

Marish Academy Trust Newsletter

Issue 82 - Sept 2025

Message from the Senior Leadership Team

Dear Parents & Carers,

Welcome back to our new academic year 2025-26. As always there is a great deal to celebrate and look forward to - just take a look at our website and twitter tweets.

At a national level, change is afoot with a New Ofsted Framework and in consequence, changes to Ofsted Inspections, but here at Marish Academy Trust we will get on with the business of educating children and supporting families, especially those experiencing challenges.

In the coming year it is likely that Pippins School, a primary school in Colnbrook, will be joining our Trust. We have been supporting Pippins with leadership over the last few months and an academy order was issued by the DfE on 30 July 2025. The school hopes to convert on 1 January 2026.

Despite much turmoil and strife in the world and even within our local community, our children in both schools role model consistently how to serve others and make a difference for good. As parents and teachers, we are often inspired by their resilience and joy in the small pleasures of life. Therefore, we are confident that children, parents, staff and governors will make the Pippins Community very welcome within Marish Academy Trust.

Our message to you this term is one of hope and thanks. As parents and carers, you have enabled and supported your children to be the best they can be and to make the most of their opportunities at Willow and Marish. Our schools would not be as successful without your positive partnership with us.

Thank you for all you have given to that partnership and for your support for 2025 - 2026. We, the staff team and governors are very proud to be a part of this amazing, resilient community. Most of all we are proud of our children- we know you will be too.

Warm regards,
Mrs Denham and Miss Court



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SEN Unit Activities



The children in the SEN unit have settled in to the new year nicely. It is wonderful to see them working and learning together.



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Reception Activities



The Reception children are busy exploring a range of outdoor activities. Enjoying new experiences and building their confidence as they play and learn together.

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Year 1 - Art



The children in Year 1 are learning about Joan Miro and exploring the sculptures he created. They designed their own head and face collage, using coloured paper and card.

Year 3 - RE



The children in Year 3 have designed and made their very own diya lamps. They enjoyed exploring the meaning behind this tradition as well as shaping and decorating each diya.

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Year 5 - Science



Year 5 children investigated using force meters. They tested how much force was needed to move a shoe across different surfaces and discovered how friction can change the effort required.



Year 6 - PSHE

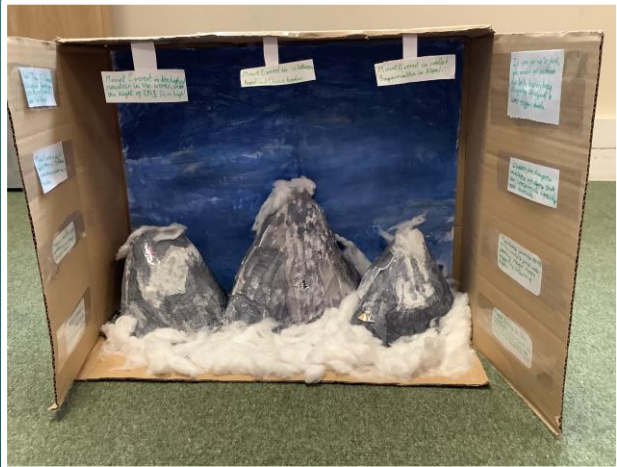
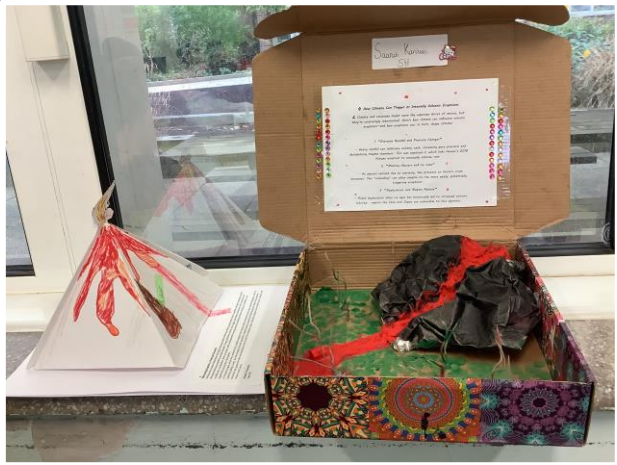
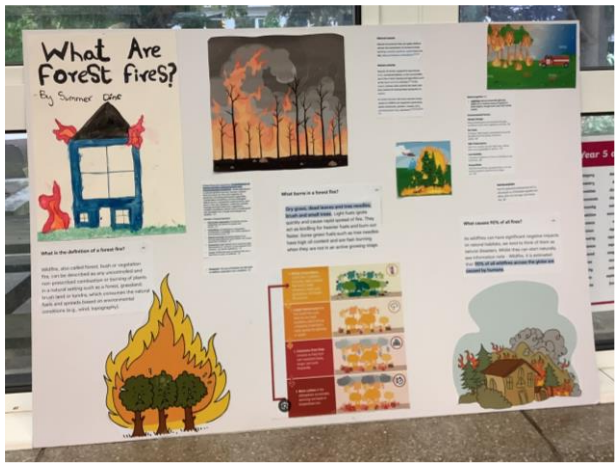
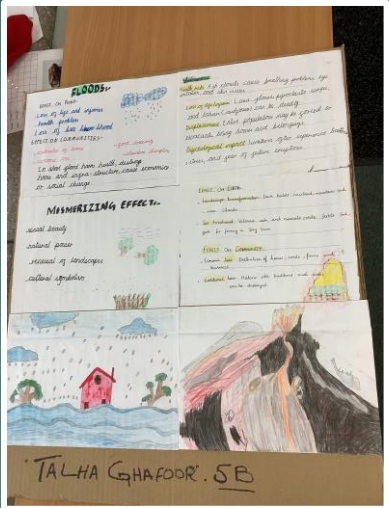
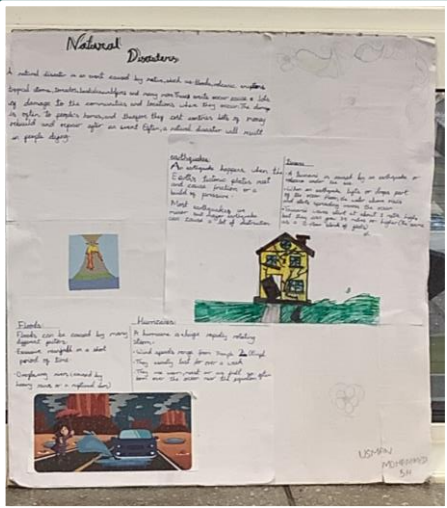
As part of the PSHE 'Being Me' unit, the Year 6 children reflected on their short and long term hopes. They shared thoughtful ideas about what they would like to achieve soon and the goals they wish to work towards in the future.



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Summer Holiday Projects



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Parent Notices

Timings of the School Day from December

Soft start is from 8:15am to 8:30am for all year groups except Nursery.

SEN Unit:	Doors open 8:15am to 8:45am and then at 3:00pm
Nursery:	8:00 – 11:00am and 12:00pm – 3:00pm
Nursery full time (Marish)	8:00am – 3:00pm
Reception:	8:30am – 3:15pm
Year 1 and Year 2:	8:30am – 3:15pm
Year 3 and Year 4:	8:30am – 3:25pm
Year 5 and Year 6:	8:30am – 3:25pm



Ensure that you drop your child off at the designated entrance. Do not leave them unsupervised on the school grounds.

Fees for Breakfast club and Meerkats

Meerkats & Wombats	Before 4pm	After 4pm
	£2	£5
Breakfast Club	£1 per day	-
Late collection	£5 per 15 minutes	-

Full time only sessions, £2, parents still need to order and pay for school dinner in addition to this.

If you would like your child to attend Breakfast club or Meerkats you will need to apply for a space. For more information or an application form, enquire at the school office.

Please note, there is a different payment schedule for Pupil Premium/ Free School Meal pupils. Please contact the office before applying.

All pupils must be booked in advance otherwise they will not be allowed to attend. If your child attends Meerkats without a booking you will be charged the late fee.

Children must not attend Breakfast Club without a booking as numbers are limited. Please book a week in advance.

You are required to sign your child in to Breakfast Club and out of Meerkats each day.

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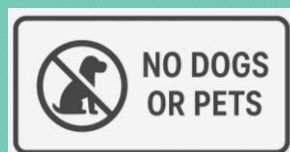
Parent Notices

Playground Fundraising Initiative

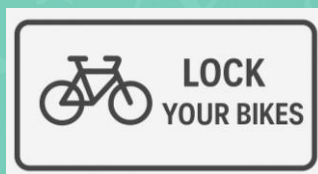
We are excited to share that both schools will be fundraising throughout the year to support the purchase of new playground equipment. A variety of events will be held across the year to help us reach this goal. We look forward to your support and involvement in these upcoming activities.

A Polite Reminder to Parents and Carers

We kindly request that no dogs (or any other pets) are brought onto the school premises, even if they are being carried.



Please also ensure that bikes and scooters are not ridden anywhere within the school grounds. There have been a few concerns raised about near accidents involving pedestrians. When leaving bikes in the designated bike area, please make sure they are securely locked.



Additionally, we ask all parents and carers to be considerate of our neighbours during drop-off and pick-up times. Please park responsibly and drive calmly and safely around the school.



Thank you for your cooperation in helping us maintain a safe and respectful environment for everyone.

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Parent Notices

School Uniform

Our Trust school uniform consists of:

- Red/Green sweatshirt or cardigan (Red for Marish and Green for Willow)
- Navy blue trousers, shorts or skirt
- White shirt or polo shirt
- Black smart shoes (no boots, high heels or platforms)
- Nursery – the above with grey or black jogging bottoms
- PE Kit – red plain round neck T-shirt, black shorts or jogging bottoms
- A plain black tracksuit to wear over the PE kit for outdoor lessons in cold weather.

Trainers/plimsolls will work for outside lessons

- Swimming is a part of the Year 4 curriculum and pupils are expected to have appropriate swim wear with a swimming hat



All items of clothing must be clearly labelled with the child's name.

The only jewellery allowed is one small stud in each ear, a watch and that which is a specific religious requirement. These must all be removed for PE. The child must take full responsibility for looking after these items. the school will accept no responsibility for their loss or damage.

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MFL - SLOVAKIA



Now let's learn a few phrases...

jeden (one)

dva (two)

tri (three)

štyri (four)

päť (five)

šesť (six)

sedem (seven)

osem (eight)

deväť (nine)

desať (ten)

Ahoj – Hello (familiar)

Dobré ráno – Good morning

Dobrý deň – Good day (used during the day)

Dobrý večer – Good evening

Dobrá noc – Good night

Vitaj! – Welcome! (familiar)

Vitajte! – Welcome! (polite)

International Language of the Month – Slovakia.

Facts about Slovakia:

- Slovakia is a country in central Europe. This tiny country was once part of Czechoslovakia and was ruled by the Soviet Union for 75 years.
- It broke away from the Soviets in 1990 and separated from the Czech Republic in 1993 to become its own independent nation.
- **Capital:** Bratislava
- **Population:** 5,400,000
- **Key Cities:** Bratislava (capital), Presov, Kosice, Zilina, Martin, Poprad

Official Language: Slovak

Major Religions: Roman Catholic, Protestant

Bordering Countries: Czech Republic, Poland, Ukraine, Hungary, Austria

Slovak is the main language spoken in Slovakia.

Slovak is part of the Slavic language family. This group also includes languages like Russian and Polish. Many other languages from Eastern Europe are also Slavic.

Slovak is very similar to the Czech language. People who speak Czech and Slovak can usually understand each other well. Polish and Sorbian are also quite similar to Slovak. Over 5 million people in Slovakia speak Slovak.

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Healthy Lifestyle

Activities to keep fit at home

Exercise: Bounce the Rat with Bruno

Players: 2 or more

Where to play? Indoor or Outdoors

How to play



1. Grab a football or a balloon. Pretend these are Bruno's lovable but pesky pet rats.



2. See how many times you can bounce the ball on your head and feet without dropping it. No hands allowed!



3. Then try with just your head.



4. And then with just your feet!



5. Keep playing for 10 minutes. How many bounces can you get in a row?



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Healthy Lifestyle

CRISPY POTATO FRITTERS WITH SALSA RECIPE

Preparation time – 10 mins

Cooking time - 20 mins

Serves - 4

Ingredients

ROSTI

- 500g potato, grated
- 1 small onion, grated
- 1 courgette, coarsely grated
- 1 egg, beaten

SALSA

- 2 tomatoes, diced
- 4 tablespoons sweetcorn
- 1 small red onion, finely chopped
- 1 teaspoon olive oil
- 1 teaspoon red or white wine vinegar

Method

1. Preheat the oven to 220C (200C fan oven, gas mark 7) and find a medium-sized baking sheet.
2. Put the grated potato and courgette onto a thick layer of kitchen paper and press out as much water as you can, or squeeze over a sieve. Add to a bowl along with the onion and egg, and mix well to combine.
3. Take a large spoonful of the mixture and gently shape into a rough ball, then put on the baking sheet. Repeat to make 12 potato cakes. Bake in the oven for about 20 minutes, until crisp.
4. Meanwhile, make the salsa by mixing the tomatoes, sweetcorn, red onion, oil and vinegar.
5. Once the rosti are cooked, use a fish slice to lift them off the baking tray, and serve immediately with the salsa and a simple green salad.



<https://www.nhs.uk/healthier-families/recipes/crispy-potato-courgette-fritters-with-salsa/>

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Attendance

Marish

Sept 2025

Reception: 91%

Year 1: 92.9%

Year 2: 94%

Year 3: 95.6%

Year 4: 91.7%

Year 5: 94.5%

Year 6: 85.7%

Target: 96%

Willow

Sept 2025

Reception: 96%

Year 1: 94.6%

Year 2: 95%

Year 3: 96.9%

Year 4: 98.2%

Year 5: 96.5%

Year 6: 92.3%

Target: 96%



July's 100% attendance reward was a pack of biscuits!



Below 90% Serious Concern
Drastic effect on academic success

95- 90% Cause for Concern
Negatively affecting academic success

100%- 96% WELL DONE
Achieving full potential

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October Holiday Club

Dear Parents/Carers,

We will be running a club during the first week of October half term for any children aged 5 and over. The Holiday Club will be open from Monday 20th October to Friday 24th October from 8.30 am-3.45pm. This club will run at Marish School.

The costs are:

£25.00 per day per child

£35.00 per day for 2 children

£45.00 per day for 3 children

£55.00 per day for 4 children

Please provide your child with a packed lunch.

The numbers will be limited so please return the slip as soon as possible. Clearly indicate which days your child(ren) will be attending so we can maintain appropriate staff-to-child ratios.

Full payment must be paid on Parent Pay by Monday 6th October and is non-refundable.

The children will have lots of activities that they can participate in including cooking, art & craft, dance and fun sports.

If you have any questions, please ring the office number and ask for Mrs Beard.

Yours sincerely

S Beard

Sharon Beard

Holiday Club Manager

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E-Safety

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

10 Top Tips for Parents and Educators SUPPORTING YOUNG PEOPLE TO BUILD EMOTIONAL RESILIENCE

With increasing societal pressures, many children struggle with managing emotions, facing challenges and processing failure in a healthy way. This is why building emotional resilience in young people is vital for their mental health and personal success. This guide provides practical strategies for parents and educators to help children develop resilience and foster confidence, adaptability and a positive mindset.

1 ENCOURAGE OPEN COMMUNICATION

Regularly engaging children in open dialogue fosters trust and emotional expression. Encourage them to share their thoughts and feelings freely without judgment. Set aside time daily, perhaps during dinner, to ask open-ended questions such as, "What's made you happy today?". This encourages children to express themselves openly.

2 MODEL POSITIVE BEHAVIOUR

Children often learn how to manage emotions by observing adults. By modelling calm and positive responses to challenges, you can teach them valuable emotional management skills. If you've had a difficult day, verbalise how you're feeling and explain how you plan to handle it, such as "I'm a bit worked-up, so I'm going for a walk to clear my mind."

3 TEACH PROBLEM SOLVING SKILLS

Helping children break down challenges into manageable steps encourages a proactive mindset. Explain that every problem has a solution, even if it's not immediately obvious. For example, if a child is stuck on homework, support them in breaking the task into smaller steps, saying things like "Let's focus on just this first question for now."

4 FOSTER A GROWTH MINDSET

Encourage young people to view mistakes as learning opportunities. A growth mindset helps them see setbacks as part of the process, rather than something to be upset about. After a child loses a game or performs poorly on a test, for example, ask them what they've learned from the experience. This reinforces the idea that effort – and even failure – leads to improvement.

5 PROMOTE SELF-CARE PRACTICES

Teaching children about self-care helps them understand the importance of balancing work with relaxation to maintain emotional wellbeing. Parents and carers could start a screen-free hour before bedtime where the family engages in relaxing activities like reading, setting an example to the child for how to unwind.

6 BUILD HEALTHY RELATIONSHIPS

Strong relationships with peers and adults provide a support system that enhances resilience. Encourage positive, respectful interactions to develop social skills. Playdates or group activities can be instrumental in teaching children how to resolve conflicts with friends by modelling and practicing calm communication.

7 SUPPORT EMOTIONAL AWARENESS

Helping children to identify and name their emotions allows them to manage those feelings more effectively. When a child's upset, encourage them to talk to you about what they're feeling in an empathetic and supportive manner, and ask them why they might be experiencing these emotions.

8 ENCOURAGE INDEPENDENCE

Giving children opportunities to make their own decisions boosts confidence and problem-solving skills. A good example of this would be letting children choose and pack their own lunches for school, guiding them with options but allowing them to assume responsibility for the task to help them take ownership.

9 DEVELOP COPING STRATEGIES

Teaching children techniques like mindfulness, deep breathing or journaling can help them to manage stress. Show them how to perform breathing exercises when they're feeling anxious, and practise this regularly. Reinforcing this behaviour in young people will make it easier for them to use these techniques of their own accord during stressful moments.

10 CELEBRATE SMALL WINS

Recognising effort, no matter how small, reinforces perseverance and encourages children to keep trying. After a child completes a difficult task, makes progress on a project or reaches another type of personal goal, praise their efforts. Emphasise the hard work they've put in and be sure to let them know how proud you are!

Meet Our Expert

Adam Gillett is Associate Vice Principal for Personal Development at Penistone Grammar School and works on secondment one day a week for Minds Ahead, which works with schools on improving their mental health provisions.



#WakeUpWednesday

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E-Safety

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10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

1. DESIGNATE A TRUSTED ADULT

It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person - ideally through play and games - allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

3. FACTOR IN THEIR BASIC NEEDS

Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on - as well as those who have experienced adverse childhood experiences - may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

4. REMAIN PATIENT

If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

5. BE A DYSREGULATION DETECTIVE

While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with - the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

6. USE SUITABLE LITERATURE

There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content, ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

7. TRY SENSORY RESOURCES

An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another - so it's important to offer a choice of resources to discover which they prefer.

8. NURTURE INDEPENDENCE

If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

9. MODEL GENUINE FEELINGS

Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

10. FORMULATE A PLAN

As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.

Meet Our Expert

Georgina Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources Blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.



#WakeUpWednesday

The National College

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Some Useful Information


THE LANGLEY ACADEMY - OPEN MORNINGS
**23RD & 25TH SEPTEMBER
7TH & 9TH OCTOBER**
8.30 - 9.15

For those who are unable to attend our open evening, we warmly invite you to explore The Langley Academy during a shortened open morning opportunity. Our students are eager to give you a tour of our buildings and share their own experience. We look forward to welcoming you.
To book your space, use the QR code or link below:

<https://forms.office.com/e/3VZqVjKVK2>



CONTACT US  Phone Number: 01753 214440  Website: www.langleyacademy.org


THE LANGLEY ACADEMY - OPEN EVENING
WEDNESDAY 1ST OCTOBER 2025
16.00 - 19.30

We warmly invite you to explore The Langley Academy during our annual open evening. Our students are eager to guide you and your child through our facilities, introduce you to their teachers and share their own experience. We look forward to welcoming you.
To book your space, use the QR code or link below:


<https://forms.office.com/e/3VZqVjKVK2>



Where: The Langley Academy, SL3 7EF
Headteacher presentations: 16.15, 17.15 & 18.15
Please book in advance.

CONTACT US  Phone Number: 01753 214440  Website: www.langleyacademy.org


Information for parents and carers


Berkshire Healthcare
Children, Young People and Families services


Helping Your Child

Parent Group for Child Anxiety

Aims of the group:
To introduce parents to cognitive behavioural strategies and empower them to use these strategies with their child to overcome difficulties with anxiety. The group will be delivered by trainee therapists who are experienced in delivering treatments for child anxiety.




Group Reading
There is a book that accompanies this group:
"Helping Your Child with their Fears and Worries: A Self-help Guide Using Cognitive Behavioural Techniques" by Cathy Creswell and Lucy Willetts.
Prior to the start of treatment, we ask parents to read:
• Part 1, Chapter 1-5
• Part 2, Chapter 6 (How to use this book)
• Part 2, Chapter 7 (Setting goals)



Referral information
Parents will be invited to the group following an assessment with the Mental Health Support Team (MHST) Slough. Please speak to your school's mental health lead about a referral.
This group aims to support parents of children who have emerging, mild to moderate anxiety which may be affecting their day-to-day life.

Group commencing in the Autumn Term 2025.

If you want to contact us or need more information...
Contact: **Mental Health Support Team Slough.**
Email: CAMHSGettingHelpEast@Berkshire.nhs.uk
Phone: **0300 247 3002**



CONNECT WORKSHOP

Support and connect with your neurodiverse child.



INTERACTIVE SUPPORT

- Meet other parents going through the same issue.
- Form friendships and support each other.
- Manage common meltdowns, special interests, anxiety, and sensory issues.



VENUE:
Chalvey Grove Childrens Centre
Montem Middle School
Slough
SL1 2TE



DATES AND TIMES:
Join us for free connection-driven parenting for neurodiverse families.
FREE 17th September - 15th October
2 hours a week for 5 weeks
9:30am - 11:30am

01753 572958 / office@homestartberkshireeast.org.uk

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Some Useful Information



SLOUGH
FOOTBALL COACHING COURSE
AT: ST BERNARDS CATHOLIC GRAMMAR SCHOOL
1 LANGLEY ROAD, SLOUGH, SL3 7AF
STARTING: TUESDAY 9th SEPTEMBER 2025

Tuesdays:	
Group 1: School Years Reception & Year 1	5.30pm-6.30pm (Pitch 1)
Group 2: School Years 2 and 3	5.30pm-6.30pm (Pitch 2)
Group 3: School Years 4 and 5	6.30pm-7.30pm (Pitch 1)
Group 4: School Years 6 and 7	6.30pm-7.30pm (Pitch 2)

Dear Parents,
I am pleased to inform you that, due to the huge success of our football courses over the last 25 years, we are following up the football coaching programme for the season starting in September 2025. The course will run for approximately 12 weeks and the programme is for boys and girls aged between 4 and 12.

About our Course

- The unique practice techniques are specifically designed to work with children of all abilities, ranging from the absolute beginner to the more advanced player.
- The course is run by F.A. qualified coaches, who are DBS checked, and hold an advanced premier skills qualification, they are currently working with children, enabling them to learn essential football techniques, building **CONFIDENCE**, improving **FITNESS** and providing the most important ingredient **FUN!**
- Children will be fully supervised at all times.
- Each child will be provided with a football for individual practice and their progress will be recorded each week.
- It is an indoor course held in the sports hall, therefore children may wear trainers and sportswear.
- Ex Premier League Birmingham City, West Bromwich Albion and Fulham player Geoff Horsfield** quotes, "I've coached on these courses with the team and they are fantastic in the way they deliver their coaching sessions"
- Ex England World Cup star and Sky Sports pundit Paul Merson** quotes, "I have presented trophies to the children on these courses and it's great to see the smiles on their faces and sense of achievement"

Presentation of trophies and award

- On the final week of the course, we hold a presentation, whereby **EACH CHILD WILL RECEIVE AN ENGRAVED TROPHY**.
- Children also have a chance to win many other special individual awards and trophies for various skills, including 'FA CUP', 'American Shoot Out' and 'Penalty Shoot Out' competitions.
- Parents and friends are most welcome to attend the presentation and watch the children being presented with their awards, as this encourages a fantastic atmosphere.

The cost of the course is £9 per week; payment is made every 4 weeks with the first payment of £36 due on week 1. **Please Note:** With a high response expected and limited places available, bookings will be confirmed on a first come, first served basis.

TO RESERVE PLACES PLEASE WHATSAPP or TEXT:
SLOUGH + CHILD'S FULL NAME + AGE + GROUP NO. (1, 2, 3 or 4)
and receive confirmation by text to:
07947 638205

Seeking budding young talent!



Colnbrook Based **Junior**
Youth Theatre

"Engaging young people aged 6-12 years in the performing arts"

Does your child love to perform?
Want them to build confidence
and make new friends?



Join us on Mondays
5.15-6.15pm at
Colnbrook Village Hall,
Vicarage Way, SL3 0RF

Have fun acting, dancing and singing culminating in a production of



To be staged Summer Term 2026!

Book your place or trial today at:
<https://the-academy-cast.classforkids.io>

email: colnbrook@castyouththeatre.org.uk or phone: 07824 338367

Senior Youth Group for ages 12-19 years also available!



Starting Infant, Junior &
Primary School in Slough
2026/27

Apply online at www.slough.gov.uk/school-admissions



IT IS IMPORTANT THAT YOU TAKE TIME TO READ THIS INFORMATION WHICH OUTLINES THE APPLICATION PROCESS FOR A RECEPTION SCHOOL PLACE

Dear Parent/Carer,

If your child was born between 1 September 2021 and 31 August 2022, and you live in Slough, you can now apply for a reception school place in an infant or primary school for September 2026. The Council's portal on the council website is now open to receive applications. There are clear and simple prompts to guide you through making your application.

If your child was born between 1 September 2019 and 31 August 2019, lives in Slough and currently attends an infant school, they will need to transfer to Year 3 in a junior school.

You will also find the **Starting Infant, Junior and Primary School** booklet on the council website. The booklet contains a wealth of information to help you choose the right schools, make an application and understand how the application process works. It provides a profile of all of primary schools alongside information about admission arrangements.

Who should apply?

If you have a child who was born between 1 September 2021 and 31 August 2022, you must apply for a school place for September 2026.

When do I need to apply?

You can apply anytime from 1 September 2025. To receive an offer of a school place on national offer day, you must submit an application by 15 January 2026.

Please note: In order to maximise your chances of being offered one of your preferred schools

- You **MUST** submit an application with any required documents/supplementary forms on time.
- Your child **MUST** meet the admissions criteria of the school to be offered a place.

and there is

- NO automatic transfer from a nursery to into a school.
- NO automatic offer of a sibling place without making an application.

Apply online at
www.slough.gov.uk/school-admissions
Closing date to apply 15 January 2026

What happens if I miss the closing date?

For the avoidance of doubt, all applications submitted and received after the closing date (15 January 2026) will be deemed as late applications. They will be considered after those that are received on time and after the first round of offers have been made.

How do I apply?

If you live in Slough you **MUST** apply through Slough Borough Council. The easiest way to apply is online.

Go to www.slough.gov.uk/school-admissions and follow the instructions on the screen.

If you do not have internet access at home you can still apply online at your local library or at the council offices.

Who can make the application?

Applications must be made by a parent or carer who holds legal parental responsibility for a child. Only one application should be made per child.

Contact the Admissions Team

If you would like more information about the school admissions process or the admission arrangements, please read the **Starting Infant, Junior or Primary School** booklet. Or visit: www.slough.gov.uk/school-admissions
Email: admissions.helpline@slough.gov.uk

Contact Centre:
Telephone: 01753 475111 (Monday to Friday)
Please note that the School Admissions lines open as and when needed around admissions time.

Best wishes,
Sabi Hahli
Head of Education Services
Slough Borough Council
Observatory House, 25 Windsor Road, Slough SL1 2EL
ED-004, Primary, secondary, early years 07/08/25

FREE Parenting Clinics



September

22nd, 12.00 pm

Boundaries

October

20th, 12.00 pm

Emotions

November

17th, 12.00 pm

Friendships

December

8th, 12.00 pm

Parent Wellbeing

www.anisalewis.com

To book: <https://anisalewis.as.me/theclinic>
or email: hello@anisalewis.com