

Do now: Memory challenge

Can you memorise these images?



Key Stage 3 Information Evening Year 8



The Key Stage 3 Team

Miss Hancock

Director of Learning for KS3

**Mrs Myers
Miss Porter**

Head of Year 8

Miss Ryder

**Assistant Headteacher
Link to Year 8&9**

Miss Archer

**Deputy Headteacher
Link to Year 8&9**



Year 11 Summer 2026 Results

- Very strong attainment and as always, we perform well above both the national and Cheshire East average
- Attainment 8 is 54.3 (2025 national average was 46.1)
- 4+ in En and Ma was 82% (2025 national 65%);
- 5+ in En and Ma 62% (2025 national 45%)
- 28% of all grades were 7-9



Year 13 Summer Examination Results

- Similar success was achieved by our A level students
- 11.4% were graded A* with some achieving 4 A* grades
- Students move to ambitious destinations
 - Medicine and Dentistry courses
 - Experimental Psychology at Oxford University
 - Exciting degree apprenticeships



The key theme for Year 8 is about **'Taking Responsibility'**

- **For their learning – being organised, completing homework and asking for help when they need it.**
- **For their choices – understanding that their actions and decisions have consequences.**
- **For their behaviour – showing respect to staff and peers and making positive choices in lessons and around school.**
- **For themselves – becoming more independent, managing their time and preparing for the increased expectations of secondary school.**





Attendance

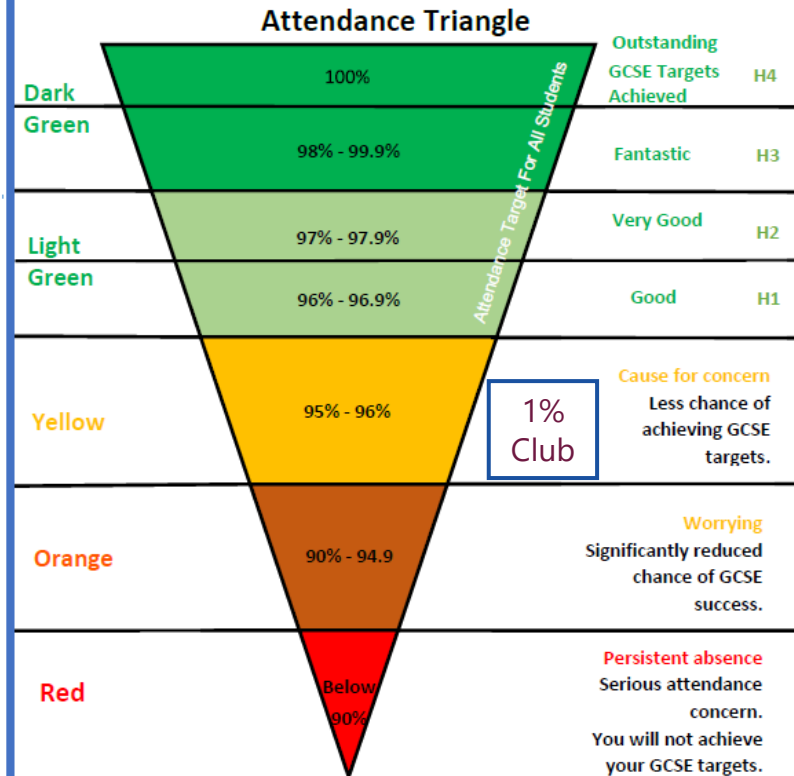
If a student is unable to attend school, parents/guardians should call the school before 8:30am.

- Please provide the following information:
 - Student's name
 - Student's year group
 - Your relation to the student
 - Reason for student's absence
-
- A member of the Team will contact you to discuss the return to school.



HERO - Here Everyday Ready On time

Do you know your attendance percentage?
Where do you fit in the Attendance Triangle?



Attendance Matters.
On Time.
First Time.
Every Time.



celebrate.

Our School Values



**POYNTON
HIGH SCHOOL**
Part of True Learning Partnership

OUR VALUES



INCLUSIVITY AND INDIVIDUALITY

We recognise that all young people are unique, and we value and respect the individuality of each student.



CHALLENGE AND ACHIEVEMENT FOR ALL

We are committed to providing every student with the opportunity to face challenges and achieve success, regardless of their background or ability.



SHARED RESPONSIBILITY

Success is a collective effort, and we believe that all stakeholders—students, staff, families, and the community—play an important role in the development and success of our young people.



CELEBRATION OF ACHIEVEMENT

We celebrate all forms of achievement, recognising both academic and personal growth as integral to student success.



EMPOWERMENT AND GROWTH

We aim to empower students to thrive not only academically but also socially and personally, fostering lifelong learning and confidence.

Expectations

Everything we do this year links back to these expectations.

Readiness

Respect

Responsibly



Inspire. Achieve. Celebrate.

Student Guarantee

Readiness	Respect	Responsibility
We arrive on time, equipped and ready to learn.	We respect everyone.	We take responsibility for our choices.
We strive to achieve our best.	We respect school expectations.	We stay organised.
We succeed today for our future.	We respect our environment.	We do the right thing.



Parent and Carers Guarantee

Readiness	Respect	Responsibility
We ensure our child attends every day.	We support the school.	We check MCAS regularly.
We ensure our child arrives on time.	We work positively with staff.	We support our child to meet expectations.
We ensure our child is equipped and ready to learn.	We model respectful communication.	We encourage our child to take ownership of their choices.

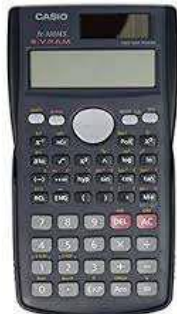
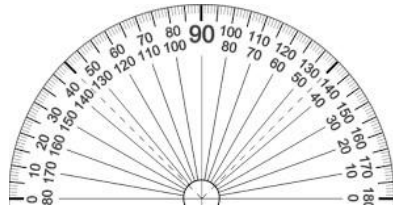
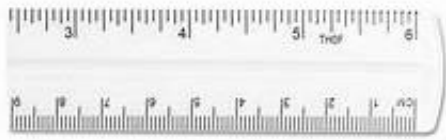


All Staff and Adults Guarantee

Readiness	Respect	Responsibility
We start lessons ready.	We model respect.	We deliver consistency.
We know our students.	We build positive relationships.	We follow systems.
We ensure an orderly start and end to lessons.	We support each other.	We own outcomes.



Equipment



Inspire. Achieve. Celebrate.



The Phone Locker Pouch

- Kept it in bags, as it will not fit in blazers
- Lock it on the way into school.
- Won't be able to unlock it until the end of the day.



Our Behavior Policy

In our Behavior Policy, if a pouch is damaged deliberately or “forgotten” regularly, levelled responses will be used.

- **First Time** – 24 hours confiscation
- **Second Time** – 3-day confiscation
- **Further Times** – 5-day confiscation



PHS Educate Challenge Empower Charter

Our Charter underpins these key values and guides us to make positive choices, conducting ourselves in a way that is respectful and supportive to all in our community.

Our Charter is the cornerstone of what we believe and is the foundation of all we do.

- We are proactive in creating a fair and equal world.
- We are kind, recognising that 'banter' can hurt others deeply.
- We don't tolerate any peer abuse, whether verbal or physical.
- We challenge harmful words and actions against any individual or group.
- We talk openly about feelings and encourage positive mental health.
- We support each other's growth, understanding failure leads to success.
- We listen, knowing everyone has their own challenges and struggles.
- We encourage everyone's best efforts, removing any barriers they face.
- We are honest with ourselves and each other, always.
- We help each other feel safe, online and in-person too.



Inspire. Achieve. Celebrate.

C System

C1 – First warning

C2 – Final warning

C3 – Removal to buddy room



What happens after a C3?

C3 Issued in Lesson

Student must wait for on-call

On-call arrives to Buddy the student into a designated Buddy Room

C3 logged by the class teacher on Bromcom

- If a student walks off from the classroom On Call to inform the class teacher to issue another C3.
- If a student continues to disturb the learning of others during this time the class teacher to issue another C3.



Detention System

A student received one C3 in a day receives 20-minute detention.

A student received two C3's in a day receives 40-minute detention.

A student received three C3's in a day receives 60-minute detention.

Students who do not attend detention receive a 60-minute detention.

Students who do not attend a 60-minute detention will be escalated to internal suspension.



R³ STATUS

REWARDS SYSTEM - WEEKLY

Be Ready ★ Be Respectful ★ Be Responsible

Consistency Earns Recognition!

Students achieve **R³ Status** by meeting:

R READINESS

- 100%+ attendance
- Punctual to lessons

R RESPECT

- No behaviour incidents
- Positive conduct

R RESPONSIBILITY

- Active contribution to House system (via points/engagement)

WEEKLY REVIEWED

- Students reviewed weekly
- Ranked using House Points
- H4 received weekly for the achievement

RECOGNITION

- Fab Friday
- Access to Early Lunch
- Access to Enrichment Activities
- Access to Trips

Aim high. Be consistent. Earn your R³!

INSPIRE. ACHIEVE. CELEBRATE.

HOUSE POINT REWARDS

Work hard ★ Be kind ★ Make a difference!

Earn house points for your effort, attitude and achievements.

H1 POSITIVE

- Meeting classroom expectations
- Following instructions first time
- Ready to learn and on task
- Completing classwork
- Completing homework

+2 POINTS

H2 VERY GOOD

- Consistent effort throughout the lesson
- Positive contribution to learning
- Working well independently
- Sustained positive behaviour

+5 POINTS

H3 OUTSTANDING

- High quality classwork or homework
- Significant effort or improvement
- Supporting others in learning
- Going beyond expectations

+10 POINTS

H4 EXCEPTIONAL

- Exceptional effort or achievement
- Representing the school or house
- Contribution to wider school life (events, clubs, leadership)
- Overcoming challenges or showing outstanding character

+15 POINTS

YOUR REWARDS

Reach these milestones to earn house point rewards!

BRONZE

500 HOUSE POINTS

SILVER

1000 HOUSE POINTS

GOLD

1500 HOUSE POINTS

PLATINUM

2500 HOUSE POINTS

RUBY

3000 HOUSE POINTS

Aim high! Every point counts!

RESPECT
RESPONSIBILITY
READINESS

FAB FRIDAY

Recognising our amazing students

Be
Brighter
Do Better
Belong



10
STUDENTS
EVERY OTHER
FRIDAY



Week 1
SELECTED BY
THE YEAR TEAM

SMALL
ACTIONS
MAKE A BIG
DIFFERENCE

NEXT WEEK'S FOCUS:
RESPECT AND KINDNESS



TREAT
OTHERS WELL



BE KIND



INCLUDE
OTHERS



THINK
BEFORE YOU
SPEAK



MAKE A
POSITIVE
DIFFERENCE



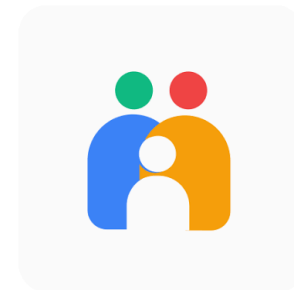
Inspire. Achieve. Celebrate.

Bromcom parent/carer app and student app

- Parents/carers can download the bromcom parent app MCAS and students can get the student version
- On this you can view timetables, dinner money, behaviour, attendance and reports.
- Notifications for detentions are also on this.



Student app



MCAS



Events Points

😊 H2
18/09/2025 12:35:00 PM >

😊 H1
18/09/2025 11:09:00 AM >

😊 H2
18/09/2025 11:09:00 AM >

😊 H2
17/09/2025 2:16:00 PM >

😊 H1
17/09/2025 1:44:00 PM >

😊 H2
17/09/2025 11:30:00 AM >

😊 H2
17/09/2025 11:05:00 AM >

😊 H1
17/09/2025 10:07:00 AM >

😊 H1
17/09/2025 8:59:00 AM >

😊 H2
16/09/2025 11:30:00 AM >

😊 H1
16/09/2025 10:10:00 AM >

Events Points

Behaviour Event Summary

😊 Positive	38
😐 Neutral	0
😞 Negative	0

Year to Date (YTD)

Overall Total Points	156
Total Positive Points	156
Total Negative Points	N/A

Behaviour

Clubs

nce

1

action

Order History

Outstanding Payments

Dinner

Timetable

Reports

Parental Consent



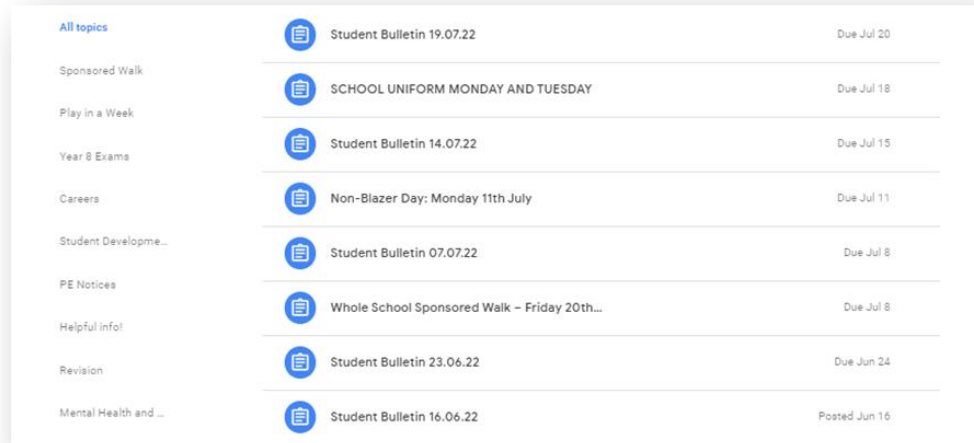
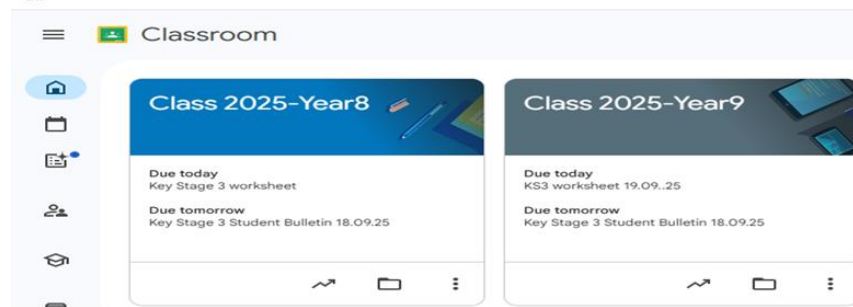
09:05	9y/Mu2 Music Mr M Rawling	Present
10:10	9y/Ma5 Mathematics Mrs V Simmonds	Present
11:30	9y/De2 German J Wrench	Present
12:35	9y/En2 English Mr R Hardman	Present

Google Classroom

Students can access home learning and other resources shared by their teachers. Please encourage you young person to check this each day.

Year 8 Google Classroom Page

- Notices
- Important dates
- Mental health tips
- Revision tips
- Extra curricular activities
- Exam timetables
- Key dates



Inspire. Achieve. Celebrate.

Key Dates

- Assessment 1: 9/11/26 – 13/11/26 (in class)
- Assessment 2: 1/2/27 – 5/2/27 (In class)
- Parents evening: 14/4/27
- Year 7&8 Exams: 9/6/27 – 11/6/27
- PIAW: 28/6/27 - 2/7/27

There are 3 assessment windows throughout the year and following each of these you will receive information regarding your young persons progress.



Reporting

<https://www.poyntonhigh.org.uk/attachments/download.asp?file=1496&type=pdf>

Approach to Learning

This considers a student's commitment, effort and involvement in lessons, their homework and responding to feedback.

A+ Excellent
A Very Good
B Good
C Inconsistent
D Poor

Progress

This is based on the knowledge and skills that a student has acquired since the last progress report and considers their starting point in terms of prior attainment.

E – excellent
A – good
U – below expected

Working at

The working at grade is entirely about attainment within a reporting stage; it will go up and down; it is a measure against the whole cohort





Communication: School Website



Poynton High School
& Performing Arts College

HOME ABOUT US PARENTS STUDENTS CURRICULUM

British Values at Poynton High School
Creative and Digital Technology
English
Learn 2 Learn
Modern Foreign Languages
Prevent Strategy
RS
Learning Support (SEND)
Careers
Duke of Edinburgh Award Scheme
Humanities
Maths
Performance
PSHCE
Science

Inspire



Poynton High School
& Performing Arts College

HOME ABOUT US PARENTS STUDENTS CURRICULUM

SIXTH FORM PASTORAL OUR HOUSES TEACHER TRAINING

CONTACT US

IN THIS SECTION

BUSINESS AND ECONOMICS
GEOGRAPHY
HISTORY
SOCIOLOGY (KEY STAGE 5)

Humanities

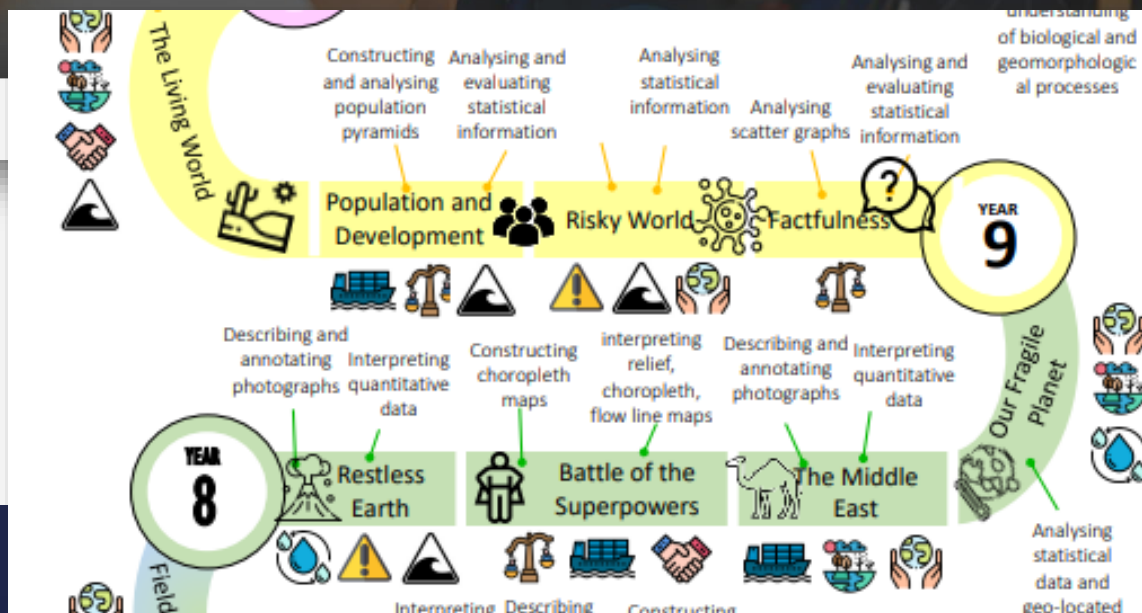
Director of Learning - Miss S O'Loughlin [Email](#)

The Humanities Team includes many different curriculum subject areas. We are dedicated to the promotion, enjoyment and excellence of our subjects through exciting and enthusiastic teaching.

At Key Stage 3 students receive six hours of Humanities lessons every timetable cycle involving the individual study of History and Geography. We pride ourselves on creative teaching which appeals to all types of learners.

At Key Stage 4 students can opt to study History, Geography or Business GCSE or BTEC Tech Award in Enterprise. The majority of students choose to maintain their Humanities education. Our results are excellent and we aim to maximise the potential of all our students.

At Key Stage 5, students can opt to study History, Geography, Business, Economics and Sociology to A level or BTEC Extended Certificate in Business.



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Careers Advisor

- We have an independent Careers Advisor, who works at school currently
- Offers sessions for students who have any questions.
- If parents have any careers related questions these can be sent to the Careers Helpdesk at careers@poyntonhigh.org.uk



Researching for the future – finding good careers information and advice

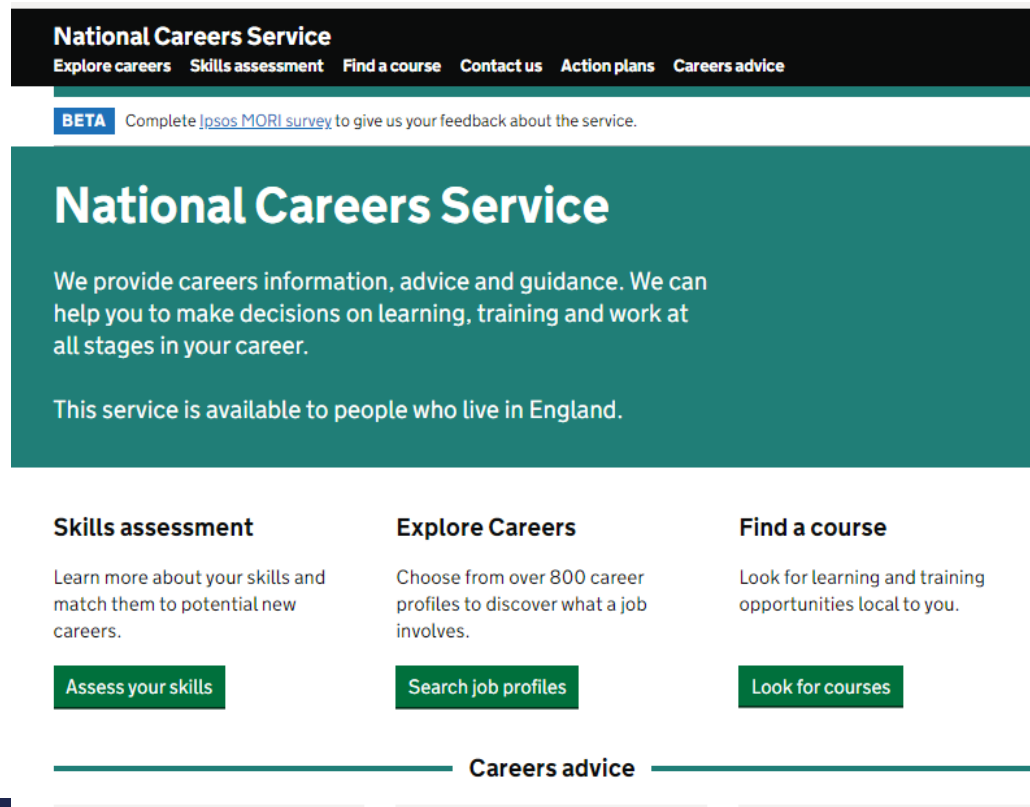
- To make good choices for the future students will need reliable, up to date information
- To help them, school subscribes to a careers information platform called Unifrog.
- Students can use Unifrog whenever they want. The more they use it, save their ideas and add to it, the more useful it will be for them in the future.



Other reliable sites for Careers Research

National Careers Service website

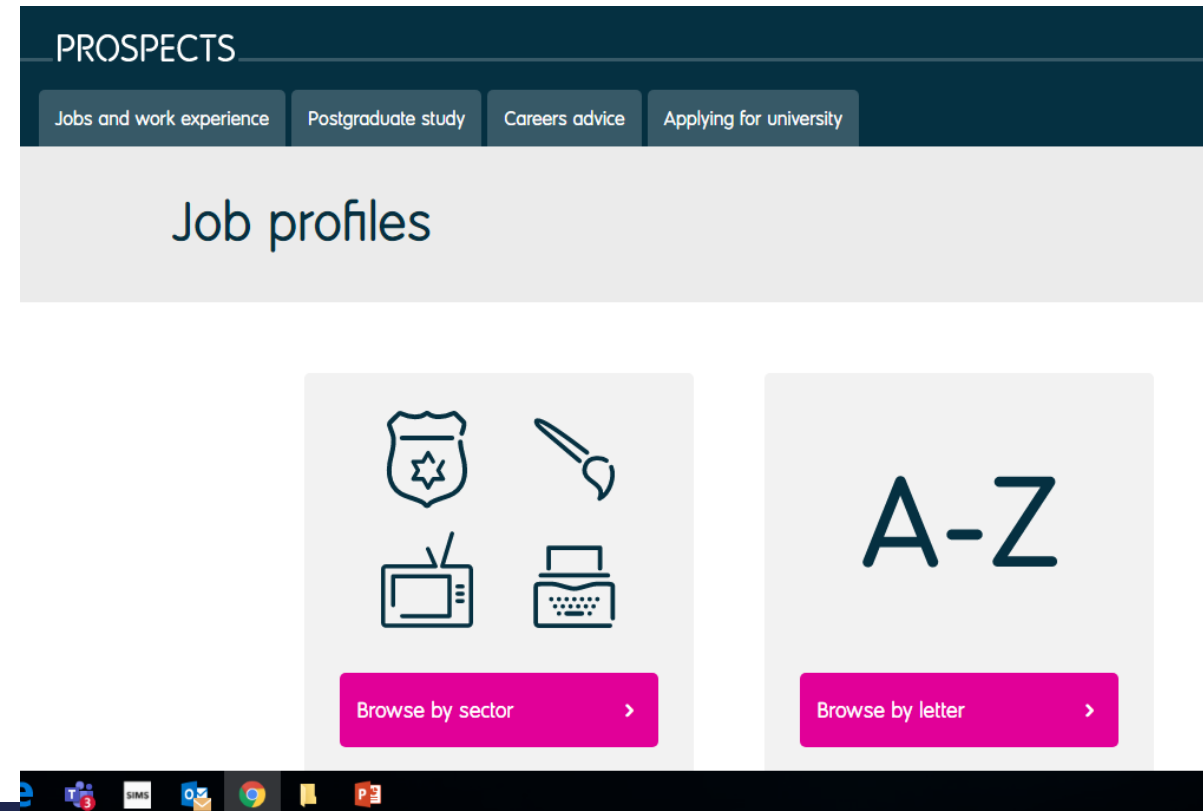
<https://nationalcareers.service.gov.uk/>



The screenshot shows the National Careers Service website. At the top, there is a dark green header with the text "National Careers Service" and a navigation menu with links: "Explore careers", "Skills assessment", "Find a course", "Contact us", "Action plans", and "Careers advice". Below the header, there is a blue banner with the text "BETA Complete Ipsos MORI survey to give us your feedback about the service." The main content area has a large green section with the heading "National Careers Service" and the text "We provide careers information, advice and guidance. We can help you to make decisions on learning, training and work at all stages in your career." Below this, it says "This service is available to people who live in England." At the bottom, there are three columns of services: "Skills assessment" with a button "Assess your skills", "Explore Careers" with a button "Search job profiles", and "Find a course" with a button "Look for courses". A footer section titled "Careers advice" is partially visible.

Prospects Website

<https://www.prospects.ac.uk/job-profiles>



The screenshot shows the Prospects Website. At the top, there is a dark blue header with the text "PROSPECTS" and a navigation menu with links: "Jobs and work experience", "Postgraduate study", "Careers advice", and "Applying for university". Below the header, there is a large light blue section with the heading "Job profiles". At the bottom, there are two columns of job profiles. The first column has icons for a police officer, a chef, a television, and a printer, with a button "Browse by sector". The second column has the text "A-Z" and a button "Browse by letter". A Windows taskbar is visible at the bottom of the screen.

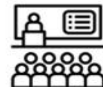
Inspire. Achieve. Celebrate.

Year 8 Form Time



8JHD – Registration



Week 1				
Mon	Tues	Weds	Thurs	Fri
Uniform and Equipment checks 	Behaviour Curriculum 	Year Assembly 	Careers 	Interactive 
Week 2				
Mon	Tues	Weds	Thurs	Fri
Uniform and Equipment checks 	House Assembly 	Wellbeing Wednesday 	Core skills 	Interactive 



English

Autumn Term 'The Novel and The Gothic'	- Gothic fiction including Frankenstein and Poe's short stories - Gothic Poetry - Edgar Allan Poe - Creative Writing
Spring Term 'Crime and Detective Fiction'	- Poetry - Sherlock Holmes Short Stories - Reading non-fiction 'Crime in 19th Century Manchester' - Creative Writing
Summer Term 'Power and Identity'	- Shakespeare's Richard III - The Media and identity

How can I support my child with their English Learning?

READING

- The most important aspect of English is reading. We encourage all students to read for at least 20 minutes each day.
- Talking about reading with your child is a great way to help. Ask about the plot, character and themes of the book and encourage them to expand their answers (you do not need to have read the book to do this!)
- Reading can include both fiction and non-fiction books - <https://schoolreadinglist.co.uk/category/reading-lists-for-ks3-pupils/> This is a constantly updated list of age appropriate books for school age children.

HOMEWORK AND CHALLENGE

- At KS3 the focus of home learning is to consistently hone the skills of reading and writing.
- Each piece of home learning will be linked to a reading or writing task, with the level of challenge increasing steadily from the start of KS3 up to the end of Year 9.
- We don't want homework to take up too much of students' precious time; the tasks should be challenging enough to sharpen our young learners' skills without being overwhelming or overly time intensive.

Maths



Students continue with the maths spiral curriculum. Broad topics are revisited, building on prior knowledge and developing students' skills. Year 8 aims to develop confidence and fluency in mathematics. There are opportunities for reasoning and problem solving.

Homework

- Weekly online homework on Sparx Maths (due every Wednesday). Utilises AI technology to personalise homework based on the user's strengths and weaknesses, meaning students are to aim for 100% each week.
- There is a Sparx support session every Tuesday lunchtime in room 29 with two maths teachers available to help. Reviewed by teachers to confirm progress and understanding. Follow up tasks are generated by Sparx and delivered by teachers in lessons as a do now.

Assessments

- Formal Written Assessment Termly – Revision List will be provided.
- Interim open book assessments are more informal, but completed in exam conditions where students use their books and revision notes to assist them.

Independent Study and Support

Students are encouraged to use Sparx maths for independent study to improve confidence and understanding. Sparx codes are also provided to use for revision for upcoming assessments.



- 
- SENECA

- | Term | Topics |
|-------|---|
| 1 | Biology: Food and Digestion
Chemistry: Gas tests and the environment
Physics: Energy |
| 1 & 2 | Biology: Respiration
Chemistry: Reactivity of metals
Physics: Electric circuits |
| 2 | Biology: Plants
Chemistry: Reactions of acids
Physics: Sound waves |
| 3 | Biology: The Body
Chemistry: Rocks
Physics: Light |

-
- A stylized illustration of a blue microscope. To its left is a yellow cell with blue nucleus and red organelles. Below the cell is a pink flower with green leaves. To the right of the microscope is a blue fly. Below the fly is a green leaf with a brown vein. The entire illustration is set against a white background.

More information about all subjects can be found on the school website and in the half termly bulletins



The screenshot displays the Poynton High School & Performing Arts College website. The header includes the school's crest, name, and navigation links: HOME, ABOUT US, PARENTS, STUDENTS, CURRICULUM (highlighted), and SIXTH FORM. A 'VACANCIES' link and 'USEFUL LINKS' button are also present. Social media icons for Twitter and a search function are visible. The 'CURRICULUM' dropdown menu lists the following subjects and programs:

British Values at Poynton High School	Careers
Creative and Digital Technology	Duke of Edinburgh Award Scheme
English	Humanities
Learn 2 Learn	Maths
Modern Foreign Languages	Performance
Prevent Strategy	PSHCE
RS	Science
Learning Support (SEND)	

The background of the website features a blurred image of a library with the tagline 'Inspire. Achieve. Celebrate.' at the bottom. A 'TRUE LEARNING PARTNERSHIP' logo is also visible in the bottom right corner of the website screenshot.

Inspire. Achieve. Celebrate.

Supporting our young people.



- Welfare support
- Subject Intervention
- Half termly bulletins
- Remote support – Google classroom
- Registration Activities
- Information and support for examinations – students will receive more information about this throughout the year



How you can support your young person to achieve their potential



Supporting Attendance and Punctuality

Why it matters

- Regular attendance = better learning, progress & friendships
- Good punctuality builds responsibility & routine

How you can help

- Encourage a consistent bedtime & morning routine
- Prepare school bag, uniform, and lunch the night before
- Aim for 100% attendance – book appointments outside school hours where possible
- Contact school promptly if absence is unavoidable
- Praise and reward good attendance & punctuality





Make sure they are prepared and ready to learn



Why it matters

- Being prepared helps reduce stress and worry
- Ready-to-learn students settle quickly and make better progress
- Organisation builds confidence and independence

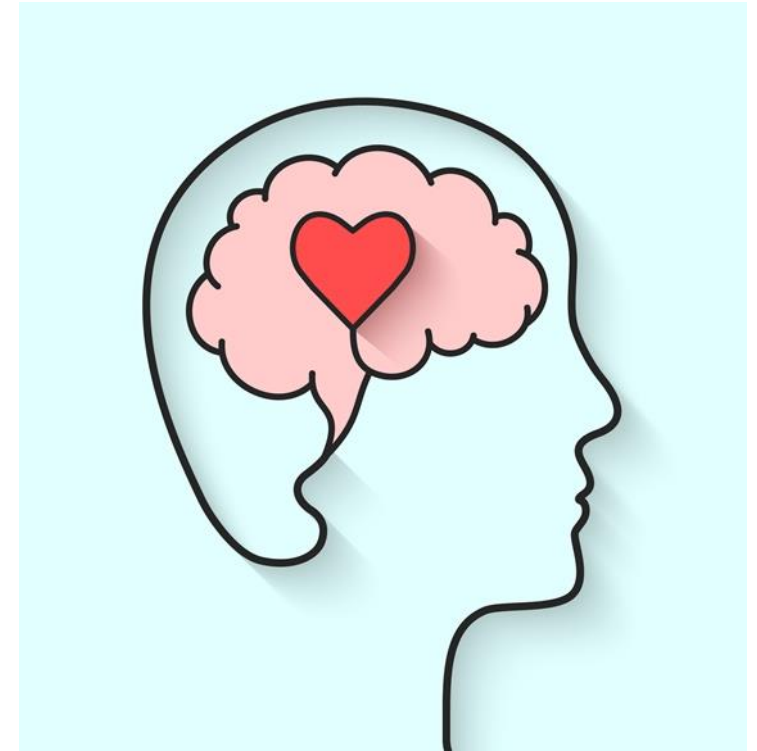
How you can help

- Check they have the correct uniform and equipment (pens, books, PE kit, homework)
- Encourage packing their bag the night before
- Create a calm, distraction-free space for homework
- Talk through their timetable and upcoming deadlines
- Celebrate their effort and organisation skills



Support their mental health and wellbeing

- Develop routines
- Healthy sleeping habits
- Monitor screen time and the use of social media
- Positive conversations about school and learning
- Healthy living



Make sure they are prepared and ready to learn

- Full school uniform
- Full school equipment
- Have a space at home to keep their school work
- Encourage them to pack their bag the evening before



Engage them in conversations about their day and learning



- Ask them about their day. Get them to tell you about what they have been learning
- Set achievable goals with them
- Encourage them to speak to their teachers when they have questions
- Celebrate any achievements
- Discuss any consequence points



Help them to develop good study habits



- Encourage them to organise their books at the end of each day. Use their contents page and glossaries.
- Retrieval practice
- Reflect on their work
- Have they responded in red pen to teacher feedback?



Revision

Revise!

- **Start early!** We will provide lots of revision support for students, but they should ensure they are starting their revision early.
- **Create a revision timetable** – establish a balance between subjects ensuring all topics are being covered.
- **Try different techniques** – find what works for them!
- **Remove distractions** – mobile phones should be kept out of the way!
- **Get involved** – Support them by quizzing them or getting them to explain things to you.
- **Self care** – take regular breaks, eat well, exercise and get lots of sleep!



Preparing for assessments, making sure students can remember and use the content from class is a really important. We want to make sure that students do this in a way that works and that you can also support them. We have told students to think of this task being in **three parts or steps**.

STEP ONE

STEP TWO

STEP THREE

Preparation Performance Progress

Getting
ready and
organising
your thinking

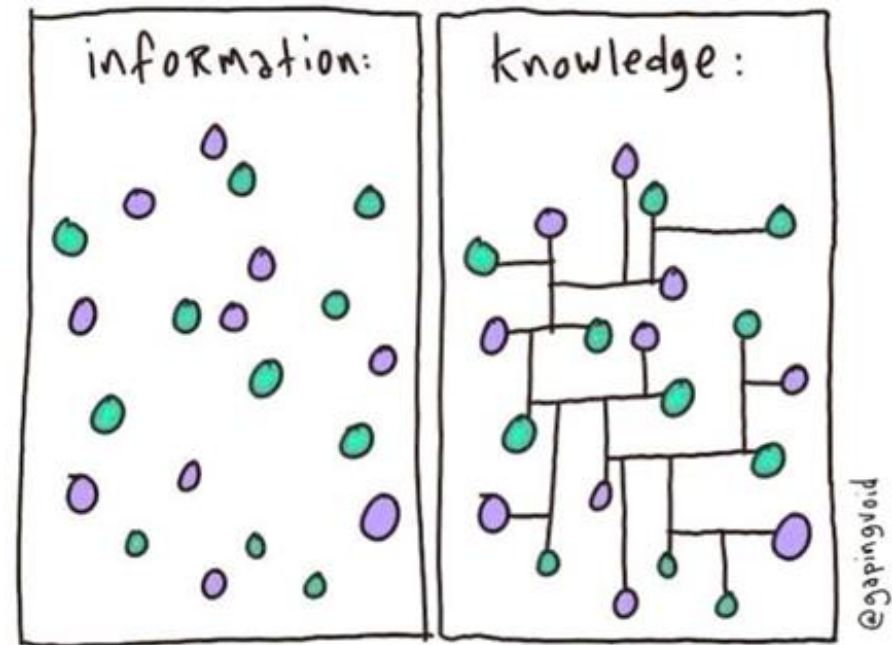
Actively
TESTING
yourself from
memory

...doing
these things
regularly
over time to
build
confidence



STEP 1: PREPARATION

Students need to get what they are wanting to revise into a format that helps their thinking. Something that is easy to use. There are lots of techniques they can use.

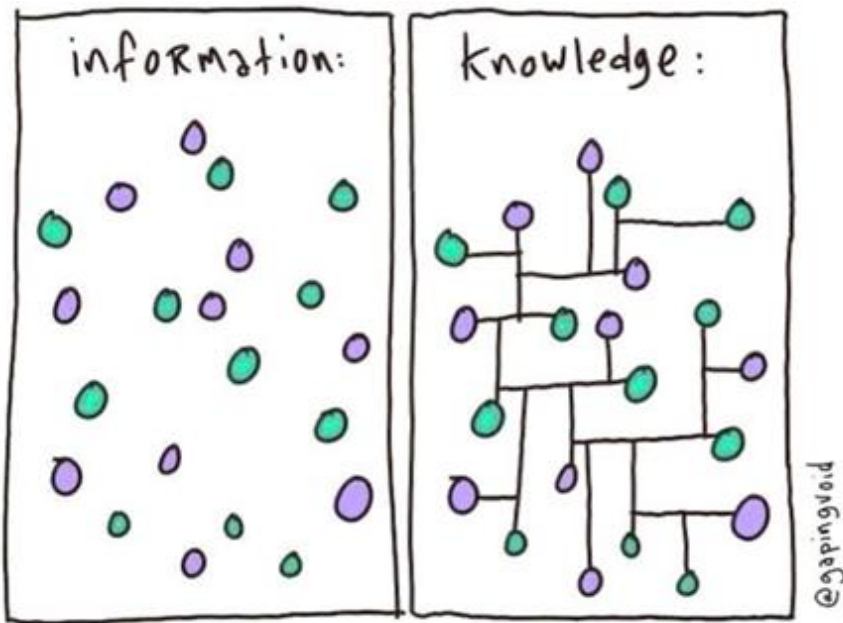


STEP ONE - PREPARATION

What will you revise from?

Students need to get what they are wanting to revise into a format that helps their thinking. Something that is easy to use.

There are lots of techniques they can use, including:



- Creating Mindmaps
- Making Cue Cards/Flash Cards
- Summarising notes
- Cornell Note Taking
- Transforming your notes into memorable images
- Designing an evil mock exam paper
- Planning answers to questions



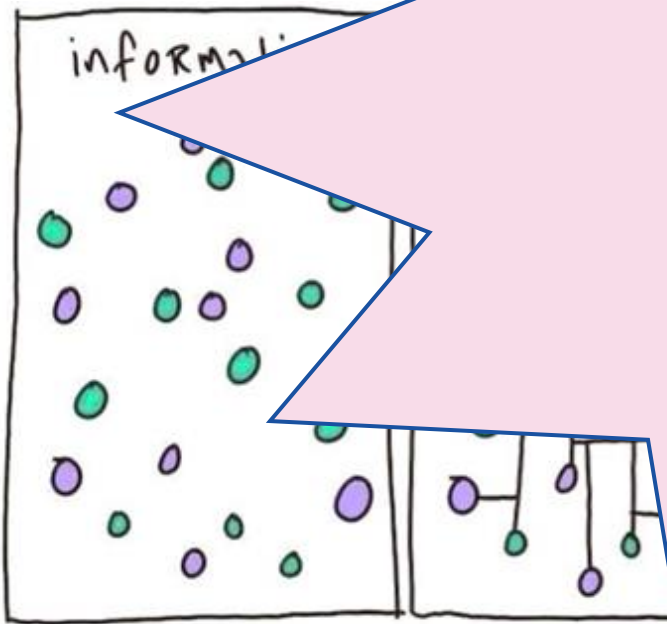
STEP ONE - PREPARATION

What will you revise from?

Students need to

to a format

BE CAREFUL! Some students spend FOREVER in the Preparation Stage and this means they miss the part of revision where the content becomes easier to remember. They might end up with a lovely mindmap which looks brilliant but when it comes to the test they struggle to remember it!

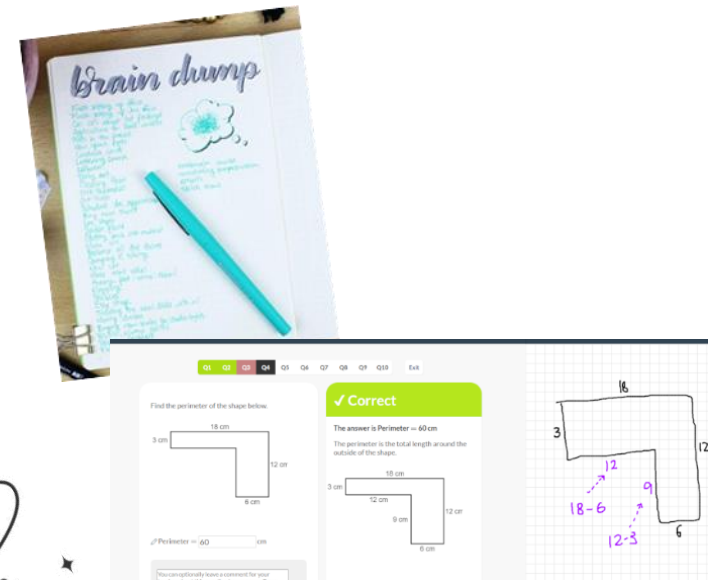


STEP 2: PERFORMANCE

This is the stage that makes their learning 'stick'.

The only way to commit content to memory is to test themselves, they are testing their performance.

This is the stage where the magic happens.



STEP TWO

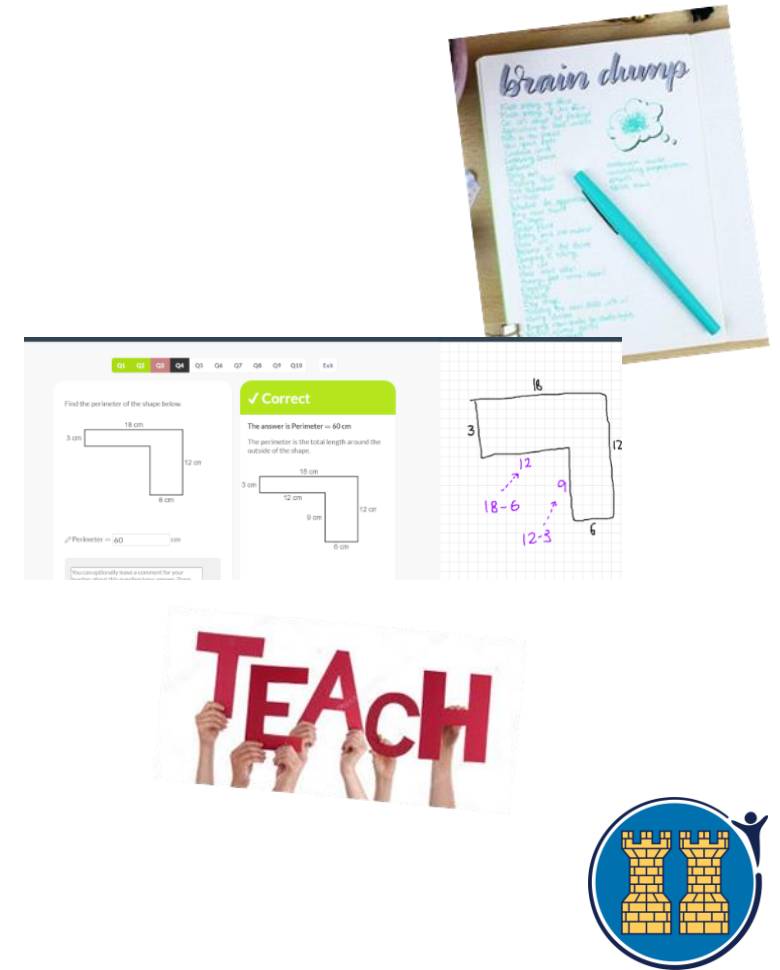
Performance

This is the stage that makes their learning 'stick'.
The only way to commit content to memory is to test themselves, they are testing their performance.

This is the stage where the magic happens.

Again, there are a lot of techniques that students can use in this stage, including:

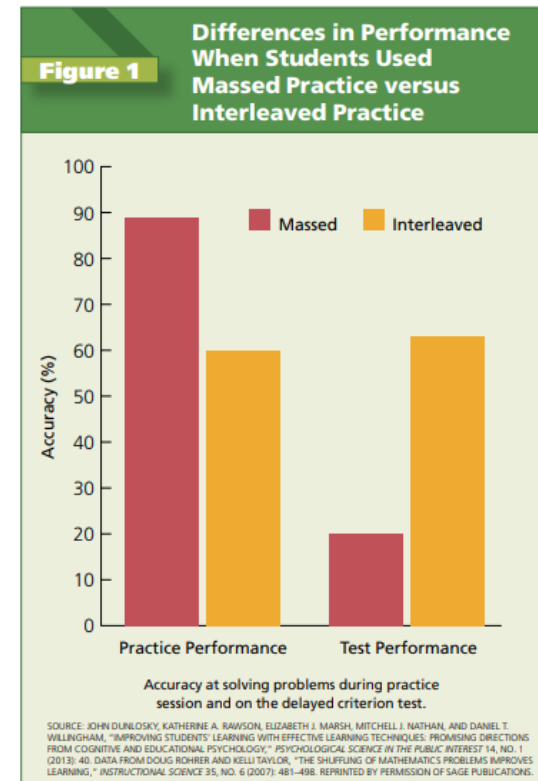
- Attempting an exam question WITHOUT NOTES in timed conditions
- Recreating an aspect of your mindmap FROM MEMORY
- Quizzing yourself with your cue cards
- Teaching someone else the topic WITHOUT NOTES
- Reading your teacher's feedback and changing your approach
- Mind Dump – noting down everything you know from a topic
- Practice questions (often online e.g. Dr Frost for maths or Seneca questions)



STEP 3: PROGRESS

Revision isn't a last minute cramming session before the exam.

IT TAKES PLACE OVER TIME.



STEP THREE

Progress



The more small chunks of revision students complete over time, the better they become in terms of their learning. They need to make sure they regularly return to the content to fully commit it to memory.

Creating opportunities to complete tasks from the Performance Stage and regularly reviewing learning will make sure that their revision sticks – it helps make sure they don't forget it!



Support with home learning



Google Classroom

- Have a place for studying
- Plan home learning time into your routine – Students should be doing at least 2 hours of home learning / revision each day.
- Check Google Classroom
- Ask questions about their home learning and show an interest
- If they are stuck, encourage them to think it through and use the resources they have



Encourage them to challenge themselves

- Don't do the minimum – research something further!
- Share their ideas in class
- Failure is the stepping stone to success
- Take part in an extra-curricular activity/club
- Reading



Talk about their aspirations and careers

- Ask them about their aspirations
- Discuss different careers
- Use the resources on the school website



Broaden their knowledge and experiences

- Discuss a variety of topics
- Talk about things they might see in the news
- Visit interesting places with them



Educate – Challenge – Empower



Inspire. Achieve. Celebrate.

**Encourage them
to take
responsibility
for their
learning, actions
and choices.**





Who to contact



Welfare concerns – Mrs Myers / Miss Porter

Jlmyers@poyntonhigh.org.uk

Zporter@poyntonhigh.org.uk

Concerns about general progress – Miss Hancock

Jhancock@poyntonhigh.org.uk

Specific Subject Progress concerns – For the attention of your child's class teacher

SEN Concerns - SEN@poyntonhigh.org.uk

All these contact details plus the safeguarding contact, SENCO, Headteacher and Chair of Governors can all be found on the contact us page of the school website.

Further information follow our Instagram



- A member of the team will endeavour to get back to you within 48 working hours, as per the school communication guidelines