2025/2026

THE FERN ACADEMY TRUST

MARLBROOK PRIMARY SCHOOL AND NURSERY

PROSPECTUS 2025/26

‘ACHIEVING SUCCESS TOGETHER’

HEADTEACHER: Miss C Smethurst
CEO: Ms T Kneale

Marlbrook Primary School and Nursery

Dear Parents/Carers

We would like to extend a warm welcome to you from the staff, parents, carers and governors at Marlbrook Primary School and Nursery.

Marlbrook Primary School and Nursery is in the south side of our beautiful cathedral city. Please come into school to see us at any time. We operate an open-door policy – Miss Smethurst (Headteacher), Mrs Priday (Deputy headteacher and SENCo), Mr Wilson (DSL and Assistant headteacher) and Mrs Obsborne (Head of Early Years) are always happy to meet you when they are available. Class teachers are available both before and after school, should you wish to speak to them.

All of our staff are extremely approachable – we will gladly offer you any assistance you may require when attempting to find out what we do, or help with any concerns.

Marlbrook Primary School is one of 3 schools in Fern Academy Trust. Tracey Kneale, CEO, is also the CEO St Martin's Primary School and Wellington Primary School. Each school has its own identity, culture and ethos, but we share staff, resources and Governors. Each school has its own prospectus – please let us know if you would like the prospectus for any of the schools in 'our family'.

The school was built in 2000, and is extremely well resourced. We have two large halls, large practical areas, a nursery class, well equipped classrooms and a kitchen that provides daily hot meals, salads and sandwiches/rolls/baguettes. In March 2021, our new building project was completed, giving additional classrooms, a new hall and dining room, a new car-park and improved access for families. We have extensive grounds including a large field which we love in the summer, netball courts, a bike track, a Forest school area and fun climbing equipment in both of our other two playgrounds.

The school offers wireless computing provision with a brand new supply of laptops and tablets. We continue to develop children's higher-level computer skills and incorporate technology into the wider curriculum whenever possible.

We became a Full Service Extended School in 2006, offering breakfast, after school and holiday clubs for children from our Green Croft building. The facility is extremely well managed by Rebecca Lloyd and Claire Burton, who are available every day after school.

Over the years, we have had a number of very public successes, including a **Good** judgement in our last Ofsted inspection. Ofsted described our work to promote pupils' personal development as **'exceptional.'**

All those involved in the school have a commitment to high expectations and supporting every child to achieve their real potential – not just academically, but socially and emotionally. The children and staff work extremely hard and our parents support their children's endeavours. We aim to give our children the best education possible, to enhance their chance of success in the future, and to give them greater choices in life.

We hope that you feel we have what you believe your child needs.

This prospectus is intended to provide you with all the information needed to help your child or children settle into school. If you need further information or wish to visit, please do not hesitate to contact us.

Marlbrook is a mixed Community Primary School for children aged between 3 -11 years. We currently have 579 children on school roll.

Current maximum admissions to the Nursery = 52 children. Please contact Miss Wiliams, **Miss Pennington or Mrs Roberts for admission forms to either school or nursery classes.**

Please note that a place in our school nursery does not guarantee a place in our Reception classes.

School Address

Marlbrook Primary School
Marlbrook
Hereford
HR4 8AZ

Telephone number : 01432 266643

Email address : admin@fernacademytrust.co.uk

Headteacher

Miss Claire Smethurst

(All letters should be addressed to the Headteacher : Miss Claire Smethurst)

Fern Multi-Academy Trust (Fern MAT)

The Board of Trustees is the accountable body for Fern Multi-Academy Trust. It is constituted in line with the Trust's Articles of Association (November 2024), which outline the governance structure and composition of the Board.

Composition of the Board:

- Up to 9 Trustees, appointed by Members
- Up to 2 Co-opted Trustees, appointed by the Board
- The CEO is an ex-officio Trustee
- Staff Trustees may be appointed, provided they do not exceed one-third of the total Board

Core Functions of the Trust Board:

- Ensuring clarity of vision, ethos and strategic direction
- Holding executive leaders to account for the educational performance of the trust and its pupils, and the performance management of staff
- Overseeing the financial performance of the trust and making sure its money is well spent
- Ensuring compliance with statutory responsibilities, including safeguarding and SEND

Headteachers and parent advocates join every other board meeting to ensure consistent school representation and stakeholder engagement.

Chair of Governing Board

Mr Andy Goode

School Hours

Morning : 8.45am to 12.00pm Afternoon: 12.50 pm to 3.15pm

Parents are welcome to visit the school at any time, but it is helpful if you telephone beforehand to ascertain availability of staff. Please report to the school office on your arrival, so that we can ensure that you are signed in. This is to comply with Health and Safety Regulations in the event of fire.

Education Department

Herefordshire Council,
Hereford Education Centre
Plough Lane
Hereford
Tel : 01432 260000
Fax : 01432 260957

Email : education@herefordshire.gov.uk

Web site : www.herefordshire.gov.uk

The Education Department office deals with most of the matters concerning the school, including admissions, changing schools, secondary places and attendance.

NOTE: The information in this booklet applies to the academic year 2025-2026 and though the administrative particulars are correct in relation to this year it should not be assumed that there will be no change affecting relevant arrangements at the start of or in relation to subsequent years.

School Staff September 2025-26

CEO	Tracey Kneale CBE	
Headteacher	Claire Smethurst	Deputy Designated Safeguarding Lead
Deputy Head	Anna Priday	SENCo/ Phase leader Y1 and Y2 Deputy Designated Safeguarding Lead
Assistant Head	Helen Osborne	Head of Early Years Deputy Designated Safeguarding Lead
Assistant Head	Tim Wilson	DT CLA/ Phase leader Y3 and 4 Designated Safeguarding Lead
Assistant Head	Tracey Denny	Phase leader Y5 and 6 Deputy Designated Safeguarding Lead
	Toni Douthwaite	Nursery teacher
	Nicola Evans	Nursery teacher
	Holly Ball	Reception teacher
	Bethan Wilson	Reception teacher
	Gemma Stephens	Reception teacher
	Max Adlam	Year 1 teacher
	Bethany Wilson	Year 1 teacher
	Teleri James	Year 1 teacher
	Andrew Witty	Year 2 teacher
	Lucy Doyle	Year 2 teacher
	Victoria Barker	Year 2 teacher
	Ruth Turner	Year 3 teacher
	Beth Pomeroy	Year 3 teacher
	Sally Jenkins	Year 3 teacher
	Emma Griffiths	Year 4 teacher
	Alicia Lord	Year 4 teacher
	Shannon Thomas	Year 4 teacher

Katie Subak-Sharpe	Year 5 teacher
Emma Benjamin	Year 5 teacher
Tracey Denny	Year 5 teacher
Anthony Pusharski	Year 6 teacher
Charlotte Walton	Year 6 teacher
Guy Habbits	Year 6 teacher
Lauren Andrews	PPA teacher
Lucy Pope	PPA teacher
Rebecca Thomas	PPA teacher

Pupil Support

Angela Partridge	Deputy Designated Safeguarding Lead//Attendance
Marc Cripps	Deputy Designated Safeguarding Lead
Kevin Griffin	Deputy Designated Safeguarding Lead
Zoe Cripps	Deputy Designated Safeguarding Lead
Rachel Hudson	Deputy Designated Safeguarding Lead

Speech and Language Therapy Assistants Clio Reynolds

Speech & Language Therapist Kirsty Finnegan

Extended School

Rebecca Lloyd	Extended Schools manager Deputy Designated Safeguarding Lead
Claire Holder	Extended School

Breakfast Club Staff

Dawn Devereux
Claire Holder
Jocelyn Hatt
Erika Mitchell
Colette Stroucken
Jurate Beytula

Kids Club Staff Rebecca Lloyd
Rebecca Morgan
Claire Holder
Colette Stroucken

Administrators Sue Williams
Charlotte Roberts
Tracy Pennington

Caretakers Pete Smith Shane Staples Steve McCabe

Cleaners Sonia Anderson Clearview Contractors

Lunchtime Supervisors
All Teaching Assistant / Classroom Support

Classroom Support

Jo Davies (First Aid Lead)	Cally Barter	Melissa Davies
Vicky Shaw (Lead TA)	Angela Newman	Jurate Beytula
Cheri Longhurst	Paula Preedy	Caroline Broad
Jenny Watkins	Claire Burton	Lucy Preece
Louise Cassault	Claire Bowkett	Dawn Devereux
Sue Pritchard	Jocelyn Hatt	Colette Stroucken
Viv Royds	Rian Smith	Katie Brown
Erika Mitchell (Lead TA)	Jessica Francis	

Kitchen Staff : Dolce

First Aiders
All Teaching Assistants and Student Support are trained first aiders. All staff in Nursery and Reception are paediatric first aid trained. Sue Williams (admin) is also a lead first aider.

IT technical support : Focus IT Services

Board of Trustees

Revd. A Goode	Rev'd Mark Johnson	Alison Naylor	Karen Morris
Richard Preece	Joy Carroll	Kirsty Sockett	June Willis
Nina Purcell			

Governance Professional : Kate Joiner
Chair of Governing Board: Revd. A Goode
Vice Chair of Governing Board Miss. K Morris

Student and Family Support Team

Within our Trust we have an extremely well qualified, energetic team who are committed to enhancing our children's lives by providing support and guidance when needed. We are able to develop self-esteem, build confidence and provide children with the life skills to manage their own anger and behavioural issues.

By focusing on the positives, we believe that each child is nurtured and empowered, enabling them to recognise and reach their full potential. We address the barriers preventing children from thriving; these are many and varied, such as perceived bullying or teasing, difficulties at home, communication, bereavement, worries regarding transition, and we respond accordingly, referring to other agencies if appropriate.

All members of our team are eager to engage with the school community and can be available to help, reassure and provide a listening ear.

School Nurse Team: Service provided by Wye Valley NHS Trust
Please contact Ruth Turner (Mental Health Lead) regarding WEST referrals

School Aims

Marlbrook is a 3 -11 Primary School that strives to motivate all of our children. We hope that we teach our children in the way that best suits their learning style, and it is our intention to help all parents/carers support us in optimising each child's individual development.

Our principal motto is ***'Achieving Success Together'***, whereby we encourage all pupils to achieve their full potential by working collaboratively with their teachers and peers in order to achieve their very best. This potential can be academic, physical, social, aesthetic or spiritual, or a mixture of these.

We are committed to raising standards of achievement and ensuring a culture of high expectations and success for every child. We provide a stimulating and challenging learning environment where children have the support and confidence to overcome potential learning barriers in order to succeed and achieve.

We believe that the ethos of the school is based around 'working and supporting each other'. We encourage pupils to treat each other in the way they would like to be treated themselves. The ethos attempts to create a family atmosphere where everyone feels they belong.

We aim to create a caring community in which our pupils feel safe, secure, supported and happy and where they can expect to be treated fairly.
We aim:

- to give each pupil opportunities to feel successful and special. This can lead to a feeling of greater confidence which can in turn lead to greater achievements - a successful and productive cycle.
- to create good working relationships with all parents.
- to draw on the support of all the adults who are working for the best of our pupils. We adopt an 'open-door' policy where we hope parents will join us on a termly basis at our Parents' Evenings to discuss progress and achievement of their curricular targets. We encourage more regular contact if there are circumstances at home or in school that are affecting a child's progress.

All parents receive an annual report on children's progress.

We hope that the above aims may help to create an atmosphere of mutual trust that will enable us to get the best from the pupils in our care.

We like to think of ourselves as being a part of a large family where we share our successes and achievements, but where we also communicate our problems. Our 'Student Voice' (School Council) is very proactive, led by Mrs Partridge, and all children are committed to developing our school as part of the whole community. One of our nicest moments each week is where children share and celebrate personal successes (either in school or out), children of the week are selected by class teachers, friends of the week are nominated by children from every class, and awards are presented for attendance, behaviour, respect and progress. These typify the type of things that are encouraged in Marlbrook Primary School.

Admission Policy

Admissions into our Nursery and Reception classes and transfers from other schools are organised by the Education Authority Admissions department. Please call into school if you have any concerns about admissions – we will try to help.

We currently have an annual intake of 90 pupils per year into Reception. All other year groups (from Year 1 to Year 6) also have a maximum of 90 pupils.

In rare circumstances, we will have more than 90 pupils in a year group from Years 3-6. This is related to applications from Service families who have been posted from overseas.

In the event that our classes are over-subscribed, the following 'priority' criteria will apply :

1. Those with special educational needs
2. Children looked after by Social Services
3. Those living within the area
4. Those who already have siblings in our school
5. Medical, social or compassionate reasons
6. Other applications

All prospective parents are always invited to make an appointment to view the school and meet the staff before their child begins their first term with us. As part of the transition process, home visits are made for prospective nursery children.

Please be aware that a place in our Nursery classes does not guarantee a place in our Reception classes. Parents must apply to the Reception classes separately – please see/telephone one of our admin team if you have any questions about this.

Attendance

Children should arrive at school in good time, but we request that unless they are attending breakfast club, please do not arrive before 8.30am. If attending breakfast club, KS1 children will need to be signed in by an adult. Breakfast club starts at 7.40am and ends at 8.30am. As we are sure you are aware, parents/carers are legally responsible for their child's attendance at school and must ensure regular attendance.

If your child is absent for any reason, please inform the school in person, or by telephone/text by 9.00am. This needs to be confirmed for every day of absence. This also applies to children who need to leave during the day for any medical checks or treatment.

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:
Follow up on their absence with their parent/carer to ascertain the reason, by telephone, email and/or letter.
The attendance officer will endeavour to contact families who have not contacted school on the first day of absence.
Ensure proper safeguarding action is taken where necessary.
Identify whether the absence is approved or not.
Identify the correct attendance code to use

After liaison with Parents / Carers and where there are no other options, our school will make use of the full range of potential sanctions to tackle poor attendance, including referral to Herefordshire Council. Decisions will be made on an individual, case-by-case basis.

Attendance records are kept and will be published annually as required by law. Children will not normally be allowed to leave the premises for medical appointments, unless a note or personal call has been received, and parents/carers (over 18 yrs) must collect children if they are to leave school during the school day.

Attendance records of all pupils are monitored fortnightly by the Head of School and Attendance Officer. For a child to get the most from the education provided by the school, it is important their

attendance level is above 97%. We will contact parents/carers whenever we are concerned about the levels of absence, and will refer Parents to the Local Authority if attendance doesn't improve.

As a school, we do not authorise holidays during term time. If leave of absence is required (funerals or other extenuating circumstances) we ask parents/carers to complete a leave of absence form and return it to the Headteacher before the absence is due to begin. Absences which are taken without the Headteacher's authorisation will automatically be referred to the Local Authority and parents/carers may receive a penalty notice.

The Headteacher will not authorise any leave requests unless the child's attendance is above 96% prior to the leave of absence (the Herefordshire target set by the Department for Education is 97%).

Late arrival affects not only your own child but the remainder of the class, so please make every effort to ensure your child attends on time. All late arrivals must enter via the main office to register and explain their reason/s for lateness. **Repeated lateness will be reported to the Local Authority.**

Swimming

Pupils are encouraged to learn to swim - we aim for all children to be able to swim 25 metres by the time they leave our Primary school. Our swimming lessons take place for children in Y3 and 4 on a two weekly block at Hereford Leisure Pool. A swimming cap must be worn over long hair and towel and swimsuits are needed when it is your child's turn to swim. Lifeguards are always in attendance at the pool, and we employ qualified instructors to teach the children to swim.

Lunch

We are extremely fortunate at Marlbrook to have our own catering facilities, so we are able to offer freshly cooked / prepared meals, prepared by Dolce. Meals are served in the main halls. These meals are free for all Key stage 1 children and can be purchased for Key stage 2 pupils. If you would like to order a school meal for your child, parents must order and pay for their child's meal via the Dolce app. All meals are eaten under supervision. Please note that we do not allow fizzy drinks or sweets in school – however biscuit based snacks are permitted (kit kat, viscount, blue riband etc). Could parents/carers also please ensure that all lunch boxes and drink containers are clearly labelled with their child's name and their class – as we are sure you will appreciate, many children's lunch boxes look the same!

School Organisation

There are twenty three classes, including two Nursery sessions in school at present. We have a full-time, non-class based Special Educational Needs Co-ordinator (Anna Priday) who ensures that the needs of children requiring additional support are met. All children from Year 2 onwards are taught in sets for English and Maths – this helps us to really extend the more able, whilst supporting those who need more support. In the summer term, Year 1 children are also taught in sets during the morning to prepare them for the Year 2 curriculum.

Children in Nursery and Reception follow the areas of learning set out in the Early Years Foundation Stage curriculum guidance. This phase lays the basic building blocks for everything the children learn and experience in school. They are vitally important years, and regular attendance cannot be emphasised strongly enough. Over the past year, we have also been concentrating on developing children's phonic knowledge from nursery onwards – this has had a tremendous impact on children's

reading skills and will continue to be a priority area for future years. Please contact Mrs Osborne or any of our Early Years staff for more information.

In KS1 and KS2 the National Curriculum describes in detail what the children should be taught in each subject. English is a core subject, together with Mathematics and Science. The children also study Religious Education, Geography, History, Computing, Design Technology, Art & Design, Music, Modern Foreign Languages, PSHE (Personal, Social, Health Education) and PE.

Progress is assessed regularly (at least termly) and recorded by teachers, and reported in writing to parents/carers at the end of each school year.

National Standards Assessment tests/tasks are given to Year 2 and Year 6 children and optional assessment tests are also used for Years 1, 3, 4 and 5. Parents' Evenings are held once a term, but parents are encouraged to discuss children's progress at any other time. Children in Year 1 are assessed on their phonic skills and in Year 4, children are assessed on their multiplication skills.

A range of teaching methods are used, including whole-class teaching, group work, paired work and individual tuition, to suit what is being taught, and the learning styles of the child. This allows a teacher to work on an individual child's needs when required.

Early Years

The children in our Early Years Foundation Stage (Nursery and Reception) thrive in an environment crafted by skilled practitioners who understand the key principles of Early Years education. Our nursery and reception staff work closely together to ensure that each child's time in our EYFS is exciting, engaging and memorable.

We follow the statutory guidance for the EYFS and the Early Years Foundation Stage Profile is completed at the end of the reception year.

Staff carefully plan next steps of learning from observing children in play. This way learning comes directly from the children's interests and individual needs. The children are nurtured to love learning in a challenging, carefully planned environment providing them with opportunities to develop their characteristics of learning thus laying the foundation for future learning success.

English

The National Curriculum divides English into four areas: Reading, Spoken Language , Writing: Spelling and Vocabulary, Grammar and Punctuation and Writing: Composition

Within our Trust, we strive to inspire a passion for reading; we are determined to help *every* child to learn to read, and to develop a love for reading that will continue throughout their lives. All classrooms have snug and inviting reading corners that are refreshed frequently to showcase stand-out stories, poetry and non-fiction books that spark the children's interests. The children are also actively encouraged to visit our school libraries on a weekly basis and to take books home to share with their parents, carers and families. This sharing of books at home is an important part of children's learning. We hope you will continue to enjoy books together throughout your child's life at Marlbrook and write comments in their reading diary whenever possible. We celebrate reading in a number of ways: children who read at home five times receive a Rainbow Reader certificate. Upon receipt of 5 certificates (awarded to the children in Celebration Assembly), the children are able to select a book of their choice from the Rainbow Reader wheelbarrow situated near the main school entrance.

To further promote a love for reading, all children from year 2 take part in reading for meaning lessons at least four times a week. Within these whole-class sessions, the pupils focus on a different book each term and work in their class teams to answer questions relating to retrieval, the meaning of unusual or unfamiliar vocabulary in context and inference – all key skills for successful reading comprehension. Through these reading for meaning lessons, the children become confident and familiar with their class novels (from 'Holes' by Louis Sachur to 'The World's Worst Children' by David Walliams), which are then used as inspiration for purposeful writing in English lessons.

As well as teaching how to speak, listen, read and write, we aim to foster a delight in the written and spoken word. All children have a natural love of stories and rhymes. Drama is encouraged wherever possible within the curriculum and children are given opportunities to develop their own drama skills as well as being exposed to a range of theatre within school and through external visits.

Children are encouraged to write in a wide range of styles, for a variety of reasons and for different audiences. We plan for at least three pieces of extended writing per term to help build children's skills and passion for writing, as well as giving the children sufficient time to acquire security of both genre and audience.

Children are expected to learn spellings at home and may be given special sheets to help with this. Parents should try to ensure the children learn the words and return the sheets on the correct day. The learning of language is a partnership between school and home. It has been shown over many years that children are more motivated to do well if supported by their families – we really appreciate your support.

Mathematics

Maths is part of the core curriculum and, in primary school, is often based on practical activities which improve the pupils understanding of mathematical concepts.

Maths should be fun, and far removed from 'just getting calculations right', with no real depth of understanding. Children are encouraged to use their knowledge of number and their understanding of mathematics to tackle problem solving; develop their own strategies, find solutions, and be able to communicate what they are doing clearly and logically.

As children progress through our school, they will develop their skills in:

Number - this involves understanding our number system and how to perform a range of calculations using the 4 main operations (+, -, x, ÷). It also includes developing knowledge of specific areas of mathematics such as fractions, decimals, percentages, algebra and negative numbers. Particular focus is placed on children's early sense of number, and their fluency when applying simple number facts to more complex problems.

Geometry - this relates to the ability to describe, sort and draw or make a range of 2D/3D shapes. Also to perform transformations such as reflection and to name, draw and calculate angles. Children will

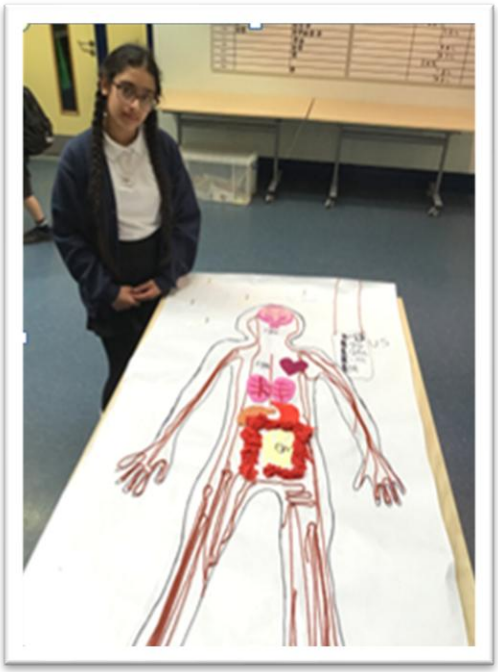
learn to estimate, convert and utilise different units of measurement in real-life situations and to find perimeters, areas and volumes of 2D/3D shapes.

Statistics - this refers to the ability to collect and record a selection of data (information/figures) and then present this using a suitable table, chart or graph. This can then be analysed and conclusions can be drawn from the study. Children will also learn to calculate averages and the probability of events occurring.

Children are given daily opportunities to use all of the above 'learning' and skills in real-life investigations or problem-solving scenarios. The children will develop their own strategies for solving a wide range of problems and will apply the mathematics they have learned to the real world. They then present their findings in a logical, step by step way.

In all maths lessons, we ensure that reasoning and problem-solving forms part of every child's daily learning through our unique 'deeper-thinking' approach. Children are provided with plentiful opportunities to broaden their knowledge and understanding through carefully planned questioning and activities that encourage the children to articulate confident mathematical responses and explanations. We also inspire our children to be resilient and creative mathematicians, who can confidently apply taught skills when unpicking problems of increasing complexity where the approach is not immediately obvious.

The multiplication tables are of huge importance: all children should be fluent in their tables up to 12 x 12 in order to apply them confidently to the increasingly complex objectives in the Key Stage Two curriculum. All children are awarded enamel maths badges in assembly for meeting times tables targets as they move up the school.



Science

Our new Science curriculum aims to help children to develop a sense of inquiry and extend their knowledge and understanding of the world around them. Our curriculum is designed to facilitate proactive, thoughtful and reflective learners through learning key scientific questions and concepts. Children are involved in immersive tasks and activities concerned with living things, materials, forces and energy, the solar system and the influence of science on the environment. The school has a tradition of encouraging learning through investigation with emphasis on first-hand experience – i.e.,

wherever possible, we will encourage the children to conduct practical experiments, emphasising the importance of 'fair testing'.

In Early Years, Science is taught as an integral part of a topic, linked with the other curriculum areas when possible. Throughout Key Stages 1 and 2 separate Science themes are explored such as light and sound, materials and life cycles. Each lesson focusses on a learning question and places great focus on key and subject-specific vocabulary. We promote the teaching of significant individuals (both of the past and today) across our curriculum. In Science, the children learn about changes in scientific understanding overtime as well as key discoveries of the past (from Mary Anning, the pioneering female palaeontologist in year 1 to Charles Darwin's contributions to our understanding of the natural world in year 6). Activities are planned in such a way as to encourage full and active participation by all children irrespective of gender and ability, and pupils are given support to achieve their full potential.

History

History both within Key Stage 1 and Key Stage 2 forms a central element of the school's Curriculum. Children are encouraged to become true historians through questioning sources and forming their own opinions as they move up the school, whilst developing a true passion for the subject of history and appreciation for key historians of the past.

Within Key stage 1, children are given the opportunity to study events and significant men, women and children from the history of Britain and the wider world. They are also encouraged to discover changes that have occurred within the history of Britain, for example, how towns and cities (shops, vendors and community life) has evolved over time.

In Key Stage 2, children study a range of historical periods from the Iron Age settlements to Ancient Greece. Comparisons and contrasts are made with civilisations across the world, and there are also opportunities for thematic investigations. In addition, children explore how historic events (e.g. WW2) impacted and affected the world, both globally and in their own locality. As a school, we strive to make meaningful and contextual links to local History wherever possible with opportunities to visit local castles, historic sites and museums throughout our pupils' time at Marlbrook Primary School.

Throughout both key stages children will learn and develop a number of Historical skills such as:

- Chronological understanding
- Historical enquiry
- Understanding of historical changes and developments

There will also be common themes running through each area of learning such as; Diversity, Religion, Law and Order and Economics.
Historical learning is often creatively linked to other curriculum areas such as art, D&T, English and music, making it a truly creative topic.

Geography

At Marlbrook Primary School, our geography teaching is designed to stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface. It develops children's sense of wonder at the beauty of the world around them and helps them to develop an informed concern about the quality of the environment and the future of the human habitat, thereby enhancing children's sense of responsibility for the care of the Earth and its people.

The children seek to describe and understand not only the location of the physical and human features of various localities, but also the processes, systems and inter-relationships that create or influence those features. They study spatial relationships that allow children to explore the relationships between places and patterns of activity arising from the use people make of the physical settings where they live and work.

We look closely at the environment and how it embraces both its physical and human dimensions. Thus, it addresses the resources, sometimes scarce and fragile, that the Earth provides and on which all life depends; the impact on those resources of human activities; and the wider social, economic, political and cultural consequences of the inter-relationship between the two.

In Early Years and Key Stage 1, geography is about developing knowledge, skills and understanding relating to children's own environment and the people who live there, and developing an awareness of the wider world.

Children begin to investigate and learn about the physical and human features of their own environment and appreciate how their locality is similar to and different from other places. They focus on geographical questions like: What/Where is it? What is it like? How did it get like this? They develop and use geographical enquiry skills, including fieldwork skills and use different maps, images and photographs to develop their understanding.

In Key Stage 2, geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales, in the United Kingdom and overseas, and an appreciation of how places relate to each other and the wider world.

Each year, pupils complete at least one fieldwork and mapping unit, which has been carefully sequenced to build upon prior knowledge and skills. Teachers encourage children to use geographical language, maps and diagrams to communicate geographical information and to partake in fieldwork with their peers. In addition, pupils are encouraged to develop respect and awareness of our ever-changing world and are taught to contribute towards a greener, more sustainable future.

Art and Design

At Marlbrook Primary School, children are taught six Art units on a yearly basis. This allows for a wide range of media and materials to be explored as well as plentiful opportunities for creativity and expression. Through the teaching of drawing, painting, collage, 3D form, printing, textiles and digital media, we encourage our pupils to learn from professionals (both past and present) as well as become independent and creative artists themselves. The works of famous local, national and international artists are explored and celebrated to enhance the children's learning. Key vocabulary and significant individuals are explored within each Art unit. Each Art unit comprises of three main learning points. In learning points one and two, children explore the work of significant artists and practise specific skills (from Vincent Van Gogh's impasto technique to subtractive drawing). In the final lesson of the unit, pupils present a creative response piece, where they are given the opportunity to combine and apply the techniques and skills taught previously, using artworks or themes as their inspiration.

Children are given opportunities to reflect on their talents and learning throughout each unit through carefully planned self-assessment tasks and key questioning.

Design and Technology

Similarly to Art and Design, our new Design and Technology curriculum comprises of 6 units each academic year. Our Art and D&T units are alternated to ensure coverage is balanced for both subjects. Pupils cover units relating to Food and Nutrition (for example, 'Street Foods of the world' in year 6 and 'Breads of the world' in year 5 covering such foods as Flatbreads, Smorrebrod and Mezze bowls), Textiles (for example, 'How can two squares of fabric keep you warm?' in year 1), Understanding Materials (for example, 'How can you waterproof a hat?' in year 2), Structures (for example, 'What makes a bridge strong?' in year 3), Electrical Systems and Mechanisms (for example, 'Are bigger wheels always better?' In year 2). Within each unit, children are given opportunities to explore key connections, designers and inventors (both past and present). Through our DT curriculum, our children will create innovative and purposeful products and designs in order to help solve real-life problems. Self-reflection and assessment opportunities within each unit help children to evaluate and improve upon particular product designs. As well as this, logical links are made to the wider curriculum with pupils exercising their skills in computing, mathematics, Art and Design and Science.

Physical Education

Our ethos at Marlbrook combines physical learning, health and cognitive thinking across all key stages. We encourage 'Sport for All', with the emphasis on health-related fitness. We believe that PE and sport play a key role in personal development and that every child should be provided with opportunities to participate in a wide range of sporting and physical instruction. We believe that children in all years of our school should participate in physical activities.

In the Early Years Foundation Stage, children participate in adult-led PE sessions where they learn basic skills incorporating fine motor, gross motor and hand and eye co-ordination to prepare them for future learning and development. The children free flow choosing activities to enhance their physical development. Resources are provided for the children to explore their physical development both indoors and outdoors.

Key stage 1 and 2 children participate in a wide variety of individual and group activities covering the main National Curriculum including gymnastics, dance, athletics, games, outdoor and adventure activities and swimming. At the end of the school year we have our annual sports day on the field where we encourage parents and family members to bring along their picnic blankets and enjoy the day!

Children should wear appropriate PE kit for their PE sessions (see uniform section of prospectus). We have access to a hall and a vast outdoor space for our PE sessions to take place.

The school often invites visiting coaches and PE experts to work with the children (from cricket to Quidditch). Dance also plays a big part in our school productions including Christmas and Easter shows. The children are encouraged to participate in lunch/break time and after school activities where a wide range of activities are on offer in our After-School Club. We also offer at least one lunchtime sports club each week, focussing on lesser known sports such as American football. Children regularly report their activities, both in school and out of school, in assemblies and receive certificates and rewards for their efforts.

Religious Education

Pupils follow the Herefordshire County agreed syllabus which provides the framework for the teaching of R.E. All children receive a broadly Christian based education, but this is supplemented with studies of other faiths. R.E can be studied via group, class or individual work and a great deal of interest can be generated via exciting stories both from the Bible and through other stories from different faiths. RE can be dramatic, written or told. Across the school, children explore cultural celebrations, special places and significant objects, encompassing a range of world religions. In addition, each week children attend special assemblies that follow our School Values and golden rules system and include moral issues, current affairs, festivals, hymns and prayers. We regularly welcome the local vicar into school to deliver these assemblies for our children.

Music

Reception and Key Stage 1 children perform a Musical Nativity Play each Christmas. The whole school take part in various events each year e.g. Harvest, Christmas and Easter. Services take place in our local church.

In Key Stage 1 and 2, music is often embedded through other subjects. Children have the opportunity to appraise a wide range of music, improve their understanding of how music is put together, improvise and compose using voice and a wide range of percussion and tuned instruments. Our choir

club, held at lunchtime each week, is very well attended. The choir often performs at the church and at local events.

We always end the school year watching the Key Stage 2 children perform the summer terms' leavers performance - an exciting and emotional event marking the end of their time at Marlbrook Primary School.

Computing

Computing is an integral part of the curriculum and is used to support and extend learning across the whole school. All classes have an interactive whiteboard and access to a large number of laptops and iPads. Children work on a range of different technology to code and amend programs as well as learn how to process, handle and represent data. We use common software such as word processing and digital media to enhance the children's learning across the curriculum.

As the internet becomes more widely used in our everyday life the importance of staying safe online is a major priority. All children are given advice in this area and each class has its own digital leader, whose responsibility it is to raise awareness of the importance of staying safe online with their peers.

Special Educational Needs and Disabilities

All children are 'special', however the term 'Special Educational Needs and Disabilities' or SEND refers to the needs of a small proportion of children who require additional or different provision from usual, either in their own class, or with a specialist teacher or assistant for short periods or long-term. These needs may be due to sensory (sight/hearing) impairment; physical disabilities or medical problems; learning difficulties both general and specific; emotional and behavioural difficulties; speech and/or language problems; poor attendance. If a child's educational progress is at risk due to any of these factors, they are considered to have 'Special Educational Needs'.

Marlbrook Primary School endeavours to meet the needs of all its pupils and has an excellent record of providing for those children with Special Needs.

The model advocated by the SEND Code of Practice forms the basis of identifying, assessing and providing for the needs of a proportion of the school population (nationally about 18-20%), who are thought to have Special Needs. Most of these needs are met by the teachers, teaching assistants and the SENCo from Marlbrook. Many children are assessed and supported by other agencies from the Education Support Services or Health professionals. A very small number of children may require more long-term support and qualify for an Education, Health and Care Plan.

Full copies of the school's Policy for Special Educational Needs and the SEND 'Code of Practice' documents are kept in school and are available upon request. Please also see the school website for relevant policies and the School Offer.

At Marlbrook we also have in place a Disability Equality policy and scheme which aims to ensure that all those using our facilities (including families, visitors and staff) are able to access the building comfortably, without harassment or discrimination and that all are offered equality of opportunity.

Support for the more able children

At Marlbrook, we value the progress and advancement of all children and believe there should be no cap on learning. By emphasising challenge for ***all*** learners, including those with high abilities, a

philosophy of enquiry and investigation can be nourished. A positive culture of learning can be developed, with opportunities to cultivate a 'challenge' mindset creating a more dynamic approach for all. We strive to ensure that the more able, gifted and talented pupils at our school are identified and supported, helping them to exceed expectations and fulfil their maximum potential. We believe that by encouraging and helping more able, gifted and talented children to exceed their age-related expectations, we are maximising the chances of success for each child's future. This encouragement is provided throughout the curriculum, including enrichment activities, where a child may express and improve upon a talent.

We are concerned not only for developing children at a 'greater depth' academically, but also socially, morally, spiritually and emotionally. More able learners can be particularly vulnerable to disengagement and to a range of pressures from both internal and external sources – including perfectionism, fear of failure, low self-esteem, imposter syndrome and social difficulties. At Marlbrook, we aim to ensure effective support is provided at all stages to ensure all more able learners have a chance to thrive.

In order to implement this, we pride ourselves on the quality first teaching that is evident throughout the school across all classes. The ethos of 'challenge' is embedded into our lessons for all children and we work on a 'Mastery' approach across our subjects, ensuring a sound depth of knowledge and provide greater depth and even more challenging activities for the more able. This might be achieved through;

- Extension-giving the most able the opportunity to go more deeply into whatever topic is under study.
- Enrichment –additional activities on the same topic which are stretching - not just more of the same. These are likely to involve: decision making, speculation, hypothesis, discussion and communication.
- Adaptive teaching and planning – this should maximise potential, should also match aptitude and interest, exploring relevant teaching approaches.
- Teaching thinking skills – developed, for example, the employment of diverse questions to encourage higher order thinking (based on Bloom's taxonomy).

We also offer the children the chance to generate their own learning via projects and we encourage independence. Most provision will be through the curriculum, with extra-curricular activities being provided where possible or appropriate to meet particular needs. Enrichment and Extension activities could be provided in the following formats:

- Extra-curricular activities in school
- Visits/trips
- Links with other schools
- Links with specialist organisations

We strive to provide a programme of enrichment for all, to encourage growth for every child and provide opportunity for talents and interests to be explored. It is hoped that this way underachievers will be supported to fulfil untapped potential and high achievers will be extended further.

Relationships and Sex Education

We endeavour to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Teaching about mental wellbeing is central to these subjects, especially as a priority is a child's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. Our curriculum, will give them the knowledge and capability to take care of themselves and receive support if problems arise.

We will endeavour to deliver this new content through our current PSHE programme in school, linking to areas of the curriculum such as PE and Science for some.

It is important that the children know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help them to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion, at an appropriate age-related level, about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils will be made aware of the relevant legal provisions when relevant topics are being taught**,** at an appropriate age.

Personal, Social and Health Education (PSHE)

PSHE is the planned provision for emotional and social development. It helps children and young people develop a secure sense of identity and to function well in the world. Throughout the school year we focus on a particular value and focus much of our teaching around one of the following: Curiosity, Independence, Empathy, Perseverance, Reflectiveness and Cooperation.

During KS1 pupil's learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

During KS2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Homework

All children will receive work to do at home. For children lower down the school, this will be in the form of activities to do in the home learning journal. As children move through the school, the will bring home work linked to their maths and English work. All children will also continue to receive daily reading, weekly tables (from Year 2 upwards) and weekly spellings.

With regards to homework, we urge parents to help their children with these tasks, but not to do the tasks for them! We also request that families contact the class teacher or the Headteacher if homework causes family conflicts or if you need help understanding the nature of the task – this is often the case in maths activities where methods are different to how many of us were taught at school. We expect all our children to read at home from Reception classes onwards. We find this helps consolidate the skills they learn in school, enables the children to share their learning with parents and carers and for the older ones prepares them for their secondary school routine. Children should bring home reading books every day and parents can help us by hearing their child read. Encouragement and interest from parents make a great difference to children's progress in school.

Please let the class teacher know if reading books and reading records do not arrive home or if you lose the reading bag – these are easily replaced. If parents have any complaints about the Curriculum or the way it is being taught they should in the first instance contact Miss Smethurst. If any issue is not resolved, further complaints should then be made to the Chair of Governors.

Detailed information on the National Curriculum can be obtained by contacting Miss Blankley.

Charging Policy

Many of the activities and studies that take place during a year lead to the organisation of an educational visit. In the majority of cases this will be non-residential. We firmly believe that as a school we should plan opportunities for our children that expose them to variety of learning and social experiences.

As a school, we may ask for contributions towards external visits to support coach costs and funds. We understand that there may be occasions when it will not be possible for all parents/carers to make a contribution – in such cases please contact Miss Smethurst.

Our annual residential visit for Year 6 operates on a payment basis, although it is heavily subsidised by the school. The costs of instructors, catering facilities and residential fees can be high. We try to spread the cost of these trips, so that parents/carers pay over a period of months rather than in one lump sum.

Please contact Miss Smethurst if we need to be aware of particular funding needs - we will help if we can.

Parents should also be aware that the school may refuse to take children on residential visits and trips where their behaviour in school has presented a 'health and safety' concern. The school must take into consideration the safety, enjoyment and welfare of **ALL** children and if specific children are deemed to be too significant a risk, their place may be withdrawn.

Whole School Behaviour Policy

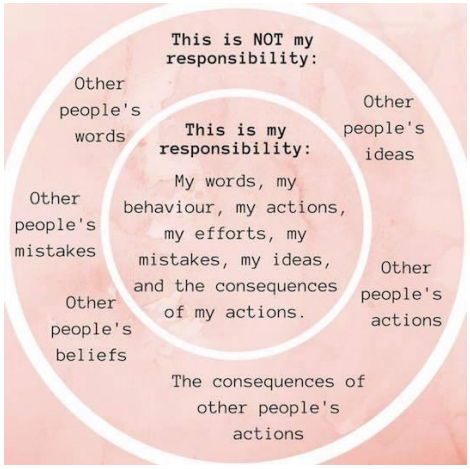
We try to keep our whole school policy simple, but apply it consistently to help reduce confusion and ensure the school runs efficiently. Our priority is for the safety and welfare of the children in our care. We aim to create a caring, open-door policy to achieve it. The rules are in place to ensure an ordered, safe and secure environment, in which we can live and learn. At Marlbrook we have three golden rules:

- *Be ready*
- *Be respectful*
- *Be kind*

We run a system of rewards and consequences that help the school to run smoothly. We encourage children to work towards positive goals, but we do have a system of consequences as well as rewards in place. Our school behaviour policy is deeply rooted in our school aims and values (please see our School Behaviour Policy for further information).

School Systems and Rules

At Marlbrook Primary School we aim to educate children on the desired behaviours we expect of them. We encourage pupils to be self-aware, reflective and pro-active individuals who display positive attitudes towards themselves and others. All staff adopt an emotion coaching method and encourage reflective and restorative conversations. Using the model on the next page as a guide, pupils are encouraged to think about their personal responsibilities.



We actively encourage children to arrive in good time but not before 8.20am. Children go to their classrooms at 8.30am. Morning school begins at 8.40am. Parents generally let their children make their own way from the school gates in Years 2-6, but if you need to bring your child in, that's fine too. However, our pupils' safety is paramount and we need to ensure they are able to have safe access to the classrooms without any additional hazards. Your support as parents is invaluable at the beginning and the end of the day.

At the end of playtime and lunchtime, children line up outside on the playground and are escorted into school by teachers and teaching assistants.

In and around school :

- Children are asked to be polite, considerate and responsible in all they do in school,
- Children are required to show effort and co-operation in all aspects of school life,
- Children are required to be tidy and courteous at all times,
- Expensive toys and games are not allowed to be brought to school. Their loss or damage causes considerable upset,
- Chewing gum, bubble gum, sweets and fizzy drinks are not allowed on the site,
- Parents are asked not to smoke on the school grounds,
- Jewellery is not permitted, except small ear-rings and/or a watch,
- Hair extensions, 'tram' lines and hair gel and mousse are not permitted in school,
- Children are expected to wear correct school uniform every day, including shoes (unless parents/carers are notified otherwise).

Rewards

We like to commend good behaviour, positive attitudes and good work at Marlbrook and have put into place a rewards system for children who achieve in all sorts of areas.

Children can gain rewards in the following areas: -

Co-operation,	Effort,	Politeness,	Good Manners,	Achievement,
Being responsible,	Tidiness,	Courage,	Consideration,	Excellence.

We award class "Friend of the Week" awards, and two class badges and certificates every Monday (Y1) and Friday (KS1/2) in Assembly when teachers select pupils for something outstanding during that week. We aim to display good work in the foyer and classrooms.. In addition to this, termly trips

are offered to 5 KS1 and 10 KS2 pupils in each year who have demonstrated consistent, exemplary behaviour.

We aim to display good work in the classrooms and around the school.

Consequences

At Marlbrook Primary School we firmly believe that it should be the behaviour (rather than the individual) that is addressed. For this reason, we adhere to use the term 'consequence' over the word 'sanction', which we believe encourages our pupils to think more carefully over their choices and actions. Although we try to achieve a high standard of behaviour by commending those who are considerate towards others, helpful, and hardworking, there are times when consequences need to be used to register disapproval of unacceptable behaviour and to protect the security and stability of the school community. Pupils may be asked to complete 'reflection time' as a consequence of undesirable behaviours/actions, which may be during break or lunchtimes.

External exclusion (time spent at home) is seen as a last resort, and is used primarily to protect the safety and well-being of others. Acts of violence, verbal or physical abuse towards staff and other students are not tolerated and will normally result in a fixed period of exclusion (internal or external). Parents are always informed when episodes of poor behaviour become more frequent. Children may be placed on 'report' at the discretion of the Headteacher.

In accordance with the Disability Discrimination Act, we do not discriminate against disabled pupils, either by treating them less favourably without justification or by failing to make reasonable adjustments to procedures and practices.

We generally find that any breakdown in acceptable behaviour can normally be dealt with successfully by parents and school working in partnership at an early stage.

School Security

As a school community we are very aware of the need to be vigilant. We encourage all visitors to report to the office to sign in and then out. This also helps in the event of fire. Parent helpers and visitors will be given a badge to wear for the duration of their visit. All volunteers and new employees must undergo a Police check (DBS), the results of which remain confidential.

We also ask all parents to help us by reporting to the office if collecting a child outside of normal hours. We really like to encourage the involvement of our parents/carers and appreciate your support in keeping our children safe and helping them to feel secure in the school environment.
Children will not be allowed to walk home during the school day for appointments etc.

At the end of the school day, children in KS2 (Y3-Y6) are able to walk home alone with their parents' consent. Children in KS1 must be collected by a responsible adult.

We request that children are not collected from school by older brothers/sisters/cousins etc unless they are over 18yrs of age.

Marlbrook School Uniform

We are proud of our school and how well we present to the community we live in. It is for this reason that we are very keen for all children to wear school uniform.

We do not specify uniform according to season, as our weather can be 'unpredicatable'.

Trousers/shorts/culottes : grey/charcoal/black (not jeans)
Skirt : grey/charcoal/black
Shirt/Blouse : white
Polo or T-shirt : white (plain or with school logo)
Jumper/sweatshirt/cardigan: navy (plain or with school logo)
Blue and white check or striped dresses may also be worn.
Tie - School ties are available from the Office if required by parents (not compulsory items of uniform)

SHOES
Preferably black and below ankle height. They should be as flat and low heeled as possible. Not to be any higher than 3.5cms (1½inches).
We do not allow children to wear colourful trainers in school, except at play-times.
Children may wear low heeled, sensible sandals in any colour, weather permitting – but please not flip flops or 'jelly shoes'. The children should be able to run safely in their shoes !

HATS/SUNGLASSES/SUNCREAM
Baseball caps/woollen hats (with school logo) are available from the school office if parents wish to purchase these. But hats of any variety/colour are encouraged in extreme heat/cold.

We encourage children to bring sunglasses during sunny weather for playtimes and lunchtimes. Sun cream should be applied at home by parents/carers before school. Older children can apply their own sun cream during the day, but must be warned not to share it with others. School staff cannot apply sun cream to children in their care.

UNIFORM WITH SCHOOL LOGO
Cardigan £8.00
Cardigan (S/M/L) £10.50
Sweatshirt £7.50
Sweatshirt (S/M/L) £10
Polo shirt £5.50
Polo shirt (S/M/L) £6.80
Baseball caps £4.20
Woollen hats £3.20
PE t-shirt £2.70 -no logo
PE t-shirt (S/M/L) - £3.58 – no logo
PE bag £3.50

Games Kit

Trainers/pumps;
Black/navy shorts or pleated skirt;
Pale blue polo/ long sleeved shirt / sweatshirt (plain or with school logo).
Black/navy tracksuit or jogging bottoms.

Key Stage 1 children should wear pumps rather than trainers.

With regards to school uniform, unfortunately we cannot be responsible for the clothing of every child in school. We also try to encourage our children to be as independent as possible, taking responsibility for themselves and their possessions. In order that we can return lost items of clothing, PLEASE ensure that you have labelled all items of your child's uniform.

We have a 'Lost Property' cupboard in the main entrance, which you are welcome to look through at any time. However, we are not in a position to replace lost items of clothing or reimburse the cost of the items.

At the end of every half term, all lost property that is un-named is washed and dried and sold at the Summer Fayre.

Jewellery/Presentation

For health and safety purposes we do not allow children to wear jewellery (rings, necklaces, bracelets), except an inexpensive watch and small ear-rings. Unfortunately, we cannot be held responsible for the loss of watches or ear-rings. Children will be expected to remove ear-rings for PE lessons or cover them with plasters.

In terms of presentation, we also do not allow children to have any other kind of body piercing than ear-piercing.

We also actively discourage the use of hair gel / mousse and hair dye during the school day. We prefer parents not to have 'tram lines' or designs/logos cut into their children's hair during term time – surprisingly, we find it impacts directly on the behaviour of children.

Mobile Phones

We recognise that many of our KS2 children have mobile phones. However, bringing them to school is a privilege and permitted for safety purposes (as many KS2 children walk home unsupervised). All mobile phones must be left with the class teacher in the morning and collected at the end of the school day.

If any child is found to be using their mobile phone during the school day, it will be removed and the privilege to bring it to school will be lost.

Extra- curricular Clubs

We have a range of clubs that are run at lunchtime and after school by our teachers, TAs and pastoral team and range from Quidditch and football to Hamma Beads and choir.

Disabled Access

Our admissions policy does not exclude any child on the grounds of disability. We have disabled access and toilet provision for children and adults. Ramps and safety rails have been installed across

all areas of the school to improve disabled access. We also have a lift in the Yr5/6 block which allows easy access to our first floor.

Kids' Club

Kids club is run five nights a week for families who need some after-school provision. We offer a vast range of activities for children to choose from, with both inside and outside play available. We aim to make this a fun, exciting and safe environment for all children to enjoy while they are with us. Please be aware that Nursery children are not able to access our Extended School provision, due to insurance regulations.

The available hours are :
Monday to Friday 3.15 – 6.00 p.m.

The cost is £3.00 per hour and all Marlbrook School Children are welcome. Please contact Rebekah Lloyd or Claire Holder, on the Kids Club number which is 07471081662 or come into school to book a place. Kids Club places need to be booked in advance and payment made prior to the session. Same day bookings can be made.

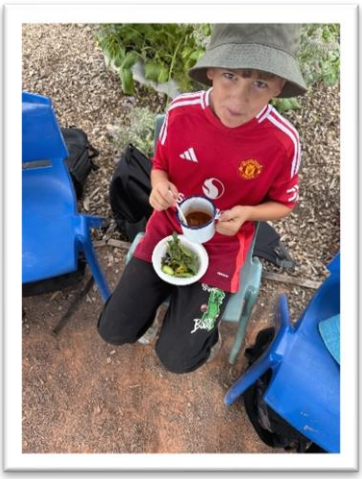
As part of Kids' Club, we also offer a breakfast club facility. This runs from 7.40am-8.30am daily. The costs of breakfasts are kept to a minimum. If you require breakfast please ensure that your child has money on their SchoolGrid account, this will allow them to order breakfast when they arrive. We see this as a fantastic opportunity for children to eat healthily before a hard day at school. We also provide activities for them to play before classes start.

Holiday Club

Marlbrook Primary School operates a holiday club that allows parents to book places on Monday – Friday 8.30am to 4.30pm for 3 weeks of the Summer Holidays, every half-term break and at least a week over the Easter break, offering themed activities. Parents are informed when the Holiday club programme is uploaded to the school website before each holiday. For further details please contact Rebekah Lloyd on the Kids Club number 07471081662 or come into the school office.

Attendance Rates

Attendance for Sept 2022 – July 2023 was 93.8% .



Marlbrook Primary / St Martin's / Wellington

TERM DATES : 2025-2029

Tues 2nd Sept 2025	8.30am	School opens
Friday 24th Oct 2025	3.15pm	School closes for half term
Mon 3rd Nov 2025	8.30am	School opens
Thurs 18th Dec 2025	3.15pm	School closes for Christmas
Mon 5th Jan 2026	8.30am	School opens
Friday 13th Feb 2026	3.15pm	School closes for half term
Mon 23rd Feb 2026	8.30am	School opens
Fri 27th March 2026	3.15pm	School closes for Easter
Mon 13th Apr 2026	8.30am	School opens
Mon 4th May 2026	Bank holiday – school closed	
Friday 22nd May 2026	3.15pm	School closes for half term
Wed 3rd June 2026	8.30am	School opens
Fri 17th July 2026	3.15pm	School closes for Summer holiday
Thurs 3rd Sept 2026	8.30am	School opens
Friday 23rd Oct 2026	3.15pm	School closes for half term
Mon 2nd Nov 2026	8.30am	School opens
Fri 18th Dec 2026	3.15pm	School closes for Christmas
Mon 4th Jan 2027	8.30am	School opens
Friday 12th Feb 2027	3.15pm	School closes for half term
Tues 23rd Feb 2027	8.30am	School opens
Thurs 25th March 2027	3.15pm	School closes for Easter
Mon 12th Apr 2027	8.30am	School opens
Mon 3rd May 2027	Bank holiday – school closed	
Friday 28th May 2027	3.15pm	School closes for half term
Wed 9th June 2027	8.30am	School opens
Wed 21st July 2027	3.15pm	School closes for Summer holiday
Tues 7th Sept 2027	8.30am	School opens
Friday 22nd Oct 2027	3.15pm	School closes for half term
Mon 1st Nov 2027	8.30am	School opens
Fri 17th Dec 2027	3.15pm	School closes for Christmas
Tues 4th Jan 2028	8.30am	School opens
Friday 11th Feb 2028	3.15pm	School closes for half term
Tues 22nd Feb 2028	8.30am	School opens
Fri 7th April 2028	3.15pm	School closes for Easter
Mon 24th Apr 2028	8.30am	School opens
Mon 1st May 2028	Bank holiday – school closed	
Friday 26th May 2028	3.15pm	School closes for half term
Tues 6th June 2028	8.30am	School opens
Fri 21st July 2028	3.15pm	School closes for Summer holiday
Wed 6th Sept 2028	8.30am	School opens
Friday 20th Oct 2028	3.15pm	School closes for half term
Mon 30th Oct 2028	8.30am	School opens
Wed 20th Dec 2028	3.15pm	School closes for Christmas
Mon 8th Jan 2029	8.30am	School opens
Friday 9th Feb 2029	3.15pm	School closes for half term
Mon 19th Feb 2029	8.30am	School opens
Thurs 29th Mar 2029	3.15pm	School closes for Easter
Mon 16th Apr 2029	8.30am	School opens
Mon 7th May 2029	Bank holiday – school closed	

Wed 23rd May 2029	3.15pm	School closes for half term
Mon 4th June 2029	8.30am	School opens
Wed 25th July 2029	3.15pm	School closes for Summer holiday

Please note : children must attend school for 190 days per academic year.

Teacher Training Days (children not in school) :

2025-26: Mon 1st Sept 2025, Friday 19th Dec 2025, Mon 1st June 2026; Tuesday 2nd June 2026; Mon 20th July 2026

2026-27: Tues 1st Sept 2026; Wed 2nd Sept 2026; Mon 22nd Feb 2027; Mon 7th June 2027; Tues 8th June 2027

2027-28: Mon 6th Sept 2027; Mon 21st Feb 2028; Mon 5th June 2028; Mon 24th July 2028; Tues 25th July 2028

2028-29: Mon 4th Sept 2028; Tues 5th Sept 2028; Thurs 21st Dec 2028; Thurs 24th May 2029; Fri 25th May 2029

We hope you find this information useful. If you have any questions about this document or anything it raises, do not hesitate to contact Miss Smethurst, Headteacher. Thank you for taking the time to read this prospectus.