



Friday 19th November 2021

Newsletter Number 6 – Autumn Term 2021

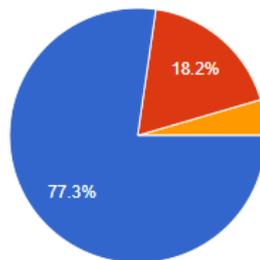
A very full newsletter this week!!

The voice of families and children

Thank you for taking some time to let us know your views about our school. We had 44 responses and they were interesting and very helpful.

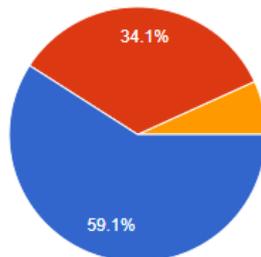
My child feels safe in school.

44 responses



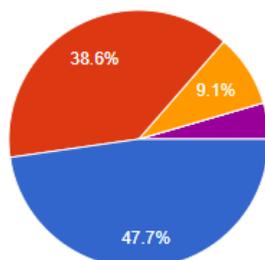
My child is happy in school.

44 responses



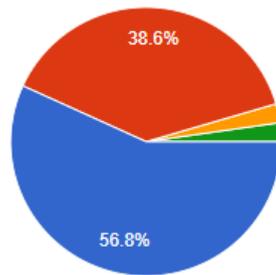
The school communicates well with families.

44 responses



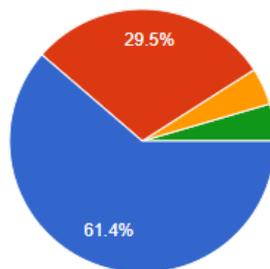
My child is taught a wide range of subjects.

44 responses



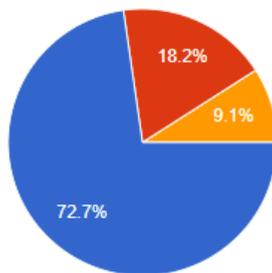
If I have a problem or a worry I know that I can get help from someone in school.

44 responses



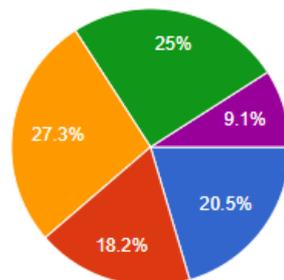
The school cares about my child's well-being.

44 responses



I know who the governors are.

44 responses



Thank you for these responses. The Governors will be discussing the results of the questionnaire and in particular will consider the response that 35% felt they did not know who the governors are and how this can be addressed. In the meantime you may not be aware that we have Governors board in the main entrance with names and photographs and on our website is a page of information about governors.

Question 8 was “What do you think the strengths of the school are? What do we do well? Below are the responses. Any references to individuals have been removed.

- *The level of education is brilliant!!*
- *Enthusiasm, care and concern with our children's health and well-being.*
- *Teaching*
- *Support and provide a sense of welcome and home for us*
- *Friendly, organised and teachers who really care about their students. Approachable and supportive staff.*
- *Communication is good in the school, you're very approachable too and when there are issues they are dealt with swiftly*
- *I love Pensby primary. The teachers are all friendly and approachable. The school is secure and the building itself is lovely.*
- *Children are very happy and the staff are great.*
- *Communications via the apps is good. The school has a friendly warm feel and all my nieces and nephews have enjoyed coming her also. My child has settled really well and loves Stacey time.*
- *Teach children well*
- *You make learning fun*
- *Making the children happy and safe*
- *Staff are committed to the children's well-being and progress.*
- *Communication Approachable teachers and teaching staff for both children and parents Activities e.g. Commando education, football Reading eggs, TT rockstars and numbots Seesaw especially during lockdown Swimming for all years Headteacher or members of SLT available at gate at pick up and drop off Intervention work Support for those training eg. TA college course work experience*
- *Broad curriculum*
- *very helpful office staff, and children's individual needs seem to be met*
- *Staff are caring.*
- *Communication is a very strong point. If we have an issue all the teachers have been excellent and are very approachable. The school office also helps with queries.*
- *The staff- the reception team are fantastic and truly care about the children. I enjoy seeing the pictures of the children each day but mostly it's the other ways of communicating- the phone calls, emails, quick responses.*
- *Communication via newsletters is done well.*
- *Pensby Primary School provides a welcoming atmosphere in which pupils and families feel safe, secure and valued. Pupils are encouraged in their academic life, but are also celebrated for their other achievements. My child is taught very well, she is cared for and all aspects of her educational and wellbeing strengths/needs are communicated to me effectively - by the class teams and via school office staff. The hard work and support of all staff in the school is an incredible strength.*
- *Kind and approachable*
- *The school is in a beautiful setting and is well maintained. We love the events held throughout the year and feel they help us to feel connected to the school as a family. Seesaw updates have been very useful and we enjoy seeing what the children get up to in their day.*
- *All the teachers are truly fantastic, so hardworking and dedicated! Mrs Brown is a very hands on headteacher and a complete star. All office and support staff are really dedicated, efficient and kind. Most staff have been there for years which is always a very good sign! We could not have wished for a better school for our three children. Thank you for everything you do.*
- *Communication with families*
- *Look after the children's wellbeing*
- *Very welcoming and caring school who want the best for all of the children both academically and health and well-being wise.*

- *It seems to have a nice atmosphere...*
- *Communication is really good even in the times of COVID.*
- *Good communication with parents, good school lunch menu, plenty of after school activities and things for the children to look forward to. e.g.) bonfire night, film night, Christmas wonderland..*
- *A good community feel, children play well together. School assemblies, star of the day/week. Class updates on seesaw*
- *Small school, everyone knows everyone*
- *Communication, fun things/themes for the children to engage in regularly, always striving to provide new methods of learning to get the best out of the children*
- *Create a welcoming, community feel to all. Members of the management team visible and accessible on the gate morning and afternoon.*
- *Friendly, approachable, supportive.*
- *Putting the child first. The well-being of my child has always come first. She has always felt part of the school community, always welcome. Communication has always been strong, weekly newsletters, regular tapestry updates to name a couple. The teachers and TAs know my child exceptionally well. This has helped her to settle quickly and effectively.*

Question 9 was “What you think we need to do to improve – what could we do better? Any references to individuals have either been removed or generalised to allow for a response as it is really important that we hear these views, and try to contextualise them. Therefore, some notes have been made after some of the matters raised to give more information about them to help support families and to suggest how we will move to improve those points going forwards (see bold text for responses).

- *Nil at the moment*
- *Need to educate yourselves and others on different abilities and how to handle each individual as they are not all the same and they do not all take it the same **The staff in school are highly trained and experienced to recognise the different abilities of children across all subject areas and in social situations (and this can vary for every child in every subject). They also benefit from a wide range of experience and training in how to support children on an individual basis. Often children act and respond differently in a class or group situation to how they are outside school and this can cause concern for families. I hope that this respondent has approached the school where they will receive support and the time to discuss how their child is recognised as an individual and how they are supported in school.***
- *More focus on key subjects like maths and literacy. **Our school must (and does), offer a very broad curriculum and all subjects are taught. Key subjects are very important and we have spent the last 2 years researching maths and English schemes that support our ethos. The children now have Power Maths as their main maths scheme and this is very structured and is a recommended scheme from the DFE. Our English subject teaching has also been improved with a range of new schemes for spelling etc. Our key subjects are not only taught as stand-alone lessons but are reinforced through all other areas of the curriculum and this enables the staff and children to experience a varied, relevant and purposeful curriculum. More information about our curriculum can be found on the school website but do make contact with our key subject teams for more information. If you are concerned that key subjects are not taught enough please message your child’s class teacher to ask to speak to them about how this is delivered for your child. They will be very happy to share this with you.***
- *I actually can’t think of any faults!*
- *Homework - although I fully appreciate everything is now going electronic, having homework in different places and on different apps is so confusing. My daughter is mostly looked after by grandparents that don't have good enough phones/tablets to view things. I know a lot of parents just wish things could be sent home on paper. I find it so difficult as a working parent to keep up with what*

is set and when things are due. We couldn't agree with you more! We understand this situation and many others like it and know that this causes concern. We have attempted to make homework as straightforward as we can focusing on reading, times tables and spellings, but we know we can improve this more for our families. Your comment has prompted us to review our homework policy once again and we consult with families for their opinions.

- *More notice of events* Thank you for raising this. Communication from school is always a topic that comes up as both being a strength and a weakness. We use a variety of ways to try to communicate and occasionally we do make errors and notice of events can be late in the day. This is not something we do deliberately and with less staff admin hours (but the same number of children and events) it is quite a challenge for us and actually creates more work for our staff when things go wrong – we really do not do this on purpose! We apologise for any errors in timely communication and will continue to try our best with our many communication requirements.
- *Nothing*
- *Communication!* We all say that we have no idea when *pe* is or what they do day to day etc. Some classes were much better at communicating and posting pictures etc. Thank you for this feedback. In our EYFS classes Seesaw is used very regularly to communicate with families as it is not only a communication tool but collects evidence for the EYFS curriculum the children receive. There is less posting of pictures/events from year 1 upwards in the school. This is because the staff in those year groups are teaching a different curriculum and have to use several other systems to record what is happening for the children, so this naturally affects the amount of time to post on Seesaw. Teachers have two PE slots to choose from and because of this we ask for PE kits to be brought into school at the beginning of term so that they are readily available for PE on either of their PE slots.
- *Extrinsic rewards for children who consistently behave rather than just star of the day or headteachers awards used for those children making improvement or as an incentive to continue good behaviour or work.* We recently updated our behaviour policy and consulted with families on what was in the policy (detailed in previous newsletters). We shared our drafted updated policy with families and asked for comments. Our old policy wording was outdated but was actually still very appropriate but needed better explanation. In the policy are examples of the intrinsic and extrinsic rewards we use in school. A copy of the updated policy is on the school website.
- *Timely communication*
- *questions could be answered quicker and you not made to feel you are pestering* Thank you. We try to answer any questions within 24 hours. We have fewer staff in our admin office due to budget restraints and this can make it very difficult for them to communicate with classroom staff and families as quickly as they would like. We do have a member of staff who stands at the pedestrian gate each morning (usually me!) and apart from being there to make sure everyone is safe and happy they can be approached directly with questions and will do their best to get an answer. Questions can be emailed into school or a phone call made. It is sad to hear that you believe you have been made to feel you are pestering and if you would like to raise this with me directly I can look into this for you.
- *Communication*
- *Pick up from the classroom is somewhat chaotic with too many people huddled together.* I do agree with this! However, pre COVID it was even more chaotic as we had specific pick up times for the key stages which meant everyone arrived at one of 2 times. The traffic around the school reflected this and our neighbours were most unhappy too. Although pick up is chaotic I have often suggested arriving towards the end of the pick-up time slot as this is a much calmer time and quite the opposite of chaotic! I will continue to try to encourage families to stagger their arrival times at drop off and pick up – I can only encourage this!

- *Not changing the way systems work, how we pay for snack etc* **We would much rather not change anything! However we sign agreements for our payment systems, for a certain number of years that give us a clear pricing structure. At the end of this period to meet our financial standards we have to gather 3 quotes and look at 3 different systems. This usually means we find systems that are more economic, better advanced etc. So very tough decisions have to be made to ensure we continue to spend wisely and offer the best systems we can to meet all our needs. And of course all systems that are new have hiccups when we introduce them! Our Parent Mail system is about to come to the end of its agreement period – I am so sorry if it changes but we will make one of our selection criteria cover how any new company can support families well.**
- *As a family we have always implemented a positive behavioural approach, so we were disappointed in the schools use of naming and shaming children for ‘undesired behaviour’, and sanctions used for discipline. By the same token, using bribes and rewards such as prizes on a Friday for ‘good behaviour’ are also disappointing. We have found that the children do not understand what behaviour is required from them to receive the tokens and feel ashamed to express emotions for fear of sanctions. My child was actually told that ‘they are not allowed to cry in school’. Which does not promote good mental health or wellbeing. The school may want to consider falling in line with other behavioural school policies on the Wirral, which favour explanations and restorative justice rather than punishments. Thank you. As mentioned earlier our updated behaviour policy does cover most of this. We have always used ‘restorative justice’ techniques and actually led many local schools for many years in this – we just didn’t label it as such! I am disappointed that the word ‘bribe’ is used in this response and the actual definition of bribe rather harsh and certainly is not in line with our practices. I do hope that you have approached the class teacher regarding the comment about not being allowed to cry in school as this may have been taken out of context or there may have a more information around it that would help everyone understand what actually happened. Finally, our pupil questionnaire results are very much in line with the parent results showing that our pupils are happy and feel safe in school. The pupils say that they are behaving well and they like their teachers and enjoy being with their friends. All of this does stem from how we support the pupils by working together and a positive and successful behaviour policy is part of this.*
- *I am struggling to think of anything....!*
- *Some guidance on using the payments accounts etc when a new starter as I was unsure exactly what I was meant to be doing with topping up accounts or not and I assumed you topped up the account and then didn't need to still select the individual days for toast, for example. Absolutely – this can be arranged and I apologise for the lack of guidance you have had. We will make sure this is offered to all new starters and if we change systems (we will try our best not to!) we will arrange several sessions and methods to do this for you.*
- *Keep up the good work*
- *Better, clearer communication in ALL areas; there are parents whatsapp groups and always parents are upset and angered by the lack of communication; for example, no one from school told the parents where the new classroom would be for the new school year. Or which days the children have PE. Also, not knowing where your child is up to, which areas they are working on extra to improve, any additional service like speech and language - when/if it is happening again. What are the subjects they are learning? where are the areas they do well in and enjoy, and which they struggle. Related to communication/seesaw and parent teacher engagements. Also, more seesaw posts; reception used to post quite a few, but this year there really isn't many and its a really good way for parents to see and get a feel on what the children are learning and doing, and seeing their child in the setting. Parents evenings/seeing books - very odd that parents could come in to school, in a packed hall and view the childs books, but still had to have a telephone call for 10 minutes? Many parents felt it would have been better to do a review of the child books and face to face discussion. The toast and milk system frustrates all parents, whilst understanding the process, it has many flaws and parents do*

not like it. Thank you for raising this and giving me the opportunity to explain the reasons behind these points. I hope that the previous responses help with some of your points. Firstly, at the beginning of the school year we placed additional staff each morning and evening around the site to help any adults or children who did not know where their new classroom was. Due to our COVID restrictions up to the summer term we had been unable to help families with this. In 'usual' times, in the summer term we offer an open evening where you can visit all classrooms and meet your child's new teacher – obviously we were not able to do this. Secondly, when we returned in the autumn term we had moved to a new data management system and this is used to 'hook' up to our communication system that sends texts and emails. There was a technical issue with this system and it meant that staff could not use Seesaw to communicate and it was difficult to send out emails to all families. This created a huge amount of work for our already overstretched admin team and was not as quickly resolved as we had hoped. It made communication even more difficult. We can only apologise for this very unfortunate event at the start of the school year. Our risk assessment for the book viewings showed it was going to be a very difficult event to offer but staff really wanted to welcome families in to share with their children what they had done. I needed to separate staff as much as possible, so that the risk of them being infected with the virus was as low as possible, so avoiding staff absence and keeping stability for the classes which is best for the children. With this in mind, we kept staff in classrooms and offered families the use of hall and dining area to view books. This is an area that we can ventilate better. Many people arrived at the same time and some chose to stay outside and view books with their children. Some others saw it was busy and chose to wait until the area cleared a bit before they did this. Many families returned to school later to do this and it was much easier for them to distance themselves. It was a very personal choice and one we were pleased we could offer to families. For the parents evening appointments we had originally planned face to face meetings. In newsletter number 3 on 30th September I explained:

In the last online meeting of the new collaboration, the head teachers (of the 15 schools) discussed our upcoming parent's evenings and how these would be held.

Whilst every school favoured face to face meetings, it was clear that with the rise in COVID cases nationally and locally this was something we had to take into account. The closure or part closure of some local schools, due to the numbers of staff with COVID was the biggest concern – we want most of all to keep our schools fully open over the autumn term so every child can attend.

With this in mind the collaboration schools will not be holding face to face parents meetings this term and will move to online or phone call appointments. In Pensby we will offer a phone call and details of how to book your calls with teachers will be sent out next week

Finally, I agree about the toast and milk system. We really need help operating this as we cannot staff it. We would love to return to a daily pay system but cannot staff this. Please come and help us to get this right and help run it – we would really appreciate the input and some extra hands to be able to offer this opportunity better. Thank you!

- *I think right now under these circumstances the school is doing really well.*
- *Can't think of anything*
- *My main gripe is with a staff team - not all members of staff but there are training needs with certain individuals around how to talk to parents, empathy and active listening. The school menu needs refreshing also Thank you for this comment. All school teams are very experienced and highly trained so you can imagine that I was most concerned to receive this comment. Please contact me so that I can discuss this with you and investigate this. Our school menu is designed against very strict catering standards and exceeded expectations. We often ask the children for ideas for new dishes – and these are then scrutinised for their nutrition and if they meet the required standards. Pupils have recently asked for a menu change and this being considered for them.*
- *More formal learning, especially in maths and English*

- *More after school clubs (although I understand Covid has played a big part of this) I agree – thankfully more and more clubs are beginning again and several are now on offer. I am sure that these will increase as time goes on.*
- *Play closer attention to children's mental health and the impact that routines and procedure can have on it e.g. moving seats in class for the sake of it. More able pupils need to be stretched more. Behaviour policy needs to be adhered to and followed through. Thank you. All our staff have been receiving training in dealing with children's and adults mental health for several years and as a school our staff are regarded as very well trained and experienced. All staff work with CMH in school and they comment on our skills, understanding and support very highly. We know that routines and procedures are important as is the need for us to prepare children for transition and to have resilience for life and the ability to deal with change. This is why, like all schools we quite rightly at an age appropriate level move seats - not for the sake of it – but because in the long term it supports pupil developments. If any parent is concerned that their child's educational is not 'stretching' them enough I urge them to ask to speak to the class teacher to discuss this*
- *Allow free deli option again for families of younger children We would love to do this but we this would need to employ additional staffing as it takes so long to support the younger children through the deli system each day. The Universal Free School meal price does not cover additional staffing so this cost would need to be charged to families. We can calculate this cost for you and get your views on whether you would like to pay this cost.*
- *Perhaps curriculum evening in Aut 1, a Power Point or recorded video to show a typical day in the life of, ways to help support the children and their learning What a lovely idea! Pre COVID we would hold curriculum meetings face to face in school for families each year. It hasn't been possible to do this, but we hope to go back to this. In the meantime a video/presentation showing a typical day would be so nice!*

There aren't many professions that ask for feedback like this and in schools of several hundred people we know that we cannot please everyone all the time. Can one parent please everyone in the family all the time – no! What I do know is that the staff in this school is working the hardest, longest hours I have ever known them work. They are being asked to do more than they have ever been asked to do and they are willingly doing it – but they are exhausted and drained. **ALL** the staff come to school with the very best of intentions to help **YOUR** child and **YOUR** family. They relish sharing all the good things that happen in school and do so as much as is humanly possible in the circumstances. They have to deliver some tough truths at times and can suffer a backlash and sometimes personal attacks when they do this. But they do what they have to do for the good of **YOUR** child. What saddens me most is that the most experienced staff are now questioning this wonderful job – not because of the children (who are amazing) but because of the intense workload and the lack of respect and thought they sometimes receive. I had hoped that the recent lockdowns would turn this around and initially it did, but staff have been bombarded recently with a very small minority who seem relentless to put them down, blame them for **THEIR** child's behaviour or tell them how they should be doing their job. Imagine if that happened to you in your job – how would you feel?

For me, I always imagined being in this job until I was taken out of the school in a box or dragged out kicking and screaming. But even I feel the upset and pressure that staff feel and I understand why they feel the way they do and recognise why they have the thoughts they have.

I do not write this because the school and staff does not want any negative feedback – we need feedback and have always asked for it and welcomed it and been eager to act on it. I hope you can see from responses above that this is the case. I write this to let you know how it is in our school and in all schools at the moment. I also write it because if I don't we will lose amazing people from this professional and they will

take their vast skills and experience away and this will affect the children the most. I thank you for understanding with this message, encourage you to continue to engage with us when there is any issue but to do so in a considerate way knowing we make decisions with the best intentions to help your child, the whole class and the whole school and this is not as straightforward or easy as it may appear. Thank you.

Midday Assistant Post

A reminder that we are very fortunate to have funding for an additional Midday Assistant post. If you are interested in joining our Midday School team, please contact the school office for application form and job information.

Art Exhibition

A reminder of the email sent out earlier this week;

The children have been working on a piece of artwork that will be exhibited in school next week. Their work has been framed and can be purchased fully framed for £6. The exhibition takes place on **Wednesday 24th November**. We do need to make this event as safe as possible and know that many families will want to view their child's artwork. Our plan is to have the art gallery exhibits displayed in the hall and dining room areas of the school and that this will be open from 8.15am to 5.30pm. Entrance will be via the hall door and there will be a one way system to view the exhibition with the exit being via the main entrance. Numbers admitted to the gallery will be limited and staggered so there may be a wait at busier times.

Like all galleries, if you wish to purchase your child's artwork, a 'sold' sticker will be placed on it and the work will be left in place for that day. The following day, sold pieces of artwork will be sent home. Payment for the art work will be set up on Parent Mail and can be made on the day of the event and up to 3.00pm on Friday 26th November.

PTA events

Next week we will email you details of how to book and pay for places for Pensby Winter Wonderland and Film night. These events are detailed on the calendar at the end of this email.

Dates for the term

The updated events for the remainder of this term are;

DATE	TIME	EVENT	DETAILS
Wednesday 24 th November	8.15am to 5.30pm	Christmas art exhibition	A great Christmas present – come and enjoy the event and buy the artwork!
Wednesday 8 th December	4.00 to 8.30pm	Pensby Winter Wonderland	Making last year's Lanterns event look small – a great family evening. Details to be sent nearer the time.
Friday 10 th December	All day	Christmas Jumper day – Save the Children	Wear your xmas jumper all day!
Wednesday 14 th December	12.00pm	Children's Christmas lunch	Details of how to book to be sent home nearer the time
Thursday 15 th December	Pick up from 5.00 to 5.15	Fun and film event	Details of how to book to be sent home nearer the time
Friday 17 th December	1.30pm	Carol Concert	It is looking unlikely we can hold this in school – but the children will be singing carols to you somehow and somewhat – watch this space!
Friday 17 th December	SCHOOL CLOSURES FOR CHRISTMAS BREAK		

And finally,

At the end of this newsletter is a leaflet we have been asked to share with you. Please take a look – it looks very helpful!

A handwritten signature in black ink, appearing to read 'K. Brown'. The letters are cursive and somewhat stylized, with a large 'K' and 'B'.

Mrs K Brown
Headteacher

Wirral infoBank

The **Wirral InfoBank** directory is where Wirral residents can find **local community support services, community groups, organisations, faith groups and charities** offering services across Wirral; along with National organisations and charities offering telephone and online support - all detailed within the community support section online. It also provides an advice, guidance's and information sections. The directory reflects and responds to the needs of the community, detailing the assistance residents can access within all aspects of community life.

To access visit www.wirralinfobank.co.uk

For all enquiries in relation to the Wirral InfoBank please email: wirralinfobank@involvenorthwest.org.uk

Over 5,000 people from the Wirral already have a Community Connector

Don't take our word for it about the benefits of having a Connector...

"After working with the Connect Us team I feel much less isolated and more involved with my community. I'm so glad I gave it a shot."

"I would like to say thank you to the ConnectUs team for the information provided. I didn't think anyone could help me. I was pleasantly surprised at what was available. Thanks for helping me make those calls. I feel like I've got my mojo back."

"I want to thank the connectors for all their help. I am now on my way back into a job."

"Thank you to the ConnectUs team, after working with you I am going to recommend you to a friend and family member."

"I was feeling down but didn't know where to start. Using Connect Us was the boost I needed to get going. I've started a new group and met some new friends. I feel so much better."

...you're not on your own

Call us on **0151 644 4516**

(press option 3 for Community Connectors)



or email connectus@involvenorthwest.org.uk



Connect Us

INVESTORS IN PEOPLE Gold

MINDFUL EMPLOYER

involve
involving communities & inspiring change

Spare 5

SparkFund
inspiring social finance

Connect Us

For all life's ups and downs

Your Community Connector can point you in the right direction



Call us on **0151 644 4516** (opt 3)

How can I get involved and help my local community?

There are many ways we can help to reduce loneliness and isolation in our Community...

I'm a good neighbour

Supporting the Good Neighbour Scheme



Spare

5

If you can 'Spare 5' minutes and encourage others to do the same you could be a Spare 5 Ambassador for your neighbourhood.

The only requirement is to give 5 minutes of your day for others and be a 'Good Neighbour'. There is no major commitment. Just simple things in life that make a difference to others. saying "Hello" or taking someone's bins out, or passing on some helpful community information on local activities, opportunities, groups and support.

You may be the only person your neighbour sees today. You can make the difference.

Start a new group

All you need is an interest and an hour a week. A Community Connector can help you find a space to get started and give you some handy tips on how to encourage people to attend. You could even start a virtual online group from home.

Being amongst people with a shared interest boosts wellbeing and has a positive impact on the people in your community by reducing isolation.

We may have small funds available to help you kick start a new group if required to get you going.

Volunteer

There are so many wonderful opportunities on the Wirral to give something back to the people in your community. Even half a day a week can have a massive, positive and lasting impact on the lives of many people in your community and improve your own wellbeing. Your interests can be matched to the volunteering opportunity to ensure you benefit.

**Give something back to your community!
Call us on 0151 644 4516**

(press option 3 for Community Connectors)

Community Connectors

We are all different, unique and special. Life throws different challenges at us all.

The challenges we face in life affect our mood. Life events affect us all mentally and physically and can leave us feeling isolated.

A chat with your local Community Connector about your particular challenges can help you set goals towards feeling better and improve your health and wellbeing.

A connector provides you with the information you need to get started by signposting or referring you to a range of activities, groups, organisations, charities & services depending on your goals.

Your Community Connector can offer you some further help to link in if you are feeling anxious such as supporting you to make a call.

We've often been told by people how surprised they feel about how much is available to them on their local doorstep.

Community Connectors work at your pace and there is no pressure. The rest is down to you to decide whether you want to **give it a go, connect and do what's required to make positive steps forward.**

You can come back to us anytime when life throws you another challenge.

Connect Us is a completely FREE Service

**Start your journey today
Call us on 0151 644 4516**

(press option 3 for Community Connectors)

or email
connectus@involvenorthwest.org.uk
www.involvenorthwest.org.uk

