



Bruche Primary School Academy

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[@Bruche_P_School](#)

Thank you to the parents who attended the nursery coffee morning this week. Mrs Kerrigan loved sitting with you to hear about all the things you love about Bruche and the areas in which we could improve on. Our next coffee morning is on Wednesday 18th October from 08:50 and is for our reception parents.

Thank you to everyone who has booked a parent evening slot for next week. We promise to try to keep to the timings but sometimes the teachers overrun because they have so many great things they want to talk to you about!

You should also have received your child's interim school report this week. This is a snapshot of your child's progress and attainment in their first 6 weeks of school. It should be used as a catalyst for your conversation with your child's class teacher next week.

Have a good weekend everyone.

Mr Jones

Diary Dates

16/10/2023 Parents Evening
18/10/2023 Halloween Discos (Reception-Yr2 and Yr3- Yr6)
18/10/2023 Nursery Halloween fancy dress bring £1
18/10/2023 Reception parents coffee morning
20/10/2023 SEND coffee morning with Miss Kerrigan
20/10/2023 Non school uniform
13/11/2023 Open Evening for new parents
15/11/2023 Y1 parents coffee morning
17/11/2023 Y6 Chemistry with Cabbage workshop
23/11/2023 Tempest individual photographs
29/11/2023 Y2 parents coffee morning
04/12/2023 School choir to Salvation Army
06/12/2023 Y3 parents coffee morning
13/12/2023 9.30am EYFS Christmas Dress Rehearsal – Grandparents invited
14/12/2023 9.30am EYFS Christmas performance for parents
14/12/2023 2.00pm EYFS Christmas performance for parents
15/12/2023 9.30am KS1 Christmas Dress Rehearsal – Grandparents invited
15/12/2023 1.40pm KS2 Christmas Dress Rehearsal – Grandparents invited
18/12/2023 9.30am KS1 Christmas performance for parents
18/12/2023 3.30pm KS1 Christmas performance for parents
19/12/2023 9.30am KS2 Christmas performance for parents
19/12/2023 3.30pm KS2 Christmas performance for parents
20/12/2023 Toy day/Party day/Christmas Jumper day
10/01/2024 Y4 parents coffee morning
24/01/2024 Y5 parents coffee morning
07/02/2024 Y6 parents coffee morning

Parents Evening Uniform Pop-up shop

On Monday 16th October, during parents evening, the PTA will be displaying their uniform pop-up shop. We just ask that you leave a small contribution in the honesty box for any items taken which will go towards raising money for the school.

Special Mentions

Nursery – Luke Rawlins – Luke has started back in September with a wonderful enthusiasm for learning and is eager to take part in all activities. He works well with the other children in his class, sharing and negotiating ideas and demonstrates pride in his achievements.
Well Done Luke.

Reception –Elsie Melia. Elsie has been working extremely hard in our phonics lessons and she has been doing some wonderful homework at home to further her learning in school. Well done for writing CVC words, Elsie! Keep up the great work!

Miss Bostock

Year 1 –Georgie Dickenson for having an excellent attitude in all lessons. Keep up the wonderful work Georgie!

Year 2 –Connor Tregear-McGlinchey for excellent contributions in our writing lessons. Well done!

Year 3 –Scarlett Taylor for showing great team work and sharing skills during group work.

Year 4 – Evan Christian for his hard work this week.

Year 5 - Kai Williams for his excellent maths work!

Year 6 - Mason Scholes - for taking on his role of school librarian so professionally.

PE- Jessica Kier for her impressive listening skills during PE.

Early Years News

Nursery

This week we have read the story Owl Babies and the children have really enjoyed learning all about owls.

We have been following instructions to draw an owl using pencils, paint and tools in sand. The children have also created some wonderful Owl collages and stick puppets which they have used to retell the story.

We have been counting the feathers onto owls, completing inset puzzles matching the woodland animals to their correct shadow and exploring height. The children have loved finding objects that are taller or shorter than mother owl from the story.

To support our fine motor skills we have been strengthening our hand and finger muscles through moulding and sculpting playdough to create our own characters from the story including Mother Owl, Sarah, Percy and Bill.

What a wonderful week, well done Nursery.

Have a lovely weekend.

Mrs Wallace

Reception

This week the children have been looking at the text '*Super Duper You!*' by Sophy Henn. We have been using our knowledge of Set 1 sounds to write initial sounds for words. The children have also had the opportunity to share what their likes and interests are by drawing symbols.

In Maths, the children have been learning how to subitise amounts to 5. The children have been able to recognise different amounts and automatically say the number without having to count. The children are experts at this and they have been amazing me with their subitising skills this week!

Have a wonderful weekend everyone!

Miss Bostock

Key Stage 1 News

Year 1

This week in Math's we have looked at number lines and number facts within a range of numbers to 10. The children were shown a number line and we discussed everything they recognised. They mentioned how number 5 was in the middle, it started with 0 and ended with 10. They also recognised how the gaps between each number were the same. Year 1 were then presented with unmarked number lines and had to estimate where they would place different numbers. On Tuesday we worked hard to revisit our understanding of number bonds to 4 and 5 from reception and

discussed writing number sentences accurately. We then used our own bead bracelets to find number bonds to 6, 7, 8, 9 and 10 and write them systematically on squares in our Math's books.

In Literacy this week Miss Lewis has introduced us to 'adverbs of time'. We structured our writing using first, next, then and finally. We realised this helped us to write in chronological order and we were so proud of our work! We are continuing to have focus on writing independent sentences applying capital letters, finger spaces and full stops accurately and it is clear the children are gaining confidence. Our handwriting lessons are certainly having a positive impact as the children's letter formation has improved so much!

In Science this week we have organised months of the year according to which season they belong in and the children enjoyed playing some games to help them to remember this. During registration the children are being asked lots of questions about days of the week and months of the year to secure our knowledge and they are excited about it every morning!

In Geography this week we have observed an aerial map of our school grounds. We listed a range of areas we recognised on the map and discussed how tricky it was to recognise areas around school without being able to see inside the building. Year 1 enjoyed recognising key areas such as the field, the football pens and the playground to help us label the correct classrooms.

On Tuesday we celebrated 'Mental Health Awareness Day'. We had a lovely afternoon and participated in some Halloween Cosmic Yoga and discussed what we can do to support positive mental health. The children enjoyed sharing what makes them happy such as spending time with family, fresh air, good food, feeling rested and sharing thoughts and feelings. Well done Year 1!

Miss Lewis

Year 2

Year 2 have had a very busy week!

In Maths, we have consolidated our learning counting in two, fives, tens and even threes! We worked hard to figure out the missing numbers in different patterns and even tried different mastery questions. We now recognise different patterns, starting from any number. It was lovely to see so many children feeling more confident with this. We then moved onto looking at different number lines and filling in any missing numbers. We found that it was more challenging to add a number when we didn't know the scale!

In Writing, we learnt how to write in paragraphs and how to extend our sentences using conjunctions and adjectives. We used our adjectives plan to write sentences to describe Samuel Pepys. We worked as a team to edit our work and make simple improvements. We discussed how important it is to proof read our work too, so that we can identify any mistakes.

On Tuesday it was Mental Health awareness day. Children took part in different activities that made them happy. We discussed how we can make our brains healthy and happy and many children drew pictures of these. We designed posters to support anyone that does not have good mental health and we took part in a yoga lesson. It was so much fun!

In Science, we discussed the properties of materials and used google maps to look at our school building. We identified the materials that have been used in and around the school and began to talk about how important it is to use the correct material when building.

In Geography, we have revised the countries in the United Kingdom and talked about the capital cities. We used an atlas to label our own maps and then used chalk to design our own map of the

UK. We remembered our chant from last week and we loved singing and dancing round the classroom to help us remember the countries!

Well done Year 2!
Miss Kerrigan

Key Stage 2 News

Year 3

In English this week, we have continued to look at our new class text, *The Seal Surfer*. We focused closely on different verbs that are related to certain animals. Once we did this, we created our own 'What am I?' riddle, using the verbs associated with sea animals. The children also looked at how to use inverted commas when creating speech, in preparation for writing a set of dialogue between our two main characters.

In maths, we have continued to look at different number lines and using our estimating skills to estimate where a number may be on a number line without any intervals.

In geography, the class looked at what major cities are located around Warrington. They did this by using atlases and working in pairs to identify the key on the atlas, then identifying the cities. A further challenge question was asking "What is the land around Warrington used for?", where they were able to identify it is used for industrial use and agricultural use.

In PSHE, we focused on respect and what that really means. We discussed about showing respectful and polite behaviours towards each other in class and looked at the bigger question "can people be whatever they want to be?".

In R.E, we have looked at 'what makes a good leader?', and the children discussed the important qualities make a good leader. They also focused on why people may want someone to follow and what lessons we could take from that.

In History, we examined how the climate changed over the course of the Stone Age. The class looked at mapped photographs of Pangea and we looked at how that changed over the years.

Miss Conway

Year 4

In Maths this week in Year 4 we have been looking at using number lines. We have thought about how we can find out information to populate them to help us to estimate numbers using our 25s and 50s knowledge. We have then been estimating where numbers would be placed before moving onto thinking about if numbers are further away or closer to 1000.

In English, we have been planning and writing our retell of the Hare and Tortoise. We have been thinking about our own characters and settings. We have then written our own versions, trying to remember to use fronted adverbials, speech punctuation and pronouns.

In Science, we have been observing eggs in different liquids to help us see what effect they would have on enamel on teeth. We have observed that the egg in vinegar had a reaction straight away, even the eggs coated in toothpaste that were placed in vinegar had a reaction although this settled down quickly. We then took the eggs out of the liquids and the eggs that had been in vinegar, their

shells had completely dissolved. While the eggs in coffee and coke had just badly stained. We then had great fun outside seeing if the eggs in vinegar would bounce.

In Geography, we have been looking at what human and physical geography is before looking at examples we might find in Europe. We sorted lots of different places into human and physical and we all discovered places we hadn't heard or seen before.

In Spanish, we have been learning about schools and the different rooms and places you might find and in Music we have been making our compositions using times tables facts and pentatonic scales.

Mrs Shone

Year 5

This week in year 5 we began our addition and subtraction topic. We started looking at what we could work out with facts we already know e.g. we know $6+3=9$, then I also know $60+30=90$ and $600+300=900$.

In writing, we practised using modal verbs. Words such as should, could, might, may, will and won't. We wrote sentences tailored to our end goal writing piece based on Podkin.

For our history topic, we investigated the Anglo-Saxon remains found at Sutton Hoo. We debated what each item told us about this time period and how together they told a story.

In science, we compared lifespans of mammals, amphibians, insects and birds. We researched their average life expectancy and discussed their differences.

Finally, in RE we looked at moral dilemmas and how sometimes it isn't easy to make a decision. We linked this to Christianity and temptation.

Miss Ratcliffe

Year 6

Year 6 have been investigation urbanisation in Geography, looking at the push factors as to why people are leaving rural areas in Brazil for opportunities (pull factors) in the city. The children empathised with young people from the Caatinga, who wanted to leave the countryside for a new life in Brasilia. They wrote letters explaining to their friends why they wanted to make the move.

In Maths, we have continued to work on the 4 operations of fractions.

In Computing, the children used the data collected during their Science investigation last week to produce bar graphs in Excel to clearly show which characteristics were best suited to their created environments.

In Writing, we analysed the grammatical features of a balanced argument; we created sentences using appropriate modal verbs and planned a balanced argument for whether Charles Darwin made the right decision to embark on his 5-year Beagle Voyage journey around the World.

In Science, we deepened our understanding of evolution by studying the evolution of the peppered moth, looking at an example of rapid evolution.

In Maths, the children have revised the 4 operations of fractions, simplified fractions and found fractions of any number.

Mr Gould

PE

This week in PE our KS1 children have been pushing their object manipulation skills by dribbling a ball in a variety of ways. Lower KS2 have been using small sided games to improve their attacking and defending skills. In upper KS2 we have added pressure and urgency to our dribbling skills by completing the bleep test in teams whilst dribbling a ball.

Mr Cooney

Lunch Menu W/C 13.10.23

Week 2

Week One	Week Two	Week Three
<p>Meat Free Monday</p> <ul style="list-style-type: none">Homemade Macaroni CheeseVegetarian Sausage Roll baked diced potatoes and beansVanilla Ice Cream	<p>Meat Free Monday</p> <ul style="list-style-type: none">Margarita Pizza served with baked jacket wedges and sweetcornJacket with FillingsVanilla Ice Cream	<p>Meat Free Monday</p> <ul style="list-style-type: none">Homemade Tomato and Mascarpone Pasta Bake served with seasonal vegetablesQuorn nuggets with baked herby diced potatoes, and sweetcornVanilla Ice Cream Roll
<p>Tuesday</p> <ul style="list-style-type: none">Chicken Curry served with 50/50 riceBaked fishfingers with baked potato waffles, peas and sweetcornFresh Fruit Segments or yoghurt	<p>Tuesday</p> <ul style="list-style-type: none">Chilli Beef served with 50/50 riceHam and Cheese Panini, fresh salad, coleslawFresh Fruit Salad or Yoghurt	<p>Tuesday</p> <ul style="list-style-type: none">Cajun Chicken in a bun, Baked wedged potatoes, coleslaw and sweetcornVegetarian Burger in a bun Baked wedged potatoes, coleslaw and sweetcornFresh Fruit Segments or Yoghurt
<p>Wednesday</p> <ul style="list-style-type: none">Pork Sausage with creamed potatoes, gravy served with seasonal fresh carrots and peasPanini served with coleslaw, sweetcorn, and saladJelly and Fruit	<p>Wednesday</p> <ul style="list-style-type: none">Homemade tomato sauce with pasta served with mixed vegetablesBaked Falafel served with savoury rice and mixed vegetablesJelly and Fruit	<p>Wednesday</p> <ul style="list-style-type: none">Chicken Tikka Masala served with 50/50 riceBaguette pizza served with fresh salad and coleslawJelly and Fruit
<p>Thursday</p> <ul style="list-style-type: none">Oven baked Battered Fish served with chunky chipped potatoes, garden peas or baked beansCrumb Coated Chicken served with chunky chipped potatoes, garden peas or baked beansHomemade sponge cake	<p>Thursday</p> <ul style="list-style-type: none">Oven baked Battered Salmon served with chunky chipped potatoes garden peas or baked beansChicken goujons served with chunky chipped potatoes garden peas or baked beansHomemade Cake	<p>Thursday</p> <ul style="list-style-type: none">Crumb coated chicken served with chunky chipped potatoes, garden peas or baked beansOven baked Battered Fish served with chunky chipped potatoes, garden peas or baked beansHomemade Cake
<p>Friday</p> <ul style="list-style-type: none">Spaghetti Bolognese served with seasonal vegetablesHomemade Cheese Flan served with baked jacket wedges sweetcorn and saladHomemade Biscuit	<p>Friday</p> <ul style="list-style-type: none">Chicken curry and riceSelection of filled wrapsHomemade Biscuit	<p>Friday</p> <ul style="list-style-type: none">Pork Meatballs in homemade tomato and basil sauce served with wholemeal pasta and garden peasTwice Baked Jacket Potatoes with ham and cheese served with baked beansHomemade Biscuit



BRUCHE PRIMARY SCHOOL

Term Dates 2023-2024

	Closing Date	Opening Date
Autumn 2024		06.09.23
Autumn Half Term	20.10.23	06.11.23
Christmas 2023	20.12.23	03.01.24
Spring Half Term 2024	09.02.24	19.02.24
Easter	28.03.24	08.04.24
Bank Holidays (Good Friday and Easter Monday)	29.03.24 and 01.04.24	
Bank Holiday (May Day)	06.05.24	
Summer Half Term	24.05.24	03.06.2024
Summer 2024	18.07.24	(TBC)

INSET (Training days for staff – children not in school)

INSET 1	04.09.23
INSET 2	05.09.23
INSET 3	28.06.24
INSET 4	19.07.24
INSET 5	22.07.24

Holiday Dates	
October Half Term	23.10.23 – 03.11.23
Christmas Holiday	21.12.23 – 02.01.24
February Half Term	12.02.24 – 16.02.24
Easter Holiday	01.03.24 – 05.04.24
May Half Term (Whit)	27.05.24 – 31.05.24
Summer Holiday	19.07.24- TBC

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many apps which we believe trusted adults should be aware of. Please visit nationalcollege.com for further guides, hints and tips for adults.

SUPPORTING CHILDREN TO DEAL WITH UPSETTING CONTENT

A Guide for Parents and Carers

Raising children in the digital age seems to be getting tougher, with the world currently experiencing so many uncertainties. From climate change to the war in Ukraine and the conflict in Israel, right now children across the globe can scarcely go online without being exposed to unsettling stories, images and ideas. Reassuring a concerned child can be difficult, especially when bad news feels omnipresent. We've put together some advice to help you in discussing upsetting events with young ones.

1 FIND OUT WHAT YOUR CHILD KNOWS

There are many ways that children are exposed to upsetting content in the media, both online and offline. Before swamping your child with information, find out what they know already. Show them you're interested in what they have to say, practice active listening and try to gauge how much your child has been impacted by what they've seen.



2 RIGHT TIME, RIGHT PLACE

Starting a conversation about upsetting content probably isn't the best idea when your child is studying for an exam or about to go to bed. Choose a time when they're relaxed and open to talking, to make sure you have their full attention. Remember, these conversations can become emotional, so choose somewhere your child feels safe and comfortable.



3 KEEP IT AGE APPROPRIATE

With younger children, try and keep the conversation more general and avoid leading questions and complex detail. You can go slightly deeper into the specifics with young teenagers but keep monitoring their emotional response. With older teens, you can be more open about the realities and consequences of what's happening – but again, do stay aware of their emotional state.



4 EMPHASISE HOPE

Upsetting content can make anyone feel angry, scared, sad or overwhelmed. Try to find stories of hope, generosity and strength related to the content you're discussing. Children often feel reassured when they know they can do something to help, so encourage your child's sense of control through activities which make them feel they're positively impacting the events they're concerned about.



5 MONITOR REACTIONS

All children react differently, of course, and young people might not directly say that they're scared, angry, anxious, confused or uncomfortable. Emotional reactions are natural when discussing upsetting topics, so take note of your child's body language and reactions. Allow them to express their feelings in a non-judgmental space and try to stay mindful of how they might be feeling.



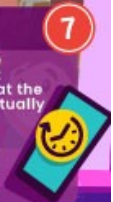
6 CONSIDER YOUR OWN EMOTIONS

It's not only young people who find upsetting news difficult to process: adults also have to deal with strong emotions in moments of stress. Children develop coping strategies by mirroring those around them, so staying on top of how you appear to be regulating your emotion on the outside is important for supporting your child through worrying times.



7 SET LIMITS

Managing screen-time and content can be difficult even in normal circumstances, but especially in unusual or stressful periods (at the start of the pandemic, for example). It's virtually impossible to keep children away from upsetting content completely, but it's important to try to limit exposure by using parental controls, talking about the dangers of harmful content and enforcing screen-time limits.



8 TAKE THINGS SLOWLY

Try not to overwhelm your child with information all at once: instead, take the discussion one step at a time. You could make the first conversation a simple introduction to a potentially upsetting subject and then wait until your child is ready to talk again. Opening the door to the conversation and demonstrating that your child can talk to you about this type of issue is a vital first step.



9 ENCOURAGE QUESTIONS

Online, troubling images, posts, videos and stories are shared across multiple platforms, many of which your child might access. Even if the content is actually inappropriate, encourage your child to discuss what they saw instead of being angry at them for seeing it. Children are still learning that not everything online is accurate – you want to be their ultimate source of information, not their device.



10 FIND A BALANCE

There's often a tremendous compulsion to stay right up to date with events. Our phones frequently send us push notifications urging us to read the latest article or view the most recent video on social media. It's essential to remind your child that it's healthy to take regular breaks, and to focus on positive events instead of 'doomscrolling' and risking becoming overwhelmed by bad news.



11 BUILD RESILIENCE

News has never been more accessible. While our instinct may be to shield children from upsetting stories, it's important that they're equipped with the tools to manage this content when they are exposed to it. Talk about upsetting content more generally with your child and emphasise that they can always tell you or a trusted adult if something they see makes them feel uneasy.



12 IDENTIFY HELP

It's hugely important that children know where to find support if they encounter upsetting content online. Encourage them to open up to an adult that they trust, and make sure they're aware of who their trusted adults are. It is essential that children understand that they're not alone, and that help is available if and when they need it.



Meet Our Expert

Cayley Jorgensen is the director of FaceUp South Africa, which is a reporting system that is currently being used by schools and companies to fight bullying around the world. FaceUp helps give a voice to bystanders by encouraging them to speak up and get the help they not only want but need.



<https://www.nos.org.uk/newsroom/10147955> | <https://www.chikethem.com/blog/supporting-your-child-with-upsetting-content/> | <https://www.unicef.org/parents/how-talk-your-children-about-conflict-and-war>

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Looking after a child or young person's mental health

As parents and carers, there are lots of ways we can support our children to give them the best chance to stay mentally healthy.

Encouraging and guiding a child to think about their own mental health and wellbeing are vital skills you can teach them from a young age.

Visit [Every Mind Matters](#) for help and guidance with:

1. [Ways to support a child or young person](#)
2. [Signs a child is struggling](#)
3. [Looking after your own mental health](#)
4. [Support for parents and carers](#)



Looking after your own mental health as a parent/carer

The logo consists of three circular icons: a green smiley face, an orange neutral face, and a purple sad face. Below them is the text 'Happy? Ok? Sad?' in a bold, sans-serif font.

Happy? Ok? Sad?

**The Mental Health
website for Warrington**

A square QR code is positioned below the text.

www.happyoksad.org.uk

Parenting or caring for a child or young person can be tough at times. It's important to look after your own mental wellbeing, as this will help you support yourself while you are supporting others.

Struggling with something or experiencing your own mental health problems does not make you a bad parent or carer. You must never feel like you have to cope on your own.

Warrington Borough Council's website for mental health - [Happy? Ok? Sad?](#) has help and guidance for struggling parents/carers. If you or someone you know is struggling with their mental health, know that you are not alone and there are places you can go to get help. Visit happyoksad.org.uk or scan the QR code to get the most appropriate mental health advice for you or a loved one.

The poster features a large, glowing full moon in the center against a dark, cloudy night sky. Silhouettes of bats are scattered around the moon. In the foreground, there are several glowing jack-o'-lanterns with carved faces, and behind them, the twisted, leafless branches of a spooky tree. The overall color palette is dark with orange and yellow highlights from the moon and pumpkins.

BRUCHE PTA

HALLOWEEN SPOOKTACULAR BASH

TICKETS FROM THE OFFICE
BEFORE AND AFTER SCHOOL
9TH-13TH OCTOBER

<p>COSTUME PARTY FREE DRINK & HOT DOG £3 FOR 1 CHILD, £5 FOR 2 SIBLINGS</p>	<p>18TH OCTOBER 4.15-5.15 RECEPTION TO YEAR 2 5.30-6.30 YEAR 3-YEAR 6</p> <hr/> <p>ADDITIONAL TREATS TO BUY ON THE NIGHT!</p>
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FOOTBALL ACADEMY RECRUITING

Year 1



REGISTER NOW!



FOLLOW US ON FACEBOOK

BRUCHE ATHLETIC JUNIOR FOOTBALL CLUB

BRUCHE.ATHLETIC.JFC@GMAIL.COM



Music is a compulsory and important part of the National Curriculum. The national curriculum for music aims to ensure that all pupils: perform, listen to, review and evaluate music.

From September 2022 Early Notes Music Education will be able to offer support to students with small group and one to one instrumental tuition for the following...

Ukulele For KS1 & KS2 students

Guitar For KS2 students

Keyboard For KS1 & KS2 students **(all students will learn to read notation)**

Flute For KS2 students **(all students will learn to read notation)**

Recorder (all ranges) For KS2 students **(all students will learn to read notation)**

Violin For KS2 students **(all students will learn to read notation)**

Drum Kit For KS1 & KS2 students

Tuition prices start from £65 for 12 sessions, all lessons are held within school during lesson time. The 12 sessions will usually fit into a school term and lessons will be carried over should a term be less than 12 weeks.

For further information about Early Notes Music, details about specific instrumental lessons or to enroll for September, you can do this direct via our website

www.earlynotesmusic.education



Warrington Schoolwear

Uniform Price List

Sweatshirt Jumper V-Neck (badged)	£10.50
Sweatshirt Cardigan (badged)	£11.00
Tie	Elastic £3.50 Long £3.99
Book Bag (badged)	£5.99
PE Bag (badged)	£3.99
PE T-Shirt (badged)	£5.00

We also stock basic Schoolwear items such as:

Skirts, Pinafore, Boys Trousers, Shirts/Blouses, PE Shorts, PE Pumps and School Socks

Available to purchase in store at:

Warrington Schoolwear

50-54 Buttermarket Street

Warrington

WA1 2NN

Tel: 01925 576868

OR Shop online: Alphaschoolwear.com

AlphaSchoolwear
KidsKirbyLtd

All uniform and PE kit accepted

PTA UNIFORM DONATION DRIVE

Let's help stop landfill waste by donating used uniform for our Pop Up Shop!



Box at Reception



Drop off and Pick up

