desire to serve the needs of the school and local community. A dedicated governing body and staff team support her in this. The school's Christian ethos is instrumental in creating a safe and inclusive learning environment in which children know that they are valued as unique human beings. This also impacts on staff who express that they feel well supported in their role and that their contribution to the school community is appreciated. The Christian character underpins positive attitudes to learning resulting in standards of achievement that are above or in line with the national average in mathematics and reading. Meetings of the governing body commence with prayer reflecting the school's Christian character. The headteacher's report to governors includes a section on church school links and SIAMS. Whilst this is informative, it does not focus on evaluating the impact of the church school links on the life of the school and local community. The school invests in continuing development for governors and staff across the school, supported by its links with the Oxford City Church Schools Group, Cherwell Partnership and Oxford diocese. In this way the school is preparing those with potential for future leadership across church schools. Links with St Michael and All Angels Church and the involvement of the vicar in the life of the school enriches the lives of learners and their families. Parents speak warmly of the support their children receive and are appreciative of the school's nurturing and open door policy. Good leadership of RE and collective worship is instrumental in ensuring their invaluable contribution to the school's Christian ethos. The positive influence of RE and collective worship on children's behaviour and SMSC development are strengths of the school. The Statement of Entitlement for RE is met. A SIAMS group comprising of the headteacher, senior leadership team, chair of governors and committee chairs is the main vehicle for self-evaluation. The infrequency of meetings and a focus on provision rather than its impact has not led to sustained improvement over time. Other monitoring by foundation governors involving the observation of acts of collective worship is also infrequent and lacks the rigour necessary to improve the school's practice.

SIAMS report January 2017 St Michael's Church of England Voluntary Aided Primary School, Oxford OX3 0EJ

Parent Questionnaire – October 2016

The questionnaire was made available at both parent consultations in October 2016. All attending parents were invited to complete a questionnaire and a ParentMail was subsequently sent to all parents asking them to complete the questionnaire if they had not already had the opportunity to do so. The questionnaire had exactly the same format as in 2015.

93 parent questionnaires were completed; 1 was completed twice to reflect the responses of both children, so 94 responses were compiled in total. Some questionnaires did not have a response to all questions.

Not all parents indicated the year group or gender of their children, but for those who did, see details right:

All parents' comments have been shared with the Governors and will be used to help inform our future planning.

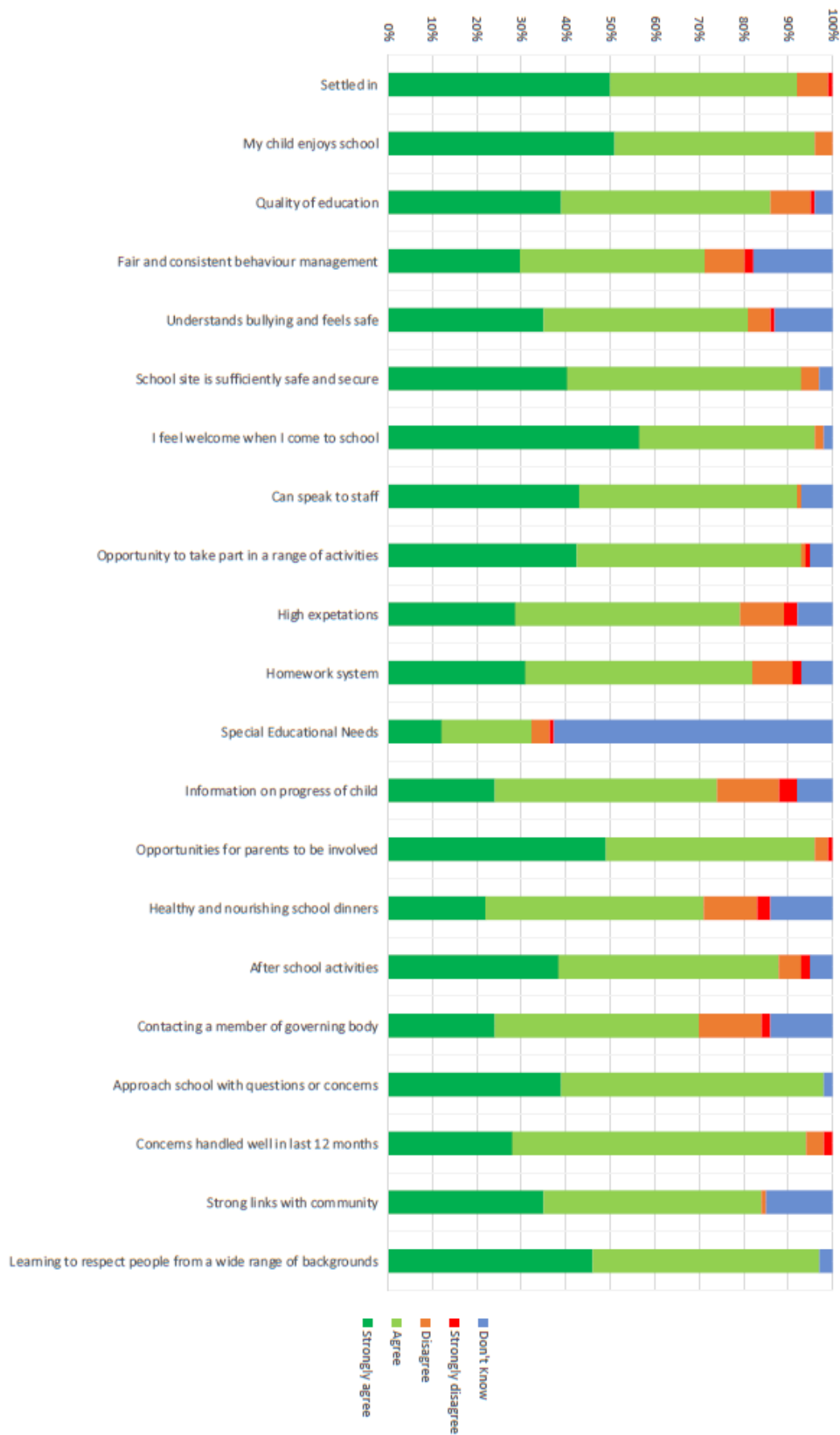
Year Group	Number of Children	Gender	Number of Children
Reception	11	Female	45
Year 1	14	Male	35
Year 2	13		
Year 3	7		
Year 4	8		
Year 5	10		
Year 6	17		

	Responses October 2015 %					Responses October 2016 %				
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Settled in	69	25	4	0	2	94	50	42	7	1
My child enjoys school	57	40	2	0	1	96	51	45	4	0
Quality of education	35	58	1	0	6	93	39	47	9	1
Fair and consistent behaviour management	42	41	5	1	11	83	30	42	9	2
Understands bullying and feels safe	40	44	6	0	10	84	35	46	5	1
School site is sufficiently safe and secure	58	41	1	0	0	99	40	52	4	0
I feel welcome when I come to school	70	28	0	0	1	99	56	39	2	0
Can speak to staff	63	36	0	0	1	99	43	49	1	0
Opportunity to take part in a range of activities	58	40	1	0	1	98	42	50	1	1
High expectations	41	51	4	0	5	91	29	51	10	3
Homework system	26	48	16	0	10	74	31	51	9	2
Special Educational Needs	25	40	1	0	35	64	12	20	4	1
Information on progress of child	32	49	10	0	9	81	24	50	14	4
Opportunities for parents to be involved	60	38	1	0	0	99	49	47	3	1
Healthy and nourishing school dinners	37	43	7	2	10	80	22	49	12	3
After school activities	40	49	6	0	5	89	38	49	5	2
Contacting a member of governing body	28	52	9	1	10	80	24	46	14	2
Approach school with questions or concerns	49	49	1	0	0	99	39	59	0	0
Concerns handled well in last 12 months	46	44	6	0	4	90	28	66	4	2
Strong links with community	38	52	0	0	10	90	35	49	1	0
Learning to respect people from a wide range of backgrou	67	28	0	0	5	95	46	51	0	0

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	% strongly agree	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	% strongly agree
Settled in	69	25	4	0	2	94	50	42	7	1	0	92
My child enjoys school	57	40	2	0	1	96	51	45	4	0	0	96
Quality of education	35	58	1	0	6	93	39	47	9	1	4	86
Fair and consistent behaviour management	42	41	5	1	11	83	30	42	9	2	18	72
Understands bullying and feels safe	40	44	6	0	10	84	35	46	5	1	13	81
School site is sufficiently safe and secure	58	41	1	0	0	99	40	52	4	0	3	92
I feel welcome when I come to school	70	28	0	0	1	99	56	39	2	0	2	95
Can speak to staff	63	36	0	0	1	99	43	49	1	0	7	92
Opportunity to take part in a range of activities	58	40	1	0	1	98	42	50	1	1	5	92
High expectations	41	51	4	0	5	91	29	51	10	3	8	80
Homework system	26	48	16	0	10	74	31	51	9	2	7	82
Special Educational Needs	25	40	1	0	35	64	12	20	4	1	62	32
Information on progress of child	32	49	10	0	9	81	24	50	14	4	8	74
Opportunities for parents to be involved	60	38	1	0	0	99	49	47	3	1	0	96
Healthy and nourishing school dinners	37	43	7	2	10	80	22	49	12	3	14	71
After school activities	40	49	6	0	5	89	38	49	5	2	5	87
Contacting a member of governing body	28	52	9	1	10	80	24	46	14	2	14	70
Approach school with questions or concerns	49	49	1	0	0	99	39	59	0	0	2	98
Concerns handled well in last 12 months	46	44	6	0	4	90	28	66	4	2	0	94
Strong links with community	38	52	0	0	10	90	35	49	1	0	15	84
Learning to respect people from a wide range of backgrou	67	28	0	0	5	95	46	51	0	0	3	97



Parent Questionnaire October 2016



# Why is Regular Attendance Important?

**Because every child has the right to be educated.**

Attending school regularly means that:

- Pupils can benefit from the opportunities provided for them in school.
- Pupil's learning is uninterrupted.
- Children can achieve the best results in a broad range of activities.
- Relationships with friends and teachers are maintained and can grow.
- Pupils are in a safe environment.

**We need the help of parents to avoid unnecessary absence.**

## How can Parents help?

- Support your child's learning at home.
- Make sure your child arrives at school on time, in uniform and ready to learn.
- Check the time of the start of the day at your child's school, as all schools differ.
- Tell your child that they are expected to follow the school's rules and Behaviour Policy.
- Contact the class teacher if your child has any problems at school.

## Authorised Absences

**Some absences are allowed by law:**

- IF A CHILD IS ILL
- IF THE SCHOOL IS CLOSED
- IF A CHILD IS OBSERVING A RELIGIOUS FESTIVAL.

## What is unauthorised absence?

**During school time pupils should not:**

- Take extended holiday without authorisation by the Head Teacher.
- Do the shopping or buy shoes.
- Wait for tradesmen to call.
- Look after younger children.
- Sleep in.
- Take a day off for their birthday.
- Take time off in the first 4 weeks of the school year.

**Recent research suggests that children who are missing up to 6 weeks schooling actually fall a whole term behind their class.**

# EVERY SCHOOL DAY COUNTS

Days off school add up to lost learning

<b>175 NON SCHOOL DAYS A YEAR</b>		175 days to spend on family time, visits, holidays, shopping, household jobs, and other appointments.			
<b>190 SCHOOL DAYS IN EACH YEAR</b>  190 days for your child's education	10 days absence	<b>171 DAYS OF EDUCATION</b>	<b>161 DAYS OF EDUCATION</b>	<b>152 DAYS OF EDUCATION</b>	<b>143 DAYS OF EDUCATION</b>
	<b>180 DAYS OF EDUCATION</b>				
100%	95%	90%	85%	80%	75%
<b>GOOD</b>  Best chance of success.  Gets your child off to a flying start.		<b>WORRYING</b>  Less chance of success.  Makes it harder to progress.		<b>SERIOUS CONCERN</b>  Not fair on your child  Court Action!	

PLEASE DON'T LET YOUR CHILD MISS OUT ON THE EDUCATION THEY DESERVE.

EVERY SCHOOL DAY COUNTS.

If you are worried about your child's attendance please speak to us about it.



