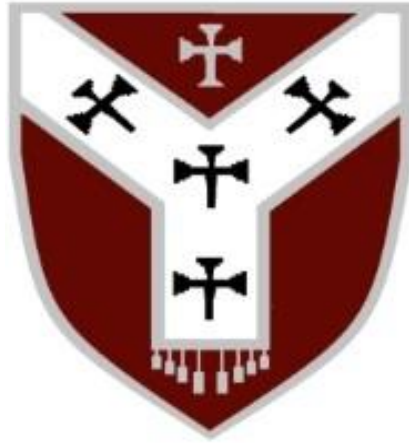


The Minster Junior School

'Let us be concerned for one another, to help one another to show love and do good.' Hebrews 10:24

Our school vision unifies our diverse community and places our values at the heart of all we do.



PROSPECTUS

2022/2023

Welcome to The Minster Junior School, which has been serving the local community and providing a high quality education for over 65 years. In April 2022 we became an academy, joining Southwark Diocese Board of Education Multi-Academy Trust (MAT). At The Minster Junior School children are taught to do their best in a stimulating and friendly environment. With a committed and caring community of staff, parents/carers and an active Governing Body, we work hard to provide a high-quality education for all the children in our School. The last published data for Primary school test results, indicates that **we were ranked in the top 3% of schools in the country for academic progress; a remarkable achievement.**

We believe that every moment a child is in school must be used effectively. All our structures and policies are designed to maximise the learning potential of the time our children spend in school. Staff encourage every child to produce work of high quality and to co-operate well with others. There is an emphasis on good behaviour and teachers adopt a firm but fair approach. We have a restorative justice approach to managing behaviour.

We aim to make our children's learning experience varied and inclusive; raising standards, particularly in English and Maths, remains our main objective. While the acquisition of basic skills is important, we also have great provision for sport and music and our children participate in borough events and festivals. The School has close links with Croydon Minster and the clergy regularly lead collective worship. Many pupils are choristers there.

Our vision and values permeate all that we do. Each month we focus on one value and how we can all improve the way we live out that value both individually and collectively. A value is a focus of our daily act of collective worship.

We are proud of how we serve our community, and this is exemplified in the range of in-house and external therapies that we offer as well as the expertise provided by our outstanding mentors.

If your child is transferring from The Minster Nursery & Infant School, or if you are moving from elsewhere, we look forward to welcoming you and your child to our School. If you would like to meet with us to find out more, please do not hesitate to contact the School office or take a look at our website: www.theminsterjuniorcroydon.co.uk

Claudette Green

Head of School

OUR MISSION STATEMENT

The Minster Junior School preserves and develops its religious character in accordance with the principles of the Church of England and in partnership with the Minster Church and the Southwark Diocese. The School provides an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values.

SCHOOL AIMS

We aim to develop a love of learning, inspired by quality teaching that promotes individual strengths and talents. In order to provide the best education for all our children so they develop intellectually, creatively, physically, emotionally, socially, morally and spiritually, we have high standards and clear aims:

Our Christian vision is rooted in the Trinitarian God who is the source of all and enables us to flourish from the actions and teachings of Jesus through the power of the Holy Spirit. Our vision guides us in all that we hope to be, enabling every part of our community to grow and develop.

ADMISSIONS 2022/2023

The Minster Junior School is an academy for boys and girls from 7 – 11 years of age. For the academic year 2022/2023 the maximum number of pupils for Year 3 is 90, plus 4 foundation places. (See Admissions Policy available from the School office and on School Website)

ORGANISATION

Our School is a 4 form entry school with each year group having a member of the Senior Management Team teaching or overseeing the year. Work is planned jointly by teachers in year groups with close liaison, communication and support from our teaching assistant team. During planning, year groups share the preparation of work, drawing on different experiences, knowledge and expertise to ensure work is relevant and well matched to meet the needs of the children.

DAILY TIMETABLE

Morning session: 8: 50am – 12:45pm

Afternoon session: 1:45am - 3:15pm

The school week consists of 23 hours 45 minutes of lesson time: this does not include registration, daily collective worship or playtimes.

Children are able to enter their classrooms from **8.35am**, (the earliest time of arrival), to read books, finish work and speak to friends. Before 8.35am, the School playground is unsupervised and the School cannot be responsible in case of injury or accident. Children enter the School by the playground. Children who arrive **after the School gates have closed at 8:50 am, must** sign in at the School Office.

At the end of the school day, children should be collected from the playground. Any children whose parents/carers are late are taken to the School Office at 3.25pm. **After 3.40pm, children not collected from the School Office will be taken to the School's After School Club and a charge will be made by the school of £10 for this childcare service.** The School gate is locked at 3.30pm.

Please be considerate to our neighbours if you are dropping off, or collecting your child by car. You can do this by ensuring that you park away from the school premises, without blocking neighbours' driveways.

GOVERNORS

The Governing Body plays an important part in the leadership and life of the School. A booklet explaining their roles and responsibilities is available from the School Office.

Co -Chair of Governors Rev Alan Bayes

Co- Chair of Governors Sharon Odumosu

PUPIL RESPONSIBILITIES

We believe that children at The Minster Junior School should play an important part in the organisation of our School. Their opinions and views are important to us.

Pupil Advocates Children from Year 6 apply for this role. A short list is drawn up by Senior Teachers and the most likely candidates are interviewed before they are appointed as our Pupil Advocates. Currently we have a team of 25. They have a range of responsibilities, including showing visitors around the School, undertaking lesson observations with a senior member of staff, attending some Governing Body meetings, being part of the

interview panel for senior posts, running the School Office at lunchtimes, overseeing the dining room, the Chill Out Zone, (Library) and playground.

School Council has representatives from all classes and meets with a senior member of staff to present ideas. We also have an **Eco Task Force, Play Leaders and Sports Council**. These children make a significant contribution to the life of the school community.

Behaviour At The Minster Junior School, the very highest standards of behaviour are expected. The School has a Merit System. Any merits over 25 may be 'banked' for the next week, or 'cashed in' for a prize.

SCHOOL DINNERS

The Minster Junior School is a **HEALTHY SCHOOL**. School dinners are prepared on the premises and eaten in the dining room. Payment for meals is by the ParentPay System. Each child is issued with a username and password for the ParentPay System. Parents who require their child to have a vegetarian meal or have religious or dietary requirements should inform the School Office in writing. **IMPORTANT – Payment cards are not transferable between schools. If you have one from the Infant School, please return it to the**

School Office or destroy it. Packed lunches may also be eaten at school – but no glass containers, fizzy drinks, nuts, or sweets please.

Children may go home for their lunch and should be back at school promptly for the afternoon session.

SCHOOL UNIFORM

The School colours are maroon, with children wearing the School sweatshirt, grey skirts or grey trousers, and a white polo shirt. In the summer, girls may wear a dark red check dress. Shoes must be sturdy black flat **school shoes** - **not trainers**. Socks and tights can be grey or black. Please mark your child's uniform as we get a lot of lost uniform. For PE lessons, all children should have a plain T-shirt, plain black shorts and a pair of trainers. Warm track suit bottoms and a fleece top can be worn for outdoor games in the colder months.

School sweatshirts are available to purchase from the School Office.

Children are not allowed to change into their trainers for playtimes and lunchtimes.

ABSENCES

Please inform the School about any absences by telephone to the School Office or by email

absences@theminsterjuniorscroydon.co.uk on the first day of absence between 8.00am and 8.45am. If no contact is made, you may receive a text, a letter or telephone call from us enquiring about the absence.

The School contracts an Educational Welfare Service. This service monitors attendance under 92%. If attendance drops below 92%, you may be invited to attend an Attendance Panel with the Education Welfare Officer, a School Governor and the School's Attendance Officer to establish the reasons for the absence. It is likely that in this situation you will be offered support to improve the attendance of your child/ren.

The School **does not** authorise holidays. Holidays taken in term time may result in parents receiving a fixed penalty fine.

The attendance target for all children is 96+%.

ADMINISTRATION OF MEDICINE

Any medicines that need to be administered during school time should be brought to the School Office in the original container, ensuring that the medicine is not out of date. All medicine must be marked with the following information:

- the child's name on the medicine
- when the medicine should be given
- the prescribed dose and pharmacist's instruction

A request to administer medicine form must be completed before we are able to administer any medication.

Children must not be sent to school with unprescribed medicines, such as paracetamol, Calpol, ointments or cough sweets.

SAFEGUARDING CHILDREN

The Governors and staff at The Minster Juniors take seriously their responsibility to promote the safeguarding and welfare of all children in the care of the School.

The **Designated Safeguarding Leaders** (DSL) are; Jasent Robertson (Family Link Worker) Derrick Francis (Assistant Headteacher)

Deputy Designated Safeguarding Leader; Hannah Farhan (Headteacher – maternity leave) Claudette Green (Head of School)

All staff undertake Safeguarding training every year.

MONEY

Money should **not** be brought into School, EXCEPT 20p for morning Tuck Shop. The Tuck Shop operates at morning playtime, when children may purchase a piece of fruit or biscuits. Payment for trips, dinners will be paid through each pupil's ParentPay account.

CHILDREN'S PROPERTY

Make sure you label your child's clothes / uniform.

Please note, children must not bring/wear items of jewellery. Pierced ears should have unobtrusive studs in them for safety reasons. Looped earrings must not be worn in school.

Mobile phones must not be used by children in school. They can be left with the teacher during the school day and every effort will be made to keep them safely locked away. However, **the school cannot be held liable should a mobile phone go missing.**

PARTNERSHIP WITH PARENTS / CARERS

We believe that children learn best when parents and staff work closely together. In order to provide parents with information on pupil progress, we hold a parent consultation evening each term. The first is in Autumn Term 1, in order for you to meet your child's teacher and discuss how your child has settled in to the new school year. The second occurs in February so you can find out mid-year how they are progressing. The last is in July to confirm the progress that has been made over the academic year. At these meetings you will receive a written report that summarises achievement and attainment and how your child is progressing in relation to national expectations.

Should you wish to discuss any issues related to your child's schooling, in the first instance speak to your child's teacher. The Headteacher holds half termly coffee mornings, which you may want to attend in order to discuss certain issues and developments. You can, of course, make an appointment to see the Headteacher or a Deputy Headteacher at other times by appointment, if you have a specific matter relating to your own child.

When children are admitted to the School, parents are asked to sign a School Consent and Agreement form (enclosed). This includes:

- Home-School Agreement - Local Visits - Internet Use - School Meal Debt Policy
- Policy for School Security - Photography (for use within the School and on the School's website).

There may be occasions when publicity photos are used by the local newspaper / media.

TERM DATES 2022/2023

Autumn Term - September 2022	
INSET DAYS (Staff Training Days)	Thursday 1 st September 2022 Friday 2 nd September 2022
Term starts for children	Monday 5 th September 2022
End of Term	Friday 21 st October 2022
Half Term (School Closed)	Monday 24 th October 2022 – Friday 28 th October 2022
Term Starts	Monday 31 st October 2022
INSET DAY (School Closed)	Friday 25 th November 2022
End of term	Friday 16 th December 2022
Christmas Holidays	Monday 19 th December 2022- Monday 2 nd January 2023
Spring Term 2023	
INSET DAY (School Closed)	Tuesday 3 rd January 2023
Term starts for children	Wednesday 4 th January 2023
End of Term	Friday 10 th February 2023
Half Term	Monday 13 th February 2023- Friday 17 th February 2023
Term Starts for children	Monday 20 th February 2023
Term Ends	Friday 31 st March 2023
Easter Holidays	Monday 3 rd April 2023 – Friday 14 th April 2023
Summer Term 2023	
Term Starts for children	Monday 17 th April 2023
Bank Holiday	Monday 1 st May 2023
End of Term	Friday 26 th May 2023
Half term holiday	Monday 29 th May – Friday 2 nd June 2023
INSET (School Closed)	Monday 5 th June 2023
Term Starts for children	Tuesday 6 th June 2023
Term Ends	Friday 21 st July 2023

***Please book holidays within the holiday period.**

OUR CURRICULUM

Religious Education

As a Church of England school, our Religious Education curriculum is underpinned by Christian values and aims to inspire all our children in their learning. Our RE curriculum will enable pupils to explore, discover, flourish and achieve their best. At The Minster Junior School, RE is a core subject and is taught every week for one and half



hours. All the major world religions are taught. Christianity accounts for 2/3 and other world faiths account for 1/3 of the RE curriculum. Our broad and balanced curriculum provides opportunities to link knowledge and skills across different areas of learning. It is enriched with experiences which celebrate the opportunities in our local area and raise aspirations of all our pupils. It aims to create a learning community which promotes *Vigour, Resilience, Ambition and Reflection (RE SEF)*. The RE curriculum forms an important part of our school's spiritual, moral, social and cultural development to prepare the children for global citizenship.

Religious Education is taught in accordance with the Southwark Diocesan Agreed Syllabus, along with the London Diocesan Board of Schools' curriculum. The RE curriculum in our school stimulates and challenges pupils through an exploration of core concepts and questions. They are engaged in meaningful and informed dialogue in the context of different religions and worldviews. Learning includes opportunities for them to understand the role of religious texts, beliefs, rituals and practices and how they help form identity in a multi-faith world. Pupils explore how these may change in different times, places and cultures. At The Minster, progress in RE is important and a quest for high attainment enables our pupils to develop confident religious literacy.

As a Voluntary Aided Church of England School, we are identified as a Values School where one value is celebrated each month in whole school worship. These values are based on Biblical teachings (Fruits of the Spirit, Galatians 5:22-23) and include: Respect, Responsibility, Peace, Love, Co-operation, Honesty, Faith, Humility, Hope, Trust, Care and Stewardship.

Our school day begins with an act of collective worship, which is at the heart of our school, and we end the day with our school prayer. These give pupils and staff the opportunity to engage in an act of community; to express, praise and give thanks to God; to be still and reflect; and to foster respect and deepen spiritual awareness.

English

Reading



Being able to read effectively for information and meaning is an essential life skill. Consequently, at The Minster Juniors, reading is at the heart of every unit of work that is undertaken. Our team of staff work hard to help those less confident readers to develop the skills of decoding and begin to have an appreciation of and awareness of the nuances of the written word. Children read book banded texts at the appropriate level and take home these books, so that they can share them with other family members and further develop their own competency in reading. We also strive to encourage our children to find pleasure in reading, in order to instil in them an appreciation of the written word; we know that books feed the imagination and open up a treasure box of wonder and joy. With this in mind, we have a dedicated reading session after lunch each day, where pupils can further develop this

enthusiasm. Within this time, teachers focus their attention on pupils who need to develop greater confidence and fluency in their reading progress. A discrete teaching of Reading session, is delivered by each class teacher daily. Reading records are kept by class teachers and responsibility is given to the children to record each text they have read in their own Reading Journal.

In English lessons, pupils use the same class text on a half-termly basis to provide continuity and commonality; this text is chosen to coincide with their current topic of study. For example, 'Stormbreaker', by Anthony Horowitz links with the 'Tomorrow's World' topic undertaken in Year 6. The close reading and deconstruction of the novel allows pupils to be exposed to features, characters, settings themes and language that they can then use in their cross curricular writing. With all children reading the same text, it provides a level playing field where everyone feels confident and inspired to talk about their reading experiences and understanding of the book. Developing articulate children, who can work collaboratively and communicate effectively, is a part of our school's core values; as such children are regularly exposed to a range of texts, pictorial, dramatic, fictional and non-fictional to enhance their appreciation of a range of genres.

Writing

Our aim is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language. This is done by developing their love of literature through widespread reading for enjoyment, including through reading common class texts. Our pupils revel in discovering new writers, genres and texts to fuel their creative writing. With this in mind the children write a regular piece of 'Short Burst Writing', in order to give them the opportunity to write for different purposes. This is done by designing a weekly writing task where they respond to different stimuli. We encourage all topic [Cornerstones], schemes of work to integrate drama-based activities so that the children can become fully immersed in the topics they are studying- such as the Year 5 work linked to the Peasant's Revolt from the Middle Ages. We have found that oral replication of language helps pupils to remember text structures and new language, in addition to providing a vehicle through which they can fully explore key discoveries in Science, History and Geography. The written medium also provides opportunities for pupils to consider and record the feelings and emotions of fictional or non-fictional personalities from a wide range of perspectives.

For extended pieces of writing, such as in the Year 6, 'Frozen Kingdom' unit, children are provided with the opportunity to: 'Tell A Tale'. To encourage more sensitive writing, a variety of themes are shared and modelled. These are used to ignite pupils' written ideas, and spark the children into committing their extended thinking to the written word, thereby taking ownership. The result is often high-quality written drafts that lead into independent writing. In recent years our progress in this area of the curriculum has become a real strength by the end of KS2. This outcome remains one of our main priorities - top quality, independent writing - that our children have carefully crafted, with precision and perceptive observations. Work that our children are truly proud of.

Maths

In our school, we believe that every child is a Mathematician. Our **vision** for teaching Mathematics is that every child will be taught Mathematical concepts that build on their prior learning. This thinking guides the way lessons are taught and scaffolded; and how the children are questioned and challenged. We focus on each child's mathematical journey, which is centred around exploration and building resilience.

We follow the philosophy of the National Curriculum, which states that Mathematics is a creative and highly inter-connected discipline ... it is essential to everyday life and necessary for most forms of employment. We believe in its broad aims that all children should be:

- Fluent in the fundamentals of Mathematics
- Reason and explain mathematically, following a line of enquiry
- Solve problems by applying Mathematics to a variety of routine and non-routine problems

Every lesson introduces a problem to the children as a starting point. This exploration encourages the children to examine a problem, follow a line of enquiry, make conjectures and generalisations and develop an

argument as well as a justification. We follow the Maths-No-Problem Scheme to deliver the Mathematics curriculum to our children, through a Mastery approach. This scheme is set out in a way that ensures that all children can understand the mathematical concepts taught through collaborative learning. Skilled questioning from teachers helps children to develop deep thinking and reasoning skills

The school subscribes to an online Maths programme called SUMDOG. Through challenges and competitions, it improves number fluency in children. The programme is tailored to move each child forward according to their ability. Teachers set homework on this programme and can track each student's activity and progress.

Science



In Science we teach the children how to function as scientists. This includes developing their scientific knowledge and understanding through different types of scientific enquiries. We aim to encourage in the children a curiosity about the world around them. Furthermore, to engage them and prompt them to enjoy exploring and observing science and nature habitually in their everyday lives. We believe that it is important that children develop an understanding of important scientific principles and processes. As a natural development from this we aim to ensure they can confidently communicate this knowledge and the process of their learning to others.

Humanities

We teach both Geography and History as part of our integrated Cornerstones topic curriculum. Similar to Science, we emphasise the need for children to function as historians and geographers. To this end we enrich the diet of children's learning through carefully planned off-site visits linked to the various topic themes that are studied in each year group. Visitors, including parents, are encouraged to make a contribution to the learning experience of our learners. Our curriculum map is structured to ensure full coverage of all the history and geography objectives required by the National Curriculum. Specific skill progression is made in each year group and overseen by the subject leader. All topics are chosen to further develop the curiosity and thirst for knowledge that our children have. Creative activities are often selected by teachers, in order to better engage and immerse the children in their work. Please see the Curriculum Overview in order to view the different topics covered in each year group. For more detailed information about our teaching of both History and Geography, please look at our separate History and Geography policies and the rationale, as identified in our Intent, Implementation and Impact documents.

Computing

At The Minster Junior School, the children will receive fortnightly lessons on computing. During these lessons they will learn how to use a computer and the basics of software packages. These will include becoming familiar with word processing, databases and spreadsheets. Additionally, pupils will learn how to use the internet, also how to stay safe online. Furthermore, every pupil at our school will be taught how to code using the big three principles of; sequence, selection and repetition. We do this using the Purple Mash scheme and Scratch programmes, which your children will also be able to access at home.

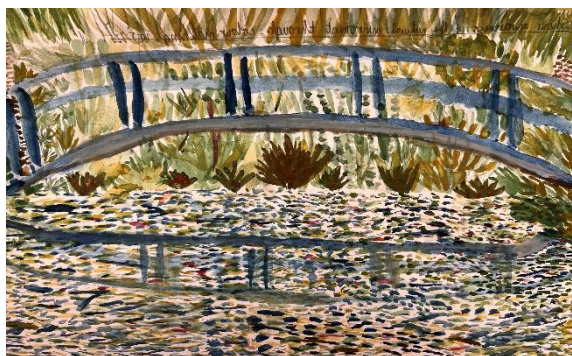


PSHE

Personal, Social, Health Education (PSHE), aims to prepare children for their future lives in modern Britain. Our vision is for each and every one of them to become the best positive role models that they can be within their own communities. We aim to help each individual flourish and develop a deep-rooted happiness, through developing positive lifelong habits that will prepare them to seize opportunities, take responsibility in later life. Alongside these aspects we will promote them in becoming kind, considerate and resilient individuals, who use their own experiences and guidelines and values from our RE teachings to make a valuable contribution to society. These will all play a role in helping them to manage and maintain their lives successfully.

Work in PSHE sessions includes incorporating the new requirements of the relationships and Health Education curriculum. This learning will be crucial in supporting our children in their personal development, it will also underpin key learning in the classroom, in extra-curricular school activities, and in the wider community. Our PSHE curriculum follows a spiral pattern that allows children to progressively build upon their skills, year on year, though these 3 core themes: Relationships, Living in the Wider World, Health and Wellbeing. Through these themes, we aim to encourage mutual respect, resilience, pride, independence and foster self-esteem in a happy and caring community atmosphere. Please come and visit us here at The Minster and we will be able to show you more fully how this subject permeates throughout our community.

Art



We are very fortunate to have an exceptional Artist in Residence to foster our children's creativity. Through this subject discipline we seek to provide a rich and relevant curriculum for all pupils. They will have opportunities to work in a range of media such as, observational drawing, painting, print-making, charcoal, textiles and clay. Children are taught to develop and improve their mastery of techniques, including their use of control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.

Art is taught within a theme so that the children can apply their knowledge and understanding of the context to their art work. Within each year group the children learn how to progress their skills, developing the way they apply different techniques. The pupils are also given the opportunity to visit art galleries during their time at The Minster Juniors. The work of well-known artists is referenced within themes. Examples include: Frida Kahlo, Marcel Duchamp, Jean Michel Basquiat and Claude Monet.

D.T. (Design Technology)

Design and Technology at The Minster Junior School is an inspiring and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and other's needs, wants and values. Pupils acquire a broad range of subject knowledge, drawing on disciplines such as Maths, Science, Engineering, Computing and Art. We learn how to take risks, become resourceful, innovate, enterprising and capable people, through the evaluation of past and present design, and technology; individuals often collaborate as part of a larger group in order to develop a critical understanding of a product, evaluating its impact on daily life and the wider world. We believe high quality Design and Technology makes an essential contribution to the creativity, culture and wellbeing of a pupil's education.

Our learning objectives for DT at The Minster Junior School are to enable children to; master practical skills, design, make, evaluate and improve, take inspiration from design throughout history and understand how it can be used today, develop cooking skills and understand and apply the principles of good nutrition to a healthy and balanced diet. It is blocked into termly units of work, linked to the Science, History or Geography in the Cornerstone topics. Topics include Food, Materials and Construction. Examples of topics linked to Science include designing a chair for an astronaut in Space (Year 5) and making Smoothies (Year 3).

Music

Music is taught by a subject specialist. The skills of listening, appraising, performing and composing are taught through analysing different types of music- from pop through to classical, both Western and non- Western. The children use what they have learned to compose their own music, using a variety of instruments. In Year 3, pupils are given a weekly violin or cello lesson taught by a music specialist as part of a free scheme called Soundstart. Pupils are permitted to take their instruments home each week to practise and delight their families. In addition to this we take care to ensure that the subject makes a unique and ongoing contribution to reinforcing the Christian ethos via regular hymn worship sessions and enhancing community church services and specific events in the school calendar such as Harvest Festival, Eucharist, Easter and Christmas celebrations.



P.E.



Physical Education has always been a strength of our provision at The Minster Juniors; we have recently had a multi-sports all- weather surface pitch installed to ensure more children can access our excellent facilities, these also include a modern, spacious and well-equipped school hall. Our vision is to provide a high-quality, inclusive PE curriculum that supports all children's physical, emotional and social development.

We aim to inspire children to develop a lifelong love of sport and physical activity and excel in competitive sport. This includes having a wide range of visitors from the Premier League to locally based boxers to share the experience of their success with the children. Our curriculum provides opportunities for children to develop physically using a wide range of activities to do this; it supports their mental wellbeing, developing skills and attributes such as resilience, teamwork, problem-solving and self-confidence. The subject makes a significant contribution to character education.

We continue to be committed to providing opportunities for children to lead successful, active and healthy lifestyles. The Minster Junior School has a proud tradition of excelling at Sport and celebrating our children's sporting talents, but also by signposting and linking our gifted and talented children to external sporting clubs such as the Croydon Harriers Athletics Club.

Spanish

Year 5 and 6 children at the school currently learn Spanish as a second language. Within the scheme of work taught there is a focus on speaking and listening with children encouraged to speak the language and respond to simple instructions and develop their confidence in conversing in Spanish. Cultural study of Spain also includes a small amount of writing, so the children learn songs and poems to reinforce their language acquisition. Additional games such as Bingo, help to make pupils more aware of vocabulary and contemporary life in Spain. We have a native Spanish speaker who enthuses the children and staff to participate in engaging weekly sessions through her current knowledge.

Latin

Latin is studied in Year 3 and Year 4, as part of the compulsory Key Stage 2 languages curriculum. It is extremely popular with our younger children and is accessible for all abilities, as it ensures that there is a slow build up and progression of language skills. It offers children a great foundation for the later study of languages at Secondary school, and compliments their learning of Spanish and enhances literacy. At the Minster, our Latin lessons are accessible and fun, using story and cartoons to open a window onto Roman history and culture as well as an insight into the way that words have arrived in our own English language, and have become a key part of our culture.

Workshops

At the Minster Junior school we offer a plethora of workshops. They happen once a week and provide an opportunity for both staff and pupils to explore and develop an area of interest. Our offer has included; Bible Studies, Watercolour Painting, Chess, Yoga, Cooking, Gardening, Boxing, Journalism, Coding, Cricket, Rounders, Book Making and Spanish. The menu of these activities is constantly refreshed and we believe it provides a broad range of life skills.



The Minster Junior School is a place where all God's children are nurtured and valued in line with our vision, 'Let us be concerned for one another, to help one another to show love and do good'. Hebrews 10:24