



St Hilary School Newsletter



"the best we can be"

Issue: 1039

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OUR IN SCHOOL PROVISION

I just wanted to give you a 'flavour' of what it is like in school at the moment, as you can imagine, the school feels very different. At present, we have between 10 and 15% of our children in each day: these children fall into the categories of 'Vulnerable' or 'Critical Worker' children, as defined by the government. A key element of making this provision function at its best is that our parents are being really considerate and only sending their children in when they absolutely have to. This approach from parents is vital, as trying to manage in-school provision, whilst ensuring we also give the children the best online provision is a huge balancing act!

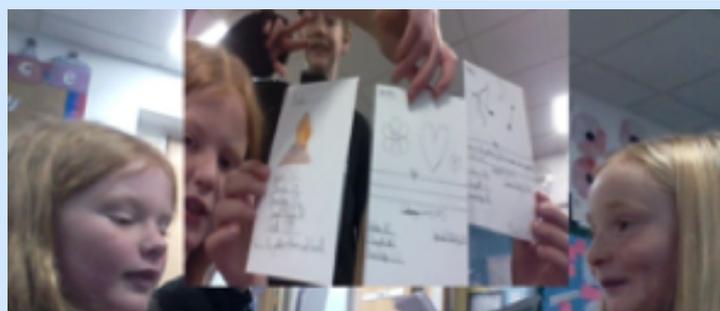
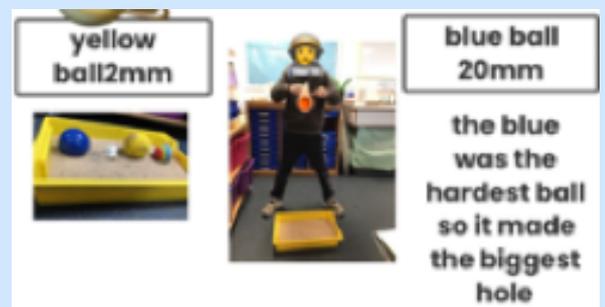
We are very proud of our in-school provision and our role in supporting the local community and the families involved. In school, we ensure that a class teacher has overall responsibility for the class bubbles each day: I (Miss Brant) oversee the classes on a Monday & Tuesday, Miss Worsey on a Wednesday and Mr Davey on a Thursday and Friday. Alongside these teachers, we also have an amazing (and I mean **AMAZING!**) team of TA's, who are on a rota to cover the days each week. However, as numbers fluctuate daily, these TA's are often 'on call' - ready, as and when needed, to step up to support the children to ensure the best provision they can in school, and all of this whilst juggling their class marking and home-schooling their own children! They really have demonstrated what an incredible team of TA's we are lucky enough to have at St Hilary and we cannot thank them enough.



At the moment the 'usual' school day is a little different! For example, this Tuesday in Mrs Ellis' classroom, we had Reception, Year 1 and Year 2 combining their mix of phonics, Maths & English in the morning, then later in the afternoon completing two different science experiments - juggling melting chocolate and making boats - as well as some of the Cornwall Games Challenges.

All the while, in Mrs Reynolds' classroom, we had Year 3 - 6 completing a wide range of Maths and English tasks in the morning; then in the afternoon - Year 3 completing yoga and circuits in the hall, Year 4's completing volcano posters, Year 5's completing science experiments based on gravity and Year 6 making Greek God 'top trump' cards!

It is exhausting just thinking about it again.



continued.....

Alongside all of this, we also aim for the children to attend at least one 'Zoom' session with the rest of their class throughout the week. So, as you can tell, every day is extremely busy, with our aim being to make each day as educational, fun and engaging as possible. There are also opportunities for the children to socialise and 'play'; it has been lovely to see new friendships develop, which may well not have happened in 'normal' school.

At first these changes to the children's routines seemed a little strange for many (particularly for our youngest Reception members, who had only just got used to going to school) but, as ever, our children have shown how brilliantly adaptable they are and have taken everything in their stride!

These few quotes from our children give a flavour of how things are going in school:

'I like seeing my friends, doing more work and concentrating more. I get to see the teachers too.' **Stan**

'I like seeing my friends and teachers. I like playing and doing my work.' **James**

'There's more help at school and more interactive learning. I like seeing people, but also it's a bit weird as there's no school uniform and there's four classes in one class!' **Gus**

'I like doing my school work and meeting my friends at school so I can play games.' **Charlie**

Have a great weekend!

Michelle Brant - SENDCo

COVID-19 SYMPTOMS ADVICE

My child has symptoms – what should I do?

Advice on what you should do if your child develops symptoms.

If anyone in your home becomes unwell with a new and persistent cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell, they must stay at home and follow '[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)', which sets out that they should self-isolate for at least 10 days and should [arrange to have a test](#) to see if they have coronavirus (COVID-19).

If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms. Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.

If your child develops symptoms at home, you must get them tested and continue to keep your school informed. Parents should call the school of their children to inform them of the reason for their child/children's absence.

Your child should not attend any other out of school provision, childcare, activity groups or clubs during this time.

SCHOOLS ATTENDANCE REPORTING DURING COVID

As school attendance in the lockdown is still mandatory for all school-aged children, either in school or online, the school have had to report daily attendance figures to the DfE, these numbers include children in school & online. This all means that we are still required to record attendance as normal and have to follow up any absences.

Therefore, if your child is unable to work online or attend school because of illness, it is very important that it is reported in the same way as normal, whether it's COVID related or a normal illness such a tummy bug.

So if your child is ill and unable to work, please either phone the school and leave a message on the absence line or email Dot at secretary@st-hilary.cornwall.sch.uk

If you have any questions about your child's attendance please contact us in the school office.



Perran



Alba

This week we have been looking at addition and writing number sentences to match the addition. Everyone has worked exceptionally hard and I am so proud of the work that they have produced. Work has become neat and tidy with their numbers written with the correct formation.

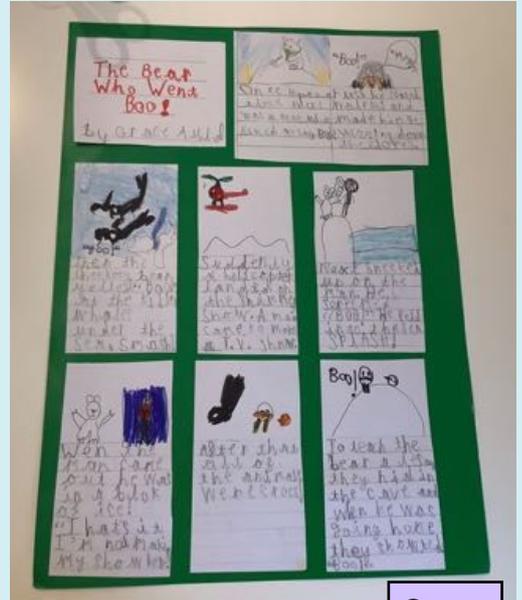
In English we have been reading The Little Polar Bear ~ Lars where are you? We have decided what emotions

he has been feeling in different situations in the story and what he was thinking too. This has tied in with Children's Mental Health week. We have been thinking about looking after ourselves, being happy and relaxed and thinking about how we feel, including our emotions, just like Lars!

We have been taking part in the Great Chocolate Bake Off this week too! It's all about melting a solid into a liquid by using chocolate to make a fantastic cake or dessert and showing both Mrs Sandow and myself what you have managed to bake and decorate. If only I could have some to eat too .

The children have been working very hard with their phonic work and both the Reception children and the Year 1 children have made super progress in these sessions. I am so very proud of you all!

PE involved the whole family dancing together to a piece of music that they all like. At the time of writing I had not received any videos but I am hopeful of receiving some soon!



Grace



Bryher

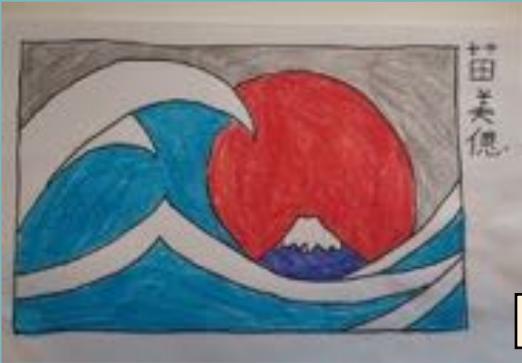


Xander

All that's left is for me to thank all the children for their very hard work this week, for some wonderful pieces of work and to all the parents for all their help with their children. You are all awesome!



Oliver M



Maisie

Ravi



This week, Gwithian class have been busy drawing, painting, colouring The Great Wave by Hokusai. As you can see their art work is amazing and this is just a snippet of the work produced.



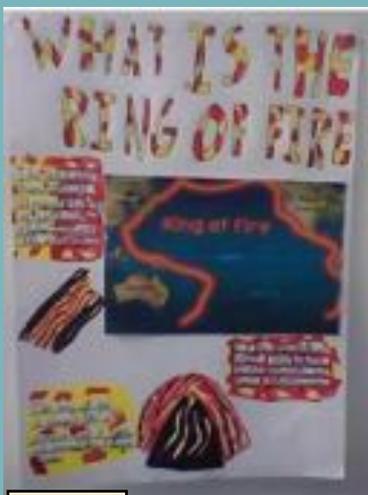
Ella

Brody

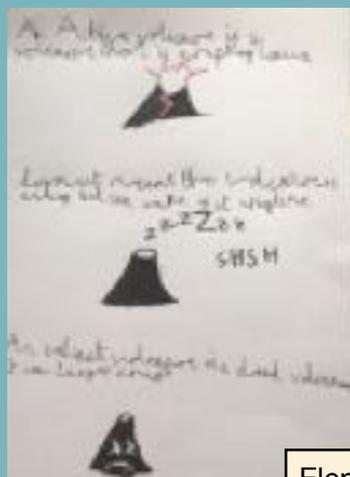


We have also continued with the volcano work, which is remarkable.

Lillia

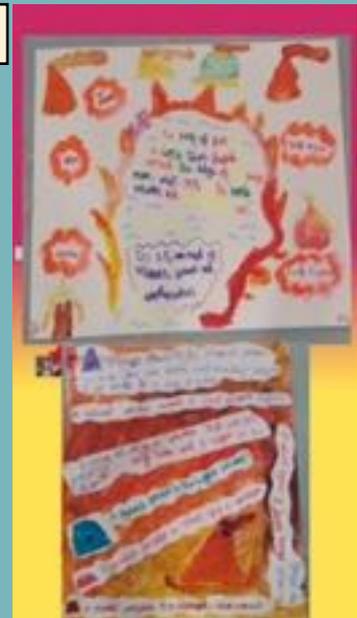


Marley

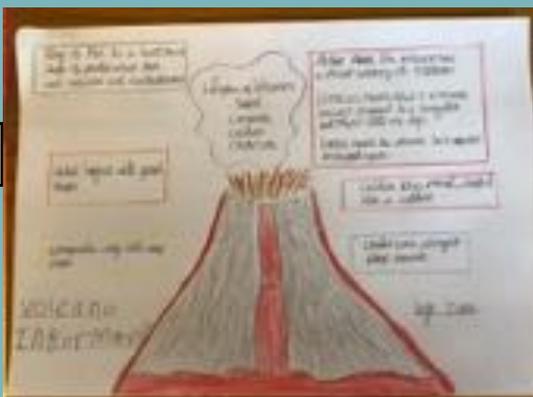


Elena

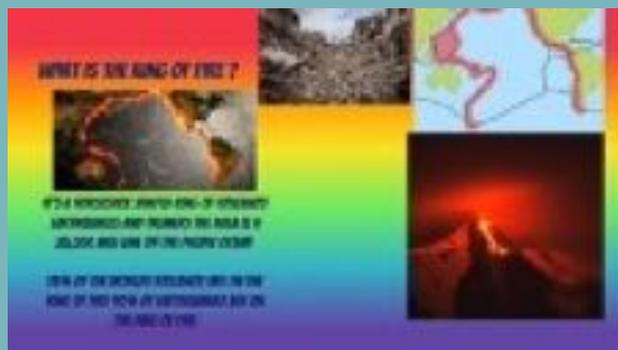
This is in addition to the fraction work, the grammar and punctuation and written work, all of which has been amazing.



Zara



Dexter



Charlie



Lamorna

Archie

The children have worked incredibly hard on writing their ancient Greek myths throughout the week, emulating what we would

normally do in class: this is no mean feat! Their level of engagement has been incredible yet again and I couldn't be prouder of their efforts showing what amazing role models they are.

As he approached the entrance to the cave, mysterious cave he could already hear the roaring of the angry beast waiting for a fight.

Jumping clear from the boat, Achilles entered the cave. He stayed in crouch with the boat and his legs were trembling with fear.

His eyes were drawn to a dark corner, where he could make out the shape of a huge, grizzly creature. As he got closer, he could see black, menacing eyes, a scaly head and claws like knives. People far miles around, could hear that Ligeia was mad by the screaming that echoing around the cave.

The enemies started to circle around, eyeing each other waiting for the first move. Suddenly, Achilles remembered the power that the Ice King had given him. He shed his hand, with the a point of a Tiger Ligeia was frozen! Achilles promised what to do next. He only had five minutes before the monster was released from the Ligeia!

In a panic, Achilles turned and looked towards the entrance of this big, black prison. In the distance the sunlight beamed, lighting up the

entrance to the cave with it's dazzling, golden rays. Achilles had an idea! He hastily grabbed the pocket mirror as quick as lightning. He positioned it so that the fiery rays reflected to the corner of the cave where the Ice statue stood. All of a sudden there was a cracking sound, like footsteps on pebbles. Slowly, the monster started to melt away. Eventually, all that was left was a puddle of water and a studded collar that once belonged to the dead creature.

Zeus	TOP Trump	Perseus	Aphrodite
God of: king of the gods, the sky and lightning	God of: the sea, earthquakes and storms	Goddess of: love and beauty	
Bravery: 45 Strength: 50 Perseidy: 50 Wisdom: 30 Top Trumps Rating: 50	Bravery: 50 Strength: 45 Perseidy: 50 Wisdom: 30 Top Trumps Rating: 45	Bravery: 30 Strength: 30 Perseidy: 30 Wisdom: 35 Top Trumps Rating: 25	

Dionysus	Apollo	Hera
God of: parties, wine and theatre	God of: music, the arts and knowledge	Goddess of: Queen of the gods and goddess of marriage
Bravery: 25 Strength: 35 Perseidy: 30 Wisdom: 30 Top Trumps Rating: 25	Bravery: 30 Strength: 30 Perseidy: 35 Wisdom: 35 Top Trumps Rating: 30	Bravery: 35 Strength: 25 Perseidy: 30 Wisdom: 25 Top Trumps Rating: 25

We've seen: superb history understanding where the children were tasked with creating Top Trump cards based on Greek gods; 'fantastique' French learning; thoughtful reflections in PSHE to highlight Children's Mental Health Week; superstar maths and a true competitive spirit in the Cornwall School Virtual Games. Only one week to go until half term and I know next week will be another one to celebrate.

Zeus	Hera	Apollo	Athena
Zeus is the king of the gods and the most powerful.	Hera is the queen of the goddesses and is the goddess of marriage and family.	Apollo is the god of music, poetry and knowledge.	Athena is the goddess of wisdom and war.
Power: 10 Lethality: 10 Whicness: 10 Strength: 10 Creativity: 10 Total: 50	Power: 9 Lethality: 4 Whicness: 7 Strength: 4 Creativity: 7 Total: 31	Power: 7 Lethality: 5 Whicness: 8 Strength: 7 Creativity: 9 Total: 34	Power: 8 Lethality: 8 Whicness: 9 Strength: 8 Creativity: 6 Total: 39

Aphrodite	Poseidon	Hades	Demeter
Aphrodite is the goddess of love and beauty.	Poseidon is the king of the sea, storms and earthquakes.	Hades is the god of the underworld and Zeus's and Poseidon's brother.	Demeter is the goddess of agriculture and harvest.
Power: 7 Lethality: 5 Whicness: 6 Strength: 4 Creativity: 8 Total: 30	Power: 10 Lethality: 9 Whicness: 8 Strength: 9 Creativity: 6 Total: 42	Power: 9 Lethality: 10 Whicness: 7 Strength: 8 Creativity: 5 Total: 39	Power: 7 Lethality: 4 Whicness: 8 Strength: 6 Creativity: 8 Total: 33

Arthur

Well done Team Lamorna!

Zues	Hera	Ares	Apollo
King of the Gods, god of sky and lightning	Queen of Gods, god of marriage	God of war	God of music, art and knowledge
Power: 10 Skill: 10 Intelligence: 10 Defence: 10 Force: 10 Trump: 10			

Hades	Athena	Hermes	poseidon
God of the dead and the underworld	Goddess of wisdom, strategy and justice	Messenger of the gods, god of trade and business	God of the sea, earthquakes and storms
Power: 10 Skill: 10 Intelligence: 10 Defence: 10 Force: 10 Trump: 10			

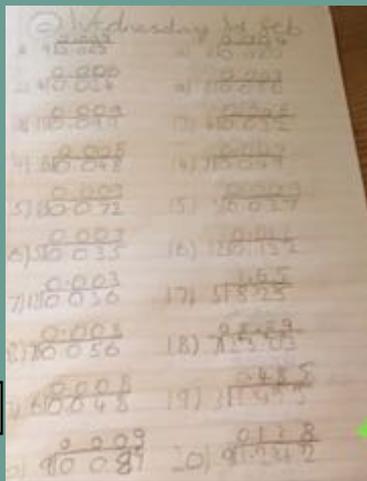
Savannah

Zues	Poseidon	Ares	Appolo
Power: 9 Skill: 8 Intelligence: 6 Defence: 6 Force: 10 Trump: 10	Power: 10 Skill: 8 Intelligence: 6 Defence: 6 Force: 10 Trump: 9	Power: 8 Skill: 6 Intelligence: 6 Defence: 6 Force: 10 Trump: 8	Power: 9 Skill: 9 Intelligence: 9 Defence: 9 Force: 7 Trump: 7

Hades	Hera	Hermes	Demeter
Power: 8 Skill: 7 Intelligence: 8 Defence: 2 Force: 3 Trump: 3	Power: 4 Skill: 6 Intelligence: 8 Defence: 3 Force: 3 Trump: 4	Power: 6 Skill: 7 Intelligence: 8 Defence: 2 Force: 3 Trump: 3	Power: 9 Skill: 5 Intelligence: 5 Defence: 4 Force: 4 Trump: 4

Stan

Elisha



Thomas

Daisy



In Gwenver this week we have started researching the moon landings and the pupils are now writing balanced arguments about whether man really did land on the moon. They have carried out some excellent research to prepare arguments for both sides of the story. We have also learnt about gravity and the children are carrying out their own moon crater science experiments. It has been amazing to see them using the lesson outline in their own ways.

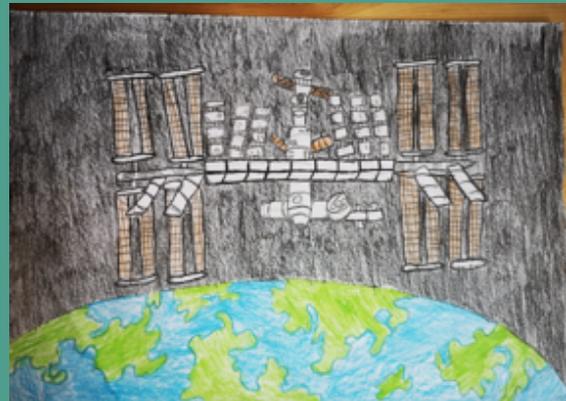
Rohan



1.8 metres results



Maximus



Tiana

In art, we have continued to look at Chesley Bonestell, focusing on using pencils to shade and create shape. The work has been outstanding yet again!

In maths, we are continuing fractions and I have to say that the children's work ethic, determination and resilience has been amazing! Teaching fractions online is not an easy task so I really appreciate all of the support the children continue to receive. Their work has been incredible and they continue to challenge themselves every day.

In PSHE the children have been researching future careers that might

Freddie

When I'm older I would really like to be an author. To be able to do this it is recommended that you have a degree in English, Journalism, or Communications if you want a salaried position as a writer or author. You can get experience through work placements, but any form of writing that improves your skill, such as blogging, is beneficial. A lot of authors use their experiences and imagination as ideas to write stories. They also do some research to support what they are writing. This can be done through reading, watching documentaries/movies and talking to people. It can take 6 months to 1 year to write a book. This depends on what your book is about and what your day to day life is like. Authors get a percentage of the book sales (The RRP), these are called royalties. A survey carried out in 2018 showed a drop in earnings, taking them down to £10,497. Whereas professional authors can earn on average £81,000. That's a huge difference! You would struggle to live on £10,497!

Woody



interest them. They have learnt about salary, daily life and qualifications they might need. The children have some incredible aspirations for the future.



Prussia Cove

Jackson



Arthur



It was so warm in the microwave that the heat melted the chocolate.



I poured the chocolate onto the buns along with some stars :)

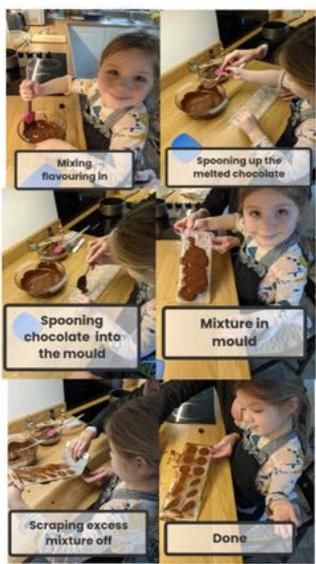
Prussia Cove have taken part in The Great CHOCOLATE Bake Off this week. Linked to our Scientific Investigations Unit we explored the changes from solids to liquids using chocolate as an example. We had to find a way of melting the chocolate so that we could use it in a

baking or a food technology activity. The results were simply amazing and ranged from chocolate coated fruit kebabs and brownies to mint chocolate sweets and cupcakes.



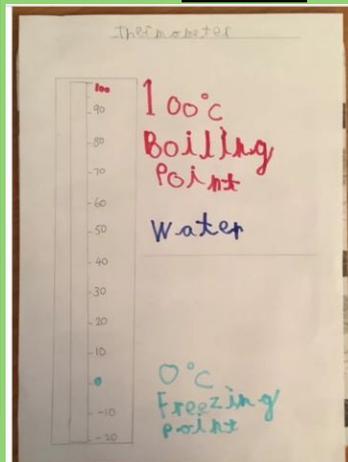
Olive

We discovered that to melt solid chocolate we needed a heat source to change it into a runny, sticky, liquid sauce. We then needed to chill it, somewhere cold to turn it back into a solid, set chocolate pudding or dessert! We also researched freezing and boiling points of water and looked at the scales on a thermometer. We learnt that water freezes at 0°C and boils at 100°C.



Sienna

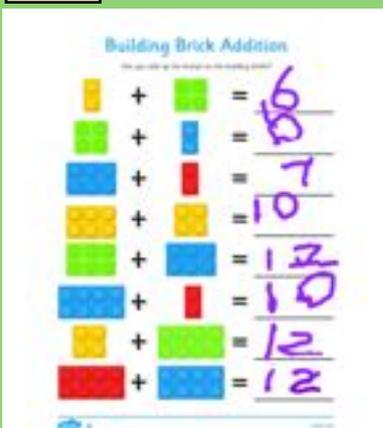
Sophie



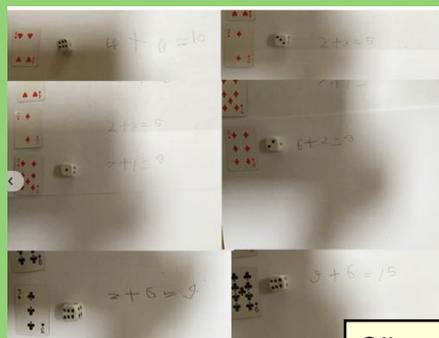
Indie



Elsie



We have also completed high quality work in English and phonics. In maths we have been learning to add practically, Reception have been using numbers within 10 and Year 1 have added tens and ones.



Olive

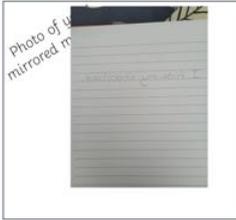


Albert



Archie

Your Science Investigation results...



Which one is your favourite and why?
The bent metal was my favourite because it made me look funny, my face went a different shape.

What science have you learnt today?
I have learnt if the surface of the reflection is bent it can make you and other object look different to their normal shape. I like the mirrors at Flambards I can make funny shapes and faces.

Kynance Cove

Ben

Your Science Investigation results...



I like the middle one because I like shadows!

What science have you learnt today?
that it reflects very quickly

A WALK IN A GREEN FOREST

THE BEARER - A DOUBLE HAIR ABOVE THE SUN. CONDENSING WOODS SUMMER AIR CONDENSING OVER WINTER SNOW. RAIN HATHENING ON THE TRAIL. BIRDS FLYING FROM CLEAR TO MISTY. CLOUDY NIGHT NO-MOON BLACKNESS. A MID SLIDE. ROCKS CRACKING TO THE TOUCH. SLOW-MOON. WINDING WOODS WITH DARK. THE FOOTPATH PASSING THROUGH A CLIFF TREE. A NIGHT OF THUNDER AND LIGHTNING. A LAKE OVERSTAYING TRICKY DOWN. A HANG OF HANGERS. THE HUNT MAY SWING BETWEEN THE CRETS OF A RAVINE. MADRIDIA FEEL USE NEEDS OF SOON. GROUND AND HANGERS STING ON A MOUNTAIN AND BEECHES AND BANGED. THE DOTTED RACKET OF ROSET LIFE. LESTING BY THE SOUND OF A BIRD AND A MATERIAL. UNDER A TREE THE CHAOTIC BEAT OF RAINBOWS. STRAINS BEING AND FALLING WITH PASSING DOWNHOLE. BREAKING CAMP AND BREAKING A CIRCLE. A WINDLESS WALK. TARDUS AND LAC.

ROCKS
frogs
Snakes
snow
Rivers

chaotic
muddy
cloudy
windless

condensing
turning
cracking
passing

under
by
around
on
between

Grammar Pie-Chart
Find words in the poem which go into each section of the pie-chart. I've done one example in each section to start you off and there's a little glossary on the last page to help you if you need it.

Isla

1. Which phrase was your favourite in the poem? Why?
Under a tree the chaotic beat of raindrops streams rising and falling with passing downpours. I like this because the words describe how it would be in the forest and I can really imagine it.

2. Why do you think the author wrote the poem?
So other people can know what the forest is like.

3. Summarise the poem in 2 sentences.
The poem tells us about the forest and the poet's journey. It has very imaginative words which makes the picture form in your head.

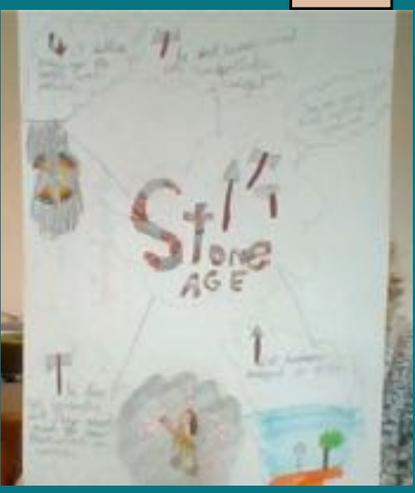
Eloise

1. Which phrase was your favourite in the poem? Why?
I like the phrase 'The milky way shining between the crest of a ravine because I have wondered what the milky way looked like.'

2. Why do you think the author wrote this poem?
I think that they wrote it because the like to have a walk in a wood.

3. Summarise the poem in 2 sentences.
You can see and hear lots of things in a green forest.
It makes me think I am in the wood.

Jess



Oliver R

Once you have read/watched the story, I'd like you to:

- 1) write any words or sentences about the boy's thoughts or feelings on the inside of the body (secrets or facts that only he knows)
- 2) Write words or sentences about how he looks, what others think about him and what he says or does around the outside of the body.

His hair and clothes are different to theirs.

Where am I? And how did I get here?

He speaks a different language to them and they don't understand.

Curious. Who are these different people?

He was fascinated by the way they made tools with flint and bones.

Small

This is cool!

Was it just a dream?

They look after him and make him food.

If you find it tricky to come up with interesting words, use an online thesaurus to come up with better words.
<https://www.factmonster.com/thesaurus>

Marley



Sharla

Create a storyboard to show the events in 'Stone Age Boy'. Can you draw and label it with key words and characters from the book? Perhaps you could add speech and thought bubbles too! (Feel free to do it on paper and upload a photograph)

If you'd rather use a comic app like ComiCLife or ComicBook or Strip Designer, feel free!

The boy falls down a hole.

The boy wakes up in another land.

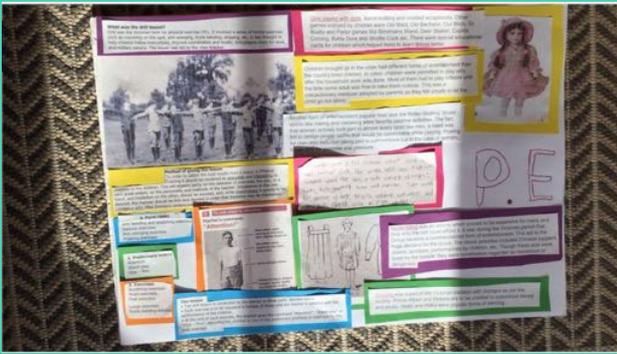
He find a girl and she takes him to her family.

They look after him, feed him, show him how to make tools and fire and how to hunt.

They have a party because they hunted a reindeer.

He goes in a cave with Om and falls down a hole. When he wakes he is in a home and nobody believes him.





Willow

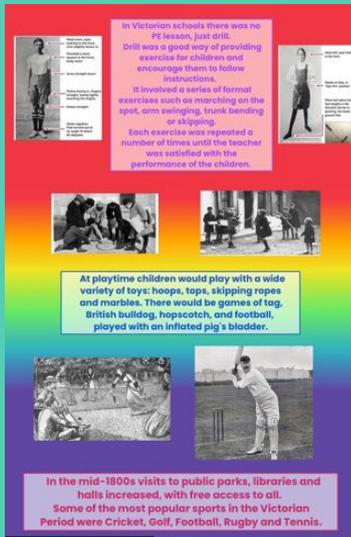
Jowan



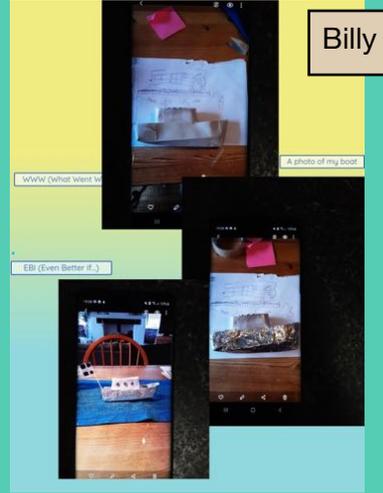
Porthcurno Round Up

Another successful week at the Porthcurno Camp! I must say we are rocking it – Go Team! This week we have completed a wide range of activities looking at Statistics in Maths, Reading Comprehensions and

creating tips for making our favourite places the best places to be in English. Continuing with History and linking to the Cornwall Virtual School Games we have looked at games they played in Victorian Times and how PE (Drill) was taught. In Science the children designed their own boats and predicted if they thought it would float using the materials they had. We had some amazing boats and lots were extremely successful I am glad to say... lots of super evaluations were made too! Our Zoom calls are always a highlight of our week, we have shared our best jokes and checked in with how everyone is feeling at the moment. It is safe to say that we are all missing each other and school lots but Zoom helps.

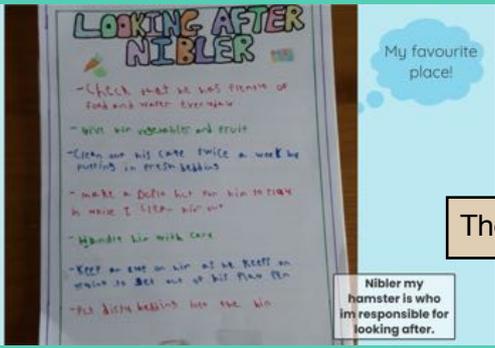


Florence



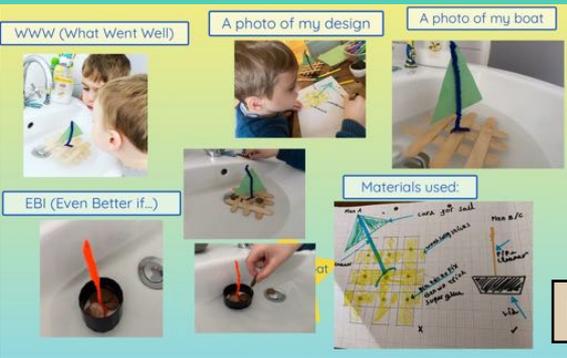
Billy

Excellent job again Porthcurno Class and have a super safe weekend everyone!



Thomas

Lily



Flynn



Bruno



FABULOUS FULL MARKERS**Porthcurno**

Amelia A
Cecily W
Florence H

Sennen

Amelia E
Oscar N
Stella R

Gwenver

Emily K-B

Kynance Cove

Marley S
Moritz F
Charlie L

Gwithian

Harry B
Elena K
Matthew A
Corey S

Lamorna

Amelia A
Poppy Da
Ruairi L
Jack L
Zahra McM
Noah M

English

Spelling Shed **Speller of the week**

Ada W (Kynance Cove)

Class of the week

Kynance Cove



MATHS

Maths Shed**Mathstronaut of the week**

Coby M (Porthcurno)

Class of the week

Porthcurno

**TTRockstars Class Champions:**

Year 2 - Flynn T
Year 3 - Oliver R/Stanley M
Year 4 - Daniel D
Year 5 - Ruby M
Year 6 - Malia W

Average coins per person in class:

1st - Lamorna (5,529)
2nd - Gwenver (2,141)
3rd - Gwithian (2,066)

Fantastic to see the class champions being completely different to last week.

A BIG well done to Kynance Cove and Sennen Cove Class who averaged 70% and 61% active participation over the week respectively.

ONE week until half term...who's going to be at the top?

Have fun
Mr L

Well done to all of our certificate winners this week! Certificate Winners - Week Beginning 1st February 2021

Perran

Grace A - for a superb story board with fantastic writing, accompanied with brilliant pictures. It was done with a positive attitude towards her work. Fabulous job Grace, well done.

Clea S - for being enthusiastic on seesaw at all times, showing excellence in her work and endurance by never giving up. Well done Clea.

Prussia Cove

Albert G - for his constant enthusiasm, engagement and fun filled learning which result in giggles and laughter!

William S - for amazing progress and increased confidence in reading and giving 100% with each activity, day in day out!



Porthcurno

Willow R - for her mind-blowing creative flair, attention to detail with all of her work and ensuring all her family members are keeping active!

Archie S - for producing high quality work which is creative and very detailed. Archie has impeccable manners always sending a little greeting each day! Thanks Arch.

Sennen

Ben - for a fantastic effort in his spelling work this week, keep it up Ben!

Tegan C - for producing high-quality work in all activities. Keep being an Seesaw Superstar Tegan!

Kynance Cove

Sharla P - for having an incredibly inquisitive mind and thinking really creatively in science.

Loveday McM - for 100% effort and 100% attendance on Seesaw and Zoom so far! Beautiful pieces of work, a smiley face and loads of enthusiasm... perfect!

Gwithian

Ravi S - for excellence and perseverance with his seesaw work although his tablet often loses his work.

Woodie J-B - for working hard, showing endurance, to complete his fraction work in school.

Gwenver

Taher A - for embracing every aspect of home learning, producing learning videos, sharing brilliant jokes and completing every piece of work with excellence and creativity.

Sacha R - for working incredibly hard on all of his work, sharing his creativity and being a smiley face on zoom.

Lamorna

Charlie T - for designing and making an excellent example of Greek pottery showing true excellence.

Florence B - for writing an excellent Greek myth full of creative flair.



FREE SCHOOL MEALS



So many families will currently be affected by a sudden loss or drop in income. If your financial circumstances have changed, have you considered if you might be eligible for free school

meals? During this time, families of children who are eligible are currently receiving fortnightly meals provided by Chartwells to the value of the usual lunches.

Free school meals are an entitlement for any family who receives:

- Universal Credit - Your household income not exceeding £7,400 per year (after tax and not including any benefits you get) assessed by earnings from up to three of your most recent assessment periods.
- Income Support (IS)
- Job Seekers' Allowance (Income-based) and equal based Job Seekers Allowance
- Income Related Employment and Support Allowance (ESA-IR) and equal based Employment and Support Allowance
- Immigration and Asylum Act 1999 (IAA) Support
- Guarantee Element of Pension Credit (GPC)
- Child Tax Credit (CTC) with an annual income of less than £16,190
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit

If you think that you may be eligible and wish to apply, the form can be downloaded from the bottom of the page from this link: https://st-hilary.eschools.co.uk/website/school_meals/129968 or search 'Free School Meals' on our website: www.st-hilary.eschools.co.uk/website or follow this link to the Cornwall Council site and complete the form online <https://www.cornwall.gov.uk/education-and-learning/>

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