

5.9.2025 CHJS Newsletter



Welcome to the academic year 2025-26! It has been absolutely fantastic to see the children coming back into school this week, filled with smiles and excitement. We've had such a brilliant three days; the children have been a real credit to us all! What an exciting year in store!

As September rolls in, it brings with it added excitement and a wonderful opportunity for us to further develop our already great school. We are thrilled to announce that we have now officially converted to an academy within the Tenacitas Trust. This change marks a significant milestone for our school, unlocking fantastic new opportunities for development and growth.

Being part of the Tenacitas Trust will empower us to enhance our success in ways that truly reflect our unique identity and strengths. Both our children and staff will receive the support they need to thrive in our distinct context, working collaboratively with our community to make learning even more enriching. We are looking forward to all the exciting development opportunities that lie ahead; we can't wait to get started—watch this space!

In the meantime, we are focused on supporting and nurturing our children during this term. We aim to deliver our outstanding Chalkwell Curriculum, ensuring that every child has the chance to shine. The enthusiasm and energy displayed in the classroom already hints at the engaging and inspiring activities we have planned.

We encourage you to stay connected with us throughout the term. We will be sharing updates on our progress and the exciting projects we have in the pipeline. Your involvement is invaluable, and together we can create even more memorable experiences for our children.

Have a great weekend, everyone! Let's make this year one to remember!



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SCHOOL NEWS

THE CHALKWELL CURRICULUM

As we kick off this new half term, we couldn't be more excited about the amazing learning experiences ahead. Our Chalkwell Curriculum is truly world class, designed to provide deep enrichment and ignite curiosity, creativity, and enquiry. With outstanding teaching and learning at the heart of what we do, we believe every child will find joy and excitement in their lessons.

We have some fantastic topics lined up for each year group, sparking interest and encouraging creativity both in school and at home. We can't wait to see how our brilliant children express themselves through their creative tasks!

For a sneak peek of what's in store this term, click on the links below.

[Year 3 - Could you have survived the Stone Age?](#)

[Year 4 - What makes a great warrior?](#)

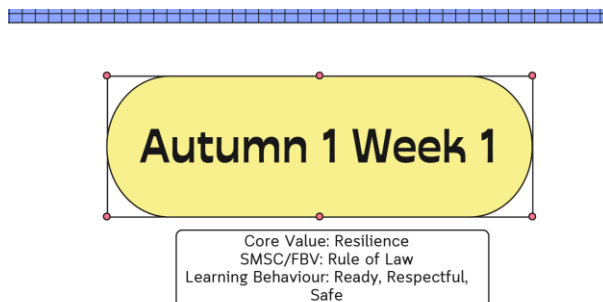
[Year 5 - Made up myths or legendary legacy - who were the Ancient Greeks?](#)

[Year 6 - How would 'A Midsummer Night's Dream' differ in a Caribbean setting?](#)

Let's make this half term full of inspiration and fun!

Mindful Mondays, Chalkwell Character Curriculum & Core Value Focus:

The first week of our Chalkwell Character Curriculum has seen us focus on getting back into the groove and learning about how our brains work best and how we can use brilliant strategies to regulate our emotions and boost our learning alongside a strong mindset. We read the story - 'The Magical Yet' which teaches us about the incredible power of resilience, being positive and determined.



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How do we get ready to learn?

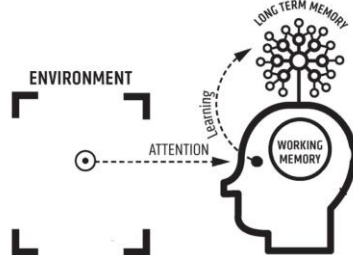
What is learning?



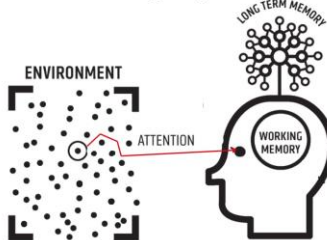
Learning is when we move information from our working memory to our long term memory.

Working memory is like HQ in Inside Out and long term memory is like a huge storage area. If our brains don't move the information there, then they can forget it easily.

It's easier for us to move the information to our long term memory when there are less distractions.



It's harder to pay attention if the environment is noisy and busy. Think of it like an obstacle course - you can be quicker without things in your way.



What do we do in our school to have the best environment for learning?

Ready

Safe



Respectful

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Ready: What does it look like?



Respectful: What does it look like?



Safe: What does it look like?



Ready also means that our emotions are regulated and ready to learn - they are in a place that allows us to concentrate. Which unregulated emotions could make learning tricky?



We can sort these emotions into 4 different groups called Zones.



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The blue zone is a zone of low energy, when our brains or bodies are moving slowly, maybe because we are tired, hungry or sad. We might need rest if we're in this zone or time out to recharge.



The green zone is a comfortable place to be - this is a great place as we feel safe, calm and focused. We are "good to go" in this zone.

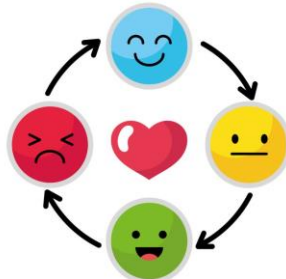


The yellow zone is more energetic than the green zone - we feel less in control here which can make learning more difficult. We should think carefully about our choices when we're in this zone.



The red zone has a lot of overwhelming emotions that are hard to control. If you're here, you might need a pause to regulate and regain control.

Challenge: sort these emotions into the different zones...



Once you can name an emotion or a zone, then you can learn to **regulate** it. All the zones are ok, but if you feel like your feelings are stopping you from achieving what you want to achieve, then you can use a regulation strategy.

RED ZONE

- PROGNOSED
- SEVERE
- SLIGHTLY IMPROVED
- DETERIORATED
- IMPROVED
- OUT OF CONTROL

YELLOW ZONE

- UNSTABILIZED
- IMPROVED UNSTABLE
- EXTENDED STAY
- RECEIVING
- IMPROVED UNSTABLE
- OUT OF CONTROL

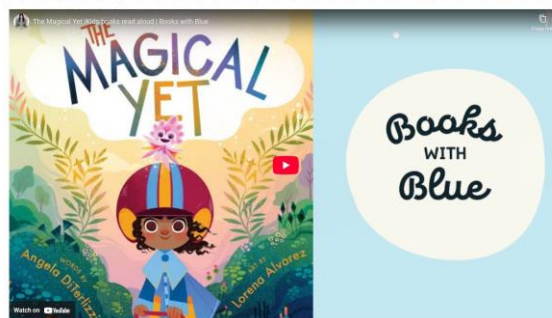
GREEN ZONE

- SAFETY
- STABLE
- QUALITATIVELY
- IMPROVED
- IMPROVED
- IMPROVED

BLUE ZONE

- SAFE
- UNSTABLE
- IMPROVED UNSTABLE
- IMPROVED
- IMPROVED
- IMPROVED

Is there anything you find challenging?
How do you tackle it?



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"Yet" can be a powerful way to think about difficult challenges. For some people, coming into a new classroom will be a challenge. They might think things like "I really don't like this new room, it's never going to be as good as my old class."

How could the magic of "yet" help them?



Using 'yet' to think about the challenges we face is a part of our **growth mindset** which is linked to **resilience**.

We'll learn more about this in our Mindful Mondays this term but for now, watch this video to see how the power of yet helped Austin...



Challenge: Create your own "Magical Yet" to go with you on your journey.

Write somewhere on your creature something you can't do yet and a way that you could work towards your goal e.g.

I can't draw butterflies accurately **yet**, but I can listen to feedback and make more drafts.



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WEEKLY WAKE UP WEDNESDAY PARENT GUIDE

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to help 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, facts and tips, please visit www.thenationalcollege.com.

10 Top Tips for Parents and Educators

RECOGNISING & MANAGING STRESS

According to recent studies, over 60% of young people report feeling regularly overwhelmed - with stress impacting their learning, emotional wellbeing and social connections. If left unaddressed, stress can lead to more serious concerns such as anxiety, depression or disengagement. This guide offers ten practical, evidence-based strategies to help children and young people recognise, manage and recover from stress in healthy ways.

- 1 SPOT THE SUBTLE SIGNS**
Look out for changes in mood, behaviour, or energy levels, such as increased withdrawal, changes in appetite, or frequent headaches. These may indicate that a child is feeling overwhelmed. By having these conversations early and offering a calm, non-judgemental space to talk, adults can help children feel heard and supported before issues escalate.
- 2 KEEP CONVERSATIONS FLOWING**
Make time for open, informal conversations - whether it's during car journeys, meal times, or in quiet moments. Parents, let children know it's okay to talk about what's bothering them. Regular, low-pressure conversations create a safe space where emotions are validated and discussed.
- 3 MAKE MOVEMENT PART OF THE DAY**
Physical activity can dramatically reduce stress hormones while improving mood and focus. Encourage movement through outdoor games, gardening, or a family walk. Encourage children to take regular breaks from sitting, and encourage them to get up and move during lessons or homework time.
- 4 SUPPORT HEALTHY SLEEP PATTERNS**
Poor sleep makes stress harder to manage. Establish a calming bedtime routine and ensure bedrooms are cool, dark, and quiet. Encourage children to limit screen time before bed, as this can interfere with their ability to fall asleep. Consistent sleep patterns help regulate emotions and reduce stress.
- 5 PRACTISE MINDFULNESS**
Mindfulness doesn't have to mean long periods of meditation. A few slow breaths, focusing on what you're feeling, or taking a moment to notice the sounds around you can make a real difference. These simple tools help children ground themselves, reduce emotional reactivity, and build inner calm over time.
- 6 SET DIGITAL BOUNDARIES**
Excessive screen time, especially before bed or in social media, is linked with higher stress levels. Set clear expectations for when and where devices can be used and encourage screen-free alternatives like crafts, nature walks, or board games to promote digital balance and reduce overstimulation.
- 7 NURTURE SOCIAL CONNECTIONS**
Strong relationships act as a buffer against stress. Whether it's a trusted adult to talk to or a good friend, ensure children have people around them they can talk to and spend quality time with. Help them build these bonds through shared activities and meaningful interactions.
- 8 PROGRESS OVER PERFECTION**
Set realistic goals and praise effort, not just outcomes. When children feel pressured to be perfect, stress naturally follows. Celebrate small wins and help them celebrate setbacks as learning opportunities. This helps build confidence and reduces the fear of failure.
- 9 TEACH EVERYDAY PROBLEM-SOLVING**
Use real-life scenarios to build resilience. Encourage children to identify problems, brainstorm possible solutions, and choose a plan of action. Praise their efforts and the quality of control and reduces the helplessness that often accompanies stress.
- 10 BE THE MODEL THEY NEED**
Children notice how adults respond to challenges. Model healthy coping strategies such as taking breaks, asking for help, or expressing frustration. By showing how you manage stress constructively, you help normalise these behaviours and encourage children to do the same.

Meet Our Expert
Anna Satterton is Director of Safeguarding Education Ltd, Director for Wellbeing and Family Services at Safeguarding Trust, and lead expert for mental health at The National College. Anna specialises in bringing mental health solutions for schools, supporting education for families to improve resilience, emotional wellbeing, and overall wellbeing for children across the UK.

#WakeUpWednesday
The National College

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ONLINE SAFETY - The 2 Johns visiting Chalkwell

An evening with the 2 Johns

Do you know how to keep your child safe and show them the wonders of our digital world?
Your child is growing up within and into this digital age.

The 2 Johns with open your eyes to a world you, as adults, didn't grow up in.

Details

Wednesday 17th September 2025
5pm
Online event

Additional information

This is a parent event and the content is not suitable for children to be watching.

Online link: To be sent nearer to the date

Do you know the latest risks online?

Do you know how gang culture and radicalisation affects your child?

Do you know how your child's being influenced online and how it impacts their view on the world?

Do you know that Roblox, Minecraft and Fortnite are not as safe as you might think?

Do you know that restricting what in games does not stop your child talking to other people?

Do you know that self-generated images are now common among Year 5&6 children?

Do you know that Essex Police have worked on cases of paedophiles grooming groups of children on these games?

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PTA EVENTS

SCHOOL DINNER MENU THIS TERM

AUTUMN WEEK 1

AVAILABLE DAILY WE HAVE:
JACKET POTATO WITH A SELECTION OF FILLINGS (INCLUDING ITEMS FORM THE DAILY MENU SUCH AS BOLOGNAISE)
TUNA (F), VEGAN CHEESE (CCN) (V) (VG), HUMMUS (SS)(VG), CHEESE (MK), BAKED BEANS (VG), HOMEMADE COLESLAM (E) (V)
A COLD SALAD BAR
SWEETCORN, TOMATO, CUCUMBER, CARROT (VG), LETTUCE, MIXED PEPPERS
WATER AND MILK / A FRUIT BOWL (ALTERNATIVE PUDDINGS ARE AVAILABLE OCCASIONALLY)

WACKY WEDGE MONDAY
OVEN BAKED PORK SAUSAGE (S)
OR OVEN BAKED MEAT FREE SAUSAGE (G) (VG)
WITH
OVEN BAKED POTATO WEDGES (VG),
AND A CHOICE OF
PEAS (VG), BROCCOLI (VG)
OR BAKED BEANS (VG)

FWINTASTIC THURSDAY
OVEN BAKED FISH FINGERS (G) (F)
OR
OVEN BAKED VEGE FINGERS (G) (VG)
WITH CHIPS (VG),
PEAS AND SWEETCORN (VG)
AND
KETCHUP (VG) OR
TARTARE SAUCE (V) (E) (MU)

REACH FOR A ROAST WEDNESDAY
OVEN ROAST TURKEY
OR
OVEN ROAST QUORN (V)
(MK) (E)
WITH OVEN ROASTED POTATOES (VG) (G),
BROCCOLI (VG),
CARROTS (VG), YORKSHIRE
PUDDING (MK) (V) (G) (E)
AND GRAVY (VG)

FWIRLY PASTA TUESDAY
HOMEMADE BEEF BOLOGNAISE (CY)
OR
HOMEMADE MEAT FREE BOLOGNAISE (BOTH WITH HIDDEN VEG)
(G) (SOYB)(VG)(CY)
WITH
TRICOLOUR PASTA TWIRLS (G)(VG)
GARLIC BREAD (G) (VG)
CARROTS (VG)
AND PEAS (VG)

FWIREY FRIDAY FEAST
OVEN BAKED BREADED CHICKEN GOUJON (G) OR BREADED MEAT FREE GOUJON (G)
WITH
HOMEMADE KATSU CURRY SAUCE (CCN) (SOYB)(CY)(VG)
AND STEAMED RICE AND MIXED VEGETABLE MEDLEY: GREEN BEANS/SWEETCORN/ CARROT/PEAS (VG)

WE WILL ALWAYS PROVIDE SUITABLE ALTERNATIVES FOR CHILDREN WITH ALLERGIES
THIS MENU IS SUBJECT TO CHANGE
FOR MORE INFORMATION ON ALLERGENS PLEASE VISIT OUR WEBSITE

AUTUMN WEEK 2

AVAILABLE DAILY WE HAVE:
JACKET POTATO WITH A SELECTION OF FILLINGS (INCLUDING ITEMS FORM THE DAILY MENU SUCH AS BOLOGNAISE)
TUNA (F), VEGAN CHEESE (CCN) (V) (VG), HUMMUS (SS)(VG), CHEESE (MK), BAKED BEANS (VG), HOMEMADE COLESLAM (E) (V)
A COLD SALAD BAR
SWEETCORN, TOMATO, CUCUMBER, CARROT (VG), LETTUCE, MIXED PEPPERS
WATER AND MILK / A FRUIT BOWL (ALTERNATIVE PUDDINGS ARE AVAILABLE OCCASIONALLY)

WACKY WEDGE MONDAY
HOMEMADE CHEESE AND TOMATO PIZZA / VEGE PIZZA (MK) (G) (V) (ON A WHOLEMEAL BASE AND HIDDEN VEG)
WITH
OVEN BAKED POTATO WEDGES (VG),
AND MIXED VEGETABLE MEDLEY: GREEN BEANS/SWEETCORN/ CARROTS/PEAS (VG)

FWINTASTIC THURSDAY
OVEN BAKED FISH FINGERS (G) (F)
OR
OVEN BAKED VEGE FINGERS (G) (VG)
WITH CHIPS (VG),
PEAS AND SWEETCORN (VG)
AND
KETCHUP (VG) OR
TARTARE SAUCE (V) (MU) (E)

REACH FOR A ROAST WEDNESDAY
PORK SAUSAGE TOAD IN THE HOLE (G) (MK) (E) (S)
OR
MEAT FREE SAUSAGE TOAD IN THE HOLE (G) (MK) (E) (S) (V)
WITH OVEN ROASTED POTATOES (VG) (G),
BROCCOLI (VG),
CARROTS (VG)
AND GRAVY (VG)

FWIRLY PASTA TUESDAY
TRICOLOUR PASTA TWIRLS (G) (VG) WITH HOMEMADE TOMATO SAUCE (WITH HIDDEN VEG) (CY) AND GRATED CHEESE (MK),
GARLIC BREAD (G) (MAY CONTAIN MK) AND
CARROTS AND GREEN BEANS (VG)

FWIREY FRIDAY FEAST
HOMEMADE BEEF CHILI (WITH HIDDEN VEG) OR VEGGIE CHILI (SOYB) (VE) WITH
STEAMED RICE AND GRATED CHEESE (MK) (V) AND
CARROTS AND BROCCOLI (VG)

WE WILL ALWAYS PROVIDE SUITABLE ALTERNATIVES FOR CHILDREN WITH ALLERGIES
THIS MENU IS SUBJECT TO CHANGE
FOR MORE INFORMATION ON ALLERGENS PLEASE VISIT OUR WEBSITE

SUMMER MENU - ALLERGENS

WE WILL ALWAYS PROVIDE SUITABLE ALTERNATIVES FOR CHILDREN WITH FOOD ALLERGIES

OUR HEAD COOK JOSEPHINE, IS HAPPY TO DISCUSS YOUR CHILD'S INDIVIDUAL DIETARY REQUIREMENTS AND ALLERGIES WITH YOU
WHERE POSSIBLE, ALL OUR MEALS ARE FRESHLY PREPARED, USING QUALITY, LOCALLY SOURCED INGREDIENTS

We Are an Allergy Aware School.

ALLERGEN	FOODS
G	CEREALS CONTAIN GLUTEN (WHEAT, BARLEY, RYE, OATS, KAMUT, SPELT)
MK	MILK
E	EGG
SS	SESAME SEEDS
CY	CELERY
V	VEGETARIAN
VG	VEGAN
F	FISH
N	TREE NUTS
P	PEANUT
L	LUPIN
MU	MUSTARD
SOYB	SOYBEAN
MOL	MOLLUSCS
CR	CRUSTACEANS
S	SULPHITES
CCN	COCONUT

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OPAL



OPAL lunchtimes are as exciting as ever. Rain or shine, our lunchtimes are full of activities that enrich and promote play, teamwork and friendships.

We've been truly overwhelmed by the generous donations we've received recently and we want to say a huge thank you for thinking of us! Thank you again for your continued support.

So many wonderful play opportunities this week!

OPAL WISHLIST:

If you are able to add to our incredible offer at lunchtime by buying something off our wish list, we would be most grateful.

Have a look and see what you could buy to enrich our play offer by clicking the following link:

https://www.amazon.co.uk/hz/wishlist/ls/C4RN99TIYQDH/ref=hz_ls_biz_ex

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SPORT @ CHJS

Sporting Opportunities

**SOUTHEND PARKS TENNIS
OPEN DAY EVENT**





FAMILY TIME & COACHING TASTER SESSIONS FOR MINIS + ADULTS

CHALKWELL PARK SATURDAY
27th September 13.30 – 16.30

OPEN FOR ALL ABILITIES – NO EXPERIENCE REQUIRED

BOOK HERE: clubspark.lta.org.uk/southendparkstennis

Learning this week!

Year 3

We made it! Three days of excitement, learning routines, working on group challenges and discovering ways to help us all be the best learners we can be – we are definitely ready for the weekend!

The children have really impressed us already with their enthusiasm and enjoyment for anything we have presented them with and we have been thoroughly impressed with their confidence to ask questions to learn more about each other and their learning environment. In Computing, they learnt how to use 'Hit the Button' (a brilliant, free maths programme) and Dance Mat Typing. The children took part in a range of group activities to explore our Core Values of Respect, Co-operation and Responsibility and created some lovely artwork in response to sharing the story 'The Dot' when thinking about Resilience, Creativity and Enquiry.

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We hope the children have enjoyed the first few days of their journey with us and look forward to welcoming them back on Monday when we will be having two 'WOW' days to introduce our new topic 'Could you have survived the Stone Age?'.



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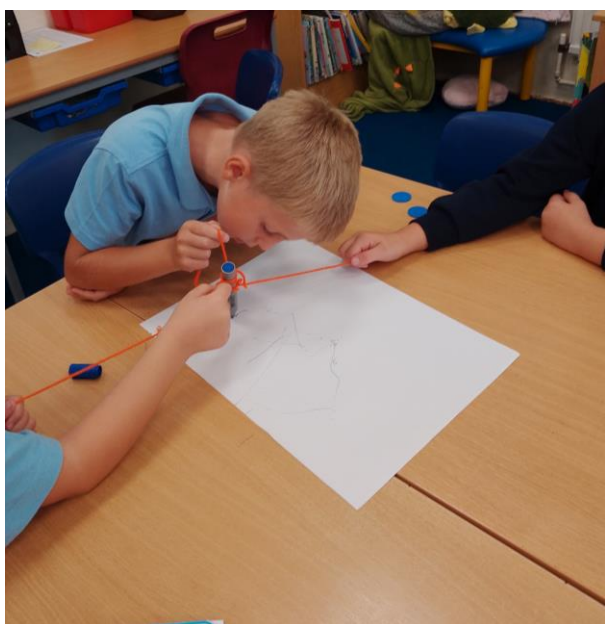
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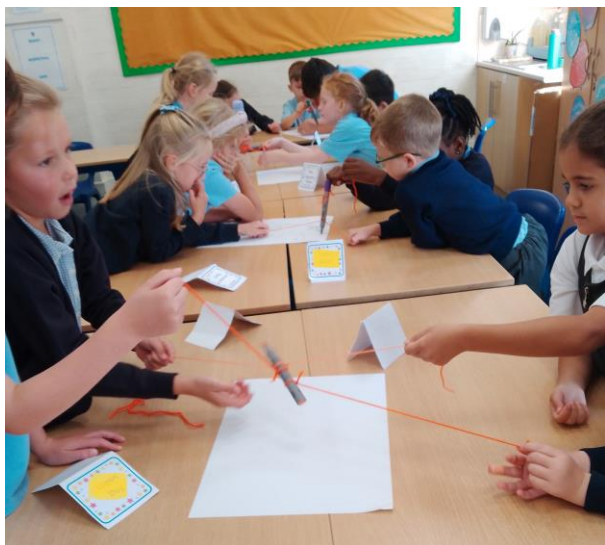
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Year 4

Year 4 have made a great return to school. This week, the children have enjoyed getting to know their new teachers and hearing about all of the exciting things they are going to be learning about this term. On Thursday, we had our WoW Day introducing our Anglo-Saxon topic. The children made oat cakes in small groups and each child in the group had an important role to fulfill. We had children who were in charge of weighing, mixing and adding different ingredients. The children also had the opportunity to make some Anglo-Saxon brooches and the teachers were really impressed with the creativity which the children showed. Well done year 4!



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Year 5

What an amazing start to the new school year for Year 5! It's clear that we're in for a truly exciting journey ahead. This past week, the children have shown outstanding qualities, smoothly transitioning into upper school life with such positivity and enthusiasm.

Today was a fantastic highlight as we embarked on a wonderful day at Nuclear Races. The children tackled obstacles with determination, overcoming challenges head-on while displaying remarkable teamwork and support for one another. Their enthusiasm was infectious, and it was a joy to see them embody resilience throughout the day.

A massive well done to Year 5 for making such a strong impression so early in the year! We are all incredibly proud of each and every one of you. Onwards and upwards—we can't wait to see what amazing things the rest of the year has in store!



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Year 6

Welcome back, Year 6! What a welcome it has been! Year 6 have returned from the summer holidays full of energy and enthusiasm, diving straight into an exciting DT challenge! Their task has been to design and create a waistcoat for a teddy bear that could be sold in a toy shop, inspired by the magical theme of A Midsummer Night's Dream. Not only did the children carefully plan their designs, but they also got stuck into the practical challenge of sewing their garments. We have been so impressed with their resilience, determination, and creativity as they brought their ideas to life. It's clear that this year is already off to a brilliant start, and we can't wait to see all the amazing things they will achieve in Year 6!



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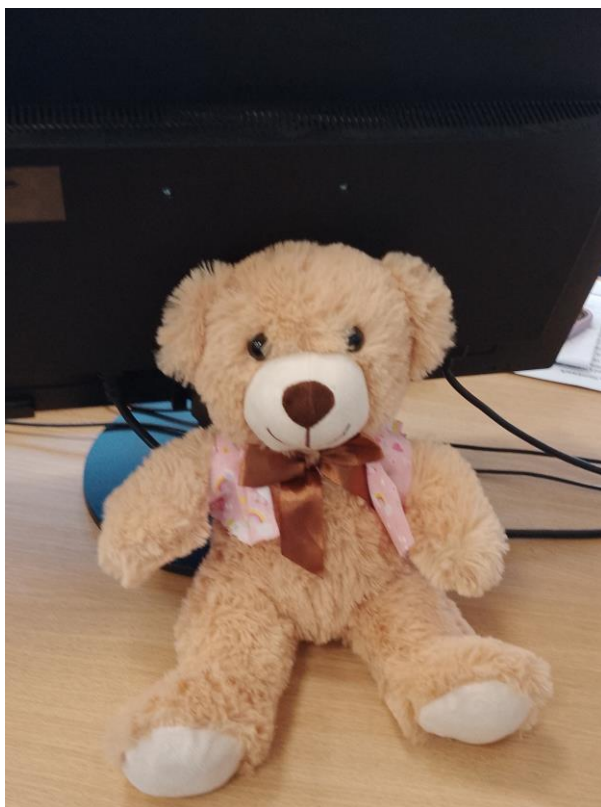
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Achievement Awards



As we've had a short week to start, we will be holding our first Celebration Assemblies next week and we will delight in giving recognition for showing our core values of Respect, Resilience, Responsibility, Cooperation, Creativity and Enquiry. Roll on next week!

Attendance & Punctuality

Please encourage good attendance and ensure your child is in every day.

Important facts about school attendance:

- There are 190 school days each academic year
- There are 175 other days for holidays and other activities
- The national average for school attendance is 95%
- 90% attendance represents 1 day non-attendance a fortnight
- 80% attendance represents 1 day non-attendance a week

At CHJS, we always strive for 100% attendance. We understand that illness occurs from time to time but ask that you support your child's learning and us as a school by ensuring your child is in school every day and on time.

Our aim is that every child is in school every session, every day so we can give them the best education we can. Attendance is a key indicator to a child's success so we will be looking to be even better every week! We will be focusing on ensuring attendance is as good as it can be next year.

Attendance Guide for Parents/Carers



What YOU must do:

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Try to telephone the school before 8.30am each day of your child's absence.

Tell the school in advance, of any medical appointments and bring in appointment cards/letters.

If you are not sure whether your child is well enough to attend school, send them in anyway as they often perk up on arrival.

Have a backup plan for if your child misses transport, call on a family member, neighbour or friend.

If you and your child are experiencing difficulties with school attendance then talk to us as a first step so we can help!

What WE will do:

Check your child's attendance every day.

Phone home to discuss your child's attendance with you.

Invite you into school for attendance meetings if we are concerned.

If we cannot establish a reason for absence, then we may make a welfare home visit.

OUR SCHOOL ATTENDANCE THIS WEEK - 96.4% (+)



Lower School Winners = 4SR (100%)



Upper School Winners = 5GH (100%)



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Community News



Dates for your diary: (new additions marked with *)

Wednesday 10th September - 6pm Year 6 Residential Bawdsey Manor - Parent Meeting

Friday 24th October - Last day of half term

Monday 3rd November - First day back after October Half Term

Friday 19th December - Last day at school - Christmas Holidays!

Monday 5th January - First day of Spring Term

Thursday 12th February - Last day of half term

Friday 13th February - Non-Pupil day (school closed to all pupils)

Monday 23rd February - Back to school after February half term

Friday 27th March - Last day of Spring Term - Easter Holidays

Monday 13th April - Back to school after Easter Holidays

Monday 4th May - Bank Holiday - School Closed

Thursday 21st May - Last day of half-term - May half term

Friday 22nd May – Non - Pupil day (school closed to all pupils)

Monday 1st June - Back to school after half term

Friday 17th July - Last day at school - Summer Holidays

Monday 20th July - Non-Pupil day (school closed to all pupils)

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<https://chalkwellhall.co.uk/>