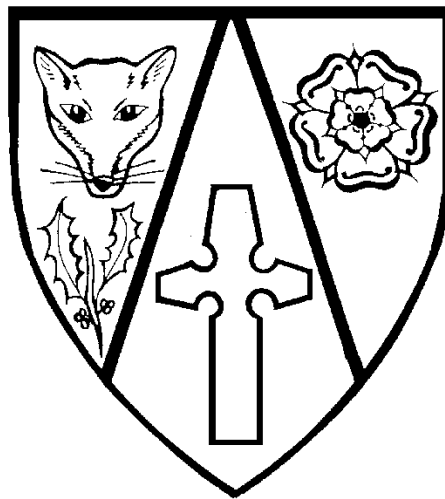


Deanery C.E. Primary School
(Academy Status)



Reception Induction Booklet

Admission Procedure

In order to give each child the best opportunity to settle into school, we admit children in small groups over the first week. This means that your child will get the individual attention needed to facilitate the best possible start and will become more familiar with their new environment and different adults. They will begin to make new friends and socialise within this nurturing environment. We are able to provide a secure and structured induction, which lays positive foundations for future development. You will be advised of dates and times. This enables the staff to welcome the children and to get to know them after the initial induction sessions. School is a new environment for some of the children and there are considerable adjustments to be made initially:

- New adults
- New children
- New routine
- Unfamiliar building
- Different demands and expectations.

Attendance & Punctuality

At the beginning of the school day the bell rings at 8.55am, when classroom doors are opened. Classroom doors will be closed when the last child enters the class. Children arriving after the doors are closed are to be signed into school at the reception desk in the main school entrance. (For more information please see the 'General Information' at the end of this booklet).

Leaving your child

We understand that it can be an emotional time for parents when their child starts school. However, it helps to:

- Leave your child confidently – with a smile.
- Always tell your child you are leaving.
- Tell your child when you will be back.
- Try not to be late at the start of school or when collecting your child.
- Make sure your child knows if someone different is picking them up.

Please be assured that in our experience children who are upset when parents leave, soon become involved in activities and quickly adjust to school life. However, we will always discuss any concerns with you.

What will my child be like after starting school?

At the end of the school day be prepared for all kinds of behaviour patterns. Children differ so much in their reactions to school. Some come out and are happy to recount the whole day from beginning to end, whereas another child may not wish to talk about it at all. Similarly, often the children who settled into school really happily at the beginning, have a reaction two or three weeks later, clinging and crying at the start of the school day. Be patient and calm, especially if you have to cope with a bad-tempered child at home time. This is not unusual because the children really do become tired - it's a long day to cope with at first. Plenty of sleep is essential so try and make sure bedtime is at a reasonable hour.

Play is a very important part of a young child's language, number, scientific and social development, and the role play-area in particular, is engineered to provide a stimulating and creative environment. Many of the activities will be "play" orientated but are carefully structured and have an educational purpose.

Organisation of Reception Class

The Reception Class operates as a unit and is led by two teachers and two teaching assistants. It is strategically managed by the Mrs Cullen, Deputy Head Teacher, and the Head Teacher, Mrs Lockett.

The ratio of staff to children is 1:15

The Reception curriculum is organised in order to create a seamless transition from Nursery. This is achieved by adopting similar organisational principles taking into account the age and needs of the children.

The children are divided into a variety of groups in the teaching sessions.

How is the session organised?

The Reception environment encourages the children to become independent in their learning and development. A high level of independence is a key expectation by the end of their Foundation Stage experience. Independent learning is encouraged through a balance of teacher directed and child led learning as well as structured play. The process of independent learning is established through uninterrupted time for the exploration and investigation of the environment through a well planned curriculum.

Aims of the Foundation Stage at the Deanery

Within the Foundation Stage at the Deanery we aim to:

- ❖ Develop and strengthen home school links in terms of education and personal relationships.
- ❖ Provide an environment in which children will be happy, feel secure and have fun.
- ❖ Build on previous experiences and knowledge, laying the foundation for all future learning.
- ❖ Allow children to develop their independent skills and to be their own person.
- ❖ Encourage friendships and positive relationships with their peers and adults.

The Curriculum

Early Years Foundation Stage Curriculum

Children have access to a wide range of learning opportunities which are carefully planned to help children develop and grow. Teachers facilitate children's play and learning in order to develop knowledge, skills, understanding and independence. Throughout each day children have opportunities to talk, listen, observe and participate in all areas of the curriculum.

There are seven areas of learning within the Early Years Foundation Stage curriculum which are divided into two areas, the prime and specific areas of learning. These are carefully balanced to create a curriculum that adapts and changes to a child's individual needs through a rigorous cycle of observation and assessment. In each area there are Early Learning Goals that define the expectations for most children to achieve by the end of Reception. The curriculum is set around the characteristics of effective learning, active learning, playing and exploring and creating and thinking critically.

<u>EYFS Prime Areas of Learning</u> Personal, social and emotional development Communication and language Physical development	<u>EYFS Specific Areas of Learning</u> Literacy Mathematics Understanding the World Expressive Arts, design and making
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The seven areas of learning

Personal, social and emotional development. Children become more confident and self-assured, they will learn how to manage their feelings and behaviour, make friends, take turns and share.	Communication and language Children enhance their skills in listening and improve their concentration. They develop their vocabulary and speech and communicate with others well. They are exposed to a text rich curriculum and respond with questions, comments and ideas.
Physical development Children develop their control and coordination and move confidently in a range of ways. They learn about healthy living and manage self-care independently.	Problem Solving, Reasoning and Numeracy Children learn to sort and match, count and investigate, compare size, shapes and weight and use mathematical language. They solve problems include doubling, sharing and halving.
Understanding the world Children experiment, explore and play, using all their senses. They discover how things work, finding out about nature and the world around them. They talk about people and their local community and learn about similarities and differences. Children have experience of a range of technology and can use it independently.	Literacy Children enjoy sharing and reading books, they mark make and learn to write. They start to explore phonics and letter sounds through jolly phonics and begin to read and write independently.

<p>Expressive arts, design and making</p> <p>Children sing songs, make music and dance. They use a variety of materials and experiment with colour, design and texture. They represent their own ideas and allow their imagination to grow.</p>	
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Two-year topic curriculum

Children cover a range of topics across the early years on a two-year cycle.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about me	Festivals	Traditional Tales	Fairy Tales	Growth	People who help us
Colour and shape	Food	Castles	Minibeasts	Animal and pets	Seaside

Assessment and Record Keeping

Assessment is an on-going and integral part of the Reception curriculum.

The observations, assessment and recording arrangements reflect the whole school policy and are built on the following principles:

- Recognition of the crucial role of parents as first educators.
- Recognition of the learning that has already taken place.
- Positive records to highlight interests and achievements.
- Records which identify needs and targets.
- Recognition of parents and other agencies need for information about a child's level of development and progress.

Reception is organised in order to support and encourage independent learning. Opportunities are available in this context both individually and in a variety of group settings.

The first few weeks in Reception allow the staff to make detailed observations and use baseline assessment to support the quality of teaching and learning and inform the curriculum planning. Throughout the year your child will be assessed through the Development Matters age related bands. This breaks the seven areas of learning into small 'stepping stones' that your child will be working towards. As these are achieved they are recorded as working towards the Early Learning Goal. We track and monitor children's progress as they move through Reception and report on this at parents' evenings and in the end of year report.

How you can help at home

Dressing and Undressing

Please help your child to become as independent as possible in dressing and undressing. Start with small steps (taking off shoes and socks) and then gradually build up until most things can be managed independently. Give plenty of praise and encouragement. We know that it is much simpler and more efficient for you to dress your child, but please imagine the class teacher's dilemma when faced with thirty children who are not used to even trying to help themselves. It is amazing what a four-year-old can achieve when expectations are high.

Using a Knife and Fork

Please encourage your children to use a knife and fork and reinforce the correct way to hold them.

Reading

The best way you can help your child to become a proficient reader is by fostering a love of books together and by making 'reading stories' a pleasurable process. Sitting on your lap with undivided attention, allowing time to answer questions about the book you are sharing together, and also by letting your child see that you enjoy reading, are all the right ways to ensure a happy beginning with books. By reading and re-reading "old favourites" again and again, a child soon begins to realise that a certain sound is always associated with a certain word.

When your child brings a reading book home from school to share with you it will be from the Oxford Reading Tree Scheme. It is of great value to discuss the book together, telling the story from pictures as well as reading the text.

Language Development

Language development plays a vital role in any child's education and the more you can extend and enrich a child's vocabulary, the more proficient he or she will become at verbalising thoughts, ideas and experiences. Oral skills have important weighting in the EYFS Curriculum. Try to make as much time as you possibly can for enjoying your children's company, talking, chatting and listening to them, and by giving them different experiences to extend their knowledge and vocabulary.

Playing Games

Play games as much as time allows - Snakes and Ladders, Ludo, Lotto, Memory, etc. - are all "fun" ways into reading and number skills.

Writing

You will probably be very keen to help your child to write, and to learn to write their own name. It is very hard to correct a habit that is wrongly acquired and therefore we please ask your co-operation in all of the following:-

- Please ensure a pencil is held correctly. It should rest between the thumb and forefinger, with the middle finger at the side.
- Do help to try and teach the correct letter formation. We teach lower case letters first and try to keep similar formations in teaching groups.
- Children's names to be taught in lower case letters and not capitals, i.e. 'Samuel' and not 'SAMUEL'.
- We teach the sound of each letter, for example, 's' makes the pure sound you hear at the beginning of snake. We then move on to learn the name of the letter, e.g. 'ess' for snake. We use the Jolly Phonics Scheme. It really is important that you support your child with the correct sound so that your child does not pick up bad habits. Your child will bring home a sound book to remind them of the sound and action.

Science

Scientific skills are also another important part of a child's development. You can help at home by encouraging detailed observations and examining things carefully together. A child has a natural curiosity for tiny objects and creatures - really help to foster this. Every time you cook you are dealing with scientific principles at first hand. By allowing your child to help you can answer questions on 'why the chocolate is melting' or the 'jelly setting', etc. Don't think that science is a subject reserved for the laboratory - it surrounds every sphere of our everyday lives.

Mathematics

Many pre-number concepts and skills can be easily learnt using everyday events i.e. count the stairs or steps as you climb them together, count the buttons on coats and cardigans, help to lay the table for tea - are there enough knives and forks for everyone? Children are excellent problem solvers.

Curriculum Evening

A curriculum evening is held during October when more detailed information is shared relating to the Early Years/Foundation Stage curriculum. There will be a particular emphasis on the Literacy and Numeracy skills that are taught. This evening also provides an opportunity for specific questions to be answered regarding teaching and learning.

Parental Partnership

As part of our ethos we welcome the full involvement of parents as the first educators of their children and encourage and value the support they can offer. We inform parents about curriculum planning and content in order for expertise and resources to be shared. Newsletters are written every two weeks, as well as a programme of study for each term. These are sent to you via email and are also posted on our school website. Please ensure we have up-to-date email and mobile numbers. Paper copies are also available via the school office. A great deal of information can also be found on our school website, www.deanery.bham.sch.uk, such as school policies, prospectus, evidence of school work and achievements, lunch menus and much more.

Routines

Parents' Evenings

These are held during each term and offer an opportunity to discuss the children's personal and social development as well as reviewing their achievements and curriculum progress. Children's books and learning journeys will be available for parents to look at. Observations and records compiled by the staff will also be shared. There is a written report sent home at the end of the summer term.

Absence/Late

If, for any reason, you wish to request leave of absence during term time, please complete a 'Request for Leave of Absence' form, which is available from the school office or the school website.

An unexpected absence should be notified **as soon as possible**, but by 9.15am that morning at the latest. School will contact you on the first day of absence if you have not informed us as it is a legal requirement for the school to be made aware of the reason for any absence.

Holidays

It is unacceptable to take holidays during term times and in line with the Government recommendation the Governors endorse this. Any holiday absence will be 'unauthorised'. Absence affects a child's learning and can affect overall achievement; please think carefully about avoidable absences.

Library Books

We have a wonderful school library with lots of new books. Your child will choose a library book to share at home on a weekly basis, in addition to their reading books. A home/school reading diary will be used to record these books and we encourage and welcome your comments.

Worship and Classroom Prayer

As a Christian school our worship and classroom prayer is important to us. There will be a Christian worship every day consisting of stories from The Bible, prayer and song; in addition, prayers are taken at appropriate times in the day. We follow the Christian calendar and celebrate all festivals and important dates. Parents are informed of occasions when they are also invited to share in our worship.

Celebration Assemblies

We celebrate the work of the children every Friday and they are also invited to bring in any certificates or trophies they have achieved in 'outside activities' during the week. Parents are invited to join us for this celebration assembly at 9.10am each Friday. Again dates are confirmed in our newsletter. Parents will be informed by text message on a Wednesday if their child is sharing work in Friday's assembly.

Extra-Curricular Clubs

The school has a wide range of extra-curricular clubs that run after school. These are led by coaches or teachers from either external agencies or our own staff; most clubs have a cost implication. If clubs are over-subscribed, names are drawn out of a hat. Most clubs are for the older children in the school, however a few are available for younger children.

Please note that clubs are notified as soon as school has the information available. It is not possible to cancel Foxes Club once it is booked and paid for. Any child who attends a club will be escorted to Foxes Club; their 'place' is always held.

Uniform

We are proud of our children's uniform and how smart they look. Please ensure you purchase the correct school uniform so that your child can identify with the school.

Girls: Winter

White blouse/shirt buttoned to neck (to take school tie)
School tie (clip-on/Velcro or full tie)
Grey uniform skirt/pinafore or tailored trousers/tailored shorts
Knitted red v-neck cardigan or jumper with school logo
Plain white socks/60 denier thick grey tights
Flat black shoes suitable for play on grass or concrete (not trainers)
Long hair to be tied back with no large bows

Summer

Red and white small checked dress
Plain white socks (ankle or knee length)
Black shoes (as above)
Grey tailored shorts
White shirt buttoned to neck (to take school tie)

Boys: White shirt buttoned to neck (to take school tie)

School tie (clip-on/Velcro or full tie)
Grey uniform long trousers or shorts
Knitted red v-neck jumper with school logo
Grey socks
Black shoes suitable for play on grass or concrete (not trainers).

Most of the uniform can be purchased at the range of department stores and shops which are very competitively priced. The only items with a logo are the jumper/cardigan and school tie and these are stocked by Clive Mark Schoolwear, 11-13 Boldmere Road, Sutton Coldfield, B73 5UY and Uniform Hub, The Old Library, Kingsbury Close, Minworth B76 9DH.

We hope that you will support us and encourage your child to look smart and be proud of our Deanery uniform. Children may be questioned in school if the correct uniform is not worn. Thank you for your support and co-operation.

PE White round neck t-shirt (with or without logo)
Black PE shorts
White socks
Trainers (for outdoor wear) / pumps (for indoor wear)
Black jogging trousers/suit (optional)
A red school sweatshirt "hoodie" can be ordered from school for outdoor PE and activities.

Pumps should be preferably slip-on or Velcro for younger children, but please ensure that they fit and can be put on easily. Trainers are advised for older children when playing sports on the field. We do prefer however, that children do PE barefoot. Please make sure all pumps are in a pump bag, with bag and pumps clearly named.

Jewellery – The wearing of jewellery is not permitted, with the exception of a simple watch and silver/gold stud earrings. All jewellery must be removed for PE.

PLEASE ENSURE THAT EVERY ITEM OF CLOTHING IS CLEARLY MARKED

General Information

Academy

As an 'outstanding' school we became an Academy in August 2011. As such we are funded directly from the DfE and managed by our Governing Body with the support of the Birmingham Diocese.

School Ethos and Values

As a Church of England school our Ethos and Values are important to us. A copy of this is enclosed in our pack and can also be found on our school website.

Beginning and Ending the School Day

At the Deanery we have a very detailed Attendance Policy. The Governors and staff believe that regular attendance and punctuality is central to a child's potential success.

- **Beginning of the school day**

In Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) the school bell will ring at 8.55am and the staff will open the doors to the playground for children to enter school. Parents say 'goodbye' in the playground. Once the children have gone into school, the door is closed. After the door has been closed children are 'late' and should then be escorted by parents, to enter the school through the main front entrance.

- **End of school day**

School finishes at 3.30pm. Please wait on the playground outside the reception 'outdoor area' until the teacher dismisses your child. If for any reason you are late collecting your child, they will be kept safely inside. If you realise that you are going to be significantly late for unavoidable reasons, we would be very grateful for a phone call. Similarly, if you ask someone else to collect your child, could you please inform your child's teacher so they know who to expect; please put this in writing whenever possible.

We do not allow brothers and sisters in our school to collect younger children; we will only pass to adults. Please complete the form about collection arrangements and then return it to the school office.

Parking

Drive very slowly when approaching school. Try to park a little distance from the building, particularly when it is raining, as the parking becomes very congested. Please always be very mindful that young children are about and of the inherent dangers. Our Coach Park is closed from 8.15am until 9.15am and between 3.00pm and 4.00pm for the safety of all our children. Please be courteous when parking in neighbouring roads. Please do not park on double yellow lines or park on the pavements. We have an arrangement with the Social Club on Fox Hollies Road and for an annual fee they will allow parents to park in their spacious car park. Please see the enclosed form and contact them directly if you would like this 'stress-free' parking.

Information for staff

If you have any questions or information to pass to the teachers, please try to do this in a letter. It is very difficult in the morning for staff to stop to 'chat' when they have 30 children to look after at the start of school. However, staff are usually available at the end of the day for a short time. Please make an appointment if you need a more formal talk with the staff. The Deputy Head Teachers or the Head Teacher are also available and an appointment can be made via the school office.

Communicating Information

We try to keep you informed about everything that is happening in school. A school newsletter is published fortnightly and any additional Reception letters are sent when necessary. We produce termly 'programmes of work' to inform you about the curriculum and topics. All information, wherever possible, is distributed on a THURSDAY. We try to keep to one day so that you can check bags for any communication. We are aiming to reduce paper and photocopying and

circulate newsletters via email. Please ensure we have your email address and mobile phone number.

Website (www.deanery.bham.sch.uk)

We have a detailed website which is regularly updated. All statutory policies, newsletters, school information, menus, current news etc., are posted on here. Please use our website to keep up-to-date with everything happening at school.

Text Messaging

This is a great means of communication and we use this facility to remind and inform parents about events. Please ensure we have your current mobile phone number and inform the office if your number changes.

Dogs

For Health and Safety reasons, please note that dogs are not allowed on school premises, within the boundary of the front school hedge and rear metal fence when children are on the premises.

Outside Play Area/Playground

We have a fantastic outside school environment, however school will not accept liability for any accidents which may occur when a child is under parental supervision before the start of school, and at the end of the day once dismissed from the classroom to a parent/carer. If children use the adventure playground area it is the responsibility of the parent to supervise. Children are not allowed to ride scooters or bicycles in the playground area before or after school. Bike sheds are available in EYFS playground and in the Key Stage Two area to park bikes and scooters. It is recommended that they are padlocked to the metal stances; the school does not accept any responsibility for bikes or scooters.

Medicine

It is our policy to support as fully as possible any child who has a long-term medical problem, such as asthma, including helping where necessary by administering medication. However we cannot undertake to administer cough mixtures, painkillers or antibiotics for minor medical conditions.

If essential a member of staff administers **medication** and this will be done at 12.00noon. A Request for Administration of Medicine Form (available from the school office and on the website) must be completed and signed by the parent. All details regarding medication are included in our "Administration of Medicines" Policy. Alternatively, we do not mind you calling into school at lunchtime to personally administer the dose for your child. It is possible to fit the customary four doses around school times without too much difficulty. Please ensure school and staff are aware of any medical conditions that your child has.

Accidents

Whilst we endeavour to make our school environment as safe as possible, accidents inevitably happen. It is essential that we have all relevant information such as home contact numbers, work numbers and further emergency contacts. Please ensure that the details given are correct, and that you inform us of any changes of address, home circumstances or telephone number as soon as they happen.

School Meals

It is Government legislation that children in Reception, Year One and Year Two are eligible for a free school meal. This encourages children to develop their social skills, such as using a knife and fork and sitting at a table eating a meal together with their friends. We would also wish for all children to eat a healthy balanced meal; the school has worked hard to ensure our meals are healthy and meet all the Government 'healthy school' legislation.

Our school meals are of an excellent standard, cooked on the premises and of a very good quality. We are a 'National Healthy School' and teach our children about a healthy balanced meal. The school menu provides an excellent opportunity to look at how a healthy plate is put together and what it looks and tastes like. We build upon parents' excellent practice encouraging vegetables and fruit and introducing new foods to a child's diet.

Our school menus are on the website or are available at the school office. It is helpful if you discuss the choices with your child or even send a slip with what they would like each day. The teachers will discuss the menu as part of their routine before they go into lunch and will join the children for the first few weeks. Lunchtime supervisors will help them choose and will encourage them to eat their meal. They are also encouraged to have small 'trial bowls' so that they can taste food that they are not sure about. Milk is also available at lunchtime for children having school meals.

Packed Lunches

If you don't want to take advantage of the option of a free school meal, you can send a packed lunch, in a named lunch box. We now have strict Government legislation which has been introduced to help children enjoy balanced meals containing sources of protein and starch, accompanied by lots of vegetables, salad and fruit.

It is recommended that a packed lunch is as balanced as possible to ensure the following:

- A meat, fish or dairy source of protein
- A starchy food
- At least one portion of fruit
- At least one portion of vegetable or salad
- Savoury crackers or bread sticks only

Packed lunches should **not** include

- Confectionery
- Snacks with added salt, sugar or fat
- Crisps

Drinks: water will be provided in the dining hall but milk or pure fruit juice in a carton may be sent as an alternative.

Notice of change of meals

In order to change from school lunches to packed lunches, or vice versa, two weeks' notice (prior to a half term) must be given in writing.

Water Bottles

Children are encouraged to drink water throughout the day. School provides a free water bottle, which is given to every child on admission to school; following this they can be bought from the school office at a cost of £2.00. Bottles should be taken home on a **daily** basis to be washed. Only **water** is permitted in clear, spill-proof water bottles.

Toileting

There is an expectation that all children are able to use the toilet independently and, unless there is a specific medical condition, should not be in nappies or pull-ups. We appreciate that children may have an accident from time to time, which will be handled in a supportive and sensitive manner by members of staff, who will assist your child in changing. If your child does soil themselves and is very distressed, or unable to clean themselves adequately, parents will be contacted to collect their child and asked to change them before returning them to school.

Schools are not expected to toilet train pupils. Therefore, unless a child has a disability, as defined through legislation, it is expected that parents/carers will have trained their children to be clean and dry before they start in FS1 (school nursery). Please refer to Gov.uk Intimate Care Policy.

Cooking

We ask that Reception children bring a voluntary contribution of £30 for the year. This is used for the vast amount of cooking activities and other consumable resources that make the Early Years Curriculum so exciting for the children.

Snacks

Fruit is provided each day, again through a Government initiative. Children are encouraged to drink freely during the day from their water bottles.

Money

Money is requested for 'cooking contributions', trips etc. It should be sent into school in a clearly marked sealed envelope stating child's name, class, amount and event. Please make out separate cheques for each event, or preferably you may use our on-line payment facility. Full details on how to access this will be provided at the beginning of the school year.

School Fund

Like many schools, we operate a School Fund, without which we could not provide many of the capital and curriculum enrichment opportunities that we have invested in, e.g. redesign and refurbishment of various areas in school, whole school resources for curriculum days, end of year prizes, Christmas treats etc. We currently have an exciting outdoor project in the pipeline and need parents' help to support us. This project will cost in the region of £100,000 and to help us to achieve our target, we are asking for monthly standing order donations of just £5 to £10 per month or one-off donations of a suggested amount of £60 to £120.

Help in School

We are always extremely grateful for any extra help in school and are always delighted to accept any offers. Some parents and grandparents volunteer on a weekly, regular basis, whilst others come for an occasional afternoon or morning. We will ask at the beginning of September if you would like to volunteer to help. If you do so on a regular basis we require you to obtain a Disclosure and Barring Service (DBS) check through the school office. Reception staff are particularly grateful for help with cooking, reading and trips. If you want to help on a regular basis for a complete session please speak to a member of staff.

Parent, Teacher & Friends' Association (PTFA)

A very enjoyable way of helping the school is by supporting the PTFA who help with many fund-raising activities and also organise enjoyable social events. They are always seeking enthusiastic committee members and helpers at their various events. An opportunity to join the committee will be given at the AGM. Please look out for the regular PTFA newsletters and notices, which are also posted on the school website.

Foxes Club

We have a very popular Before and After School Club for children aged from four years, affectionately known as 'Foxes Club'. It is a fun but structured environment for the children where many activities take place at the start and end of a school day. This takes place in our wonderful Foxes Club building which is equipped with first class indoor and outdoor resources.

The club aims to reflect the caring, safe and Christian ethos provided by the Deanery Primary School where we ensure that continuity of care is a top priority. The children are extremely happy at Foxes and indeed some would be quite happy to stay longer. Only healthy snacks are provided, in line with the Healthy Eating Policy. Breakfast is available for children between 7.45am and 8.15am which includes toast, cereal, yoghurts, milk, water, fresh and dried fruit; there will also be a 'hot' option such as bacon sandwiches, beans/egg on toast, croissants etc. Drinks and a light snack are provided after school; parents can provide a "packed tea" if they would prefer their child to have something more substantial. The club caters for all children at our school and operates in term time during the following hours: -

7:30am to 8:55am Monday to Friday
3:30pm to 6:00pm Monday to Friday

Parents pay for a 'place' for the child at Foxes, which is staffed accordingly, so refunds are not given for absences. Please note there is no refund if children go to extra curricular activities and Foxes Club has already been booked. Incentives are in place for block bookings. Places can be booked for the following sessions.

7:30am to 8:55am

3:30pm to 5:00pm

5:00pm to 6:00pm

Please telephone our Children's Centre **0121 351 5267** for more information.

Holiday Clubs

Holiday clubs are run at our school through a franchised group and are independent from Deanery School. Leaflets will be sent out advertising holiday clubs at our school and in the local area.