

Dear Parents/Carers,

We have had a very busy Spring term with visits from our OLA School Support Partner and Local Governing Body. All visitors have commented on how calm and settled the school is with engagement and contribution to learning being strong. Improving writing outcomes continues to be a whole school focus but we had lots of positive feedback on the progress we have made with handwriting, presentation, sentence construction and letter formation. The Governors also met with a selection of children to gain a snapshot of pupil voice: they all spoke very positively about the staff, safety, fun in every subject and most of all – great school trips!

Year 6 Residential

During the first week of January, our **Year 6** children embarked on a Welsh residential adventure to a very snowy Rhos Y Gwaliau! Throughout the week, their independence and perseverance skills were put to the test by trying activities such as caving, kayaking and tackling a Via Ferrata. The children had a fantastic time and shared their highlights with the rest of the school upon returning. Luckily, we have managed to secure the same residential next year, so we look forward to seeing how our current Year 5's will tackle these challenges in 2027!



Cluster Challenges

Our **Year 2** and **Year 5** children have taken part in some cross-Woodley challenges this term at Bulmershe Secondary School. Year 5 took part in a spin-off of Bake Off which saw some wonderful cakes being baked and decorated whilst Year 2 had a day of creativity, designing a kindness animal and taking part in a drumming workshop! Opportunities to work with our local schools are really valued and we look forward to more events to follow in the summer term.



Farewell, Congratulation and Thank You!

Sadly, we have Miss Bailey in F1 leaving us at Easter. Miss Bailey has worked at Highwood for nearly 9 years and has watched many of our children grow from Nursery. I would like to wish Miss Bailey all the best and thank her for her time at Highwood. Congratulations are in order for Miss Webb, one of our Early Years Practitioners in F2, and Mr Green, our site manager, who will be welcoming their baby after Easter. Miss Webb will be going on maternity leave very soon: we all look forward to meeting baby Green! Finally, I want to take this opportunity to thank parents and staff for the hard work and commitment to the children this term: we really value your collaboration and communication.

Enjoy the Easter break and thank you for your continued support.

Roxy Welsh



Governor Update

Governor Day

The governors visited on Monday 9 March, where we observed lessons, talked to staff and pupils, so we could observe items linked to the school improvement plan and as part of our responsibilities.

Staff and children were very welcoming, and we were all very impressed with the hard work and enthusiasm of the staff. As part of our ongoing training and development, our visit helped us review the **new Ofsted framework** (introduced in November 2025), as insight and discussion to improve our methods in challenging and supporting the school.

The continued hard work of whole school team does not go unnoticed, **many thanks and appreciation to the Highwood team for all their work and dedication.** They work extraordinarily hard to ensure the children are supported and taught a high quality, education and a positive experience for every child.



Quotes from the kids:

- Teachers care and provide a safe space
- Lessons are made really fun even if boring 😊
- Yr 6 trip to Wales was a really good experience with a few snowball fights

To round up our Governor Day report, we need you!

The governors want to know the views of our parents & carers to be discussed in our remaining meetings.

Survey closes on Friday 24 April.

Survey Link & QR code:

<https://forms.office.com/e/rbkNEnLnd0>



Hello to our families and children!



Spring is here—flowers are popping, birds are singing, and we're buzzing with excitement for a brand-new term of learning and laughter! 🐝 ✨ This term we have been learning about "Why do things change?"

Our key areas:
Springtime changes:
buds, flowers,
weather and baby
animals.



Growing plants:
growing and caring for
them.



Life cycles: Humans,
frogs, butterflies and
chicks



Celebration's:
Mother's day, Easter,
Ramadan and Eid,
Holi, World book day

WOW Moment!



Our living eggs hatched, we had the pleasure of meeting 9 little ones. The children were so gentle and caring with them. We read *The Little Red Hen* and baked bread too!



🐣 Outdoor Adventures Ahead!

Get ready for:

- Summer scavenger hunts 🕵️ ♀ 🌸
- Garden planting missions 🌱
- Outdoor PE (jumping, running, sunshine fun!) ☀️
- Spot-the-signs-of-summer challenges 🌿 👁️

Top Tip: Bring coats and shoes that can handle a little mud—because... outdoors and don't forget hats and sunscreen for those hot days 😊

How is the world filled with colour?



We were curious to discover that a rocket had landed in our garden! We quickly set to work investigating where it came from and what had happened. We soon received a letter from NASA who confirmed that it was a piece that had fallen off one of their rockets. They collected it the next day and challenged us to discover all that we could about Space!

After learning about space, we focused on different parts of the Earth, including the ocean. We are very proud of our writing about different sea creatures.



In maths, we have continued learning about different numbers. We are fantastic at spotting different numbers that make 10, doubling numbers to 10 and finding one more and one less.



WOW Moment!



We planted beans in soil and can't wait to see them grow!



The hairdressing salon is a very popular activity during learning zone. We just love watching the children learn through their play. They make us proud every single day 😊



Will We Play With The Same Toys When We Are Older?



We have really enjoyed our topic about toys. In History, we have learnt about how toys have changed. We have compared old and new toys and thought about what toys might be like in the future. We found out about the history of Lego and how it has developed over time. In Geography, whilst learning about the capital cities of the United Kingdom, we learnt about where toys are made.

In Science, our topic has been materials and their properties. We investigated materials such as paper, fabric, glass and wood to help us describe their properties. We showed great teamwork when we tested the materials to see if they were stretchy or firm, waterproof or absorbent, opaque or transparent.



In English, we really enjoyed our story Traction Man. We wrote non-chronological reports all about our own Toy Man. We worked hard on making sure that all of our sentences had a subject, verb and left overs.

★ **WOW Moment!** ★

We were so proud of all the children on our trip to Milestones Museum.



The children had a fun packed day exploring the museum and taking part in workshops exploring timelines of toys, the history of teddy bears and much more!



In Art, we have looked at artwork by Wassily Kandinsky. We practiced different painting techniques that he used like stippling. We then created our own pictures in the same style.

Where in the world would you like to explore?



Panda
Gentle, playful
Eating, rolling, climbing
Keeper of bamboo, dancer of wetlands
Wading, feeding, balancing
Graceful, pink
Flamingo

Writing

This term in writing, the children have been busy exploring a wonderful range of genres. We began by creating character descriptions of creatures the children invented to fit into the story 'Where the Wild Things Are'. Using AI, the children's imaginative descriptions were transformed into images of their unique creations! They also wrote striking diamante poems inspired by animals from around the world. To finish the term, the children had great fun innovating and rewriting their own versions of The Gingerbread Man, adding plenty of creativity and personality to this traditional tale.

Maths

We have had a very busy term in maths, exploring a wide range of topics including shape, money, multiplication and division and fractions.



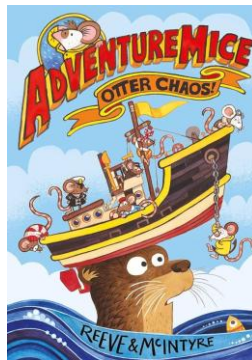
WOW Moment!



We have been studying the ceramic artist Clarice Cliff. The children have been inspired and created their own pottery using clay and paints.

Topic

We have learned so much about the world! We have learned about the different continents and oceans. We have also explored physical and human similarities and differences between Norway and England. We have learned why people explored (trade, curiosity and fame) . We also made our own rockets when learning about ways people have explored. We enjoyed shooting these into the air!



Reading for pleasure

Mrs Yule has transformed our class story sessions after recommending the book series, Adventuremice. The children have been so engaged with this and the adults in Year 2 even surprised the children by dressing up as the characters for World Book Day - which they loved!

How has water shaped our world?



We fully immersed ourselves in the world of Wind in the Willows this term. We read an abridged version and then used that to describe the wild wood, write a diary as Mole and finally our own adventures of Mr Toad. We then published these as little books and read them to our friends in F1.

In Music, we've composed pieces to represent the flow of a river. We've worked together using a variety of percussion instruments, considering the pitch, tempo and dynamics.

In Art we looked at the artist Monet and then used watercolours to create our own watery landscapes. We looked at techniques such as glazing and dry brushing.

★ WOW Moment! ★ Our trip to Dinton Pastures



We had such a fantastic trip to Dinton Pastures to end our water topic. We looked at the rivers and the lakes and had a lovely picnic in the park.



In Geography, we've explored all the features of rivers, canals and coasts. We've located them on maps and used atlases.

Spring Term with Romans, Trumpets and Trombones



In English, Year 4 have been busy writing their own retelling of the mythical story of Romulus and Remus. Stories have ranged from an original retelling to quadruplets who solved their problems with an arm wrestle as opposed to a battle to the death - their imaginations were soaring!

Both 4D and 4B have been exploring the world of Ancient Rome and what it may have been like to live as a Roman. They have put themselves in the shoes of a gladiator and a patrician, as well as a member of the Roman army in our fabulous Roman Day back in January.



In Maths, we have begun to master fractions and perimeters of regular and irregular shapes. Plus, the children have all been absolutely smashing their timetables, of course!

★ WOW Moment! ★

4B: Raylan played his trombone in front of the class beautifully – his confidence has blossomed!

4D: We surprised everyone by playing our brass instruments at the end of our class assembly.



Is invasion ever justified?

In reading, we started by reading Beowulf. We used this in our English, where we wrote a set of instructions from the perspective of a Viking and 'How to invade an Anglo-Saxon settlement. The children then developed their descriptive writing skills and wrote a narrative showcasing excellent figurative language as they described their monster and the ensuing battle with their hero! We have also begun reading our next book, 'Letters from the Lighthouse', and we are currently writing letters!

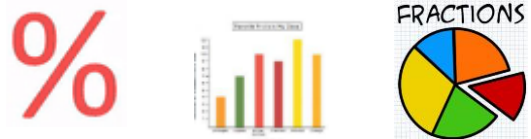


Maths this term has been jam-packed! We have covered area and perimeter, statistics and revisited fractions, although this time we have learnt how to multiplying and converting to decimals and percentages.

★ WOW Moment! ★

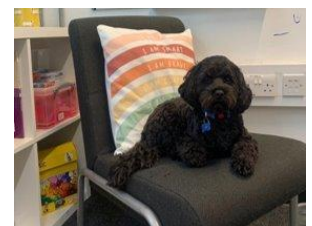
Effort and attitude towards learning to swim this term!

During our afternoon lessons, the children have explored how the Anglo-Saxons and Vikings invaded Britain and how different areas of the country was ruled. We used our knowledge from our whole class reading book to create Viking weapons as part of our DT project. We linked this with our computing where we used a software called Tinkercad to design the weapon. In Science we have learnt all about the human lifecycle. To end this topic, we visited Ufton Court where we deepened our learning by bringing to life the Viking era!



We have been lucky this half-term as we had a visit from Winnie of Waingels who told us all about life at secondary school.

We then designed a postcard and some of us won!



How Does War Change People's Lives?

Year 6 have thoroughly enjoyed our Whole Class Reading text 'When the Sky Falls' by Phil Earle this half term. The discussions we have had in the lessons have been some of the best we have had so far this year. Some of the children have also been so inspired by his book that they have picked other books by him from the library. The children have also loved creating their own setting descriptions, based on the main character, Joseph, and his journey from the house to the zoo and created their own AI images of their settings.

Science has been fun this term, first looking at electricity where we got to make our own circuits, and then looking at light where we learnt about the parts of the eye and did a fun experiment using boxes, different materials and torches to see which materials reflected light the best!



WOW Moment!

We had great fun using Styrofoam and ink to create our own propaganda posters!

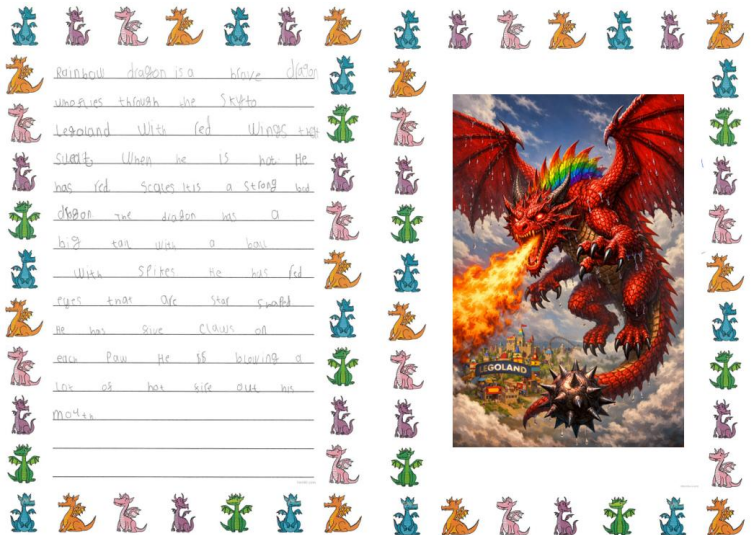


Many of the Year 6's took a trip to Rhos-Y-Gwaliau for their residential trip. They all had a wonderful time completing activities like; gorge walking, exploring a mine, sledging, kayaking and lots of walking!

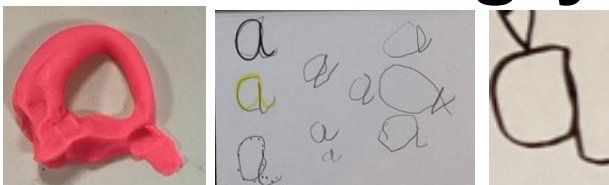
Tell Me A Dragon

Tell Me A Dragon by Jackie Morris

Year 3 to Year 6 have been working on designing and creating a character description of a dragon. This went so well that the Year 4 and 6 children then created a character description using their skills learnt to then describe a new dinosaur.



The Hungry Caterpillar

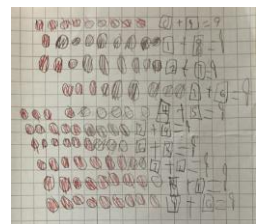
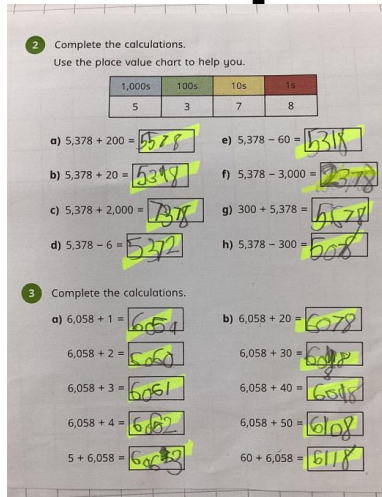


The Hungry Caterpillar By Eric Carle

Year 1 children have been focussing on letter formation and sequencing the story of The Hungry Caterpillar. They have even made sentences using Colourful Semantics to retell the story.



Addition, Number Bonds, and Shapes



2D Shape Properties Table

Look carefully at the properties of these 2D shapes. Write your result in the table.

2D Shape	Total Number of Sides	Number of Straight Sides	Number of Curved Sides	Number of Vertices	Name of Each Shape
	4	4	0	4	Square
	4	4	0	4	Rectangle
	3	3	0	3	Triangle
	5	5	0	5	Pentagon
	6	6	0	6	Hexagon

PE News

This term the children across the school have been learning the following curriculum skills/sports

- **FS2** - Football, Rugby & Striking games
- **Year 1** - Football, Dance, Danish Longball & Ball Skills
- **Year 2** - Danish Longball, Handball, Fundamental Skills & Invasion games
- **Year 3** - Gymnastics, Tennis, Golf & Basketball
- **Year 4** - Handball, Badminton, Yoga & Golf
- **Year 5** - Gymnastics, Tennis, Indoor Athletics & Golf
- **Year 6** - Gymnastics, Tennis, Golf, Basketball & Leadership Activities



WOW Moment!



This term Year 4B girls' teamwork assembling the entire badminton net in 3 minutes & 15 seconds!
Incredible work girls!

PE Kit required:- Shorts, Highwood PE T-Shirt, trainers.
No Earrings! Please remember 1st week in summer holidays only for new piercings

PE News

Pupils Gallery

Here are the children this term that have shared their experiences and achievements in their physical activities outside of school.



Firstly, here is **Ivy** in **Year 3** showing off her silver medal and certificate for her latest competition competing on Bar, Beam & Floor. Well done Ivy, amazing work!

Adbhika in **Year 3** successfully completed the Green Park Reading Mini Marathon 2026 on 22 March. The event saw participation from over 900 children. A big well done



Daisy in **Year 5** passed her Level 4 Ballroom and Latin Dance exams achieving a minimum of 98% in all 4 exams (Waltz, Quick Step, Jive and The Cha Cha Cha). Congratulations on your incredible achievement!

Lastly, here is **Ellis** in **Year 5** passing his grading for his Orange belt in Karate. Well done Ellis.



Library

Many of the children take part in the '**Summer Reading Challenge**' run by lots of local councils in the country but I thought we needed an additional challenge. Years 3 to 6 have been given a list of my recommended authors and challenged to read one of the books and then take a quiz. If they achieve a score of at least 60%, they will receive a certificate showing what book they read. The challenge is to keep reading something different so, once they've read a book in a series, they may carry on reading and enjoying it but to receive another certificate, they must read something different by the same author, a different series or a completely different author. They can ask me anytime, if they're not sure. This challenge will carry on until the end of June and the display board outside the library gives them examples of what they can read (see photo). I will keep adding the stars onto the board as more children complete their challenge.



Next term we will be having the Book Fair at school from the **17 - 19 June**. This will be held in the library. Details will follow nearer the time.

Thank you to anyone who has donated books to the library. If you wish to donate books your children no longer need, **PLEASE** send me a list or photo to my email address first.

iyule@highwood.wokingham.sch.uk

I may not be able to use all the books you have, and I have limited storage space.

★ **WOW Moment!** ★

Thank you to everyone that ordered from our recent Scholastic Book Club. We have received nearly **£50** in reward points from this, which will help buy a few more books for the library.

Please feel free to email me with any queries you have about the library or how the children can access the books

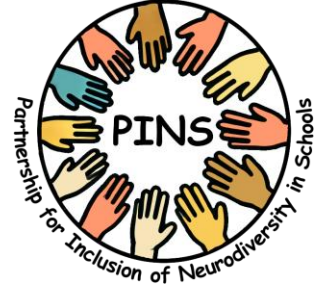


SENCO

Spring 2026
Mrs Lindsay Padbury



THANK YOU!



Dear Families,

We would like to say a big thank you to all parents who shared feedback as part of the PINS project. We really value your contributions and were delighted to receive such positive comments, alongside helpful suggestions for further improvement. PINS highlighted that “Highwood has some incredible teaching staff who do the small things that make a huge difference day to day,” and recognised the school as a “best practice example for family support, information and courses provided.” Following this feedback, we have already taken steps to build on our provision. This includes adding more neurodiversity-affirming books to the library, increasing SEND information in the Headteacher’s briefings (including a regular ‘SEND snippet’), and continuing to support staff through training on neuro-affirming approaches.

Emotional regulation is a child’s ability to manage big feelings like anger, frustration, worry, or disappointment. It doesn’t mean children never get upset—it means they can calm down, express emotions safely, and recover after something hard happens.

This is a skill children develop over time. Because their brains are still growing, they often need adults to help them calm down first. When adults around the child stay steady, name the feeling, and set kind but clear limits, children gradually learn how to do the same for themselves.

In primary school, emotional regulation is supported through a mix of daily routines, explicit teaching, and shared language that helps children recognise feelings and choose helpful strategies. We reinforce emotional regulation through calm corners or regulation stations, regular check-ins, modelling by adults, praise for using strategies, and structured support during unstructured times such as playtime and transitions. I have included in this newsletter some information for parents and carers about emotional regulation.

Wishing all our families a very happy Easter and a restful, enjoyable break. Thank you for your continued support this term—we look forward to welcoming everyone back refreshed.

L Padbury

Lindsay Padbury
Special Educational Needs Coordinator (SENCo)



Set Your Own Goals – Big or Small!



At Highwood, we celebrate **personal goals**, no matter how big or small. Choosing your own goal—something that matters to **you**, not anyone else—gives you control, builds confidence, and makes achievement even sweeter.

Your goal could be:

Smile at someone new

Try a new food

Try a junior parkrun

Say hello to new friend

Say how you are feeling to a teacher

Learn a new song

Read a book

Make a crochet placemat

Visit somewhere new

Remember: **every goal you reach is a win**, and every small success adds up to big progress. So pick your goal, go for it, and celebrate each step along the way!



I set a personal goal of running the Reading Half Marathon. After lots of training, I ran slowly but persevered and finished the race! Well done all parents and carers who also achieved this goal!



SENCO

Spring 2026

Mrs Lindsay Padbury



Here are some services you can access for additional SEND support.

Holiday Support and activities

[Holiday, Activities, and Food programme \(wokingham.gov.uk\)](http://wokingham.gov.uk)

[Home | Camp Mohawk](#) a multi-functional day centre for children with special needs & family.



Speech and Language support

[Afasic](#)

[Words for Life | National Literacy Trust | Words for Life](#)

[Learning to talk 3 to 5 years - NHS \(www.nhs.uk\)](http://www.nhs.uk)

F1 SALT: [Communication and hearing | Children Young People and Families Online Resource](#)



Local SEND Support

[Local Offer for 0 - 25 year olds with additional needs - Wokingham Borough Council](#)

[Sendiass wokingham](#) free, confidential, impartial advice, guidance and

[Children with additional needs \(CAN\) network - Wokingham Borough](#)

[PSC \(parentingspecialchildren.co.uk\)](http://parentingspecialchildren.co.uk)

[SEND Voices Wokingham](#)



Family and adult Support

[Wokingham Borough Council family support](#)

[Young Sibs](#) for siblings

[Talking Therapies](#) self-refer for support with emotional & mental health (17y)

[Samaritans](#) are available 24/7 to listen

[Parenting and mental health – the Mental Health Foundation](#)

[little-blue-book-of-sunshine.pdf \(berkshirehealthcare.nhs.uk\)](http://little-blue-book-of-sunshine.pdf)



Sleep Issues, Anxiety and Behaviour Support

FIRST [Wokingham Directory | Family Intervention Resources & Support Team \(FIRST\) - supporting families with sleep and behavioural issues](#)

Autism and ADHD Support

[Talking to your child about autism - CBeebies - BBC](#)

[Waiting times for ADHD and Autism Assessments](#)

[Right to Choose - ADHD UK](#)

[Centre for Autism - University of Reading Centre for Autism](#)

[Wokingham Directory | ASSIST Team \(Autism Spectrum Service for Information Support and Training\)](#)

[Neurodiversity Hub - Resources for Students, Employers & More](#)

[Autism Berkshire Reading - Autism Berkshire](#)



WHAT IS EMOTIONAL REGULATION IN CHILDREN?

www.SocialWorkersToolbox.com

EMOTIONAL REGULATION MEANS:

A child's ability to notice, understand, and manage their feelings in a way that is safe and appropriate. It does not mean children should stop feeling emotions. It means they learn what to do with those feelings.

WHY IS EMOTIONAL REGULATION IMPORTANT?

Emotional regulation helps children to:



Children who struggle to regulate emotions are not misbehaving. They are having difficulty coping.

WHAT DOES EMOTIONAL DYSREGULATION LOOK LIKE?

A child may:

- Have big meltdowns
- Cry or shout easily
- Hit, bite, or throw things
- Struggle to calm down once upset
- Freeze or shut down
- Run away or hide

This means the child's nervous system is overwhelmed.

IMPORTANT TO KNOW

Children are not born knowing how to regulate emotions. This skill develops over time. Young children borrow regulation from adults. They need calm adults to help them feel calm.

WHAT HELPS CHILDREN LEARN EMOTIONAL REGULATION?

Safe adults Calm responses
Naming feelings Repetition and time

Emotional regulation develops slowly. Children need many experiences of support.

WHAT EMOTIONAL REGULATION IS NOT

- It is not controlling behaviour
- It is not forcing calm
- It is not punishment
- It is not telling children to "calm down"

Children cannot calm down until their body feels safe.

REMEMBER

Behaviour is communication.
Big feelings mean a child needs help, not blame.
Connection comes before correction.



The Family Centre

Lucy Morris (Family Support Worker)
Lisa Hall (Attendance Officer)



Through our partnership with **Berkshire Youth and Wokingham Young Carers** we ran a KS2 assembly to raise awareness and help identify pupils with caring responsibilities, ensuring appropriate support can be provided.

Over ten families attended a **Mental Health Support Team (MHST)** workshop on anxiety and resilience, increasing parental understanding of children's emotional wellbeing and strategies to support them at home. A number of school families are being supported directly by the team through their programmes of work.

Did you know about Little Saplings, our **Little Saplings** playgroup providing regular opportunities for families to build relationships, access informal support, play and have fun!



Our **overall school attendance** for this term was **95.5%**.



Thank you for your support.



Through our relationship with the FIRST team delivered **Year 4 pupil workshops on understanding emotions and healthy sleep**, helping pupils develop emotional awareness and learn practical strategies to support wellbeing, focus, and readiness to learn.

ABSENCE

Please contact the school office by **9am** if your child is absent stating the reason for the absence. This can be done via the Arbor Portal/APP or by phone on **0118 926 5493**.

All requests for leave of absence must be made on the absence form available from the school office. Routine appointments should be made outside of school time. Please see the latest Attendance Policy on the school website regarding Penalty Notices.

EARRINGS

Please note that our school policy is for earrings to be removed for PE, for the health and safety of the children.

It is recommended that ear piercing is only done in the first week of the summer holidays to allow the time for them to settle.

Please ensure that your child has practised taking them out as well.

Only stud earrings are allowed in school.

SCHOOL DINNERS

Children in Reception and Years 1 & 2 are entitled to universal free school meals, funded by the government. If you think your child is eligible for benefits related free school meals please contact the school office.

Children in Nursery, Years 3 to 6 are required to pay for dinners. The price of a school dinner is to **£2.57 per day**.

As you will know that we have moved to a new catering provider "Innovate" where you are required to book your child's dinner directly with the provider. More information is available on our website.

If you think your child may be eligible for benefits related free school meals please contact the school office for a form.

Please remember that we are a NUT-FREE school.



SCHOOL UNIFORM

School uniform can be purchased directly from our supplier Michael Hope through this [link](#).

Please note there is a delivery charge of **£4.95** to home up until Easter.





Dates of forthcoming events happening at Highwood!



Monday 13 April	First day of summer term
Friday 17 April	Year 5W class assembly for parents – 2.30pm
Monday 20 - Thursday 23 April	Year 6 SATs mocks week
Friday 24 April	Coffee Morning - open to all – 8.45am- 9.45am
Friday 24 April, 2.30pm	Year 4P class assembly for parents – 2.30pm
Monday 4 May	May Day Bank Holiday - school closed
Monday 11 - Thursday 14 May	Year 6 SATs week
Friday 8 May	SEN support coffee morning – 8.45am- 9.45am
Monday 18 - Friday 22 May	Walk to School Week
Monday 18 - Friday 22 May	Woodley Schools Sports Week (will be events every day for different year groups)
Tuesday 19 May	F1 SPLAT - 10.30am-11.30am & 2pm-3pm
Wednesday 20 May	F2 SPLAT - 1.30pm-3pm
Thursday 21 May	Parent Book Look in classrooms -3.15pm-3.45pm
Monday 25 - Friday 29 May	Half Term Holiday - School Closed
Monday 1 June	Year 4 SPLAT – 1.30pm- 3pm
Wednesday 3 June	Year 1 SPLAT – 1.30pm- 3pm
Thursday 4 June	Year 3 SPLAT – 1.30pm- 3pm
Monday 8 June	Year 2 SPLAT – 1.30pm- 3pm
Tuesday 9 June	Year 6 SPLAT – 1.30pm- 3pm
Wednesday 10 June	School photographer - class photos and Year 6 Leavers
Thursday 11 June	Year 5 SPLAT – 1.30pm- 3pm
Friday 12 June	Coffee Morning - open to all – 8.45am- 9.45am
Wednesday 17 - Friday 19 June	Scholastic Book Fair available to pupils/parents
Thursday 18 June	KS2 Sports Day – 9.15am for a 9.30am start until 12pm
Thursday 18 June	KS1 Sports Day - 1.15am-3pm
Friday 26 June	SEN support coffee morning – 8.45am- 9.45am
Friday 26 June	Summer Picnic – after school
Wednesday 1st July	F1 and F2 Sports Day - Morning
Wednesday 8 July	Year 6 production - afternoon performance – 1.30pm -3pm
Thursday 9 July	Year 6 production - evening performance – 6.30pm – 8pm
Friday 10 July	Coffee Morning - open to all – 8.45am- 9.45am
Friday 10 July	One page reports out to parents
Monday 13 July	Moving Up morning
Wednesday 15 July	Year 6 Leavers' Awards Celebration Evening – 6.30pm – 8pm
Tuesday 21 July	Last day of summer term school finishes at 1.30pm
Wednesday 22 July	Inset day - school closed to pupils