Together we succeed; Today we achieve.

New Marske Primary School Brochure



2026-2027

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New Marske Primary School, Birkdale Road, New Marske, Redcar, TS11 8BN
01642 486392

Section One

School Ethos



New Marske Primary School has a caring, family atmosphere in which all children can feel a sense of belonging. Our priority is to ensure that all children succeed academically in an environment where they feel valued whatever their abilities.

We want children to be aware of themselves and their responsibilities towards others; to be sensitive and compassionate and to possess the fundamental British values of tolerance, mutual respect and individual liberty which will allow them to grow into adults with confidence in their own abilities.

There are few rules within the school, but those we have, our '3 Golden Words', used to create a spirit of caring and mutual support: Ready, Respectful and Safe. Children are encouraged to have a positive view of the people around them and make positive choices. These choices will have a positive impact on their learning across school.

Our whole school reward strategies encourage an approach to discipline, which enables children to have control over their behaviour in a non-aggressive atmosphere where they are treated positively by staff. The success of New Marske Primary School depends upon children, parents and teachers making these principles a reality.

New Marske Primary School provides a safe, inclusive and challenging learning environment. Staff, pupils and parents aspire to raise standards, improve performance and build on strengths to achieve success.

Core Aims and Values

- **To develop an inclusive, welcoming learning community in which everyone belongs.**
- **To help learners to become independent and take responsibility for their own learning.**
- **To ensure staff, pupils and parents actively contribute to a safe, positive learning environment.**
- **To create a learning community in which all relationships are unconditionally positive, respectful and genuine.**
- **To provide a carefully planned, personalised and differentiated curriculum.**
- **To inspire learners to be risk taking, resilient and resourceful.**
- **To have fun when learning.**
- **To recognise, value and develop individual strengths and aptitudes.**
- **To develop positive and effective partnerships with all stakeholders and the wider community.**
- **To communicate effectively and positively with pupils, parents and partners.**
- **To ensure all learners make good progress in most subjects over time.**
- **To have consistently high expectations for effort and achievement.**

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The School

In April 2018, New Marske Primary School converted into an academy as part of the Galileo Multi Academy Trust. The trust is a group of 10 local primary schools who share a similar ethos and work collaboratively to ensure that pupils get the best education possible while at primary school.

New Marske Primary School offers excellent educational opportunities to children between the ages of two and eleven years of age. The school consists of Blossom Tree Nursery, a nursery for two year old children, an Early Phase of Learning for pupils aged three to six years of age, a Middle Phase of Learning for pupils aged 6 to 9 and a Later Phase of learning for pupils age nine to eleven.

Classrooms are bright, well laid out and resourced in a way that offers continuity and progression to children across the curriculum. All classrooms have interactive white boards. There is also a meeting room where parents can meet with teachers and educational professionals to discuss the needs of their children.

Admissions Policy

The Galileo Multi Academy Trust is responsible for school admissions. Parents from outside the catchment area have the right to request admission for their children to join. We welcome the opportunity to have a broader spectrum of pupils attending the school and will make every effort to accommodate this, subject to available places.

A child's place cannot be guaranteed and this applies equally to those pupils attending the nursery.

Blossom Tree Nursery has a range of places available for 2 year old pupils who are funded for a free 15 hour allocation, as well as pupils who wish to access the 15 hours in our three year old nursery. Parents can also pay for a place in Blossom Tree Nursery. Information about places can be obtained from the main school office or through the Families Information Service at Redcar and Cleveland Council.

Children can start the main school nursery in the term they are three. However in some year groups we have waiting lists. This does not mean that children will not get a place, just that they may have to wait until the term after their birthday to start. The school follows the admissions criteria established by the Galileo Multi Academy Trust in that children who live in the catchment area are given preference. Children living out of catchment will be considered next, should places be available. If, when the children reach reception age, we are oversubscribed, the waiting list is given to the trust who make decisions about places based on the their admission policy which includes factors such as is the child a 'looked after child', where the child lives and whether they have siblings in the school.

Blossom Tree Nursery



Blossom Tree Nursery is a well equipped nursery which provides good quality nursery education for pupils aged two years of age. There are 10 places available within Blossom Tree, with a range of flexible options for parents and pupils. If certain eligibility criteria are met, thirty hours of free childcare can be provided.





The philosophy of Blossom Tree Nursery is to provide all children with excellent provision where they can flourish and develop in a safe and secure environment, whilst becoming confident, self motivated, independent learners through their play.

For more information regarding admissions, fees, staff structure, holidays, policies and procedures, please download the Foundation Stage Prospectus

Early Phase of Learning



The Early Phase of Learning includes the school nursery, the reception class and year one. In nursery, 26 places are available in the morning session. Children can be admitted on, or as soon after, their third birthday as possible.

The allocation of a session to a nursery child will be for a morning or afternoon session and can be arrange through discussion with the Early Years and Foundation Stage Leader. The school welcomes visitors and parents to visit the nurseries.

Within reception and year one, the classes are well supported with small class numbers to ensure that all pupils develop the foundations for learning which will support them in each future stage of their learning. Within these year groups the Read Write Inc scheme is used to teach pupils synthetic phonics allowing them to develop the reading and writing skills which will support their work across the school.





Middle Phase of Learning

The Middle Phase of Learning includes year two, year three and year four. All classes work as individual classes with a greater opportunity for teachers and pupils to work together on some areas of the curriculum. The opportunity for these classes to work together increases the collaboration and effective transition between classes.





Later Phase of Learning





The Later Phase of Learning includes year five, and year six. As with the Early and Middle phases of learning, these classes work as individual classes with opportunities developed to work together in certain areas of the curriculum.

Secondary School

Parents are entitled to express a preference for the secondary school they would like their child to attend. Local secondary schools include Outward Academy Bydales, Ryehills and Huntcliff, although other secondary schools, including Nunthorpe and Freebrough Academy can found further afield.

At the beginning of year 6, parents apply for places at the secondary school of their choice. After confirmation of a place is offered, consultation meetings are arranged with the secondary schools to ensure that a smooth transition takes place.

Section Two
Teaching and Learning



Children's individual needs are met through well-planned and differentiated learning activities. The teaching methods of the school centre around topics and themes and these are organised to meet the demands of the 2014 National Curriculum. This curriculum also includes areas from the Relationships and Relationships and Sex Education guidance from 2025.

The core subjects are delivered through topics and themes and may also include history, geography, music, religious education, and art and design. Approaching learning this way allows children to make stronger connections between subjects.



Children are taught in a practical manner that encourages investigation, interaction and research, often working in a range of ability groupings. They are encouraged to learn through problem solving, working independently and collaboratively depending on the task in hand.

Additionally, English and Mathematics are taught as discrete subjects. In order to meet the needs of different abilities more effectively, children may be organised into ability groups for these subjects. Special attention is given to continuity and progression within the curriculum and this is achieved through a planned system of assessment, monitoring and evaluation.

Teaching Assistants work in all phases of learning alongside teachers to help children to reach their academic potential.

Key skills



English

Children have a daily English lesson and are given many opportunities to develop their literacy skills. These skills include speaking and listening, reading, writing, handwriting and spelling which are used across the curriculum. Within the early phase, the school uses Read, Write Inc as a phonic programme, which supports our youngest learners when developing the skills of reading and writing.

Mathematics

The teaching of a daily numeracy lesson supports mathematics across school. Mathematical skills are developed through investigation and cover areas such as number, place value, measure, shape, ratio and proportion, statistics and algebra. Skills are developed through a practical approach to the subject.



Foundation subjects

In line with the National Curriculum, all pupils receive a board and balanced curriculum, with the national curriculum subjects timetabled into the teaching day.

National Curriculum Subjects

- **English**
- **Mathematics**
- **Science**
- **Art and Design**
- **Computing**
- **Design Technology (DT)**
- **Geography**
- **History**
- **Music**
- **Physical Education (PE)**
- **Modern Foreign Language (MfL)**
- **Personal Social and Health Education (PSHE)**
- **Religious Education**

Science

Children develop their scientific skills and concepts in a practical and experimental manner. Particular emphasis is given to scientific investigation, life and living processes, materials and their properties and physical processes. The school is well resourced to enable children to be given opportunities to use resources and problem solve in a relevant and meaningful way.





Computing

Children's learning is linked to the National Curriculum and computing features largely across the whole of the school curriculum. Within this area children are taught about digital literacy, computer science and information technology.

E Safety is an important part of the whole curriculum, not just in computing. All pupils in all classes take part in regular work on E-Safety, learning about how to stay safe on line or when using social media inside and outside of school. A copy of the school's E Safety policy can be found on the school's website.

Personal Social and Health Education and Citizenship



Visitors and parents always comment on the positive atmosphere in school. We place personal and social development very high on our list of school priorities and from entering school, children are encouraged to have respect for themselves and others in everything they learn and do. Name calling, bullying and racist behaviour is not tolerated. Our policies and procedures are laid out in our Behaviour and Bullying policies which are available in school and on the school website.



Children are given many opportunities to develop as good citizens within school. Children in KS2 act as 'Buddies' for children in KS1 helping them to learn to play together. Pupils in Key Stage 2 act as playtime monitors and prefects to facilitate positive play and help resolve any conflict.

Our School Council is elected annually and each class is represented. The looking after playground games equipment, organising charity events and suggesting ways to help improve the school.

New Marske Primary School is a UNICEF accredited Rights Respecting School. Undertaking the Rights Respecting Schools Award enables us to put the United

Nations Convention on the Rights of the Child at the heart of our schools planning, policies, practice and ethos. Our rights-respecting school not only teaches our children about rights but also models rights and respect in all its relationships: between pupils and pupils and between adults and pupils. Our commitment to the Right Respecting Schools Award is an important way for the school to promote the fundamental British values of our school and local community.

The school fully incorporate the areas from the Relationships and Sex Education guidance from 2025 into the curriculum, with this work being fully completed by September 2026.

OPAL Play



At New Marske Primary School, we believe that play is an essential part of every child's learning and development. Through our OPAL (Outdoor Play and Learning) approach, we provide children with rich, varied opportunities to explore, create, collaborate and challenge themselves during playtimes.

High-quality play helps children develop physically by encouraging them to be active, improve their coordination and build strength. It also supports emotional wellbeing by allowing children to manage risk, develop resilience, solve problems independently and build confidence. Socially, play encourages teamwork, communication and cooperation as children make friends, negotiate rules and resolve disagreements naturally.

OPAL play also nurtures creativity and imagination. Whether children are building dens, creating in the mud kitchen, reading quietly, riding scooters or inventing new games, they are developing skills that support learning across the curriculum.

Research shows that children who enjoy active, engaging playtimes return to the classroom happier, calmer and more ready to learn. Positive play experiences can improve concentration, behaviour and relationships, creating a more successful learning environment for everyone.

Our aim is to provide inclusive play opportunities that every child can enjoy, regardless of their interests or abilities. By valuing play as an important part of the school day, we are helping children become confident, resilient and independent learners who are well prepared for the future.

Religious Education

The school follows the framework of the Agreed Syllabus for Religious Education. If parents wish their child to be excused from collective worship or religious education lessons this can be arranged. Please make an appointment to see the Head teacher if this is applicable.



Sex and Relationships Education, SRE

Sex education conforms to the Education Reform Act 1988. The success of the curriculum depends upon a partnership between the school and parents to promote the spiritual, moral, cultural and physical development of pupils, to prepare them for opportunities, responsibilities and experiences of adult life. The SRE programme within school provides information which is easy to understand and relevant and appropriate to the age and maturity of the pupils. It is drawn from a variety of literary and audio-visual materials and presented at stages appropriate to the children's age and stage of development. These sessions often involve outside agencies such as the school nurse to deliver sessions to pupils.

Physical Education

Children have access to the full PE curriculum. In addition to games, dance, gymnastics and sports activities, Pupils in Year 3 attend the local swimming pool for lessons. Sports coaches from Outward Academy Bydales provide specialist PE support. During the year, coaches lead sessions in basketball, invasion games, dance and cross country running. All of these sessions finish with a inter school competition, with pupils of all ages having the opportunity to compete against pupils from other schools.





Teaching Assistants and additional support

Should a child need additional learning support, the class teacher and teaching assistants give this in the first instance.

Where required, the school may seek the additional support of parents, the Learning and Behaviour Support service, the Psychological Service and other agencies that may be of help.

All services work in school with children giving advice and support to staff as well as working with groups and individual children. In the event of a child having particular special needs, the school will provide an Individual Education Plan as a first step and then seek additional help and support from the previously named agencies.

Classes in each phase of learning have the help of a Teaching Assistant. They work in the class alongside the teacher, with groups and individuals as necessary, supporting children in English and Mathematics in particular. Sometimes special programmes are set up for groups of children that will involve parents helping the children with work at home. Parents will be invited to discuss what and how the children will be learning if their child is involved.

Our Teaching Assistants are well trained and experienced in helping children learn. In addition some of the more highly experienced Higher Level Teaching Assistants take classes to release teachers for Planning, Preparation and Assessment time.

Consultation with Parents



In the autumn and spring term parents are invited into school to meet with their child's teacher. The 15 minute consultation is an opportunity for parents to see how children are progressing, allowing them to ask any questions or let staff know if there is any information they should have about a child. At the end of the autumn and spring terms, a report is sent to parents informing them about the attendance, attainment and progress of their child/children, as well as a comment from the teacher about attitude in class. At the end of the summer term a more detailed written report is provided to parents reviewing the academic year and setting targets for the next.

Meeting with Teachers

It is difficult for teachers to talk when children are present so it is best to wait until the end of the day, or to let the teacher know you would like to talk to them and make an appointment at a time convenient for you.

We hope that any concerns can be resolved by parents and the class teacher through discussion, but if there are problems you would prefer to share with the head teacher an appointment can be arranged at a time convenient for you. In common with all schools, should a serious matter arise there is a Complaints Procedure, which can be obtained, from the school office or via the school website.

Extra Curricular Activities

The school has a number of thriving after schools clubs that include:

- Football
- Chess
- Clubbercise
- Cricket
- Golf
- Choir



Communicating with Parents

Within New Marske Primary School there are three main methods used to communicate with parents. Each of these methods of communication have different purposes and will provide information in a variety of ways.

Methods of Communication	Strengths
School Website 	• Contains a range of policy documents and statutory information useful to parents • Contains useful contact details for the school, the local authority and Ofsted. • Provides links to websites that contain information about school performance. • Contains information about the curriculum followed in school • Contains detailed information about strategies employed within school to develop fundamental British values
Arbor	• Weekly newsletter sent to parents via this service • Contact made with parents via email for documents to be sent electronically. • Both parents, or estranged parents can access the account, after replying to an invitation sent via email or text • Texting service can instantly inform parents about cancelled clubs or changes to the school day.

For information about how to access these services, please contact the school office.

Parents, Teachers and Friends (PTFA)
This is a group of parents, teachers and friends of the school who meet regularly to organise fund raising events. As a result of fund raising, the school is able to provide lots of equipment and services e.g. theatre visits, which would otherwise be beyond the scope of the school budget.

Section Three



School Information
There are currently 175 pupils on role. Within an academic year children attend school for 380 half-day sessions.

Attendance
Parents must inform the school of all absence by telephone **ON THE FIRST DAY OF ABSENCE** and follow this up with a letter when the child returns. If a child has a doctor/hospital appointment the school should be given prior warning. If we do not receive a message from home the absence is recorded as unauthorised. The head teacher, teachers and admin personnel monitor attendance and concerns can be referred to The Education Welfare Officer at the local authority. The EWO will contact you if attendance is a cause for concern and may carry out a home visit or ask you to attend a meeting at school.

Holidays in term time can have a negative effect on children's progress, both academically and socially. Children who miss school regularly will find it hard to keep up with their peers and this can affect them socially and emotionally.

Updated legislation prevents head teachers from authorising any absence in term time except in exceptional circumstances. The Department of Education has stated that family holiday, in most circumstances, is not an exceptional circumstance and therefore holiday should be recorded as unauthorised. If parents require a leave of absence they will need to complete a 'Leave of Absence in Term Time' form and hand this into the office.

First Aid/Emergencies
All staff within school are first aid trained. With 6 members of staff holding a paediatric first aid qualification. In the case of an accident or illness, first aiders will deal with the situation, notifying parents if needed. In the case of an accident where we feel an ambulance is required, we will phone for an ambulance and contact the parent to let them know.

IT IS MOST IMPORTANT THAT CONTACT NUMBERS ARE KEPT UP TO DATE ON ARBOR, SO THAT WE CAN REACH PEOPLE WHEN WE NEED TO.

If the situation is less serious we may phone parents to let them know that something has happened. In the case of head injuries we will inform parents so that they can monitor their child at home.

School staff are not allowed to administer non prescription medicines or tablets to children. Prescription medicines should, wherever possible, be administered at home. (Children may self medicate but the school must be informed that medicines are being brought to school). In the following circumstances medicines may be taken in school.

- The medicine is prescribed by a doctor and instructions are clearly given as to dosage etc.
- Tablets and medicines are handed in at the office and a medical form completed
- Parents give their consent for medicines to be administered at school.

School Meals and Packed Lunches

All pupils in Key Stage One (Reception, Year 1 and Year 2) are entitled to a free school meal as part of the government's Universal Free School Meal programme. For the remaining members of the school, school meals are paid for in the Arbor app. The cost of a meal is £2.75 per day - £13.75 per week (correct September 2026).

Children can have a school meal or bring a packed lunch. We ask that packed lunches do not contain fizzy drinks, as these can leak and ruin food. Water is provided for all children who would like a drink and we ask that parents encourage children to drink water as the healthy option. We also ask that packed lunches do not contain sweets and chocolates, other than those biscuits or cakes, which would be, deemed a dessert. For more information about the school's policy for pack lunch, please see the Packed Lunch Policy on the school website.

All children are encouraged by staff to eat a balanced diet and to include fruit and vegetables every day. Teachers and supervisors give children stickers to raise awareness of what will make them healthy.

We ask that children choose to have a school lunch, for a least a half a term at a time. Requests to change from school meals should be made in writing two weeks in advance. This means that the cook has sufficient warning for ordering food and for organising menus.

Cakes and Special Treats

As part of the updated Early Years reforms, schools are required to promote healthy eating and reduce the risk of allergens in early education settings. For this reason, we are unable to accept birthday cakes or food items brought in from home to share with the class. We understand that birthdays are special, and we will always celebrate children's big days in school with songs, cards and plenty of excitement. If you would like to mark the occasion, you are welcome to send in non-food items such as stickers or a favourite story for the class to enjoy together.
So that we are consistent across school and so that we meet the wider food standard requirements, this restriction of birthday cakes applies across school.

Free School Meals/Pupil Premium
Parents of pupils who are eligible for a Free School Meal still need to apply for this as it entitles the school to some extra funding which could help that child.
If you are not sure whether you are eligible please speak to Mrs Shaw or Miss Richmond in the school office. Children who receive school meals are not known to their peers so there is no embarrassment or stigma attached.

Parental Contributions
There are no direct charges for educational services offered within the curriculum. However, at times it is necessary to request 'voluntary contributions' from parents to expand opportunities given to the children. No child will be excluded from attending any curriculum event organised by the school. If a voluntary contribution is required for a school trip to take place and insufficient funds are collected the visit may be cancelled and contributions returned. We hope that you will support us so we can offer the widest possible range of experiences to the children.

Complaints
The school has an open door policy. We will always try to resolve any queries/concerns that parents have quickly and effectively. If parents are unclear or unhappy about any aspect of school policy or practice please speak to your child's teacher in the first instance. If the situation cannot easily be resolved please contact the school and make an appointment to meet with the head teacher or deputy head teacher.

Child Protection Procedures
The social, emotional and physical well being of the children is paramount. It is essential that we are always vigilant with regard to child protection issues. The school has nominated personnel who are responsible for liaising with the appropriate agencies should a member of staff, parent or child raise child protection or safeguarding concern. The school will always take swift and reasonable action to ensure the well being of all of its pupils.

- *The Designated Safeguarding Lead is Mr J. Dooris (head teacher)*
- *The Deputy Designated Safeguarding Lead is Miss K. Allen (Year 4 teacher).*
- *The Designated Safeguarding Governor is Miss P. Cook (Chair of Governors)*

Opening Hours



Children in Nursery attend school for 3 hours in the morning or 3 hours in the afternoon. There are 5 hours and 15 minutes of teaching time each day for children in the Early Phase, Middle and Later of Phases of Learning. We ask parents to ensure that children do not come to school before 8.30 a.m. A request to withdraw a child during a school session must be made either in writing or by personal visit.

	Morning	Afternoon
Nursery	08.30am – 11.30am	
Reception to Year 6	08:45 – 12:15pm	1:15pm – 3:15pm

Breakfast Club

The school is a 'Champion School' as part of the National Free Breakfast Club Programme which means that all pupils from reception to year 6 can access a free breakfast everyday of the week.

Breakfast Club Timings and Details

- **8:00am – 8:40am**: Pupils can arrive for the free breakfast club in the hall and Brainspace. Options include cereals, toast, fruit and yogurt. Pupils will be registered on arrival.
- **8:15am**: KS2 pupils may choose to go out to the KS2 playground. Please note, food cannot be taken outside.
- **8:30am**: Cereals and fruit will no longer be served, but bagels will still be available. KS2 pupils will move to the playground. KS1 pupils will remain indoors.
- **8:43am**: Pupils will line up as usual when the bell goes. KS1 pupils will line up in the KS1 playground; KS2 pupils in the KS2 playground.

Early Breakfast Option – 7:30am
For parents needing an earlier drop-off, our **Early Breakfast Club** continues to run from **7:30am** at a cost of **£2.00 per day**. Bookings can be made via Arbor. We hope families take full advantage of this fantastic new initiative. We'll continue to listen to your feedback and work with you to ensure the breakfast club meets the needs of our whole school community.

Afterschool Club
As well as a breakfast club, the school also offers an after school club. This allows parents to have their child/children in school until 5:30pm. The club offers a range of exciting activities for pupils as well as an afternoon snack. The club cost £8:00 per session and can be booked via Arbor.

Uniform



The school uniform is a burgundy school sweatshirt with the school logo, and a blue polo shirt. Children's Initials can be sewn on the sweatshirt for a small amount extra. The school supplier can also provide fleecy jackets, PE shorts and T-shirts. Orders can be placed for school uniform directly with Tiny Tots Embroidery, or online through Tesco. Please pick up a leaflet from the school office for more information. Please label all clothing with sewn in tags or an indelible marker otherwise it is difficult to return lost property. The school does not have lost property storage facilities. Items of clothing, not labelled and not claimed are taken for recycling.

In warm weather many of the girls wear red or green checked dresses which can be bought from most high street shops. Grey or black trousers or skirts can again be bought from any supplier.

We ask that children wear sensible shoes to school to avoid slipping, tripping and other accidents. When it is wet, muddy or snowy the children will need a pair of shoes to change into.

Children need to change for PE. T-shirt, shorts and suitable footwear need to be provided. During different times of the year pupils take part in PE in different parts

of the school. When suitable, every effort will be made to get pupils using the excellent outdoor facilities at school. For these sessions outdoor trainers can be worn as well as suitable outdoor clothing such as tracksuit bottoms or track suit tops. ALL PE KIT NEEDS TO BE LABELLED.



Tripping hazards in cloakrooms are often created by huge PE bags, which fall off the pegs. We ask that PE clothes be kept in a drawstring bag, which takes up the minimum amount of space.

Swimming in an integral part of the curriculum, and all children between the ages of 7 - 11 years should learn to swim. At New Marske pupils go swimming in Year 3. Swimming may be taught in a block of lessons or over the course of a year. Children are asked to bring their towels and swimming costumes-
(and hats if appropriate) on the allotted day. Goggles are not permitted unless a written request is made to the swimming instructor.

If there is any reason why your child is unable to go swimming, please send a letter stating the reason and when swimming will be resumed.

Jewellery and other belongings
The school policy is that children do not wear jewellery of any kind. This includes earrings, rings and necklaces. Pupils should not bring items which may be lost, or mislaid causing upset. Mobile phones are not allowed in school. If a pupil does need to have a mobile phone, if for example they are going somewhere after school, the phone should be handed to the class teacher upon arrival in school.

AS LOST CLOTHING IS A MAJOR CONCERN WE MUST ASK THAT ALL GARMENTS, INCLUDING SHOES, ARE LABELLED. WE SUGGEST EITHER MARKING WITH INDELIBLE PEN OR USING IRON ON, OR SEWN ON LABELS.

Section Four

Statutory and School Documentation

A range of useful policies and other information are available on the school website these include

- Charging policy
- Curriculum documents
- Special Educational Need Policy
- Pupil Premium Statement
- Sports Grant Statement
- Pupil performance information
- Behaviour and Bullying policies
- E Safety Policy
- Admissions Policy
- Packed Lunch Policy
- Communications strategy
- Child Protection Policy
- Equality Policy

Parents and other interested parties will be allowed access in the school to view up-to-date copies of the following documents

1. All statutory instruments, circulars and administrative memoranda relating to powers and duties under Chapter 1 of the Education Reform Act 1988 (The Curriculum) which are sent to schools by the Department for Education
2. All published OFSTED reports which refer to the school;
3. Schemes of work, widely defined, currently used by teachers in the school;
4. The L.A.'s agreed syllabus for religious education

In order that these documents can be made available, in school to any interested person it will be necessary to contact school at least 24 hours in advance stating which documents will be required. Such requests should be made in writing to the Head Teacher.

Members of the Local School Board

Governors
Miss P. Cook (Chair of Governors)
Mr N. Doy (Vice Chair)
Mr S. Mountain
Mr T. Peggs
Mr J. Dooris (head teacher)
Mrs J. Jackson

Mrs K. McWilliam
Mr K. Lambert (advisor)
Clerk to Governing Body
Mrs A. Douglas

Members of Staff

	Mr J. Dooris	Head Teacher
Year	Name	Role
Blossom Tree Nursery	Mrs R. Sadler	Room Leader
	Miss A. McGarrell	Nursery Assistant
		Apprentice
School Nursery	Mrs L. Preston	Teacher
	Mrs V. Lees	Teaching Assistant
Reception	Miss L. McMeekin	Teacher (SENDco)
	Mrs Z. Bennison	Teaching Assistant
Year 1	Mrs R. Park	Teacher
Year 2	Miss L. Birch	Teacher
	Mrs J. Dent	Teacher
	Miss J. Gibson	Teaching assistant
	Miss C. Pearson	Teaching assistant (HLTA)
Year 3	Miss N. Burns	Teacher
	Mrs H. Jopling	Teaching assistant (HLTA)
Year 4	Miss L. Birch	Teacher
	Mrs J. Dent	Teacher
	Miss C. Pearson	Teaching Assistant (HLTA)
Year 5/6	Mrs K. Lambert	Teacher (AHT)
	Mrs J. Morton	Teaching assistant
SEND	Mrs K. McLoughlin	SENDco
Admin Support		
	Mrs M. Shaw	Trust Administrator
	Miss F. Richmond	Trust Admin Assistant
Caretaker		
	Mr S. Myers	Caretaker

IMPORTANT ADDRESSES & CONTACT DETAILS

School Address

New Marske Primary School
Birkdale Road
New Marske
Redcar
TS11 8BN

Telephone (01642) 486392

E-mail office@newmarskeprimary.co.uk

Website address: www.newmarskeprimary.co.uk

Blossom Tree Nursery
01642 486993

Galileo Multi Academy Trust
Room 201, The Innovation Centre
Vienna Court
Kirkleatham Business Park
Redcar
TS10 5SH

Company Number: 10700526

Tel: 01642 777870

- Chair of the Governors: Mis P. Cook (01642) 486392