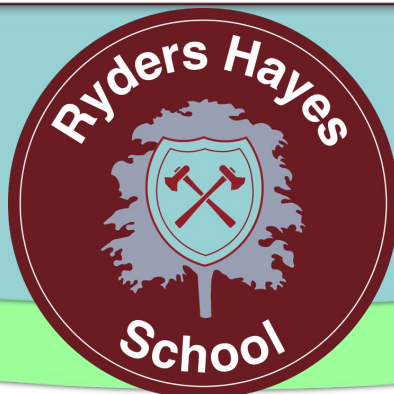
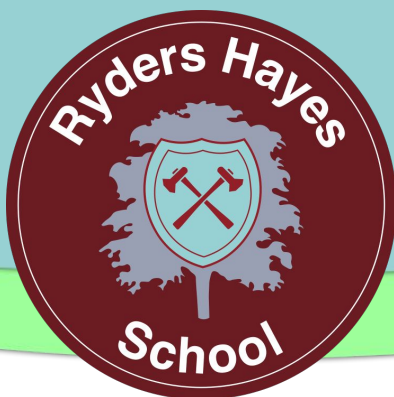




Year 4

Induction Evening

'Everyday is a learning day'...



Meet the Team

Support staff



Mrs Raxworthy-Cooper

4R



Mrs Thompson

4TM



Mrs Macromalli



Mrs Burdon



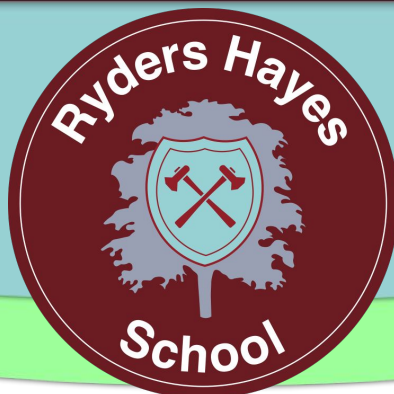
Mrs Webster



Miss Spencer



Mrs Griffiths



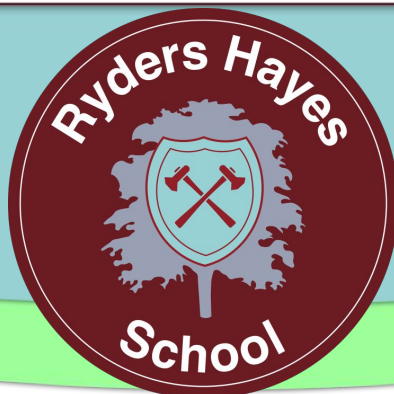
Learning at Ryders Hayes

Learning begins with the first steps onto the playground in a morning and is a seamless, stimulating, deep and challenging experience for everyone, driven through continuous provision; thirst for knowledge, and children's curiosity throughout the day, continuing long after.

'Everyday is a learning day'...

'Do the right thing to be the best you can be'...





Learning Characters

A Good Learner at Ryders Hayes will be able to use:

Characteristics of learning:



Robbie
Resourcefulness



Ricky
Reflection



Reena
Resilience



Rachel
Reciprocity

Reciprocity:

Listening; empathy; collaboration;
inter/intra-dependence; thinking and
communicating; imitation

Resilience:

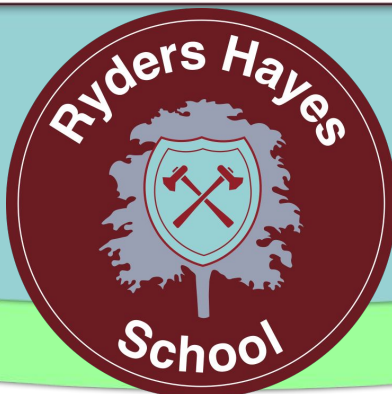
Perseverance; taking risks; managing
distractions; finding humour; responding with
wonderment and awe; absorption; noticing

Resourcefulness:

Creating; imagining; innovating; making links;
reasoning; questioning; applying past;
capitalising; knowledge; gather data through all
senses

Reflectiveness:

Planning; meta-learning; distilling; revising;
thinking about thinking; applying past
knowledge to new situations; striving for
accuracy – check, measure and exactness



Our 6Cs



How well can I work as part of a team?

Being able to work well with others to support one another's learning, decision-making and improving our thinking as part of a great team.



How well can I explain my thoughts to others and listen carefully to their ideas?

Being able to present thoughts and ideas using three skills (speaking, digital and writing) to/for a range of different people and to listen well to others' feedback and ideas.



What am I like as a person?

Showing the personal qualities needed to work well in the world, including: grit, resilience, reliability, honesty.



How many different ways can I find to do something and put my ideas into practice?

Thinking creatively in and about different situations to explore possibilities and solve problems.



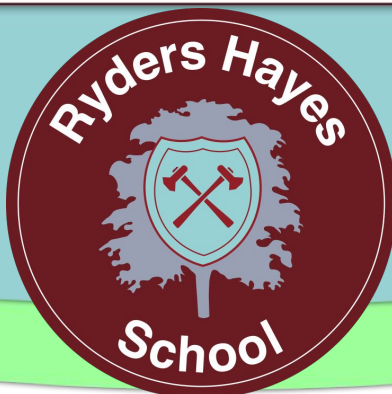
How can I help and understand people and places in the world?

Modelling British values, with a voice in the world. Being interested in working with people from all backgrounds and cultures across the globe; and making a difference to people and places; solving difficult problems, and giving back as well as taking from the world.



How well can I reflect on different ideas and adjust my thinking or next step?

Understanding different points of view; seeing patterns and connections, and applying my new learning in the real world.



Attendance

VIP Education

Our Attendance Consultant will be working very closely with the School and our families, where there is a concern with attendance and offer support.

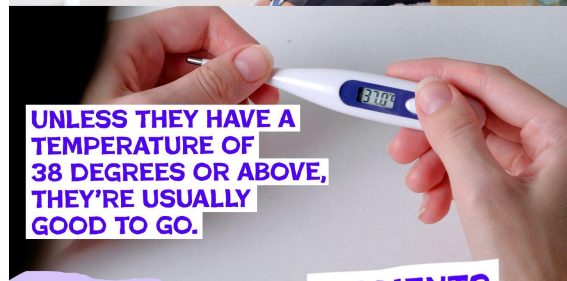
As you will be aware the school are working very hard to improve both attendance and punctuality and VIP's role will be to meet with parents and discuss any concerns regarding attendance levels or lateness.

VIP will carry out home visits on behalf of the school to discuss reasons for absence and offer support to assist with any issues that may be preventing your child from attending on a regular basis or on time.

The government this year launched a national campaign in relation to attendance '*moments matter, attendance counts*'. Schools are required to the Department For Education guidance. In 2024 guidance there is a change including higher penalty notices, changes to legal and prosecution for attendance.



IF YOUR CHILD IS FEELING UNDER THE WEATHER,
IT CAN BE HARD TO KNOW IF YOU SHOULD SEND THEM TO SCHOOL OR NOT.



UNLESS THEY HAVE A TEMPERATURE OF 38 DEGREES OR ABOVE, THEY'RE USUALLY GOOD TO GO.

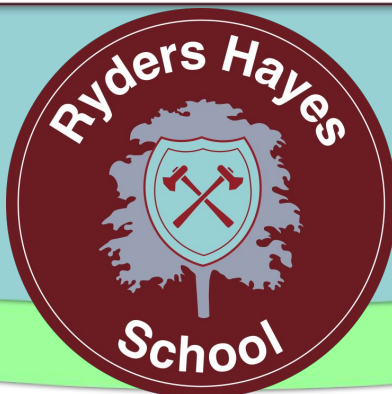
SEARCH NHS SCHOOL ILLNESS GUIDANCE.

MOMENTS MATTER, ATTENDANCE COUNTS.

HM Government NHS



VIP Education

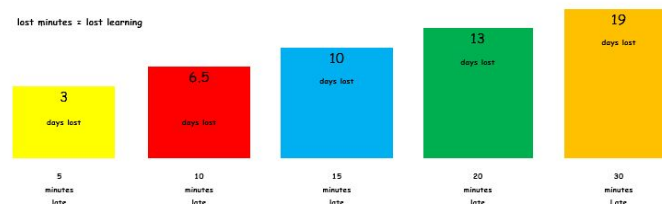


Being 15 minutes late each day is the same as missing 2 weeks of school

Punctuality

- Arriving on time sets your child up for the rest of the day.
- Arriving late interrupts not only your child's learning but those around them.
- Children arriving late after the bell (0855) but before 0915 will have a 'L' Late code applied to their registration document.
- Children after 09:15 without a valid reason will have a code 'U' applied which counts as an unauthorised absence even though they are in school so will affect their overall attendance figure over the year.
- Parents must accompany their child to the office to sign in their child if late using the signing in machine in reception.

lost minutes = lost learning



Leave of Absence

A leave of absence form must be completed at least two weeks prior to any leave taking place and can be obtained online or at the office.

As a school we do not authorise any leave of absence and all leave will be coded as 'G' which means leave taken but not authorised by the school.

The local authority look at leave of absence along with VIP Education our attendance consultants and can issue penalty notices which can be £80 per child, per adult.

We encourage all leave to be taken during holiday periods where possible as this does affect your child's learning



School Uniform

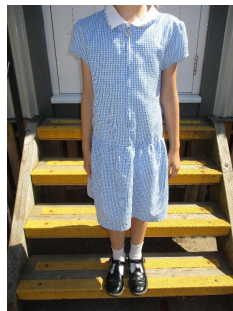
[Uniform Policy .docx \(ryders-hayes.co.uk\)](#)



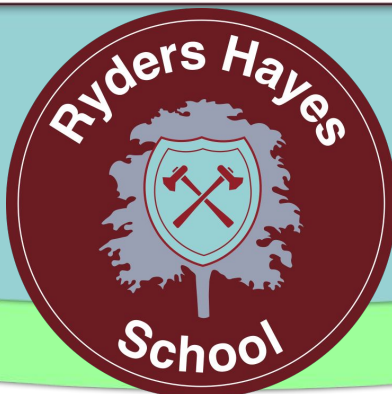
Inline with Uniform policy - children need ;

- Expectation all children to have a Burgundy coat/school, school bag, tie, jumper/cardigan as appropriate.
- Winter uniform - grey trousers/skirt, grey tights/socks, black shoes no boots.
- Cornflower blue shirt Y1-Y6, (cotton polo shirt only in Nursery and Reception)
- School coloured tie Y1-Y6
- Hair longer than shoulder length - must be tied up in school colour
- functional accessories only
- Jewelry - Plain stud earrings and wrist watch only - No camera watches. Children to take earrings out on PE days. If children have earrings in they will not be able to participate. Not other pieces of jewelry - bracelets, necklaces etc.

Optional Summer Uniform



- Children will come in their PE kit during the Autumn and Spring months - in the summer term children will bring their PE kit to school to change.
- Water bottles - no hydroflasks/stanley cups (metal water bottles), plastic water bottles with sports cap. School sell plain school water bottles online
- All items to be clearly named - children have the same items and we know these are high cost. Please ensure that everything your child brings into school is named.



PE Uniform



Plain white t shirt, navy joggers - no logos

Set of pumps for wearing inside in the school hall.

Pumps to remain in school in lockers please through the year.

Black trainers for outside

No earrings - must be taken out. Tape/plaster not allowed.

PE DAYS:

Monday - Reception and Year 6

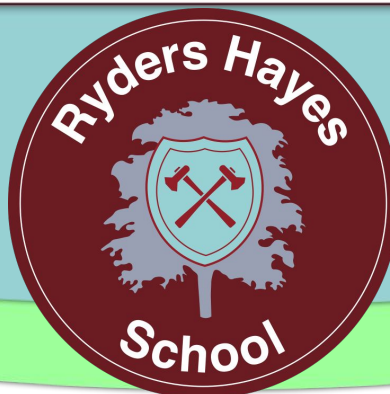
Tuesday - Year 2

Wednesday Year 1

Thursday - Year 5

Friday Year 4 and Year 3

Children to come dressed in their PE kits on PE day in the Autumn and Spring Term. Then to build independence and maintain dressing skills - children to bring their PE kit inot school in the summer term, weather children change in sex grouped classes.



Rewards

	Presentation of work
	Home-learning
	Effort (Staying Positive & Aiming High - Skills Builder)
	Character (Staying Positive- Skills Builder)
	Citizenship (Leadership - Skill Building)
	Collaboration (Teamwork - Skills Builder)
	Communication (Speaking- Skills Builder)
	Creativity (Skills Builder)
	Critical Thinking (Problem Solving - Skills Builder)
	Listening (Skills Builder)
	Lunchtime Award
	Afterschool Club (Knight Ryders)

Trackit Points

Rewards-Golden time, stamps, praise assembly
Starting on white. Green reward points. Yellow – red cards.

Parents will be informed if red cards have been given and why.

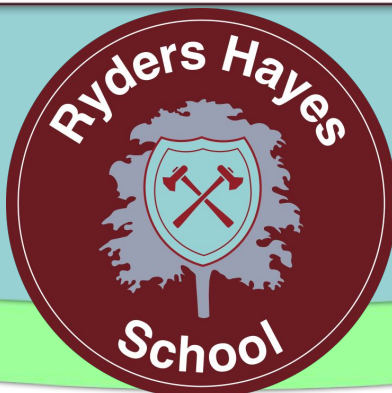


Trackit light certificates

overview

100 Bronze
200 Silver
300 Gold
400 Platinum
500 Emerald
600 Ruby
700 Opal
800 Sapphire
900 Diamond





Behaviour Flow Chart

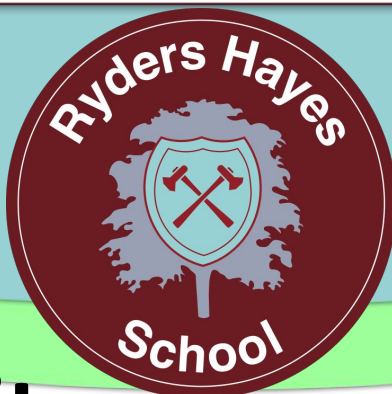


Trackit Lights



← Frequent orange, yellow or red cards in a term will cause a pupil to be on a behaviour report card →

*Adjustments through the process for vulnerable children



Entrance & Exit

Up the steps from KS1 playground - same as Year 5

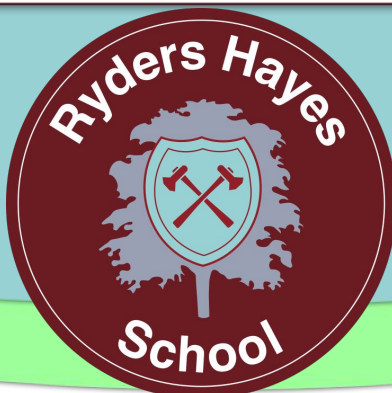
School Day

- Main gate opens: 8:30am
- Internal doors open: 8:45am (all classes)
- Registration: 8:55am
- End of day: Nursery 3:45pm

Reception 3:20pm

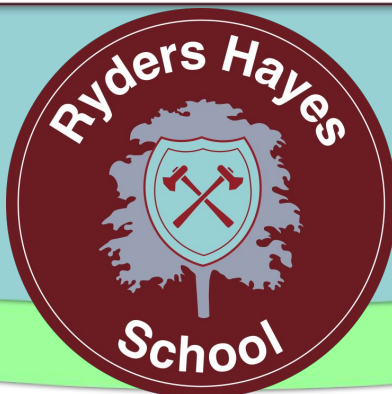
Yr1-Yr6 3:30pm

- Breakfast Club: 7:30am - 8:45am
- ASC: 3:30pm - 5:45pm
- Extra- Curricular Activities (Premier): Two year groups together per night
3:30pm - 4:30pm



Exit & Entrance points - front steps Y4 and Y5

Year 4	  Steps (closest to Pre-School)
Year 5	  Steps (closest to Pre-School)



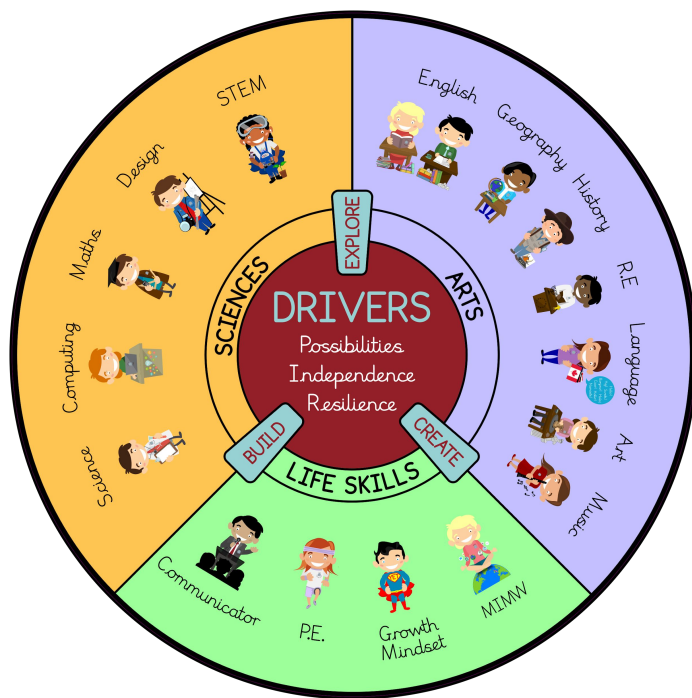
Our Curriculum

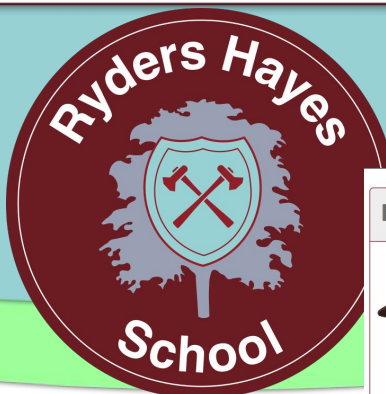
We have designed a bespoke curriculum specifically for our children.

In order to store information in long term memory children need to revisit the same key skills, concepts and vocabulary through a range of key experiences.

We have grouped our subjects into three categories - Sciences, Arts and Life skills.

Our curriculum drivers are explore/build /create possibilities, resilience and independence





Knowledge Mats

History

How has crime and punishment changed over 1000 years?

Archeologist – a person who learns about the past by digging up artefacts and studying them.

Historian – a person who studies and writes about the past.

People believed that if you ran away from justice you would be declared an outlaw and could be killed on sight.

Many people believe in the legend of Robin Hood who robbed from the rich, including the church, to give to the poor because society was very unequal, sheriffs made sure the law was obeyed, Robin Hood killed deer in the forest, against the law etc...

The 18th Century was the era of the Bloody Code when there was a massive increase in the number of capital offences. These were often for quite trivial offences, usually involving property.

During this period there was a massive increase in the number of crimes for which people could be hanged – 50 in 1688 to 200 in 1820. It was known as the Bloody Code. With no police force to protect their property, 80% used the threat of capital punishment which they thought would act as a strong deterrent.

Victorian Period – introduction of the police force by Sir Robert Peel. This was also a great period of growth in prisons: 90 new ones in the first 40 years during Victoria's reign.

During Medieval Times, there were links between food prices and crime. Stealing food money and belonging made up the majority of crime.

Crime and punishment has changed over time in Britain since the Roman invasion.

vagrancy: state of living as a vagrant; homelessness.

medieval: the Middle Ages – 5th to 15th century.

juror: a member of a jury.

smuggler: a person who smuggles goods.

pardon: a seemingly absurd or contradictory statement or proposition which when investigated may prove to be well founded or true.

passion: a person who tends to see the worst aspect of things or believe that the worst will happen.

Jury: the act of having a case in court to decide whether or not a person has broken a particular law.

Justice in the Middle Ages depended almost entirely on the community. People only hope of protection from theft and violence was for everyone in the village or town to work together – Medieval neighbourhood watch.

Medieval justice was based in favour of the rich and powerful.

Medieval justice used fear of consequences to stop people committing crimes.

A highwayman was a robber who stole from travellers. This type of crime was usually travelled and robbed by force.

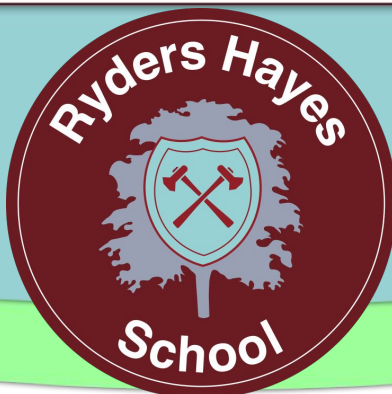
Many women were accused of witchcraft and burned at the stake.

The government or police force investigates crimes today. Cases go to court to ensure justice.

Autumn: STEM - Electricity and electrical systems, Anglo Saxons, Food chains, East Anglia, Keeping safe online, netball, gymnastics

Spring: Sound, Digestion, DT structures, Vikings, Dance, Net and Wall games, Toy designs

Summer: Habitats, States of Matter, Ancient Mayans, Product Design (chocolate bar), Naples and Campania, Andy Warhol, Athletics, Cricket, Animation

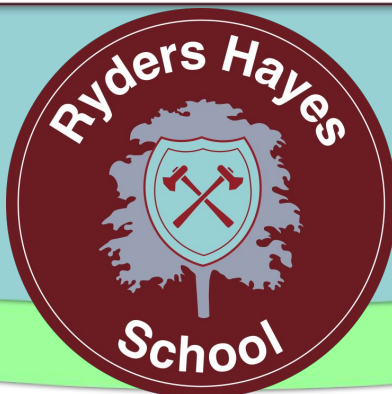


Home School Promise

The Family promises to:

- Ensure children come to school ready to learn; providing uniform, PE KIT.
- Ensure children attend regularly and on time and inform school of absence on the first day.
- Fully support the School's Policies, and any sanctions required as part of the Behaviour Policy.
- Read the Safeguarding Policy on the school website.
- Support the child with readings, spellings and tables, as well as ensuring that set home-learning is completed and returned on time.
- Read and respond to school communications, and attend meetings to discuss pupil progress.
- Support their child's learning and progress through attendance at every Parents' Evening and specific year group workshops.
- Treat staff with respect and refrain from any abusive, threatening or violent behaviour.
- Refrain from making any reference to school or school staff on social media sites.

Signed (Parent/Carer)



Acceptable User Policy (AUP)

I agree that I will:

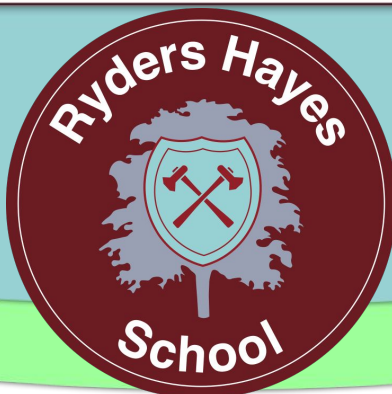
- Always keep my password a secret.
- Respect the school network security.
- Make sure all messages I send are respectful.
- Show a responsible adult if I receive an unpleasant email or find Internet content nasty or uncomfortable.
- Not bring my mobile phone to school unless I am in Year 5 or Year 6 and walk home. If I do bring a mobile phone, it has to be taken to the office, switched off and collected at the end of the day. My Parent/Guardian will have to give written permission for me to bring my phone into school.
- Always keep my personal details private (my name, school name and address, home address any contact numbers, family information etc).
- Only use an email account that is provided by the school.
- Not upload pictures or digital images of myself or others without my teacher's permission
- Only create and share content that is legal.
- Never meet an online friend without taking a responsible adult that I know with me.
- I will only access my own work
- My use of ICT (Internet, computer files) can be checked and that my parent/ carer contacted if a member of school staff is concerned about my E-Safety.
- Only use ICT in school for school purposes.

I know:

- Where to find and how to use the CEOP report abuse button.
- That anything I share online may be monitored.
- I know that once I share anything online it is out of my control and can be used or changed by others.

Pupils understand these rules are there to help keep me safe, and my friends and family safe. I agree to the above rules.

Parents/Carers: accept that ultimately the school cannot be held responsible for the nature and content of materials accessed through the Internet and other mobile technologies, but the school will take every reasonable precaution to keep pupils safe and prevent pupils from accessing inappropriate materials.



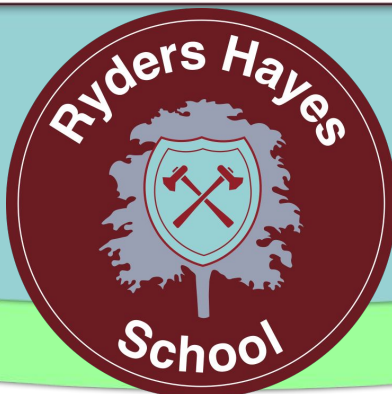
E-Safety

The children will all be taught about E-Safety throughout the year. This is part of our computing curriculum as well as Me in My World studies. At school we always take part in Safer Internet Day, held during February each year.

Parental Concerns:

If you have any concerns about E-Safety and your child, particularly **cyberbullying** or accessing content they shouldn't; then please contact school and we can help you.





Home Learning

Google Classroom: weekly home learning set and class announcements.

Reading: daily reading and recording in pupil planner.

Maths: practise on TTRS every week.

Spellings: practise and weekly test.

Pupil planner in school everyday. Use for communication or email.



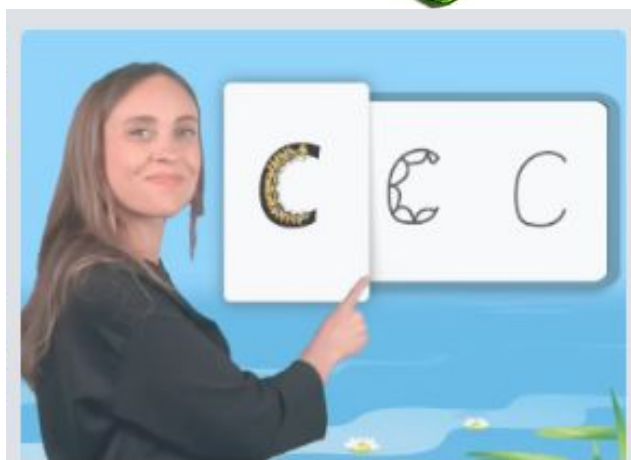
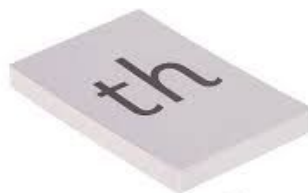
Summer Project

Anglo Saxons



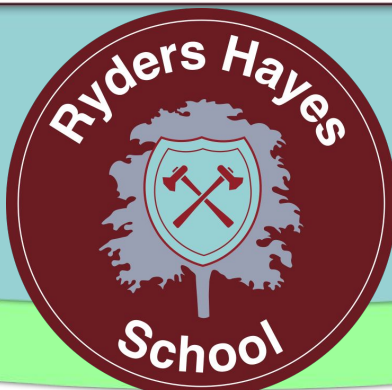


Read Write Inc. Phonics

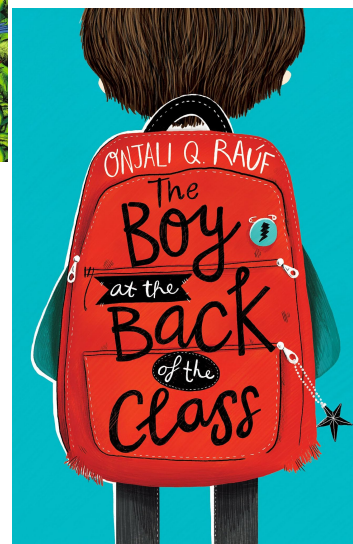
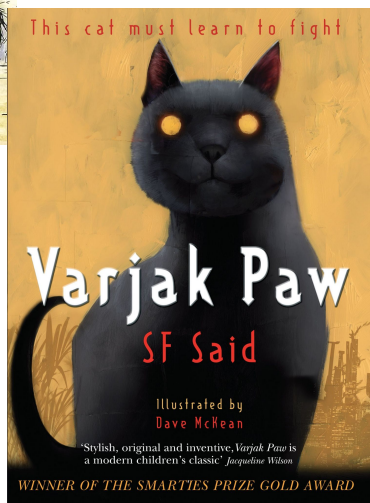
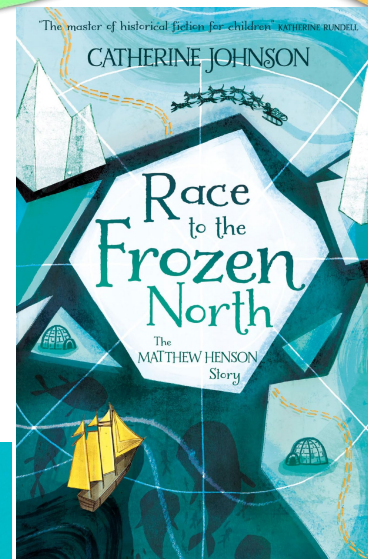
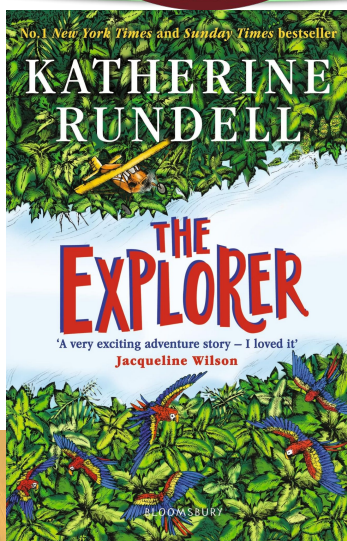
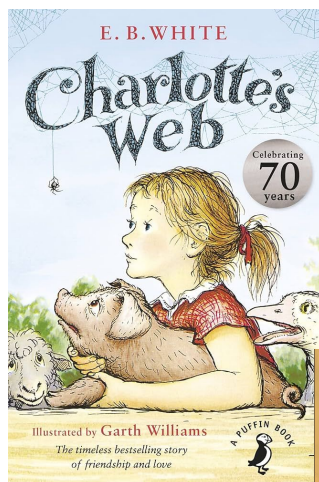


Phonics Virtual Classroom

Children can watch these films in school and at home to practise reading and spelling sounds and words.



English





Summer Reading Challenge

All links added onto Google Classroom

The Summer Reading Challenge is a FREE holiday activity for children. It's all about reading for fun, aiming to improve children's reading skills and confidence. The Challenge runs every year throughout the summer holidays, and all children aged 4-11 are welcome to take part.

Children can read anything they like (really - anything!) and collect free rewards for their reading.

The 2025 theme and how to take part:

This year's Challenge theme, **Story Garden**, is an enchanting take on nature and the great outdoors. Through reading, children will uncover magical creatures, vibrant plants, and enchanting landscapes brought to life by award-winning illustrator Dapo Adeola. Libraries will be transformed into immersive gardens of adventure where children's imaginations can flourish, supported by free activities and resources.



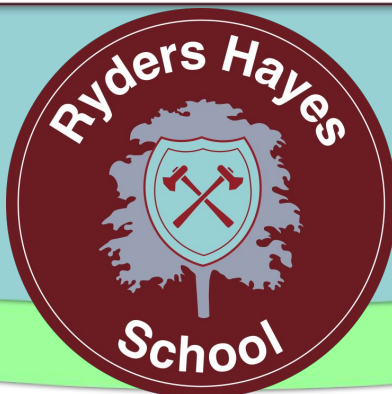
Summer Reading Challenge

Children can take part for FREE, either at the library OR online:

- You can sign up at [your local library](#) and take part in person. A librarian will give you a special collector folder and help you find books to read. You'll collect special stickers and rewards for your reading.
OR
- You can take part **online** by signing up [here](#), on the official Challenge website. You'll set up a profile with a reading goal and log your books. When you reach your goal, you will unlock a virtual badge and certificate.

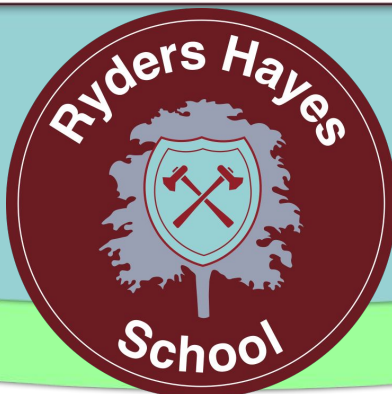
Please note, the in-person and online challenges are separate. Physical incentives like medals are only available via the library, for those taking part in the in-person challenge.

Any children who are able to take part are welcome to share their successes when they return to school in September with their new class teacher as this is something that we would like to celebrate together.



MIMW

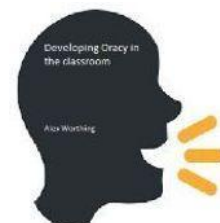
What your child will be taught in school	Statutory RSHE Objectives By the end of Year 6 Pupils should know:	How you can help at home
• identify who the special people in their lives are and explain why they are important to them; • explain why having a family network is important; • know what makes someone a good friend and demonstrate these qualities; • put positive resolution techniques into practice; • cooperate with others to complete a task; • identify several ways to show others they care and understand the importance of doing this.	that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring friendships • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict,	Being a Good Friend: Ask your child to draw a picture of a time they have been a good friend to someone at breaktime, lunchtime and in the classroom. Write a description of what they think makes someone a good friend. Showing I Care: How can your child identify ways in which they can show the special people in their families that they care about them Make a chart to record each time they complete this.



Oracy

There continues to be a big focus on improving the oracy skills (oral communication) of learners at Ryders Hayes.

We are working closely with Birmingham Hippodrome and have a visiting artist work with each year group for one term across the school year.



**HIPPODROME
EDUCATION
NETWORK**



How do you get wool from sheep?

Once a year, in spring, when a sheep's winter coat is very long, its wool is cut off. A shearer, who is like a hairdresser for sheep, comes to the farm to give the sheep a haircut. This is called 'shearing' and it gets the sheep ready for the warmer weather. Shearing does not hurt the animals. In fact, it keeps them cooler.



Assessments

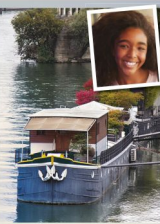
3 Who cuts the sheep's wool?

1 mark

4 How does removing their coats get sheep ready for the warmer weather?

Houses Around the World

All over the world, people live in different kinds of houses. Houses can be made from lots of materials and be found in all sorts of unexpected places!



My name is Sara and I live on a houseboat in a country called France. Living on a boat means that my house can move and my family can travel to lots of interesting places.

My boat has everything you need, just like a house on land! We even have a special machine that gives us electricity but it can sometimes run out. I have to be careful about how much time I spend having a shower or watching television because they both use electricity.

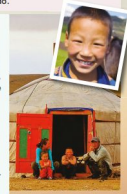
My favourite part of living on a houseboat is that I am able to see lots of different wildlife. Watching a family of otters while eating breakfast is not something everyone is lucky enough to do.

My name is Bora and I live in a country called Mongolia in a house called a ger.

A ger is a round tent that can be moved from place to place. We keep animals that need to move to different places to eat. Because we have to go with the animals, our house has to be able to move too. Our ger is made of wooden poles in a special pattern called a lattice.

Gers have one room and a hole in the middle of the roof. This lets in fresh air and sunlight. Gers are covered with special fabric to help keep out the wind and rain.

Some gers, like mine, have solar panels, which turn sunlight into electricity. This means we can charge our phones wherever we go!



19 Look at these signs:



Write one sign in each box to make the number sentences correct.

One is done for you.

$$5 \times 4 = 20$$

$$8 \square 2 = 16$$

$$30 \square 10 = 3$$

$$7 \square 6 = 13$$

2 marks

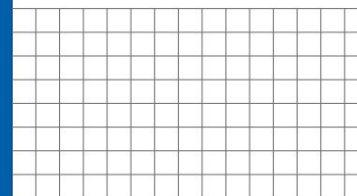
13

$$24 \div 2 = \square$$

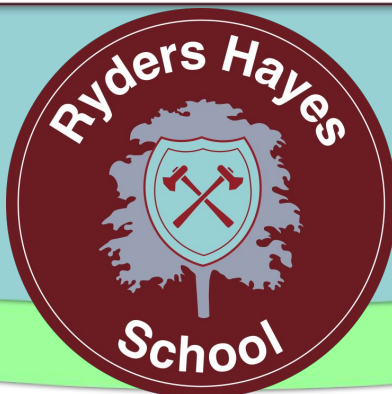
1 mark

14

$$32 + 46 = \square$$



1 mark

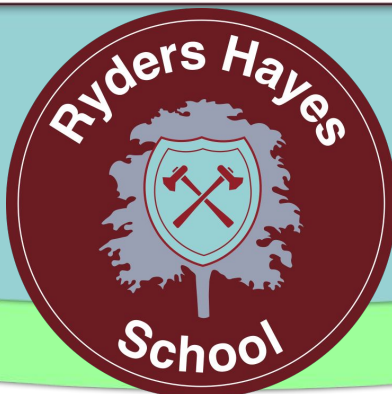


Family Learning

As part of Family Learning at Ryders Hayes during the next school year you will be invited in to work alongside your child in the classroom.

We look forward to this partnership with parents.





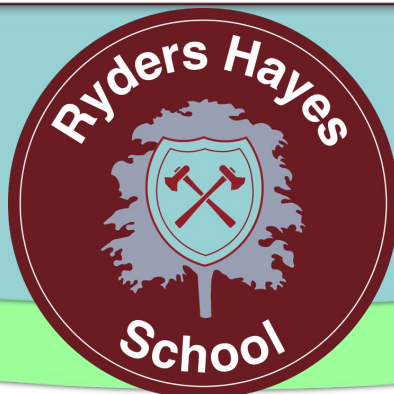
Music

All children from Reception to Year 6 have a weekly lesson where they learn about music through listening, composing and performing whilst developing skills in singing and playing instruments.

There is a whole school Singing Assembly each week and school choir that is open to KS2.

Peri group lessons available at an additional charge - children can be signed up to these in the hall from Y3 upwards.





Trips

Residential - Whitemoor Lakes - 6th-8th October

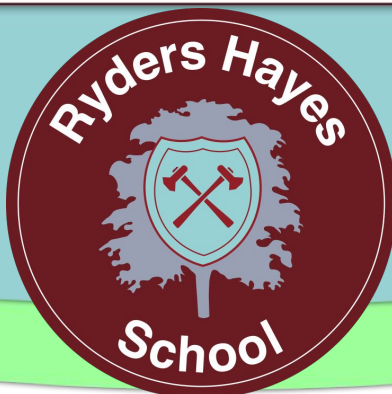
Anglo Saxon day in school:- Autumn Term

Local walks out into Pelsall:- Spring Term

Cadbury World :- Summer Term



Contact - finance@ryders-hayes.co.uk - Mrs Khan (Director of Finance and Operations)



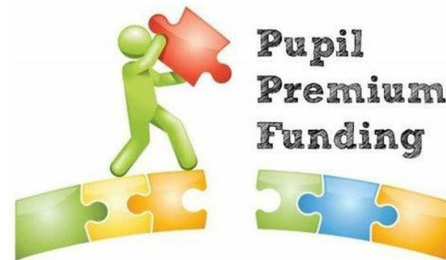
Pupil Premium

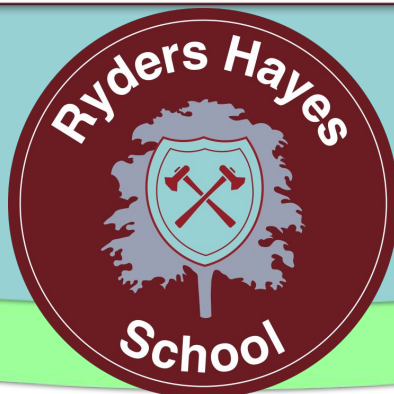
A child is entitled to this if they are eligible to free school dinners. Forces and 'children who are looked after' (CLA) once we have been informed.

If you think you may be entitled to this please ask the office for advice on applying.

Your child will get

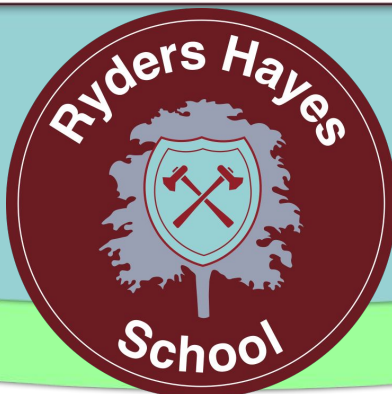
- One free trip a year (or contribution to a residential)
- One after school club or musical tuition free
- Other extra support according to their needs within school





Parent Meetings

- Parents' Evenings will be face to face with some online appointments available this coming year.
- October 2025 and February 2026 dates.
- We will be inviting parents in to school to work with children during a learning showcase afternoon.



Arbor Parent App

Use the Arbor Parent App for;

- Before and After School Club bookings
- Trip payments
- Communication
- Student reports
- View and change the data we hold for you and your child



Log in

☐ Remember me

[Forgot your password?](#)

Need help?

For help with Arbor Parent Portal or Arbor Management Information System (MIS) for schools, [take a look at our Help Centre](#).

Trouble logging in? No worries! Click below for help:



Lunch

DINE
WITH MIQUILL

WHAT'S ON THE MENU?

From Monday 31st October 2022 we are looking forward to providing meals to your school!

Who are we?

We're Miquill, a small, local catering business and quite simply, we love food! We're here to make your child's lunchtime experience tasty and fun.

Our mission

We want to give every child a nutritious meal that fills them up and that they love to eat. We want to give them a food experience that rivals the high street and teaches them about different flavours and cuisines from around the world! Lunchtime is a really important time of the school day - it allows your children to relax and socialise and gives them the energy to get through their afternoon classes. We take pride in making this important part of the day the best it can be.

Our menus

Your menu features meat and vegetarian choices which are all freshly cooked with love. We source top quality ingredients from regional farmers to make sure everything that goes into our meals is fresh, environmentally friendly and of course, delicious.

Your child's health plays a huge role in the way we develop menus and cook our food. We meet the Government's standards when it comes to food in schools and our menus are analysed to check they are balanced and healthy. We have a commitment to healthy, sustainable meals.

- We source locally and seasonally wherever possible including fruit, vegetables, dairy, meat and bakery items
- We only use Red Tractor assured meat and MSC assured fish
- We don't use undesirable additives, and limit the amount of fat, salt and sugar in our meals.
- We enrich our recipes with fruits & vegetables - even where you wouldn't expect, such as in carrots in our sauces or fruit in our brownies
- We use whole grains in most cases as they are better for your child's health.

Special dietary requirements

If your child has been advised by a GP or other Healthcare Professional to follow a specific medical diet due to allergies or otherwise, please contact our kitchen team to request a meeting to discuss your options.

All allergen information relating to our menus is available on request.

Free school meals

The Free School Meals scheme is a fantastic initiative by the Government to ensure that all children are able to eat a delicious, nutritious and filling meal each and every day.

Children in Reception, Year 1 and Year 2 are all entitled to Free School Meals and for pupils in Year 3 and upwards, there is a simple application form if you receive certain benefits. We can provide support through the application process so feel free to get in touch if you have any questions.

Research by the Children's Food Trust showed that school meals are consistently more nutritious than packed lunches, giving the children who eat them a better foundation for good health.

Learning about healthy eating

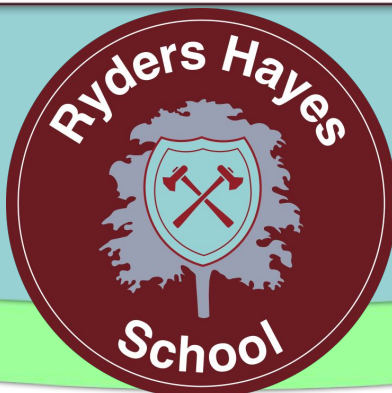
All our menus are created to be balanced and healthy. We have a nutritionist who checks our menus to be absolutely sure that we meet this goal.

However, we know that it's not enough to just give your children healthy food; we want to also teach them about how to live a healthy lifestyle. We make sure that we talk to and engage with the pupils in our schools to show them how important it is to eat good food.

We often hold assemblies and talks to do this but we can even organise fun events like smoothie bike days, cooking classes and competitions. Most importantly, we need to stop the stigma that healthy food is bland and boring. Our delicious meals are full of flavour so we're sure your children will love eating our healthy lunches.

0800 043 6604
www.miquillcatering.co.uk
info@miquillcatering.co.uk





Friends of Ryders Hayes

We are currently a small group of parents who get together to raise funds and have fun activities for our all children at Ryders Hayes school. We would love for more parents/carers/grandparents/friends and family to get involved and help out.

What we do

We organise the Halloween disco, Christmas Market, Summer fayre and support the school in events such as parent evening, Christmas plays, end of year plays and more by supplying refreshments and a raffle . We hold meetings to discuss future plans and events.

Where do the funds go?

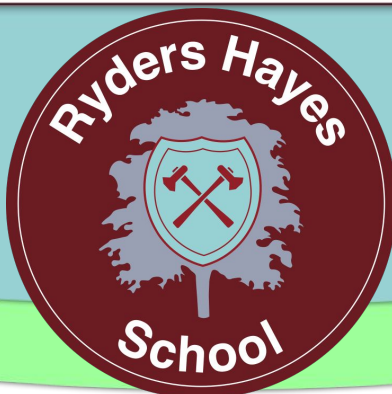
Money raised all goes towards children in school and all member of friends of Ryders Hayes are asked their views.

There is no need for commitment to all events or meetings.

If you can spare some time for even just an hour at one of the events, it is all greatly appreciated.

If you would like to know more about how you can help please get in touch via

Facebook @FriendsOfRydersHayes, email postbox@ryders-hayes.co.uk , passing your details to the office or let one of the members know you would like to be involved



Who to See



Class Teacher - Mrs Raxworthy-Cooper, Mrs Thompson, Mrs Macromalli



Y4/5 Team Leader - Mrs Raxworthy-Cooper



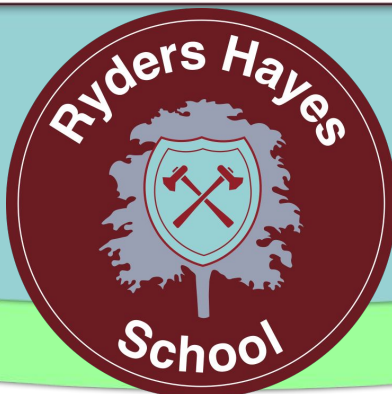
Deputy Head of School - Mrs Middleton



Head of School - Mrs Deeley



Executive Headteacher - Mrs Paul



Who to See



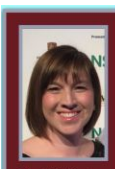
Mr Ryland

Safeguarding and wellbeing Lead



Mrs Willis

Inclusion Lead



Mrs Middleton

Deputy Head of School - Mrs Middleton



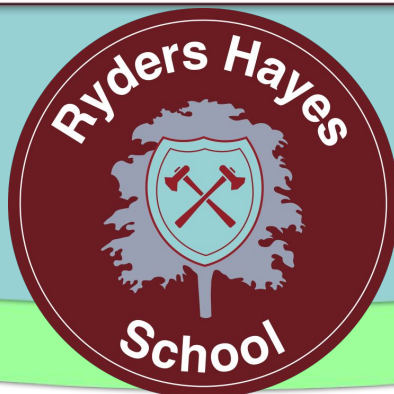
Mrs Deeley

Head of School - Mrs Deeley



Mrs Paul

Executive Head Teacher - Mrs Paul



Who to See



Class Teachers:

b.thompson@ryders-hayes.co.uk

l.macromalli@ryders-hayes.co.uk,

c.raxworthy-cooper@ryders-hayes.co.uk



Y4/5 Team Leader - Mrs Raxworthy-Cooper



Wellbeing & Safeguarding Lead - Mr Rylance

m.rylance@ryders-hayes.co.uk



Thank you for attending-

There is lots more information on the school website-<https://www.ryders-hayes.co.uk/school>

Any questions?