



St Nicholas CE Primary Academy

Prospectus - 2021/2022

“Learning, loving and encouraging through Christ”



St. Nicholas CE Primary Academy

Head Teacher: Mr Christopher Dale

Fairfield Road
New Romney
Kent
TN28 8BP
Tel: 01797 361906 Fax: 01797 363118
Email: headteacher@st-nicholas-newromney.kent.sch.uk



A Message from the Headteacher

Dear Parents & Carers

We are very proud of our school, our pupils and their success. We believe St Nicholas is special and the relationships we develop with our children and their families, enables us to create a distinctive ethos. We aim to make the learning experience varied and inclusive. We have high expectations and strive to achieve excellence for all.

Ours is a happy school where the success of every child matters. We are a dedicated staff, committed to developing the knowledge, skills and understanding which will enable your child to enjoy learning, achieve success and become a contented and fulfilled young person.

This prospectus is designed to give you an insight into St Nicholas CE Primary Academy and hopefully capture a sense of our school and the values which underpin all we seek to achieve. We would encourage you to take the opportunity to visit us so that you can experience this for yourself.

It is important to us that every child is valued and that their own unique qualities are recognised.

We work hard to build trusting relationships with all children and families to ensure their engagement and enjoyment in every aspect of school life. Children and families may experience a range of needs at different times in their lives. We work together with many agencies to support and ensure individual needs are always catered for. We actively promote and encourage a healthy life style.

We believe the environment we offer plays a crucial part in developing all our children into happy, healthy, safe and motivated learners. Our calm a purposeful atmosphere contributes greatly to the development of the whole child. Children at St Nicholas are taught to make good choices, considering the impact upon themselves and others. We encourage independence skills in order to develop our children into caring, sensitive, thoughtful citizens of the future.

We hope that your association with the school is a long and happy one.

Yours sincerely

Mr Christopher Dale
Headteacher

St Nicholas CE Primary Academy



* School Information

Address: St Nicholas Church of England Primary Academy
Fairfield Road
New Romney
Kent
TN28 8BP

Telephone: (01797) 361906

Website: www.st-nicholas-newromney.kent.sch.uk

Pupils on roll: 350 (as of Sept 2020)

Type and age range: Mixed Primary School 4 - 11 years

Head teacher: Mr Christopher Dale

Chair of Governors: Mrs Julie Brown

School Hours: 8.30am – 3pm

Aquila Trust Office: Unit 33, Folkestone Enterprise Centre
Shearway Business Park
Folkestone
Kent
CT19 4RH

Telephone: (01303) 297020

Diocesan Office: Diocesan House
Lady Wootton's Green
Canterbury
Kent
CT1 1NQ

Telephone: (01227) 459401

* Class organisation

Our published admission number each year is 60. The school has capacity for 420 pupils. There are two classes per year group and children are split between the classes equally.

* School Session Times



Children are able to arrive from 8.30am, when a teacher will be on duty, although **not** before.

The school day begins at 8.30am.

Lunchtime is

11.30am to 12.30pm for Years R & 1,

11.40am to 12.40pm for Year 2

12.00pm until 12.45pm in Years 3 & 4.

12.30pm until 1.15pm in Years 5 & 6.

The afternoon session ends at 3.00pm.

We ask that parents arrive promptly to collect and deliver their children.

* The School Community

Our school community is made up of children, parents, teachers, support staff and governors. Everyone has their part to play and this brings with it certain responsibilities.

Children

- Come to school with their parents and friends.
- Always try their best in everything they do.
- Are independent in managing their own possessions.
- Understand and follow the school rules.
- Follow the class routines.

Parents

- Bring their children to school and collect them on time.
- Ensure that their children attend school.
- Support their children by hearing them read and encouraging them to complete any tasks their teachers ask them to do at home.
- Keep the school informed of any concerns they may have about their children's welfare.

Teachers

- Take responsibility for the children between 8.30am and 3.00pm.
- Work closely with parents
- Provide the highest quality of education and care at all times while providing an engaging and interesting curriculum.

Governors

- Support and assist the Headteacher in the strategic direction of the school.

* Your Child's Learning

High expectations, high achievements.



The broad and balanced curriculum will stimulate your child to acquire knowledge and develop individual skills.

Children's achievements are celebrated and everyone enjoys success and praise regularly during their time in school. We encourage children to become independent and confident in both their work and social development.

The children are taught by their own class teacher in mixed ability classes with children of approximately the same age. There are two classes per year group which can take up to 30 children each. The staffing complement for each class is a fully qualified teacher and a trained teaching assistant (TA). In Foundation Stage the TAs are full time.

Every classroom is fully furnished and equipped with the highest quality learning resources. The class teacher will get to know your child very well and will be pleased to involve you in his/her life at school. Children make progress at their own rates and in their own ways. It is important to value them as individuals and to provide learning opportunities that will build on their strengths and overcome their weaknesses. The curriculum is broad and balanced and provides for the academic, moral, physical, creative and personal and social development of every child.

In our schools today we recognise that learning consists of:

- Acquiring knowledge
- Understanding ideas
- Perfecting skills
- Developing good attitudes.

In order for this to take place the children must:

- Become involved with things that interest them
- Be active in their learning
- Be encouraged to work with each other
- Make progress and be challenged in each area of learning
- Be encouraged to think and act for themselves and become independent.

The National Curriculum Programmes of Study are divided into Key Stages:

The Early Years Foundation Stage (EYFS)

The Foundation Stage makes a crucial contribution to children's early development and learning.

We provide children with a rich variety of teaching and learning experiences that are appropriate to their needs. During the Foundation Stage children develop key learning skills such as listening, communicating, concentrating, persistence and learning to work and co-operate with others.

The seven areas of learning and development that make up the EYFS curriculum are:

- Communication and language development.
- Physical development.

- Personal, social, and emotional development.
- Literacy development.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

The teaching to achieve these early learning goals will be through first hand experience and structured play. The areas of experience will be linked to the National Curriculum.

The outdoor environment is also a very special part of the Foundation Stage curriculum. As such it is carefully planned for and available each day. The reception classes have their own specially equipped outdoor area.



The teacher and teaching assistant will keep records on children's experiences and attainments. Assessments of development and learning needs will be ongoing throughout the school year. During the first weeks of the autumn term the teacher will carry out thorough assessments for every child. This will establish where they are in aspects of their learning and development and help future planning. Regular meetings will be held with parents to discuss their child's progress. By the end of the year the teacher will have built up an accurate profile of each child's development.

We encourage children towards reading, communication and mathematical skills from the very beginning. Much of this earlier learning is achieved through carefully structured activities. Young children, who cannot read or write, will express their ideas and feelings in the opportunities we provide. It is an important way of developing new skills and building up relationships with other children both individually and in groups.



At St Nicholas we also use the highly successful Read Write Inc. Phonics programme to teach our children to read, write and spell. Our children do well in the phonics screening check and by Year 2, the majority are fluent readers with the best chance of success in the KS1 tests.

Reading is supported through a variety of different reading schemes supplemented with a wide range of other books. Books are organised in a structured, graded way to allow children many opportunities for consolidation of key vocabulary. We encourage parents to work with their child at home by hearing them read on a daily basis.

We are always pleased to discuss ways in which parents can help their child at each stage of their development and we actively encourage parents to share information with us, about the learning which takes place at home.

Key Stage 1 (ages 5-7 years) and 2 (ages 8-11 years)

The core curriculum at Key Stage 1 & 2 comprises of:

- English
- Mathematics
- Science
- Information Communication Technology (ICT)

Children also study the subjects below as part of the National Curriculum. These are called foundation subjects.

- Art and Design
- Design Technology (DT)
- History
- Geography
- Music
- Physical Education
- Modern Foreign Languages – At St Nicholas the children are taught French, and have a link with a French School in St Andre, Lille

Children are also taught Personal, Social, Health and Citizenship Education. This includes Relationships & Sex Education and Drug Awareness.

The subject of reproductive development is handled sensitively as children progress through the school, particularly in Years 4, 5 and 6. The school's governors are responsible for the nature of this education within the school.

Teaching Methods

We use a wide variety of teaching methods according to the needs of the children and the nature of the activity. They include whole class, small group and individual teaching.

Children will usually be grouped according to ability and experience. The groups may be different according to the task and will be flexible to reflect individual strengths.

Special Educational Needs

Children's progress is constantly monitored and assessed and careful records are kept.

Occasionally we find that a child does not make the progress we expect. If this is the case parents are consulted and appropriate steps to support the child are taken.

A provision map may be devised with individual targets, review dates and ideas to help parents to support their child at home. If targets continue not to be met, outside agencies such as Educational Psychologists, Speech and Language Therapists or Behaviour Specialists may be called upon for extra support. After further consultation with parents the Local Authority (LA) may be requested to make a statutory assessment based on specialist advice. The LA may then draw up an Educational Health Care Plan. This describes all of the child's needs and all the special help which should be provided.

Parent will always be consulted and kept fully informed at every stage once we have identified that their child could benefit from some extra help. This could be for educational, personal or social needs.

Our assessment procedures will also identify children of very high academic ability and work will be planned to meet the learning requirements of these children.

Religious Education

At St Nicholas our aspiration is that every child should be a: successful learner, confident individual, responsible citizen and an effective contributor to society and at work.

Religious Education seeks to make a major contribution to the spiritual, moral, social and cultural development of pupils by helping them to acquire the knowledge and understanding of Christianity and the other major religions represented in Britain. It also helps them to develop their own beliefs and values.

R.E plays a very important part in our broad, balanced and coherent curriculum to which all pupils are entitled at St Nicholas. We follow the Kent Agreed, Understanding Christianity Syllabus for the teaching of RE. More information can be found in our RE policy and appendices

Collective Worship

Collective worship is a legal requirement. Each school must provide a Christian act of collective worship for all pupils every day. This act of worship can take place at any time of the school day and in any regular school grouping e.g. whole school, key stage or class.

Although parents and carers have a legal right to withdraw their child from collective worship, by requesting and accepting a place at St Nicholas, it is hoped they demonstrate an understanding of the centrality of Christianity and Collective Worship in the daily life of the school. If you do wish for your child/ren to not be present in worship, then a formal request must be made in writing to the Head Teacher.

Extra-curricular activities

We offer a wide variety of clubs that take place before school, during lunch break and after school. These are run by members of staff, parents and outside agencies. Some of the clubs we offer are:

- Art and craft
- Choir
- Chess
- Football
- Netball
- Dance
- Recorders
- Rugby
- Multi skills
- Rounders
- Kwik cricket
- Guitar



Educational Visits

Visits play an essential role in our work and take place on a regular basis. These vary from a place in the locality, for instance the local library, Romney Marsh visitor centre, Littlestone Beach, to trips further afield such as Dover, Rochester, Bodiam castle and London as well as trips abroad to France and an outdoor residential for children in Year 6.



Year 6 Outdoor activities residential.

SATs

In the summer term of Years 2 and 6, the children carry out the required Standard Assessment Tasks and Tests (SATs).

The class teacher assesses each child's development in speaking and listening, reading and writing, mathematics and science. In addition, each child undertakes a test in reading, writing, spelling and mathematics. Parents are informed regarding the outcome of these tests at the end of the summer term as part of their child's annual school report.

* Starting School

Admissions

The arrangements for the admission of children into the reception year are made by the admissions section in the Local Authority (LA). All children are admitted in the academic year of their fifth birthday. It is quite usual for a reception class to contain some children who became five just as they started school and some children who will not be five until they are almost ready to begin year one!

This inevitably means that there will be a difference in the stage of development that each child has reached

The Admissions Procedure to Schools is clearly explained in the 'Information for Parents' booklet published each autumn by the Local Authority. This is summarised below:

<i>First Priority.</i> Children in Local Authority Care.	Children in public care, sometimes called 'looked after children', for whom a Local Authority provides a home by agreement with their parents, or who are the subject of a Care Order under Part IV of the Children Act 1989. This does not include children who are looked after in an agreed series of short-term placements, such as respite care.
<i>Second Priority.</i> Current family association.	A brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school – or have moved to a new property that is nearer to the school than the previous property.
<i>Third Priority.</i> Health and Special Access reasons.	Children who for reasons of health or physical impairment need to attend a particular school.
<i>Fourth Priority.</i> Nearness of children's homes to school.	See LA booklet for in-depth definition.

The admissions department can be contacted via:

Admissions and Transport Team
Room 2.24, Sessions House
County Hall
Maidstone ME14 1XQ

☎ 03000 41 21 21 or email: kentonlineadmissions@kent.gov.uk

* Uniform and belongings

"Look Smart, Feel Proud."

Uniform is worn at St Nicholas to develop a sense of pride in being a member of our community.

Our uniform, book bags, PE bags and caps can be purchased from:

Top Banana, Mountfield Industrial Estate, New Romney Tel: 01797 363 694

Open: Monday – Friday 8.00am - 5.30pm and 9.00am – 1.00pm Saturday



Or on line at www.pmgsschoolwear.co.uk

<p>Boys:- Navy school sweatshirt with school logo. Polo shirt with logo Grey trousers. Grey or navy socks</p> <p><u>Summer</u> Grey Shorts Grey socks Short sleeved white shirt or polo shirt with logo.</p>	<p>Girls:- Navy school sweatshirt/ cardigan with school logo. Polo shirt with logo Grey skirt or trousers. White, grey, or navy socks or tights.</p> <p><u>Summer</u> Blue/white gingham dress, White socks, or winter uniform with white short sleeved blouse or polo shirt with logo.</p>
<p>Boys and Girls:- Shoes – Black. <i>Pupils may not wear trainers (except for PE), flip flops, sandals or beach shoes.</i> Navy fleeces for winter are also available from the school's supplier.</p>	
<p>PE Kit:- Navy Shorts and white T-shirt, plimsolls/ trainers. A navy blue tracksuit for colder weather. During swimming, boys should wear swimming trunks and girls, a plain all-in-one swim suit.</p>	

Hair should be worn in a reasonable conventional style and long hair must be tied back for health and safety reasons. No extreme hair styles please and this includes un-natural colours!

No jewellery must be worn in school. However, if your child has pierced ears, small studs are permitted. However, these MUST be removed or 'taped up' by the child for PE. Also, children in KS 2 may wear a watch. **Accessories such as mobile phones are NOT permitted** unless your child is in Year 6 and walks home unaccompanied.

* Behaviour

'Good behaviour is a necessary condition for effective learning to take place'

Education Observed DFES 1987

Within a school 'family' some rules are essential; these are mostly matters of common sense to ensure the safety of our children. The emphasis in the school is to praise positive behaviour, attitude and effort and to increase children's awareness of the need to make a positive contribution to their community.

We have a Behaviour Policy which is consistently applied by all adults who work in school and is briefly outlined below:

Aims

- We will strive to create a positive climate in which pupil's self esteem is nurtured and misbehaviour becomes a less attractive way to gain attention.
- Everyone in the school will be valued, respected and safe.
- St Nicholas is an orderly environment in which effective teaching and learning can take place.
- Everyone will work together to encourage good behaviour
- A high level of parental involvement is encouraged and expected.

- We will work closely with other agencies to ensure that children with complex needs and difficulties, and their families are given appropriate support.
- We are not a 'no touch' school. All children involved in actions that may cause harm to themselves or others will be removed by a trained adult from such situations.

Dealing with inappropriate behaviour.

Our school has five simple rules which are displayed in classes along with class rules which are negotiated by pupils with the class teacher.

Minor rule breaking will be addressed as appropriate. Members of staff will provide attention to those who are behaving correctly. When pupils have to be reminded of the rules, this will be done quietly and calmly with the aim of getting the pupil back on task as soon as possible. The inappropriate behaviour will be criticised not the child.

What happens if a child behaves inappropriately?

- The child will be given three warnings and on the third warning there will be a loss of privilege.
- They may be given 'time out' to calm down and reflect
- If the inappropriate behaviour continues, the child may be placed on a behaviour card.

This will remain with the teacher for one week and will be signed daily by a member of the school Senior Leadership Team.

Where there are acts of unprovoked aggression, rudeness, swearing, or persistent misbehaviour that could endanger or distract other children, the Phase Leaders, or the Headteacher, will discuss the child's behaviour with the child and parents will be notified. As a result of such behaviour, a child may face internal exclusion, where they will work independently with a Learning Mentor, or the school reserves the right to use 'alternative hours' for other forms of behaviour.

The school will always work with its partners in trying to address a child's behaviour and outside agencies will be used for the most inappropriate forms of behaviour.

All adults in school will keep in mind that **EACH DAY IS A FRESH START.**

Working together to improve behaviour.

We will always try to work with parents. Good behaviour is the result of a partnership between home and school and standards set at home and school should complement each other. Our most recent OFSTED outlined this as an outstanding feature of the school. If any pupil lets his or her standards of behaviour fall, we will inform parents and discuss it with them. It may be that sanctions outside school can help to reinforce sanctions being used in school.

*** Welfare**

The health and welfare of your child is our first priority. We will always contact you if we have any concerns.

Medical Care

Any child who becomes ill in school will be cared for and comforted until you can be contacted.

- ***We will need your telephone numbers and numbers of other emergency contacts in school.***
- ***You will need to ensure that these are kept up to date.***

Should your child require the administration of prescribed medicine, we are only able to do so if properly instructed by the parents. The school will not give your child medicine unless you complete and sign a medicine administration form. (This is available from the main office.)

Food and Drink

At St Nicholas, we run our own kitchens 'in-house' and the children can have a freshly cooked meal each day. An 'in-house' provision means all our school meals are prepared at school by our own Catering Team using fresh ingredients. It also allows us to significantly increase the amount we spend on each meal, enabling us to purchase better quality produce and increase the portion size for each meal.

Alternatively, children are able to bring a packed lunch to school.

Children are strongly encouraged to bring a plastic bottle of water to school. It has been proven that if children have regular access to water during the day they are more able to concentrate. The water bottles are kept in the classroom.

Water bottles can also be purchased from the school.

*** Attendance**

The Governors at St Nicholas encourage regular attendance in the following ways:

- Providing a caring and welcoming learning environment and learning that is such fun that children will not want to miss it.
- Responding promptly to a child's or parent's concerns about the school or other pupils; marking registers accurately and punctually during morning and afternoon registration. If pupils arrive at school after the close of the register (9.00 a.m.) without a written explanation, a late mark will be recorded. If a child arrives late after 9.20 a.m. it will be recorded as late absence and counted as an unauthorised absence. The pupil's name is recorded in the late book in case of a fire drill;
- Publishing and displaying attendance statistics;
- Celebrating good and improved attendance;
- Monitoring pupils, informing parents/carers in writing of irregular attendance, arranging meetings with them if necessary and referring the family to the School Liaison Officer (SLO) if the irregular attendance continues.

We expect that you will:

- ALWAYS encourage regular school attendance and be aware of your legal responsibilities;
- ALWAYS ensure that your child arrives at school punctually and fully prepared for the school day;
- Ensure that you contact the school whenever your child is unwell and unable to attend school;
- Contact the school by 9.00am on the first day of the child's absence and telephone every day thereafter unless your child has a doctor's certificate.
- Contact us promptly whenever any problem occurs that may keep your child away from school.

Responding To Non-Attendance

When a pupil does not attend school we will respond in the following manner:

- On the first day of absence, if we have not heard from you by 9.30am we will phone you.
- If by the end of the second day, there has still been no contact made we will send a letter of concern and invite you into school to discuss your child's absence. You will be notified that if the absence persists a referral will be made to the School Liaison Officer (SLO)
- Failure to comply with the expectations set by the SLO may result in further action, an application for an Education Supervision Order, or court prosecution.

Grant for leave of absence in very exceptional circumstances

The regulations for allowing children term time leave are set out by the DFE and our school policy is written to reflect government legislation, which came into force on 1 September 2013.

In summary, this legislation states that:

- The current law does not give parents any entitlement to take their children out of school for a holiday during term time;
- Any application for leave must only be in 'exceptional' circumstances and the Headteacher must be satisfied that the circumstances are 'exceptional' and warrant the granting of leave;
- In 'exceptional' circumstances, a request for absence must be made in advance to the Headteacher, who will inform you of his decision prior to the leave;
- If a request for leave is not authorised by the Headteacher and the pupil does not attend school, the absence will be recorded as unauthorised, which then stays on a child's permanent record.

* Parents and the School

You are your child's first and most important educator. At St Nicholas Primary Academy we value and appreciate the important role you have to play in supporting your child and developing a positive attitude to school and learning.

Research has shown that children learn best when home and school work in partnership. At St Nicholas we offer a wide range of opportunities for parents to actively participate in supporting their children in school.

- **St Nicholas Primary Academy POPA** – all parents are automatically members of POPA. POPA (Parents of Pupils Association) organise various functions throughout the year. These events will raise money that will enable POPA to provide equipment or events that might not otherwise be available to the school.
- **Parent/teacher consultation evenings** – a chance to find out how your child is doing in school. There are consultation evenings in the autumn and spring terms. Arrangements differ slightly for pupils in Foundation Stage.
- **Open sessions** – once a term parents are invited into school to have a good look around their child's classroom and see their work.
- **School newsletter** – we distribute a school newsletter with all the latest news and information every Friday via ParentMail.

- **Class Dojo** - is a school communication platform which teachers and families use every day to build close-knit communities by sharing what's being learned in the classroom through photos, videos, and messages.
- **Coffee & Curriculum workshops** – opportunities for you to come and find out more about a specific curricular area and undertake some simple 'hands on' activities.
- **Come to lunch** – parents are invited to come and have a school lunch with their child.

Teachers are in the classroom at the start and end of every day and can discuss any immediate concerns with parents on an informal basis, however, if a brief chat is not what is needed, please make an appointment to meet at a mutually convenient date and time.

★ And Finally

We would be delighted to welcome you on a visit to our fantastic school. We hold a number of open sessions during the year for parents/carers who are seeking a place in our reception classes. These take place in November and December and provide an opportunity to meet some of our children, governors, parents and staff.

If you are looking for a school place for an older child please telephone to establish if we have any vacancies in the appropriate year group.

All schools are very different and choosing the right one for your child is not an easy task. We wish you every success in finding the school that best suits your child's unique personality, interests and learning needs.

N.B The information in this booklet was correct at the time of going to print.

St Nicholas is a **Good** Church School with **Outstanding** Leadership and Management



"...a warm, welcoming and outward looking primary academy where everyone is valued..."

SIAMs - 2018

"St Nicholas Church of England Primary Academy a place where pupils always come first."

OFSTED - 2019



St Nicholas CE Primary Academy



Staff List

Mrs S Ailwood	Finance Officer
Mrs H Andrews	Academy Business Manager
Ms J Arnold	Higher Level Teaching Assistant
Mrs S Bader	Class Teacher (year 5)
Ms L Baker	Family Liaison Officer
Miss E Banks	Teaching Assistant (year 3) / Lunchtime Assistant
Mrs H Bartlett	Administrative Officer
Miss M Callander	Lunchtime Assistant
Miss M Clifton	1:1 Teaching Assistant (year 2) / Lunchtime Assistant
Mrs S Collins	Lunchtime Assistant
Miss A Coppens	Cleaner
Mrs K Couldridge	Assistant Caretaker / Cleaner
Miss V Cox	Teaching Assistant (year 3)
Mr C Dale	Headteacher
Mrs C Dale	Teaching Assistant (year 4) / Lunchtime Assistant
Miss G D'Andrade	Catering Assistant / Cleaner
Mrs R Darling	Cover Teacher
Mrs S Double	Teaching Assistant (year 4)
Miss C Ewart	Class Teacher (year 4)
Mrs S Fisher	Class Teacher (year R)
Ms C Gunn	Teaching Assistant (year 3) / Nurture Lead / Lunchtime Assistant
Mrs S Hall	Class Teacher (year 2)
Miss L Hatwell	1:1 Teaching Assistant (year 2) / Lunchtime Assistant
Mr J Hooper	Class Teacher (year 6)
Mr R Houghton	Class Teacher (year 3)
Mrs S Jones	Teaching Assistant (year R)
Mrs E Judge	Teaching Assistant (year 5) / Senior Lunchtime Assistant
Mrs H Lee	Upper Key Stage 2 Phase Leader/ Class Teacher (year 6)
Mr A Leech	Caretaker
Mrs L Leyshon	Teaching Assistant (year R)
Mrs N Liddell	Teaching Assistant (year 6)
Mrs J Lilly	Lower Key Stage 2 Phase Leader/ Class Teacher (year 4)
Miss K Lowe	1:1 Teaching Assistant (year 1) / Lunchtime Assistant
Mrs S Lucas	Catering Manager / Cleaner
Mrs L Maxim	Teaching Assistant (year 6) / Cleaner
Mrs C Mitchell	1:1 Teaching Assistant (year 6)
Mrs C Oates	Lunchtime Assistant
Ms R Paice	Administrative Officer
Mrs A Pursey	EYFS / Key Stage 1 Phase Leader/ Class Teacher (year 1)
Miss R Reynolds	Class Teacher (year 2)
Ms C Rogers	Assistant Cook
Mrs J Rogers	Catering Assistant
Miss N Ryan	Class Teacher (year 3)
Mrs C Seiver	Learning Mentor / Attendance Officer

Staff List cont'd

Mrs A Starmer-Smith	Head of Inclusion (SENDCo)
Mrs C Spencer-Rogers	Teaching Assistant (year 1)
Mrs Y Spicer	1:1 Teaching Assistant (year 5)
Mrs J Thorn	Cover Teacher
Mrs V Turner	Deputy Headteacher
Mrs A Vidler	Higher Level Teaching Assistant
Mr A Warne	Teaching Assistant (year 2) / Lunchtime Assistant
Miss S Wagland	1:1 Teaching Assistant (year 1)
Mrs S Wayland	1:1 Teaching Assistant (year 5)
Miss A Welsh	Class Teacher (year 5)
Miss C Wilson	Class Teacher (year 1)
Miss C Williams	Teaching Assistant (year 2) / Senior Lunchtime assistant
Miss M Williams	Class Teacher (year R)



01797 361906

Fairfield Road
New Romney

www.st-nicholas-newromney.kent.sch.uk