



Head Teachers Welcome

A big welcome back to staff and students at Cleeve Meadow School and wishing students and their families all the best for 2020. We are really looking forward to this Spring term and can't wait to get stuck in.

What an amazing term it was last term at Cleeve Meadow School with so much to report. Students were working hard in class and enjoyed a range of visits too, they planned an amazing Christmas fair where students from Cleeve Park School were invited to buy some small Christmas gifts and play games in order to raise money for Save the Children. As part of their learning programme students visited the Maritime Museum in Greenwich and learnt about life at sea and important historical voyages. Students also took part in travel training about safe road crossing and visiting the local shops as part of their life skills programme in order to build confidence and safety awareness. Students really enjoyed their lessons at Cleeve Park School, year 7s learnt about forces in physics and year 8 learnt about the body and pathogens as part of the theme about disease and treatment through the ages. In music lessons students practiced their singing in order to be able to have the chance to perform in the Wizard of Oz alongside students from Cleeve Park School.

We also had our first visit from the Department for Education which was a great success. The school was complimented on the quality of relationships and positive ethos which leads to students feeling safe and supported. Students reported to the inspector that they were happy and settled. The inspector was impressed with a range of systems and programs in place such as Skills Builder and the Zones of Regulation which are supporting the students to develop interpersonal skills and independence. The DfE will be supporting us to review our curriculum offer ensuring that we are offering the best possible academic challenge to our students over the years ahead. We will be providing more detail on the curriculum for parents to follow soon.

We really value the input and support we have had from parents at our coffee mornings. We will inform you of our planned dates for the Spring term coffee mornings and look forward to seeing as many of you as possible there.

Ms Juliet Morris



YouTube is an online platform - owned by Google - where anyone can upload & watch video content. All different types of information, advice & entertainment are uploaded & billions of people tune in to watch, rate & comment on it. As a parent, it's important you understand exactly what content your children might be seeing.

What parents need to know about YOUTUBE

INAPPROPRIATE CONTENT EASY TO ACCESS

Any child with a Gmail account can sign into YouTube & access videos. Some content is flagged 'age-restricted', but the platform relies on self-verification, meaning kids can get around the rules with a fake date of birth. This could enable access to vulgar, violent & dangerous videos.



USERS CAN PRIVATELY CONTACT YOUR CHILD

When your child is signed-in to YouTube with their Gmail account, there are various ways they can send & receive messages. This could be via the messages icon, or via the 'About' tab. There is scope here for users who your child does not know to make contact.



YOUTUBE SUGGESTS RELATED CONTENT

YouTube will often 'auto play' videos based on your child's viewing habits. The aim is to show related & appropriate content. But the problem is: it's possible your child will be exposed to inappropriate content that isn't accurately related.



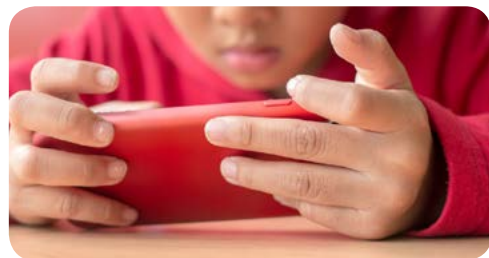
'CHALLENGE VIDEOS' CAN GO TOO FAR

Challenge videos refer to a stunt you're encouraged to recreate & film. Many challenge videos can be harmless & for a good cause, like the Ice Bucket Challenge. But some are dangerous & even life threatening, such as the Bird Box Challenge.



SHARING VIDEOS RISKS YOUR CHILD'S PRIVACY

If your child has a Google account, they can upload their own videos. To do this, they must create a personal profile page known as a 'YouTube Channel'. The videos uploaded here can be viewed, commented on & shared by anyone. This could put your child's privacy at risk.



Tips To Protect Your Child

APPLY 'RESTRICTED MODE'

Restricted mode helps to hide any mature or unpleasant videos from your children. It uses YouTube's own automated system & looks at what other users flag as inappropriate content. It must be enabled in the settings menu on each individual device.

CHANGE WHO CAN SEE VIDEOS

You can change who can view your child's content in the settings. Options include Public (available to all), Private (only available to people you share it with & cannot be shared) or Unlisted (available to people you share it with & can be shared further).



BLOCK CONCERNING USERS

To help protect your child from cyber-bullies, harassment or persistent offensive comments, you can 'block' individual users. Doing so hides your child's videos from the user & stops the user being able to contact your child in any way.

CUSTOMISE THEIR EXPERIENCE

Influence & control what your child watches using features such as Playlists (your videos play continuously rather than videos YouTube recommends) & Subscriptions (you choose channels your child can watch). It's also good to turn off auto play by toggling the blue button alongside the 'Up Next' title when viewing a video.

CREATE A 'FAMILY' GOOGLE ACCOUNT

Create a Google account to be used by the whole family. This will allow you to monitor exactly what your child is watching, uploading & sharing. Plus, your child's YouTube page will display their recently watched videos, searches, recommended videos & suggested channels.



GET YOUR OWN ACCOUNT

Create your own account so you can explore features yourself. Learn how to flag inappropriate videos, how to moderate comments & how to block users. This will help you feel more confident when providing advice & guidance to your children.

BE MINDFUL OF CYBERBULLYING

Once your child has posted a video, a worldwide audience can see it. Strangers may choose to comment on the video, both positively & negatively. So, be careful to check comments & any other interactions your child is making through the platform.



GET TO KNOW POPULAR CHANNELS

It's good to know which channels are most popular with your children. Some of the most popular channels right now are: PewDiePie, NigaHiga, Zoella, KSI, JennaMarbles, Markiplier, Smosh, ThatcherJoe & Casper Lee.

DON'T ASSUME YOUR CHILD IS TOO YOUNG

YouTube and YouTube Kids are quickly becoming the chosen viewing platforms for children between the ages of 3-15 & it's likely this trend will only increase. It's also possible children will become familiar with the platform at a younger & younger age. So it's important to understand the positives & negatives of the platform.



Communication with Parents



We have had a great response from parents signing up to MyChildAtSchool with around 65% of you using this communication tool. However, to be successful going forward as a paperless school, we need all parents to sign up.

This really is a great way for you to be able to keep up to date with how your child's day is going, view any letters and communication and be aware of notices such as school closures; especially this time of the year with the weather. It doesn't take long to set up and Jo Flockhart is on hand to help if there are any issues getting started.



**School success starts
with attendance**

Attendance awards

A huge congratulations to the students who have attended school every day this academic term.

Research shows us that :

- **Students who attend school more than 96% tend to have a better chance of achieving in exams**
- **Students who have always had good attendance rates tend to be more successful at finding employment**
- **Students who have always have good attendance report a better sense of wellbeing as adults**
- **Students who have always have good attendance tend to be more successful in employment**

Cleeve Meadow School have embarked upon the skills builder programme to work on 8 key skills for life. These are the skills that underpin success at every stage of life: they unlock learning while at school, ensure young people are fully prepared for the independence of university and college, and empower people to land their dream job.

This term we have been working on Teambuilding and students have learnt about the importance of working together to problem solve. They have also been learning about the different roles that people can have within the team and how everyone can contribute.

Next half term we will be looking at staying positive and how we learn through our failures as well as our successes in order to develop resilient learning habits for life





**National
Online
Safety®**

#WakeUpWednesday

12 Social Media

Online Safety Tips

FOR CHILDREN WITH NEW DEVICES

With Christmas only a few weeks away, many of you will be using social media to share your excitement with friends and family. Being active on social media is a great way to show others how much fun you're having, but it's important that you know how to use these apps safely and securely so that bad things don't happen. By following our safety tips below, you can make sure that your personal information stays private, your postings are positive and that your social media use overall is responsible, healthy and most of all enjoyable.

1 DON'T ACCEPT FRIEND REQUESTS FROM STRANGERS

Make sure that you set your profile to private so that people you don't know can't find you online. Always tell a trusted adult if a stranger or somebody you don't know sends you a message or a friend request.



2 NEVER SHARE YOUR PERSONAL INFORMATION WITH PEOPLE YOU DON'T KNOW

Keep your personal information personal. Sometime people online aren't always who they say they are and might ask you to share things that you don't feel comfortable sharing.

3 DON'T SHARE EMBARRASSING PHOTOS OR VIDEOS OF OTHERS ONLINE

This could really upset them and could get you into a lot of trouble. Always think twice before posting anything on social media and treat people online as you would in real-life.



4 NEVER SEND NAKED PICTURES OF YOURSELF TO OTHERS

This is illegal if you are under 18 and you could get into trouble with the Police. If you are being pressured by someone, always say no and tell a trusted adult. Even if you think it is innocent fun, the photo could be shared with other people and you won't be able to control who else sees it.

5 CREATE A POSITIVE ONLINE REPUTATION

Always be kind and polite when posting comments on social media and only upload pictures and videos of things you are proud of. This forms part of your digital footprint. Everything you do online can be tracked and monitored and could affect what people think of you in real-life if it is negative.



6 LIMIT YOUR SCREEN TIME

Social media can be addictive, and it is easy to keep checking newsfeeds or your notifications every 5 minutes which can affect your behaviour and stop you from doing other things. Remember to only use your phone at certain times of the day, turn notifications off at bedtime and go out and have as fun as much as possible. This will keep you fit and healthy and make you appreciate there's more to life than just what's on social media.



7 BLOCK ONLINE BULLIES

Sometimes people might say nasty things to you online or post offensive comments on your pictures or videos. If this happens, always tell a trusted adult who will help you block them from your profile and support you in taking further action.



8 REPORT INAPPROPRIATE CONTENT

If you see something on social media that you don't like, offends you or upsets you, you should always report it to a trusted adult. You should also report it to the social media app who will be able to remove the content if it is against their user policy and can block the person who posted it.



9 ONLY USE APPS WHICH YOU ARE OLD ENOUGH TO USE

Before downloading any new social media app, always check the age-rating. If you need help, ask your parent or carer to make sure that the app is safe for you to use and never download anything which you are too young for as it may contain content that isn't safe for you to see.



10 ALWAYS SECURE ALL YOUR SOCIAL MEDIA PROFILES WITH A PASSWORD

This will help to keep your private information safe and won't allow others to access your profiles without your permission. Make sure your passwords are memorable and personal to you but something which other people can't guess, and always share them with your parents just in case you forget them.



11 ASK PARENTS TO SET-UP 'PARENTAL CONTROLS' FOR SOCIAL MEDIA

When you download a social media app, you should always ask a trusted adult to help you set it up for the first time. This will help you control who sees what you post, who can contact you and make sure you are able to enjoy using the app safely and securely.



12 ALWAYS TALK TO YOUR TRUSTED ADULT IF SOCIAL MEDIA IS MAKING YOU UNHAPPY

Sometimes, social media can make us feel bad about ourselves or sad that we aren't the same as someone else or doing the same things as someone else. Remember, if you ever feel this way, it's really important to talk to your trusted adult(s) like your parents, carers, other adult family members or a teacher, all of whom will be able to support you and discuss your feelings with you to help make you feel better.



Easton Class Update



On Wednesday 27th November, we went to the pound shop to buy things for the Christmas Fayre. When we got there, we split into teams to search for Christmas decorations. Then we paid for the items. It was very good because I love Christmas!

Isabelle

Last Wednesday, we went to Poundland for our Christmas Bazaar to buy some things for Christmas so we can make the decorations and sell them at the bazaar.

Tom



We went to the Maritime Museum in Greenwich to look at the figureheads and we went to the play area and it was lots of fun.

Franklyn

We went shopping for the Christmas Fayre and we bought baubles. In DT we decorated cookies.

Sophie



This term we have been learning about the Iron Man. We built the Iron Man, we made an Iron Man out of clay and we did a newspaper article about it as well. And we have read the book! This term we have done Boccia and we came second in the competition and we were happy about it!

Tia



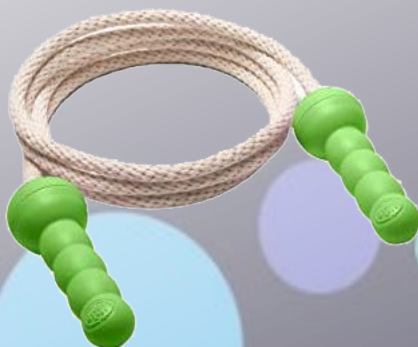
We went on the school minibus to go to Greenwich to go to the Maritime Museum to look at what figureheads looked like and we played in the ship simulator and looked at guns that they used to have. Then we had lunch and were acting like pirates!

Kai



I like to sing and I like to read and I like to go shopping. I like DT and making the Iron man. I like PSHE and English. I like Music, French and RE and I like to go to lunch and I like to skip and do PE.

Jessica



This term we have been learning about teamwork and the Wizard of Oz. We've been to Greenwich on the minibus and we have been learning a lot about figureheads. We went to visit the library and we got some books, which I liked choosing. Ms Cross came to make Christmas cards with us. I liked making the cards.

TJ

We went to the Civic Offices to meet some important people from the borough. We told them all about our new school. On the Maritime Museum, Greenwich, school trip we got into groups and then we looked at figureheads. We also went to the play area.

Alfie



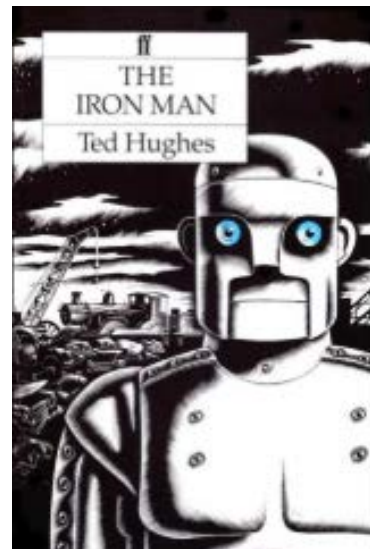
Curriculum information

Year 7 Autumn 2

Mighty Metals

Could we live without metal?

Can you imagine a world in which there was no metal? How different would it be? This amazing project explores how metals have changed the course of human history. We delve into the history of mining and jet across the globe to explore mining in the polar regions and the hot sandy regions of Australia. We look at how mining towns developed and ask ourselves how it would have been to work in the mines as a child. We explore our relationships with metal through performance poetry and the literature of Ted Hughes and push our creative skills to the limit in seeing if we can create our very own recycled man from metal plastic and iron.



Our amazing Christmas Fayre



Well done to all staff and students for putting together such an amazing event.

Cleeve Meadow students spent their design and technology lessons creating items to sell and even designed tree decorations on CAD to cut out on the laser cutter. We had excellent support from Cleeve Park staff and students who were keen to meet our students and especially Mickey and Minnie Mouse.

The school raised over £200 and will be donating some of this money to the Teenage Cancer Trust, we would like to thank all Cleeve Park students for their support.



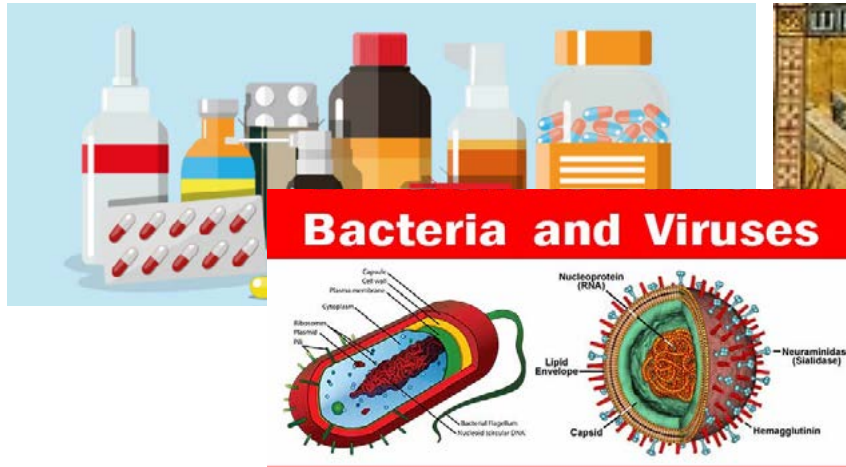
Curriculum Information

Year 8 Autumn 2

Princes, Paupers & Pestilence

This term year 8 have been delving into the world of bacteria and disease. Looking at the workings of the body and the role of cells. They have also been exploring the effects of bacteria on the body, creating their own cell cultures in Science and looking at how bacteria grow. Students have been learning about medicines and treatments through the ages focusing on high profile practitioners and differing approaches. They are learning about the use of antibiotics in treating diseases and infections and the importance of clean habits in medical practice.

The year 8 students have taken a key role in organising the Christmas Fair as part of their enterprise education and have demonstrated excellent team working skills in planning the main tasks and areas of responsibility. Cleeve Meadow Students will be welcoming Cleeve Park students and staff to our school to join in games and purchase small homemade gifts and cards. Well done year 8!





It can be challenging for parents and carers to know whether children are spending too much time on their devices. Furthermore, it's even more of a challenge to know whether a child is addicted to the internet and social media. As technology is becoming more pervasive, children and young people are experiencing tech-related dependencies. Do we as parents and carers have the knowledge to identify and support children and young people who may be developing an addiction to their devices?



47% of parents said they thought their children spent too much time in front of screens



What parents need to know about SCREEN ADDICTION



HEALTH & WELLBEING

Children as young as 13 are attending 'smartphone rehab' following growing concerns over screen time. There are now help centers in the UK which deal with screen addiction for children and adults showing the seriousness of device addiction. The World Health Organisation (WHO) has officially recognised gaming addiction as a modern disease. The condition was confirmed as part of their International Classification of Diseases (ICD) which serves as an international standard for diagnosing and treating health conditions.

LACK OF SLEEP

7 out of 10 children said they had missed out on sleep because of their online habits and 60% said they had neglected school work as a result. It is important that children get the sleep they need in order to focus the next day.

LOSS OF INTEREST IN OTHER THINGS

Your child may become less interested in anything that does not include their device. You may notice that your child is missing school time and generally being less engaged with other activities in the home. It is important to discuss this with your child as soon as you notice a behaviour change.



CONFIDENCE, SUPPORT & ADVICE

The Children's Commissioner report 'Life in Likes' explored how children aged 8-11 are using social media today. It showed that children are using their devices to speak to their online friends about their problems and seek acceptance and support, removing face to face interactions.

APPS CAN BE ADDICTIVE

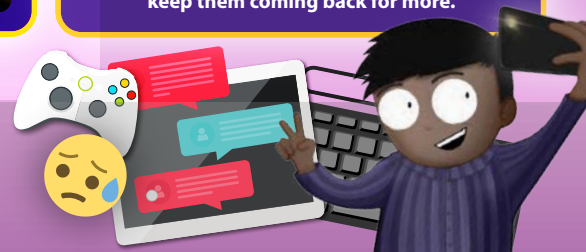
Apps have been designed with 'psychological tricks' to constantly keep grabbing your attention. One example of this is on the app Snapchat, where you can gain 'streaks' when interacting with your friends. If you don't respond, you lose the streak. This addictive nature of apps aims to engage children and keep them coming back for more.



National Online Safety



Top Tips for Parents



LIMIT SCREEN TIME

In today's digital age, technology is an important part of a child's development so completely banning them from their device will mean they are missing out on a lot, including conversations and communication with their friends. Rather than banning them from using their devices, we suggest setting a screen time limit. Work out what you think is a suitable and healthy amount of time for your child to be on their device per week. Remember that your child may need to use devices for their school homework so only set screen limits on recreational time on their device. Once you have established this, have the conversation with them to discuss why you are implementing a screen limit. There will be others in your child's friendship group who will not have screen limits set and will be sending messages when they do not have access to their phones.

LEAD BY EXAMPLE

Children model their behavior on their peers, so if their parents are constantly on their device, they will see this as acceptable. Try limiting your own screen time and follow the same rules you have set for them. If you have asked your child to not use their device at the table, make sure you don't. Try setting house rules that the whole family abide by.

LESS TIME MEANS LESS EXPOSURE

There are many risks associated with devices, such as cyberbullying, grooming, sexting, viewing inappropriate content etc. Less time spent on a screen means that a child will be less exposed to these risks.

MOBILE-FREE MEAL TIMES

Have you tried to settle your child by giving them a tablet at the dinner table or restaurant? This may seem like a quick fix to calm them down but in reality, it is encouraging them to use their device as a distraction from conversation and dealing with their emotions. We suggest removing all technology from the dinner table and having conversations with your family about how their day has been.

REMOVE DEVICES FROM THEIR BEDROOM

Setting a rule about removing devices from bedrooms will help your child to get the sleep they need and be more focussed the next day at school. 20% of teenagers said that they wake up to check their social network accounts on their devices. Even by having a device switched off in their bedroom, they may be tempted to check for notifications.

ENCOURAGE ALTERNATE ACTIVITIES

It may seem like an obvious solution, but encouraging children to play with their friends, read a book, or playing outdoors will help them realise they can have fun without their device. Playing football, trampolining, camping, going for a walk or swimming are all healthy replacements for screen time. Try to join them in their Outdoor activities to show your support.

STATISTICS

52% of children aged 3-4 go online for nearly 9hrs a week

82% of children aged 5-7 go online for nearly 9.5hrs a week

93% of children aged 8-11 go online for nearly 13.5hrs a week

99% of children aged 12-15 go online for nearly 20.5hrs a week

Children and Parents: Media Use and Attitudes Report 2018

Mary Yash Class

Trip Greenwich Maritime Museum

On Monday 25th November Mary Yash class visited the Maritime Museum in Greenwich. The group were able to look at different pirate ship figure heads, feel how it would be to be on a pirate ship and look at the different types of food and jobs that were needed whilst on a ship at sea.

We were able to spend some of our afternoon in Greenwich Park too where we spent time playing and working on our team work skills.



Outdoors

Every week Mary Yash class spend a morning or afternoon outside the classroom within the local community. This term our activities have ranged from visiting the local library, the local supermarket, learning road safety within the local area, buying materials to make Christmas wreaths for the school fayre and long winter walks in the meadows, identifying how the season has changed.

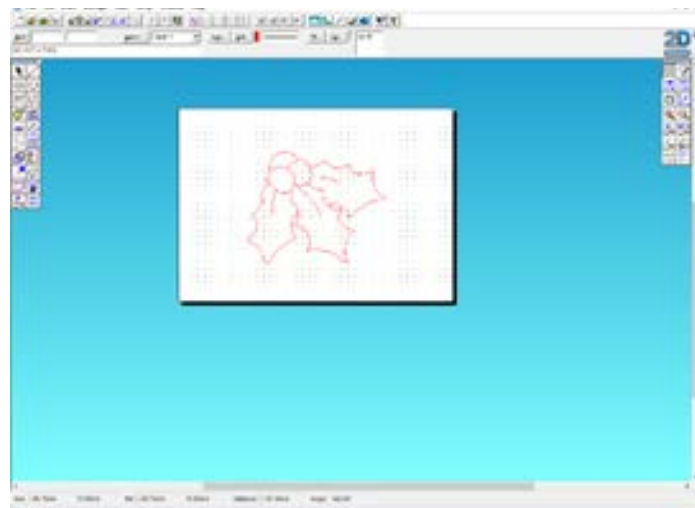


Design Technology at Cleeve Meadow

Students have been using their extra DT lessons to design, make and prepare Christmas decorations for the Cleeve Meadow Christmas Fayre.

Students in all classes have been taught computer aided design and have created their own Christmas decoration or key ring to be sold at the fayre.

Christmas wreaths have also been made using baubles and tinsel for a bright, festive outcome which were bought on outings during timetabled outdoors time.





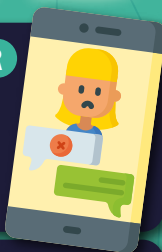
The Diana Award definition of bullying is "repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe." Cyberbullying is bullying which takes place online. It can involve anything from sending messages to posting offensive comments to uploading and sharing private or embarrassing photos. It is classed as an indirect form of bullying when compared to verbal or physical bullying, given it usually takes place through a digital device. However, for those experiencing bullying behaviour, the consequences can be just as serious and have far reaching effects.

ANTI-BULLYING
FROM THE DIANA AWARD

What schools need to know about CYBERBULLYING

3 KEY ASPECTS OF BULLYING BEHAVIOUR

There are three key aspects of bullying behaviour, namely that it is repetitive, negative and intentional. These behaviours apply both offline and online. Cyberbullying can almost heighten these behaviours, particularly with access to the internet available 24/7 and the different ways in which those displaying bullying behaviour online can target others. The fact that they can also easily hide their identity online can make cyberbullying much more difficult to stop.



DIFFERENT DEVICES & CHANNELS

Cyberbullying can take place over any device connected to the internet which allows for two-way communication. This includes mobile phones, tablets, computers and even games consoles as it becomes more and more common for players to chat to other players whilst playing online. From a snapshot of 1,400 students surveyed by the Diana Award in 2018, 33% of young people admitted to have experienced bullying on social media, 11% via text message and 12% whilst online gaming.



WHAT LEADS TO CYBERBULLYING

There is never any justification for cyberbullying and those who display bullying behaviour need to be held to account for their actions. Nonetheless, it can be useful to try and understand some of the factors that may lead young people into bullying behaviour. For example, family issues, personal difficulties and a lack of positive reinforcement may push some young children into bullying others as a form of coping mechanism. Similarly, those exhibiting bullying behaviour may blame their targets for provoking their behaviour in the first place or engage in bullying behaviour as a call for attention if they lack social skills or understanding. Others may view their position as dominant which makes themselves less vulnerable to being bullied or they replicate behaviour they have experienced themselves in the past.



SIGNS AND SYMPTOMS

Cyberbullying can affect anyone, at any time, at any place. The impacts of cyberbullying can be long-lasting and leave people feeling scared, anxious and lonely. Some of the more obvious signs that those experiencing bullying behaviour might show include weight loss, crying, mood changes, depression and regularly avoiding school. Other symptoms, which might be less obvious to spot and would be difficult to pick up on in isolation, may include changes in body language like hunched shoulders, walking slower or an inability to make eye-contact. In extreme cases, those experiencing bullying behaviour may have unexplained marks or scars which could be evidence of self-harm.

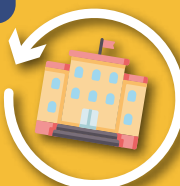


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Tips For School Staff

TAKE A WHOLE SCHOOL APPROACH

In taking a whole approach towards cyberbullying, schools can cultivate a culture that relies on positivity and behaviour that is emulated by ALL members of the school community including staff, support staff, senior leaders, governors and parents and carers.



BUILD CONFIDENCE IN DEALING WITH INCIDENTS

This can be achieved by having clear knowledge of what constitutes bullying behaviour, having clear sanctions and courses of action and continually updating your knowledge of safety procedures regarding online and offline incidents.



USE CHILDREN AND YOUNG PEOPLE AS A RESOURCE

Ensure you understand what is influencing the behaviour of young people in your community. If schools know what their students are engaging with, it can be easier to develop and implement relevant and effective tactics / strategies to counter cyberbullying issues.



UNDERSTAND THE CAUSES OF BULLYING

As previously mentioned, sometimes those who are behind the bullying are in need of support just as much as those who are being targeted. In better understanding the cause of the issue, schools can better position themselves to tackle the problem and also adequately support both those displaying and experiencing the bullying behaviour. Taking a proactive approach means that schools can gear themselves to tackle issues specific to their school environment, rather than treating each case the same.



ENSURE ALL STAFF KNOW THEIR ROLES AND RESPONSIBILITIES

All staff have a role to play in educating and supporting children who are affected by cyberbullying, not just those responsible for safeguarding or online safety. Regular training, continuous professional development and clear school policies can help to empower staff in effectively managing any cyberbullying issues and in providing a united staff front on zero tolerance to all bullying behaviour.



In collaboration with



Ask For Help

For further support, advice or guidance to support you students at school, or to sign up to The Diana Award's free Anti-Bullying Ambassadors training events, head to www.antibullyingpro.com

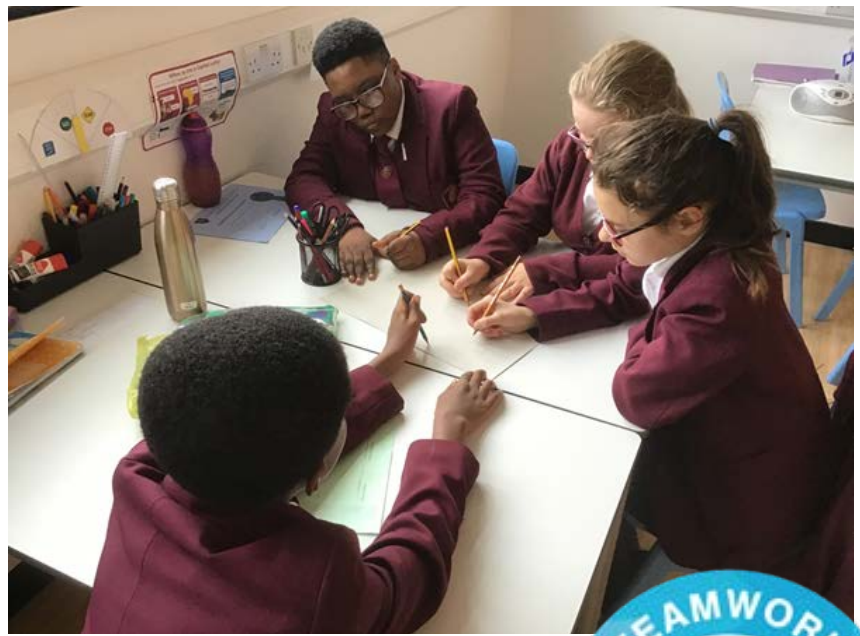


Malala Class Update



In History we have been learning about the Plague. The class has really enjoyed finding out about the rather gruesome symptoms, and even more gruesome cures!

We had a "visit" from a Plague doctor- using a virtual reality app on the Ipad.



We have started the Skills Builder programme. This term we have been focussing on developing team work.

Students have learned about the importance of understanding their role in a group activity.

A good team needs good communication and good listening skills.

Kai and TJ

Teamwork makes the dream work!

Isabelle

You achieve more when you work as a team!

Alfie

If you listen well in your team, there are less arguments.

Nicholas

We - Alfie, Kai, Tom and me - try to be a good team in Football. You score more goals that way.

Franklyn

We worked well in a team when we built Iron Man. We shared out the jobs and talked to each other. Tom's team checked with Alfie's team to make sure the legs would fit to the body and we spoke to Nicholas' team to make sure the head could be attached to the neck easily.

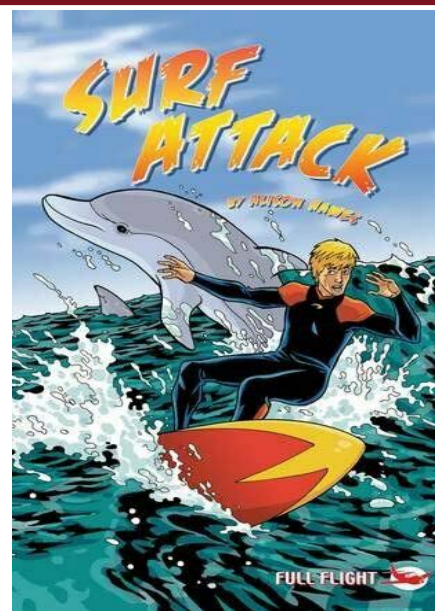
Sophie and Tom

Name: Solomon

What I am reading? Surf Attack - It is a fiction book

What do I think of it?

I think this book is good and cool. I like it because two brothers helped each other but they also annoy each other. Max wanted to do what Harry wanted to do - that's surfing and having a BBQ. Max wanted to do everything Harry wanted to do. It has got 5 chapters. The shark comes and hurts Harry, and Max tried to help Harry. He was bleeding very badly and it was horrid.



Age Concern Christmas Party

On Friday 13th December, Cleeve Park School invited elderly members of the local community to come and join them for a Christmas lunch with entertainment in the school hall. Students designed decorations and sixth formers decorated the main hall to create a festive feel whilst students from both Cleeve Park and Cleeve Meadow School entertained our visitors with Christmas Carol singing.



Buildings update

The new school is starting to look very stylish with carefully designed brickwork being put up over the exterior. Inside the building staff are laying floors and installing electrics and the wonderful courtyard garden is starting to take shape.