



stephen perse
foundation

Dame Bradbury's Parent Handbook

Contents

Welcome	3
Creative curriculum (plus trips and visits)	4
Houses	6
Travel	7
Induction of new pupils	7
Reporting absence	8
School day	9
Homework	11
Clubs (including paid) and activities	12
Uniform	13
Medicines and medical needs	16
iPads/digital information (including mobile phones)	16
Inclusion	17
Communication	18

Welcome

I am delighted to extend a very warm welcome to you as you join Dame Bradbury's, as we celebrate 500 years from the original founding of the school. Dame Bradbury's is part of The Stephen Perse Foundation which is a group of small schools, where every child is known as an individual. As a Foundation, we are able to draw on a multitude of staff, facilities and opportunities, to create an eclectic, exciting and rewarding environment for all our learners.

Our aims and ethos are founded on our two wheels: the Learning Wheel and the Thinking Toolkit. Our vision for education isn't confined by rigid boundaries. Learning is grouped into areas that sit together comfortably and we encourage our learners to make links for themselves too. We develop effective learning habits and positive attitudes, and we encourage pupils to think of themselves as global citizens. Our teachers are creative, and ambitious for their pupils and teaching and learning is supported by innovative digital tools and dynamic learning spaces.

The purpose of this handbook is to provide parents with an overview of life at Dame Bradbury's, and to offer you some practical tips as your child settles into the first term. Please take time to read it, and do let us know if there is anything else you would like to know. There is always someone ready to help you.

With my best wishes,



James McCaughran
Head of Dame Bradbury's 5-11

Creative curriculum

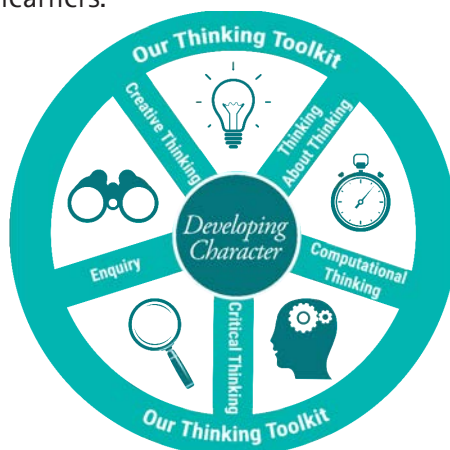
(plus trips and visits)



In traditional paradigms of education, there is a correct answer to every question – pupils only need to tick the right box. But what if there are several valid answers? Our approach encourages our pupils to build the skills and learning habits to become independent learners who think outside the box – preparing them for life far beyond school.

We pride ourselves on fostering higher level thinking skills and promoting deeper thinking among students, which we strongly believe will help them to succeed in their education and to thrive beyond school. These are the aspects that set us apart from other schools:

- **Thinking toolkit** – A carefully developed 'toolkit' that sets the challenge to encourage our pupils to be independent, inquisitive learners.



- **Integrated learning** – We know the importance of immersive learning and ensure that, during the academic year, our pupils have the opportunity to go off timetable to learn in-depth in one particular area. Recently this has included our own 500 year history, languages, STEM, science, mental health and wellbeing, and global awareness.

- **Digital learning** – Our curriculum matches the technological advancements that are in the real world. There is no point learning on yesterday's tech, and using applications that will be redundant in the future. It's all about the concepts!
- **Global outlook** – We respect and celebrate diversity, and every year we welcome new pupils to Stephen Perse from many other parts of the world. Learning about the beliefs and customs of different religious groups underpins our expectation of pupils to show respect and tolerance of people from varying cultural backgrounds. Our curriculum is outward-facing, linking to global concepts and looking to make connections where possible.
- **Social responsibility** – A sense of social responsibility is second nature to our pupils. We encourage a range of community service and charitable activities, both within and outside school.

Trips and visits

We place great value on trips and visits to complement the learning our pupils do in and around the school site, and we strive to ensure that we regularly review our provision so that it integrates meaningfully into the pupils' learning.

We use day trips to introduce new experiences, that both educate and amuse, as well as building social skills and supporting emotional development.

There are plenty of places to learn located within a few miles of each of our schools, and we encourage our teachers to link the curriculum that they teach to their locality, enabling enriching trips to happen frequently.

There is regular collaboration between the Stephen Perse junior schools and we share resources and hold joint activities that serve to enrich pupils' experiences and help them to develop wider relationships, which helps to prepare them for the transition to Senior School.

Further afield

Our pupils visit Cambridge, Bletchley Park, Sutton Hoo, and Colchester Zoo, to name a few; and venture to a variety of other sites of historical, religious or other cultural interest too.

Residential trips

From Year 4 up, pupils take part in an annual residential trip that extends our curriculum, focussing on outdoor adventurous activities. The challenges build year on year, leading to our Year 6 pupils enjoying taking on the 'wilds of Wales': surfing, gorge scrambling, abseiling and mountain climbing. Residential trips are complemented by a number of optional trips:

- **Ski Trip** – February half term. We join our junior schools together for an annual ski trip.
- **French or Spanish Trip** – October half term. Again linking our schools, our pupils have the opportunity to enjoy a four day trip to Northern France or Spain. It's a great opportunity to practise language skills and to enjoy the culture and atmosphere of the country.

Houses

Each child is assigned a House on joining. Siblings are, by convention, placed in the same house as each other, unless there is a specific request for them to be separated.

At Dame Bradbury's we have four houses:

- Bradbury – red: named after the founder of the original Saffron Walden School in 1522.
- Malim – blue: named after an ex-chairman of the governors.
- Player – yellow: named after a benefactor of the 1930s.
- Sutherland – green: named after a recently-retired chair of governors, Dr Gill Sutherland.

There are house assemblies held each half term. Children are also divided into smaller groups within each house, called house families, in which there will be children from different year groups who complete an activity or challenge together during assemblies.

All House points that are awarded to children go towards the house points total for their house, which is announced at the end of term. The House that accumulates the most points during the year is awarded the house shield at the end of the summer term. In addition to House assemblies, pupils also represent their House at Sports Day, and in other competitions through the year, including cricket, netball, football, chess and general knowledge.



Travel

Minibuses

Many of our families live outside the immediate environs of Saffron Walden, and we run minibuses at each end of the day to help enable these families to transport their children to school. In the morning only, we run a minibus from Audley End railway station to Dame Bradbury's, leaving Audley End at 7.45am. In addition to this, we have two minibuses which run between Saffron Walden and Cambridge: one that leaves Bateman Street in the city centre at 7.30am, stopping at the Trumpington Park and Ride to collect pupils on its way to Dame Bradbury's; and one which departs from the Babraham Road Park and Ride driving directly to Dame Bradbury's. Both of these minibuses do a return journey at the end of the school day, leaving Dame Bradbury's at approximately 4.40pm, after the end of most clubs and other after-school activities. If you would like any further information about any of the above, please contact our minibus team via email - minibus@stephenperse.com - and they will be pleased to help.

Those parents bringing their children to school by car are encouraged to park off-site where possible. In our car park there is a one-way system which we expect everyone to follow. Please do not park anywhere other than in the designated bays. Safety should always be paramount. Please make sure that children are closely supervised and keep speed to an absolute minimum. You are also asked to turn off your engine if you are waiting in the queue rather than leaving it idling. There is always a member of staff at the central front door from 8.00am onwards to help children out of cars and into the building so as to help keep the traffic flow moving smoothly. Please make use of this drop-off facility if you can.

At the end of the day children are dismissed from the car park gate or side gate, supervised by a member of staff. If your child has been attending a club they should be collected from the car park gate (Years 1 to 4) or the side gate (Years 5 and 6).

Induction of new pupils

We are very keen to ensure the best possible start for all new pupils joining us, whether that be at the beginning of the academic year, as is the case for most, or at some other point. We assign each new pupil a buddy, who will be in the same class; and we buddy up the parents too, as this often helps a new family to more quickly feel part of the community. We issue each new pupil with a "pupil passport", which is essentially a fun checklist which they can complete with their buddy and which will help them to become familiar with the people, routines and spaces around school. You will also receive a Moving Up sheet for your child's year group, and this will contain practical information about staff, timetable, and specific requirements or events for that year group. Your child's form teacher is your anchor. Please do feel free to contact them, or the office, for any of those small questions or reassurances needed in the first few days.

Reporting absence

It is a legal requirement that an accurate record of attendance and absence is kept and that a distinction is made between authorised and unauthorised absences.

To help us in this task and to ensure that we know who should be in school on a given day, we would ask parents to observe the following procedures.

Unplanned absence

A pupil who is unwell in the morning should be kept at home to enable him/her to make a speedy recovery and to minimise the spread of infection. Following Health Protection Agency guidelines anyone who has diarrhoea and/or vomiting should remain at home for at least 48 hours once symptoms have ceased.

Healthy pupils are able to make the most of a day at school, but it benefits nobody if a child attends school whilst unwell. Of course, making arrangements to care for a child who is unwell may be difficult, but it is in the child's best interests. On the child's return to school, they will be given guidance regarding any work that should be completed.

If your child is unable to attend school due to illness or another unavoidable circumstance, please contact us by email at studentabsence@stephenperse.com or by telephoning on 01223 454700 by 8.30am. You will receive a phone call from the school office if your child is not at school and you have not contacted us.

If your child is absent for more than one day, please re-confirm the absence each morning. Kindly inform the School Office if your child has been absent with a specific illness or significant injury, so that their medical record can be updated.

A doctor's certificate is not required after an infectious or contagious illness, but parents should ensure that a doctor has agreed the child may return to school. Please also inform the school office of any infectious illness so that other members of the school community can be alerted, if necessary.

Planned absence

We follow government guidelines relating to pupil attendance and the authorisation of absences. Current regulations require that schools 'may not grant any leave of absence during term-time unless there are extenuating circumstances.'. Whilst we appreciate that medical/dental appointments and music exams are sometimes unavoidable in term-time, we would ask you to please bear in mind the regulations when booking family holidays.

Where possible please avoid making routine appointments during school hours. Details of medical and dental appointments and of music, speech and dance examinations taking place outside school should be sent to the Head of School when seeking authorisation of absence. Such authorisation should be sought as early as possible and at least 48 hours before the planned absence.

As stated above, it is important that your child does not have leave of absence from school for any other reason. If there are exceptional circumstances you should seek authorisation, in writing from the Head of School, preferably two weeks before the planned absence.

Pupils who arrive in school after registration or depart/return during the day must sign in with a member of the administrative team at reception. Pupils who arrive after 8.30am, without prior permission or explanation, will be marked as Late in the form register for the morning session.

School day

Timetable

The school day starts at 8.20am for all pupils from Years 1 to 6, and all pupils should be in their classrooms and registered by 8.30am at the latest. The school day ends at 3.15pm for Years 1 and 2, and at 3.40pm for Years 3 to 6. Clubs for the younger children run from 3.15pm to 4pm, and for the older children 3.40pm to 4.30pm. There are a few exceptions to this, and these will be advised separately. There are two breaks within the school day: a 20 minute break from 10.30am to 10.50am in the morning, and 50 minutes for lunch. For the younger pupils within each key stage the lunch break starts earlier as they go into lunch in year order so that we can stagger serving.

Breakfast club and early stay

Breakfast club runs from 7.30am to 8am every morning, and early stay from 8am to 8.20am. During breakfast club your child will be served breakfast if they would like, and will be supervised by staff in the dining room. There is a charge of £3 for the breakfast club. All pupils who are on-site from 8am to 8.20am must go to early stay unless they are in another specified activity or are accompanied by an adult. Early stay is outside on the lower courts, or in the Rainey Hall in the case of bad weather.

Late stay

Late stay runs for all pupils from the end of the school day until 6pm. It is free until 4.30pm (4pm for Years 1 and 2), after which a charge of £1.75 is made for each period of 15 minutes. Please be aware that there is a late collection charge of £10 per 10 minutes, or part thereof, for any child collected after 6pm. During late stay children are given a snack and drink when they arrive, and have the opportunity to get on with their homework if they are not at a club. Tea is served to Year 1 and 2 pupils who stay beyond 4pm, and to pupils in Years 3 to 6 who stay beyond 4.30. Older pupils attend a supervised homework session in a designated classroom from 3.45pm to 4.30pm. If you would like your child to attend late stay on any day please let the school office know so that they can be added to the register and staffing amended accordingly.

Assemblies

We have two whole school assemblies each week, one on Monday morning and one on Friday morning. We have a wide range of assembly topics, and often have a visiting speaker or a member of staff from another part of Stephen Perse to lead. We encourage the pupils to take part too, and in each Friday assembly there is a slot for celebrating pupil achievement and for the all-important birthday claps for that week. Each class leads an assembly during the year, which parents, grandparents and younger siblings are invited to attend and which is followed by refreshments in the dining room. At the end of the autumn and summer terms we have a special assembly, which parents and friends are invited to attend. In those terms the last day of school finishes at midday.

Lunch/snack

Break times are supervised and there are separate play areas for the younger children. A healthy morning snack is provided to all pupils at break time.

Lunch is freshly prepared on-site

There is a range of options, catering for different diets, including a hot meal with vegetables, a selection of salads and a vegetarian option. For dessert there are often homemade puddings or cakes, in addition to a selection of fresh fruits and yoghurt. The three-weekly rolling menu is displayed on the noticeboard in the dining room and on the school website, giving you and your child an opportunity to choose together. There is no provision for children to bring packed lunches. If your child has any special dietary requirements our catering manager will be made aware and you may wish to come in and speak to them directly.

Water bottles

Every child should have a named, refillable water bottle in school at all times.



Homework

Homework is set in order to:

- reinforce and consolidate work covered in the lesson
- encourage pupils to learn both independently and collaboratively, as appropriate
- develop knowledge, skills and a reflective approach
- prepare material for subsequent learning and assessment.

The amount of homework differs according to the year group. Homework allocations for Years 1–6 are as follows:

- Year 1 and 2: No homework.
- Year 3: 20 minutes, two days per week.
- Year 4: 30 minutes, two days per week.
- Year 5: 30 minutes, three days per week.
- Year 6: 30 minutes, four days per week.

In addition, all pupils are expected to read regularly and to learn/consolidate spellings and practise mathematical fact recall. The above allocations are reasonable amounts of time if the pupil is focused on the task set. If a homework task takes longer than the allocated time then parents should stop their child and write a note of explanation to the form teacher or subject teacher. It is considered to be very important that after-school hours are well balanced in terms of work, rest and play.

Homework planner – digital classroom

All set homework is clearly recorded in the homework planner or Google Classroom. In Year 3 pupils start to have homework set either in their homework book or in Google Classroom. For Years 4 – 6 all homework is set in the pupil's Google Classroom and pupils may be required to submit their work digitally.

Clubs (including paid) and activities

We run a comprehensive programme of lunchtime and after-school clubs and activities for all children in Years 1 to 6. These offer a chance to push boundaries and to explore more activities than we can fit into a normal school day. These usually start in the first full week of term and finish in the last full week. Information about clubs available for the following term will be sent to parents in the last half of each term. You will be asked to nominate which clubs your child would like to do in order of preference, with your child's preferred choices named at the top of the list. You will be informed of which clubs your child has been allocated before the end of each term. Where clubs are oversubscribed we will keep a waiting list, but it is only on rare occasions that we dip into this list. The majority of our clubs are free and are run by our own staff, but a small charge is levied for some of those which are run by specialist teachers and outside providers.

From Year 3 upwards (and occasionally Year 2) individual instrumental lessons are available. Please contact the school office if you would like more details regarding cost and availability.

All pupils in Year 2 and above will require their own plastic descant recorder. This can be purchased from any reputable local music shop. Please ensure your child's recorder is labelled with their name. It would also be helpful for pupils to have a second recorder on which to practise at home.



Uniform

Our uniform supplier is School Blazer. This is a web-based company www.schoolblazer.com. For enquiries relating to uniform supply, please refer to the School Blazer website. Please note when setting up your child's details on School Blazer, Dame Bradbury's has its own school entry under 'School details' and does not come under 'The Stephen Perse Foundation'.

For reference, here is a list of all uniform, together with sportswear and other equipment needed. For Reception and Kindergarten uniform, please refer to the [Early Years Handbook](#).

All articles of clothing must be clearly marked with the owner's name, and all hair accessories should be in the school colours of blue and/or white.

Start of year to October half term – optional summer/winter uniform

- October half term to Easter holidays – winter uniform
- Start of Summer term to May half term – optional winter/summer uniform
- May half term to end of year – summer uniform

Boys' Uniform Years 1–6 (winter)	Girls' Uniform Years 1–6 (winter)
<ul style="list-style-type: none"> • Dame Bradbury's blazer* – Years 3–6 • Pale blue shirt (long sleeved) – Years 3–6 • Dame Bradbury's tie* – Years 3–6 • Dame Bradbury's crested polo shirt* – Years 1–2 • Dame Bradbury's V neck jumper* • Charcoal grey trousers or grey shorts • Grey socks • Black/navy shoes • Navy 'Storm Stuff' coat * 	<ul style="list-style-type: none"> • Dame Bradbury's blazer* – Years 3–6 • Pale blue blouse (long sleeved) – Years 3–6 • Dame Bradbury's tie* – Years 3–6 • Dame Bradbury's crested polo shirt* – Years 1–2 • Grey granite check pinafore* (All years) or grey granite check kilt* (Years 3–6) or charcoal grey trousers (not skinny fit) • Dame Bradbury's cardigan* • Navy socks or tights • Black/navy shoes • Hair ties (blue or white) • Navy 'Storm Stuff' coat *

Boys' Uniform Years 1–6 (summer)	Girls' Uniform Years 1–6 (summer)
<ul style="list-style-type: none"> • Dame Bradbury's crested polo shirt* • Dame Bradbury's V neck jumper* • Charcoal grey trousers or grey shorts • Grey socks • Black/navy shoes • Sun hat/cap – compulsory for out of doors from May until July • Navy 'Storm Stuff' coat * 	<ul style="list-style-type: none"> • Summer dress* (summer) or Dame Bradbury's crested polo shirt and charcoal grey trousers or shorts (not skinny fit) • Dame Bradbury's cardigan* • White socks • Black/navy shoes • Sun hat/cap – compulsory for out of doors from May until July • Hair ties (blue or white) • Navy 'Storm Stuff' coat *

Forest School – Years 1 and 2

- Forest school home clothes – long trousers, long sleeved top
- Wellington boots
- Waterproofs

Sports Kit – All Pupils

- House polo shirt*
- Navy crested PE polo*
- Navy PE shorts or navy skirt
- Navy crested midlayer*
- Tracksuit top*
- Tracksuit trousers*
- Reversible rugby shirt* (Years 3-6 boys only)
- Football boots (Years 3-6) Compulsory for boys
- White sports socks
- Navy games socks* (Years 3-6 only)
- Trainers (Years 1-6) Pupils in Year 3-6 must have 1 pair for indoor use and 1 pair for outdoor use
- Shin Pads (Years 3-6)
- Gum shields (Years 3-6)
- Hockey Stick (Year 3-6) optional
- Navy swimwear and Dame Bradbury's swimming cap* (Years 2-5)
- White cricket shirt * and white cricket trousers (Cricket 'whites' are optional for all pupils in Year 4-6)
white ankle socks



Kit List – All pupils

- Small crested rucksack* (Years 1-2)
- Large crested rucksack* (Years 3-6)
- Crested drawstring PE bag* (Years 1-2)
- Crested sports holdall* (Years 3-6)
- Recorder (Years 2-6)
- Navy overall for design, engineering and art* (Years 1-6)
- Small ear phones (Years 3-6)
- Maths set (Years 5-6)
- iPad stylus (Year 6) – NOT an Apple Pencil. The stylus will need to be clearly labelled and will stay in school with the pupils' iPad. Please do not spend huge amounts of money on one and please do not buy an Apple Pencil due to compatibility with the varying iPad models. We recommend something like the Adonit Mark Stylus Pen.
- From Year 3, pupils should have a basic pencil case containing a pencil, eraser, 15cm ruler and a pen once they gain their pen licence.

*Asterisked items are only obtainable from the uniform supplier.

Medicines and medical needs

If your child is attending school but needs to take medication during the day, the medication should be taken to the school office and a Medical Consent Form completed, giving staff permission to administer the medicine.

Minor accidents at school are dealt with by appropriately trained staff. First-aid boxes are located around the school and there is a list of these on noticeboards around the site. Many members of staff are trained in first aid, and a list of these is also displayed around the school.

All accidents and visits to the medical room are logged on our school information system, and parents will receive an email notification of the issue and any treatment that was given. If a serious accident occurs at school or a child becomes ill, the school will contact the parents or alternative adult notified on your child's personal data form. If this proves difficult, the school will monitor the child and phone 999 in any case of an emergency.

Wellbeing and mental health

As well as the physical wellbeing of the children in our care, we are well aware of the importance of emotional and social wellbeing if our pupils are to thrive. We have trained mental health first aiders (MHFAs) among our staff, and their pictures are displayed around the school site so that children know who they are. For any child who has a greater need, there is counselling available from professional counsellors within Stephen Perse. Please contact your child's form teacher in the first instance if you would like any more information about this at any point.

iPads/digital information

(including mobile phones)

We are a digital school and use iPads to enhance the learning experience for our pupils. The iPad also provides our teachers with a greater insight into how our pupils best like to learn as well as allowing them to provide richer feedback once work is completed and handed in through our digital classrooms (Google Classroom). We use Google Apps for Education for the curation and storage of work, and we encourage our parents to download these apps at home. Logging in with your child's details enables you to have a greater insight into the work that your child is completing on a daily basis. There is information contained within our curriculum maps (posted at the beginning of each new term to our website) that explains which key apps we use in school.

Home technology should remain at home, with the exception of pupils who carry mobile phones for the purpose of communicating with families if they are walking themselves to or from school. For pupils who do bring their phone into school for this purpose, it must be switched off and handed in at reception on arrival at school for collection at the end of the school day. Watches that are able to receive phone networks are not permitted to be worn by our pupils during the school day.

On admission into Stephen Perse we require that our parents read the Technology Acceptable Use (TAU) Policy and sign it off, explaining the key information to their children too.

Inclusion

At Stephen Perse all pupils are valued and we are committed to providing equal access for all to the broad and balanced curriculum we offer. We are supportive of pupils with all types of special educational needs and/or disabilities (SEND). We consider ourselves to be a fully inclusive environment, where the individual is at the centre of the learning.

During the application process you will have been asked to identify any SEND that your child has so that an informed decision can be made about whether Stephen Perse is able to offer your child any support or intervention they may need. Our Inclusion Specialist will have had contact with individual families to discuss all aspects of their child's needs prior to an offer being made.

The needs of most pupils will be met by the high quality first teaching provided, which will be tailored to the individual's particular needs and help remove any barriers to learning there might be. However, when a special educational need is identified we will work with the pupil and parent/carer through regular planning discussions, review of provision and tracking of progress. We aim to use the Graduated Approach of "Assess, Plan, Do, Review" to ensure that any special educational needs are met appropriately.

Pupil voice

Our schools are communities and to allow those communities to flow, and to exercise the fundamental British right of democracy, it is key that our pupils have an element of taking charge. Responsibility for their environment and the direction in which they take their learning allows for greater engagement and purpose.

We regularly hold a School Council and each class/year group is represented by their chosen class representative. This provides an opportunity to address some key issues as well as feeding their ideas into some wider whole-school projects. We aim to rotate these positions of responsibility, allowing those that express the desire to get involved the chance to do so. Alongside this runs our Eco-Committee, taking a similar approach to our School Council (and often overlapping) but with the focus on developing our eco-school and looking after the needs of our local environment.

All classrooms operate slightly differently, but pupils are encouraged to have an element of responsibility within their class, whether this is a light-usage monitor or perhaps ensuring that class concerns are brought to the attention of the class teacher.

Rewards and sanctions

Our school is a happy environment that develops happy children. As a result we tend to have a very low incidence of poor behaviour. However, children are children; it would be odd not to expect our pupils to err from time to time, and this is often the best way that they learn. We have a number of sanctions that are in place that encourage any misdemeanors to be reflected upon. Our behaviour policy is robust and does allow for a measured approach to be applied at an appropriate level.

On a more positive note, we look to reward and highlight positive behaviour in a number of ways. We have our school house point system which is used in a number of different ways, but will often be used to recognise positive behaviour. House point totals are celebrated in assemblies, giving the pupils a sense of contributing to their house's success as well as working towards their own individual bronze, silver and gold house point certificates.

Learning Habits

Our six learning habits – responsibility, resilience, courage, collaboration, creativity and tolerance – are also used as a positive way to re-enforce the educational attributes that we believe are important for our pupils. We weave these into our teaching and learning too: and half-termly, our teachers will look to award pupils a certificate in the habit that is focused on. The certificate, known as a Commendation, comes with 10 house points too, and this success will be communicated home via email.

Our school has its code of conduct and school rules that should be read through with your child. These are also on display in all our teaching spaces as a reminder.

- [Code of Conduct at Dame Bradbury's](#)
- [School Rules at Dame Bradbury's](#)

Communications

We do not underestimate the importance of clear and timely communication with parents, and we are proud of our open door policy in this respect. Please do not hesitate to be in touch if you have a concern or a question, as a quick and efficient response is always the best. Here are the main points of contact for you.

Main contacts

Your main point of contact will be your child's class teacher, and their email address will be included on the Moving Up sheet that you will receive as part of the joining process. For more admin or general enquiries please contact the school office: office@damebradburys.com. Should you wish to contact the Head directly, please email Mr McCaughran at jom@stephenperse.com. If you would like to make an appointment to meet with Mr McCaughran, please do this via the school office.

Parentmail

This is the system we use for most communications with parents. You will be asked to register your account when you join.

Parent and Teachers Association (PTA) at Dame Bradbury's

The PTA is very active and welcomes help and support for the range of events and activities they arrange during the year, so please do get involved to whatever degree suits you.

Class parent reps

You will be contacted by your child's class parent rep when you join, and through this contact you will also be able to get to know other parents in the year group.

Classlist

The PTA runs this system as a means of keeping in touch.

Parent/teacher meetings, and reports

Parents evenings are an opportunity for you to discuss your child's progress with their teachers. For all forms there are parents' evenings during both the autumn and spring terms. Further details of these will be sent to you nearer the time.

Reports for all children in Years 1 to 6 are written once a year. These will be sent to parents approximately one week before the end of the summer term, giving ample time for any feedback or discussion arising from them.

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