

# STRAND ON THE GREEN INFANT & NURSERY SCHOOL PROSPECTUS

A three-form entry school for pupils aged 3 - 7 years



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**Strand on the Green Infant and Nursery School is committed to safeguarding and protecting the welfare of children as its number one priority.**



## Welcome to Strand on the Green Infant and Nursery School

At Strand on the Green Infant & Nursery School we provide a secure environment where children feel valued and learn to love learning.

Our dedicated and enthusiastic staff believes in providing a **creative, exciting and enjoyable curriculum that enables all to achieve**. In addition to gaining high levels of language, mathematical, scientific and technological skills, children are encouraged to develop enquiring minds, to question, reason and make decisions. Our curriculum is active with many opportunities for learning outside the classroom, within school, the local area and further afield. Every child is supported and challenged to reach their full potential.

We provide opportunities for children to learn about **staying safe** now and in the future. We work closely with Community Police and other agencies to teach Road Safety, Stranger Danger and to form safe and healthy relationships with those closest to them.

We have been awarded 'The Healthy Schools' mark as acknowledgement of our whole school initiatives to **promote healthy and active lifestyles**. We provide a wide range of physical activities and events (before, during and after school), enjoy a Healthy Eating Week and work hard towards our School Travel Plan encouraging children to walk, scooter or cycle to school.

We think ahead to children's future **economic well being** by encouraging children to be independent and try their best in every challenge. We talk to children about enjoying their jobs, taking pride in working hard and reaching their goals.

We help children to make a **positive contribution** to community by involving them in all sorts of exciting projects. Children take part in charity fundraising throughout the year. They have opportunities to visit different places of worship and meet members of the local community such as Fire Officers, Community Police and Councillors. We have School Council who meets regularly, representing their classmates' opinions and helping with ideas for future school improvement.

We put great emphasis on the development of social skills and we encourage all children to become responsible and confident. We work hard to ensure that all children have high self-esteem and act towards others with care and respect. High standards of behaviour are expected from all members of the school community.

The school reflects the diverse wider community in which we live and welcomes all children regardless of gender, age, race and ability. We pride ourselves on being an inclusive school and celebrate the cultural diversity of our pupils, promoting community cohesion.

## **Mission Statement**

At Strand on the Green Infant & Nursery School our aim is for each child to achieve his/ her full potential, academically, socially, physically, creatively and spiritually. This will be achieved through a partnership with staff, pupils, parents, governors and the wider community.

### **Our aim is:**

- to provide a happy, secure and stimulating learning environment
- to encourage children to have active and enquiring minds, to be able to question and reason and to be capable of independent thought and action
- to provide an active and creative, broad and balanced curriculum which recognises children's prior learning and develops their skills and knowledge
- to provide equality of opportunity for all, enabling each child to progress and flourish and to feel a valued member of the school community
- to educate our children to take responsibility for their behaviour and its effect on others
- to be a happy, friendly and welcoming school which fosters a sense of mutual respect amongst all members of our community.

# **POLICY FOR ADMISSION**

## **Admissions to the Nursery**

Children enter the Nursery in the September after their 3rd birthday, when a space is available. They attend for either a morning or an afternoon session.

Applications should be made before a child is 3. No child under 3 can be admitted into the Nursery. In the Summer term parents will receive a letter offering them a place for the coming September. Prompt acceptance of the place is necessary or it will be offered to someone else. A meeting is held early in the Spring Term so that parents can meet the staff and find out more about the Nursery and its organisation. If you accept an offer of a place there will be another meeting in July.

Entry for children is staggered so that children and staff can get to know each other in small groups. Practitioners make a home visit before each child starts so that the child can get to know his/her new teachers in a familiar environment. It is also a good opportunity for parents and carers to find out more about the start to Nursery. The term starts with a 'Play Day' for parents and children together.

## **Admission to the Infants (Reception)**

Please note that a place in the Nursery does not guarantee an offer of a place in Reception. Children are admitted into Reception in the September following their 4th birthday. As for Nursery parents, prospective Reception parents and carers are invited to attend an introductory meeting in the Spring Term and in the July before their child is due to start school.

Current Nursery children who are offered Reception places will visit their new classrooms and there will be an opportunity for children new to the school to meet each other and staff in the Summer term. In September entry is staggered over the first few weeks enabling a smooth transition into Reception. All children attend full time by the end of September.

Admissions into other year groups will be considered in relation to the London Borough of Hounslow's "Admission Arrangements for Primary Education" Policy and the number of places available. Parents/carers are required to provide information about the previous school experience before a place is offered.

## **Admission to the Juniors**

Parents are invited to apply to Strand on the Green Junior School in the Year 2 Spring Term.

## **Preliminary Visit to the School**

We are always happy to show new or prospective parents and their children around the school. Please phone or call in to arrange a visit. Our contact details are found on our website.

[www.strandinfantandnursery.co.uk](http://www.strandinfantandnursery.co.uk)

## **INCLUSION**

The school aims for all children to attend and achieve to their full potential regardless of gender, race, disability, socio- economic or cultural background, physical or sensory disabilities or other identified barriers to learning. Appropriate provision will be made in all curriculum subjects to meet the diverse needs of our school population.

## **FACILITIES**

The school is in the London Borough of Hounslow and is pleasantly situated in an area of historic interest near the River Thames.

The Infant playground provides a quiet, sheltered area, an area for games and an area containing fixed equipment. The 'field' is shared between the Infant and the Junior school and is used for lunchtimes and lessons.

The Nursery Unit is self-contained with its own entrance in Thames Road. There are two large, well-equipped rooms, a safely fenced outdoor learning area and kitchen. The main building houses the Nursery Unit, Reception and Year 1 classes with an outside learning area for Reception. Some Year 2 classes share buildings with the Junior School. The main building also houses the Administration office, staff room, medical room, Assembly/ dining hall, ICT suite, library and small group rooms. The Community Room is used by parents of both the Infant and Junior Schools.

## **ORGANISATION OF CLASSES**

### **The Nursery**

The Nursery, when full, has 78 places, 39 in the morning and 39 in the afternoon. It is staffed by a fully- qualified teacher and two Nursery Nurses and children are allocated a key worker termly. Places in each session are allocated to ensure a balance of age and gender and ethnicity. A session lasts for three hours.

### **Reception**

There are three parallel classes in the Reception year. Each class has a teacher and support worker. The standard number for admissions is 90 per year group, divided into classes of up to 30 pupils.

### **Year 1 / Year 2**

There are three Year 1 classes and three Year 2 classes. Children in Year 1 and 2 are taught by a class teacher. A team of teaching assistants works across the two year groups supporting children in class and working with small groups.

A teacher and a teaching assistant from the Hounslow Language Service provide part-time support for children for whom English is an additional language.

## **SCHOOL TIMES**

Nursery	Infants
AM 8.45-11.45am	AM 8.55am – 3.30pm
PM 12.50-3.50pm	

Children attend for 190 days a year. Certificates are given for excellent attendance and an Educational Welfare Officer monitors attendance and lateness. We encourage parents and carers to be punctual in dropping off and picking up their children. A table showing authorised and unauthorised absences for the last academic year is in Appendix B. Dates for the next academic year are in Appendix A.

## **SCHOOL MEALS**

Children may opt for school lunches which offer a choice of healthy cooked meals including a vegetarian option. Children are offered fresh brown bread, cheese, crackers and salads in addition to their cooked meal. Desserts can be hot or cold. School Council regularly meet with The School Meals Supervisor to ensure the quality of the meals provided. Parents and carers receive a menu for the term so they can discuss the options available with their child each day. As an alternative, children may bring a healthy packed lunch.

## **MILK AND FRUIT**

Fruit or vegetable are provided on a daily basis for all children free of charge. Milk is available at a small charge, paid in advance termly. Children may bring fruit juice/ milk in a carton clearly labelled with their name. We also encourage children to bring a water bottle to drink throughout the day.

## **SCHOOL UNIFORM**

School uniform is preferred and we recommend that children wear it, as it is practical and suitable. The school colours are red, grey and black. Many items of school clothing are available for purchase from the School Office.

## **OUR APPROACH TO THE CURRICULUM**

### **Early Years**

Nursery and Reception follow a two year Foundation stage curriculum based on the Foundation Stage Curriculum. We appreciate that children will have learnt a great deal before they come to Strand and will have varied interests and skills. They will also learn in different ways. Practitioners build on this, planning high quality activities and experiences for your child, helping them to continually develop skills in six clear areas of learning. Children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and each other.

This Foundation Curriculum underpins all future learning by supporting, fostering, promoting and developing skills in the following areas.

- **Personal, Social and Emotional well-being:** We support the transition to a new setting by promoting a strong self-image and respect for others. We build a positive attitude and disposition to learning. We encourage children to co-operate with each other and to concentrate when learning on their own or in small or large groups.
- **Communication, Language and Literacy:** We provide talking and role play opportunities which extend vocabulary and develop questioning and reflective language skills. Children are introduced to a wide variety of books and reading skills are developed. They are also encouraged to write in meaningful play contexts.
- **Mathematical Development:** We develop an understanding of number, measurement, pattern, shape and space in a broad range of contexts where children can explore, enjoy, learn, practise and talk about what they are learning.
- **Knowledge and Understanding of the world:** Children are encouraged to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts. They find out about their environment and the people and places that are significant to them. They are also encouraged to develop computer skills.
- **Physical Development:** The children work on developing fine and gross motor skills and increasing their understanding of how their bodies work and what they need to do to be healthy and safe.
- **Creative Development:** They explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance and imaginative and role play activities.

The six areas of the curriculum are not taught in isolation but in a meaningful and integrated way. Children are encouraged to explore both adult directed and child-initiated activities reflecting all areas of development.

## Key Stage 1

KS1 learning is underpinned by The National Curriculum. Learning is planned to be integrated and links between subjects are made whenever possible.

### English

The three main areas of language development are

- speaking and listening
- reading
- writing

We aim to build on and develop the whole range of language skills that children bring to school. Children develop speaking and listening skills through story telling, class discussions, listening activities, drama and play.

We aim for children to become confident, independent readers, who are able to gain information and enjoyment from the written word. We provide a wide range of stimulating

reading resources from the Nursery onwards. We encourage children to use a variety of strategies including a strong emphasis on phonics when reading. Progress is carefully monitored by staff.

Children are encouraged to see themselves as writers from the moment they enter school. Activities are planned to provide a real purpose and a real audience for writing.

We focus on handwriting and spelling separately and give support for the appropriate stage of a child's writing development.

Literacy is taught daily and involves a combination of whole class teaching, guided reading, writing, drama and individual/ group work. Whenever appropriate Literacy will be integrated with other curriculum areas.

## **Mathematics**

Our curriculum provides children with opportunities to develop their understanding in these areas, and progress is monitored and recorded

- numbers and number systems
- calculations
- solving problems
- measures, shape and space

We provide:

- a dedicated maths lesson every day
- direct teaching and interactive oral work with whole class and groups
- emphasis on mental calculations
- differentiation with all pupils engaged in maths related to a common theme

## **Science**

The Science curriculum aims to develop children's knowledge and understanding through practical multi sensory experiences. Skills are developed as children learn through finding out, planning and investigating and communicating. In KS1 termly topics are taught such as Electricity, Materials, Sound and Light, Living things and Growth.

## **Information and Communication Technology**

ICT skills are taught throughout the school starting in the Foundation Stage and developed throughout KS1. All classes have classroom computer access and Reception, Year 1 and Year 2 use our Computer Suite of 15 computers. There is controlled access to the Internet for our KS1 children. ICT also supports learning in all areas of the curriculum including Literacy and Mathematics. We have an extensive range of software, reflecting the curriculum and also hardware resources such as digital cameras and programmable toys such as Roamer.

We use interactive whiteboards to add to our teaching strategies and bring visual and auditory resources into lessons. These are used in every classroom, Nursery, The Rainbow Room (for small groups) and also the hall where we have a giant screen to use during PE and Assemblies.

## **History and Geography**

We believe that historical knowledge for children in the early years of schooling is most appropriately learnt through real-life experiences such as looking at photographs, exploring historical objects, re-enacting events and listening to adults' accounts of the past. We access workshops at Gunnersbury Museum and The Public Records Office to bring History topics to life.

Many of the topics studied in school give children an opportunity to develop an understanding of the past. They are encouraged to contrast life as it was with the lives they lead now. Stories about the past and about famous people are discussed with children and are used to highlight differences between life then and now.

The immediate environment of home and the neighbourhood provides a good starting point for the early stages of Geography. Teachers plan the curriculum so that children's understanding gradually extends from the local to the national and then to other parts of the world. During Year 2 children have the opportunity to compare and contrast other localities.

The whole school participates in a Geography Cultural Week each Summer when classes choose a country to find out about.

## **Art**

We offer all our children opportunities to stimulate their creativity and imagination by providing visual, tactile and sensory experiences. We aim to develop children's understanding of colour, form, texture, pattern and their ability to use a wide range of media and materials to communicate ideas and feelings. Children will explore the work of artists, crafts people and designers and look at their different roles. They will consider the functions of art and design in their own lives and in different times and cultures.

We provide opportunities to meet and work with real artists, visit Art Galleries and enjoy a creative Music, Art and Drama focus week each year.

## **Design and Technology**

Children learn Design and Technology through observation, designing and making. They use a range of materials and construction kits to design and make simple products and models. They are encouraged to select materials, tools and techniques and to understand simple mechanisms and structures. They learn to investigate and evaluate their own work and that of others.

## **Physical Education (PE)**

Our PE programme involves developing appropriate skills in three areas - games, gymnastics and dance.

Reception, Year 1 and Year 2 classes have at least two sessions of PE each week using the hall, playground or field. In addition, Early Years children have all day access to outdoor learning areas that always incorporate some kind of physical activity.

In Games the children use a variety of equipment to practise and develop skills. Games lessons are active and sometimes are taught by visiting School Sports partnership team. In gymnastics the children use both the floor and apparatus to explore different ways of travelling and to learn how to link movements together.

In Dance children develop control, poise and co-ordination. They have the opportunity to perform from existing dance tradition and to explore their response to music through improvisation. All children participate in a yearly Summer dance event.

## **Music**

Our Music curriculum includes listening and applying knowledge, understanding performing and composing, and appraising.

Children enjoy many opportunities to compose, sing and play musical instruments and are introduced to a variety of music. In addition to Music lessons Year 1 and Year 2 children enjoy a weekly Singing Assembly. Children in Year 2 have the opportunity to learn the violin and viola.

We are fortunate to have a number of talented musicians within the parent/carer body and we welcome their active involvement throughout the school year.

## **RELIGIOUS EDUCATION**

We encourage children to develop a positive self image of themselves, their beliefs and the beliefs of others. We develop children's moral and spiritual awareness and their knowledge and understanding of major world faiths by following the school's schemes of work based on Hounslow's agreed syllabus for Religious Education - Widening Horizons. Faith Leaders from all major world faiths visit our school to bring RE to life. Children also have the opportunities to visit local churches, the Sikh Gudwara (Southall), the mosque (Hounslow) and the Buddhist Vihara (Chiswick).

## **COLLECTIVE WORSHIP**

There is a daily Assembly, which incorporates a daily act of Christian worship. Assemblies are usually based on themes such as citizenship, friendship and caring for the environment. Stories from different religions are used and children are given the opportunity to speak, think or reflect during assembly time. Assemblies are planned to mark important times of the year for different faiths or groups of people, for example Remembrance Sunday, the Hindu/ Sikh festival of Diwali and Christmas. We invite different Faith Leaders and Community members to lead Assemblies with staff.

We celebrate Good News weekly when class teachers share class achievement and individuals receive certificates acknowledging special effort.

If any parent feels that they would prefer to exercise their right to withdraw their child from Religious Education or Collective Worship on religious grounds, the Headteacher would be available to discuss this.

## **PERSONAL, SOCIAL, HEALTH EDUCATION AND CITIZENSHIP (PSHE)**

We place significant emphasis on developing “the whole child”. We plan to develop children’s social skills and help them to form successful relationships with their peers and the adults around them.

Children are encouraged to enjoy and achieve at school by setting their own goals and understanding their targets. We have Healthy Schools Status which means we work hard for children to understand the importance of leading a healthy lifestyle. We teach early elements of Sex Education by helping children to form safe and happy relationships.

Children have opportunities to contribute to the greater good of the school community and work together to build a better world. We support the SEAL project, a nationwide initiative to develop social and emotional aspects of learning.

## **EDUCATIONAL VISITS**

We believe Educational Visits are an integral part of providing an excellent and enjoyable curriculum. Children have the opportunity to experience the local environment and places of interest such as Kew Gardens, The City Learning Centre (Brentford), Chiswick Library and The Public Records Office (Kew). We also visit further afield such as The National Gallery and The Science Museum, The Discovery Centre (Bracknell) and West Wittering (South Coast). We ask parents and carers to support these visits by accompanying us.

## **SPECIAL EVENTS**

During the year we organise events to support and enrich the curriculum. We support charities ranging from The Upper Room (a local homeless charity) to the RNLI and the British Heart Foundation. We invite visitors to the school who can provide special expertise, eg faith leaders, visiting musicians and theatre groups. Children take part in a range of performances including class Assemblies, concerts and sports and dance events. Teachers work hard to develop lessons to really engage children, for example talking to a real vet or planning a Carnival to perform to the rest of the school. We also organise special weeks to develop different curriculum areas. For example, we hold a yearly Science week, ICT week, Geography Cultural week, Book week and MADD (Music, Art, Dance and Drama) week.

Most of the activities we organise to support the curriculum are included within our budget. However, a school visits and a few events require additional funding and parents are invited to make voluntary contributions towards these. We make every effort to ensure a range of visits that are free and carefully consider the value and cost of others. No children are excluded from any activities for financial reasons.

## **RECORD KEEPING AND ASSESSMENT**

Assessment is an integral part of the learning and teaching process. All staff continually assess pupils and use this information to inform future planning. Pupils are fully involved in evaluating their learning and are encouraged to judge their strengths and identify areas for development.

Baseline assessment takes place on entry to Nursery and Reception and Standardised Assessment Tasks and Tests (SATS) are carried out at the end of Year 2.

## **REPORTING TO PARENTS**

Parents are invited to share in their children's success and celebrate their progress termly through parent consultations. In the Summer term teachers write a report on each child's work and achievements and parents have an opportunity to come and discuss this.

## **HOME / SCHOOL LINKS**

We have a strong partnership with parents/carers and value their support and involvement in many aspects of school life. Children, parents and staff sign home school agreements to ensure clear roles and responsibilities towards each other.

The first contact with the school that many parents have is the initial Prospective Parents Meeting, when parents are shown round by the Headteacher, Deputy Headteacher or School Secretary and invited to ask questions about the organisation of the school and about the curriculum.

Parents of children due to start at this school in the Nursery or Reception will be visited by the Nursery/ Reception Staff. This enables staff, parents and children to get to know each other in an informal way. We hope that seeing a familiar face on their first day will give children a happy and relaxed start to their time in Nursery/ Reception.

At the beginning of the school year meetings are held to inform parents of class plans for the coming year. We hold termly Parent/Carer Evenings when staff are available to discuss children's progress. In addition appointments can be made at other times for parents to see members of staff. Curriculum meetings are held regularly, informing parents in Mathematics, Reading, Writing or other areas requested by parents.

Each year group produces a weekly curriculum sheet to help parents support at home. Year 1 and 2 also send home a half termly overview of the curriculum and how it integrates together.

Each class has a parent/ parents who act as representatives to co-ordinate offers of help from parents and requests from staff. We welcome parents into the school to help in the classroom, and we are grateful for their assistance with fund-raising activities.

We value our partnership with parents and hope that we can always work together and resolve any issues before they become serious. On rare occasions, despite the best intentions of staff, parents may not be happy with the result of a discussion or an investigation. If they feel that their concerns have not been properly addressed, we have a Complaints and Conciliation procedure available from the School Office.

## **FRIENDS OF STRAND**

We have a thriving Friends Association, which organises fund-raising and social events throughout the year. All parents are automatically members of the Friends Association, which involves both schools.

## **HOME LEARNING**

We continually support parents and carers in ways to further their child's learning at home. We send home a weekly curriculum letter either by email or hard copy. All children from Nursery to Year 2 are encouraged to share books at home and from reception bring home

school reading books. In addition, KS1 children have weekly home learning tasks and a weekly Spelling Check.

### **MORE ABLE (Gifted and Talented)**

The school supports more able pupils through broadening, deepening and extending the curriculum to meet their specific needs. Class staff identify children with particular strengths in core subjects or specific talents in Sport or Music. Teachers plan to challenge these children in their areas of strength but also to support them in any areas of development. We are aware of the need for children to experience the full range of Higher Order Thinking Skills and this underpins all the planning that takes place for all our children.

### **SPECIAL EDUCATIONAL NEEDS**

The school follows the Special Educational Needs (SEN) Code of Practice. We aim to help all children develop their potential through a programme of early identification of needs and on-going support.

We have a SEN Co-ordinator who works alongside class staff to provide support for children with special needs. Parents and Carers are informed of their child's progress through regular meetings with staff and are involved in reviewing any Individual Education Plans. We have a team of teaching assistants (The Provision Mapping Team) who constantly evaluate need across KS1 (with class teachers) and support children individually and in small groups. This can be extra Literacy and Mathematics work or more specific such as Social Skills development or Speech and Language.

We liaise with medical and social agencies and work closely with our attached Educational Psychologist and Teaching Support Service from the Local Authority. We have a nominated Governor for Special Needs who meets regularly with school staff.

### **BEHAVIOUR**

We encourage children to treat each other with respect and to act with an awareness of the needs and rights of others. We aim to do this by having a clear Behaviour Policy which is known and adhered to by all members of the school community. This sets out clear guidelines and procedures for behaviour in and around the school. We work to help children to establish self-discipline.

Children are involved in drawing up Codes of Conduct for the classrooms, around the school and the playground. We promote high standards of behaviour by praising children who follow the Codes.

Children can achieve 'Respect Certificates', 'Star Awards' at Good News Assembly and other class rewards such as earning 'Golden Time' at the end of the week. The Headteacher and the Deputy Headteacher invite those who have made good choices to lunch at 'The Spotty Table' on Mondays and Fridays. Children also earn 'golden tickets' and classes with the most Golden Tickets at the end of each half term, win a Community Treat (a fun task or experience that helps members of our School Community)

Sometimes poor choices in behaviour require a consequence and there are agreed procedures for dealing with these incidents and we involve parents when appropriate.

We believe that co-operation between parents/carers and the school is essential in promoting appropriate behaviour.

## **CHILDREN'S HEALTH AND WELFARE**

We have experienced members of staff who attend to minor injuries and contact parents in cases of illness. We have a comprehensive Health and Safety Policy, reviewed regularly by the Governing Body.

All staff are aware of their responsibilities in relation to Child Protection and Safeguarding and receive regular training. We have a Child Protection Policy reviewed by the Governing Body.

## **SCHOOL COUNCIL**

Two children from each Reception, Year 1 and Year 2 class represent their classmates' views at regular school council meetings with the Headteacher and Deputy Headteacher. They make decisions and help make our school an even better place. They greet visitors and are often involved in organising important events or visits. School Council are voted in every September and change half yearly.

## **GOVERNORS**

The membership of the Governing Body comprises parents, staff, LEA nominees and members of the local community. Elections for the Governing Body take place every four years or when a vacancy occurs.

The Governing Body meets at least once a term. Curriculum, finance, staffing and pay and health and safety committees meet regularly. The Governing Body acts as a critical friend for the school and ensures certain procedures are maintained. They are involved in the recruitment and selection of Senior Staff.

## **LIAISON WITH THE JUNIOR SCHOOL**

Strand on the Green Infant and Junior Schools share a site and a Friends Association. Governing bodies for both schools meet to discuss curriculum matters. Transfer arrangements for Year 2 includes visits to the Junior School, meeting new teachers and a circle time with the Head of the Juniors.

### ***A message from Sue Harrison, Headteacher of the Junior School***

*We know that you and your children may be a little anxious about starting afresh in the Junior School, so we work very hard to make the transition a smooth and happy one.*

*I shall meet your son or daughter over the half term before they join us. They will have opportunities to visit the Juniors to meet teachers and their new school mates. In this way we hope they will begin to feel more comfortable and have a good idea of what to expect in September.*

*Just before the Summer break you will have an opportunity to meet your child's new teacher, gather further information about us and have your questions answered. In the meantime, if you have any worries, please don't hesitate to contact me.*

## **INFANT EXTENDED SCHOOL CLUBS AND ACTIVITIES**

### **THE CYGNET CLUB**

The Cygnet Club is a popular and successful breakfast and after-school club, run by the Junior School. Infant school pupils may attend as soon as they are in full time education during their first term in Reception. Places are limited due to Ofsted regulations and parents/carers are strongly advised to apply for a place as early as possible.

### **PARENT AND TODDLER GROUP**

We have a Parents and Toddlers Club which meets in the Community Room. The club offers parents/ carers and children the opportunity to meet each other in a relaxed atmosphere. There is a wide range of activities provided for children. Please contact the office for details.

### **OTHER CLUBS**

We provide a wide variety of after school and lunchtime clubs for our pupils. Some are managed by external providers and some are led by school staff.

For a full listing of our Clubs please see the Clubs page on our school website. [www.strandinfantandnursery.co.uk](http://www.strandinfantandnursery.co.uk)

### **VIOLIN**

Violin/ Viola lessons are provided by the Hounslow Music Service for children in Year 2. There is a termly charge for tuition & instrument hire.

**We hope you find the information in this booklet useful. It is accurate at the time of publication but changes may occur during the year. If you have any questions, please do not hesitate to contact the school.**