



Greenfield School Prospectus 2023-2024

Pathway to a brighter future



**Greenfields School
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This prospectus is written in accordance with Standard 6: The provision of information, Independent Schools Standards (Wales) Regulations 2003

Welcome to Greenfields school, we are a small supportive school for learners who, because of difficulties have been unable to remain in mainstream education. We ensure every student is given the opportunity to flourish and celebrate their successes.



Thank you for taking the time out to read about our school.

Situated in lovely grounds and in a safe, secure and accessible site in a stunning South Wales setting, we invite you to contact us for a tour to learn more, first hand, about our school.

Our school continues to excel as a professional learning organisation for learners and staff and we continue to see qualitative and quantitative progress and achievements in knowledge, understanding and skill as all our learners continue to surpass their expectations.

Through an inclusive and nurturing approach to teaching and learning we collectively strive for ambitious consistency, which although challenging in a world of constant change and pressure, is achieved through the efforts and dedication of our fantastic team.

We look forward to sharing more information with you as you continue to learn about our education approach and vision, and invite you to approach us with any thoughts, comments questions and/or observations.

Greenfields School is an independent school, registered with the Welsh Assembly for learners aged 9 to 16 years old with emotional and behavioural difficulties as well as additional needs.

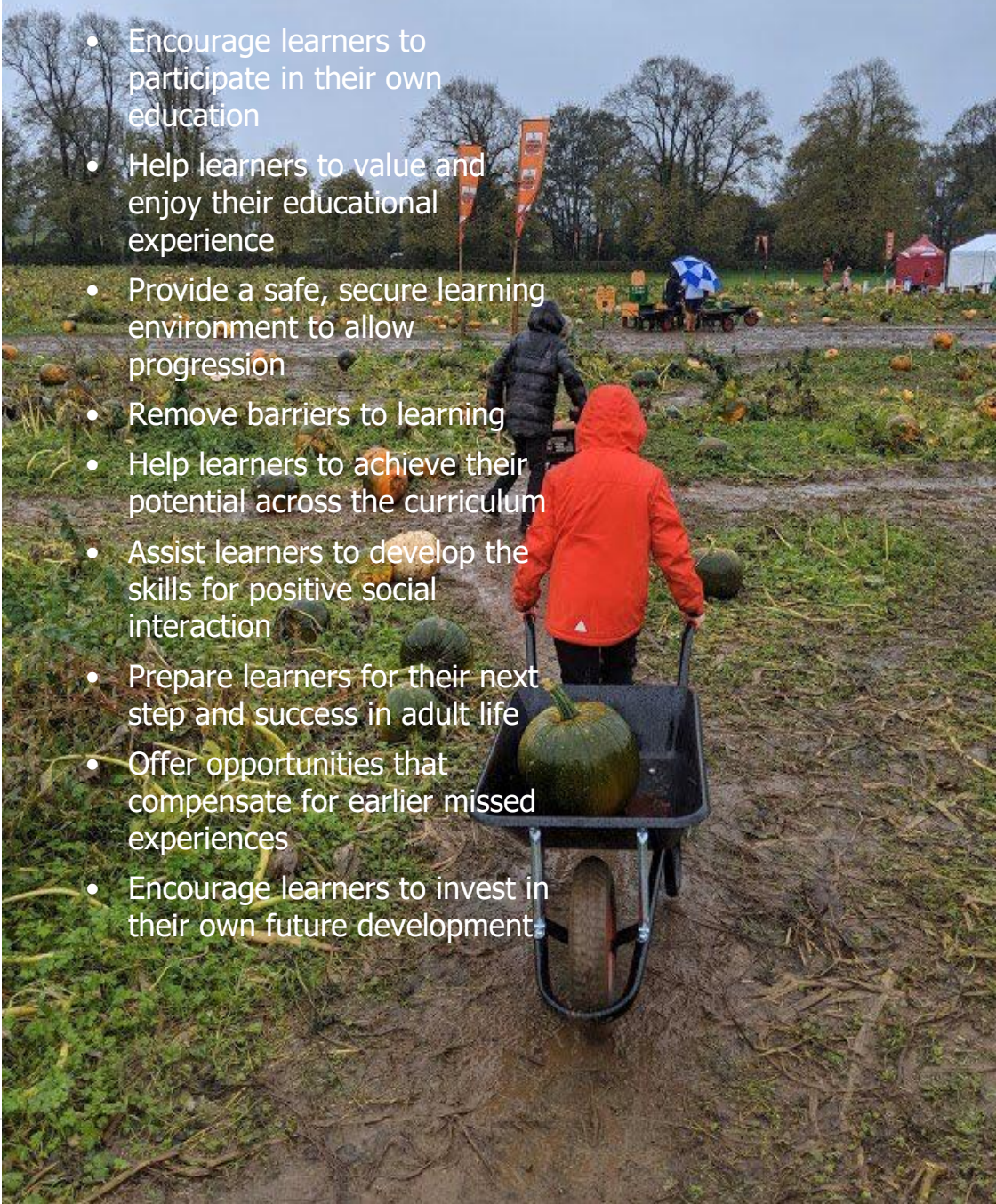
Education offered at Greenfields School is individualised and tailored educationally to meet the needs of each learner.

Our Mission Statement
Preparing learners for the future by providing a sustainable outstanding educational experience where all students realise, pursue and achieve their full potential, enabling them to thrive as adults.



Aims

- Encourage learners to participate in their own education
- Help learners to value and enjoy their educational experience
- Provide a safe, secure learning environment to allow progression
- Remove barriers to learning
- Help learners to achieve their potential across the curriculum
- Assist learners to develop the skills for positive social interaction
- Prepare learners for their next step and success in adult life
- Offer opportunities that compensate for earlier missed experiences
- Encourage learners to invest in their own future development



Greenfields School can provide small nurturing environment for learners with emotional, social and behavioural difficulties and the majority of our learner come with a range of additional learning needs, some with Statements of Educational Needs or Education, Health and Care Plans.

We have successfully worked with learners who have experienced interrupted histories in both education and care.

There are a wide variety of abilities on admission, with some learners operating at a very low level of literacy, numeracy and cognitive ability, while others are quite proficient learners.

The Greenfields School promotes equality and positive regard for all learners. Teaching and support staff provide positive role-modelling at all times in order for learners to identify with what is culturally acceptable within the School.

Whilst a system of appropriate boundaries and methods for intervening with behaviours exists within the school, emphasis is given to the positive reinforcement of appropriate behaviour through school awards, praise for good work & behaviour and rewards, such as end of term trips. Inappropriate behaviours are challenged in such a way as to allow learners to reflect on what they have done, take responsibility for their actions and consider alternate future responses.

The foundation of our school is the support learner receive to achieve positive outcomes from their time with us and help them realise their full potential. This is through various routes of assessment and accreditation, the wider experiences and opportunities offered by the school, the development of life and social skills through being part of the school community. We strive to ensure that every learner leaves us having further progressed with success and achievements. We want our learner to succeed, and it is our responsibility to ensure that we provide them with support, encouragement and every opportunity to do so.

The Placement

Admission Process

All admissions to our school follow a comprehensive referral process.

All admissions to the school are carefully planned, and each learner is integrated into school life using a transition plan that builds on their current education provision.

We gather as much previous educational history and plans as possible to provide an overview of strategies that have worked. The process is supported by a comprehensive package of baseline and diagnostic assessments, completed by the teaching team in the first few weeks of admission. This information provides the school with a better understanding of the needs and abilities of each learner, allows us to tailor the education on offer to meet these needs, and allows for accurate target setting for SMART IEP targets.

This information also provides a baseline against which continuous progress monitoring and tracking can be measured, allowing a clear picture to develop about how a learner is progressing across their time in the school, and is additional to any summative accreditation they may complete.

Each learner is allocated a key tutor. It is the responsibility of the tutor to support the pastoral needs of the learner. It is the responsibility of the tutor to support the learner to integrate with his peers within the tutor group, and to ensure that in the first weeks the learner is able to become a valued member of the school community.


The learner will follow an individualised timetable, learning in a small group setting where differentiation and inclusive practices are the key to helping them to re-engage in their education. Additionally, some learners may need to be in our nurture group whilst transitioning into our school provision if requiring support for particular learning needs or to help them to catch up on gaps in their previous education.

From admission, the team will begin to build an electronic personal file for each learner containing the following items:

- An Individual learner needs summary information sheet.
- EHCP / Statement of Special Educational Needs;
- Personal Education Plan;
- Individual Education Plan with current targets, along with previous IEPs with evidence of target review;
- The learner's timetable;
- Baseline / Diagnostic Assessments results and a summary evaluation of these results;
- Any reports, information or plans from previous education settings;
- The learner's risk assessment;
- Achievements and Accreditation (certifications);
- In-year progress tracking data and evaluation (attendance, behaviour, curriculum);
- Candidate Profile
- Transition Plan
- Review records;
- Any other additional information and evidence relevant to that learner's time in the school, progress made and outcomes achieved.

On admission the objectives of the school in facilitating a learner to engage in their learning are as follows:

- To ensure that all learners have an individual education plan with SMART targets relevant to the learner's needs;
- To ensure that all learners have access to appropriate learning which allows progression in all curriculum areas towards achieving positive outcomes;
- To ensure that within any plan there will be a focus on the development of an individual's personal and social skills;
- To encourage and support the learner to take responsibility for their learning and encourage participation in regular reviews in order to express their thoughts and opinions;
- To support and encourage regular communication and engagement with adults holding responsibility for the welfare and care of the learner;
- To encourage and support learner engagement with the wider community;
- To ensure that all relevant parties connected with the learner receive regular reports and information about the learner.
- As a placement comes to an end, to support the learner to make a successful transition through provision of a carefully considered and timely transition process.



We use BehaviourWatch to record student data; however, we have access to the Department of Education School to School sharing app (S2S). We are able to electronically receive information confidentially through a common transfer file (CTF), on the basis that the previous educational facility has uploaded documents, if they haven't we can contact them to do so. We are then able to do the same when a student moves on from Greenfields, by uploading their information. This information is stored safely and securely and is best practice in ensuring that learner's documents can be accessed by the next education provision.

Curriculum & Organisation

The school can provide 25 hours per week learning opportunities for all learners and provides a curriculum, which supports the requirements of the Independent Schools Standards (Wales) Regulations 2003. Some learners who have been out of education for a long time have a transition plan in place that gradually builds up to the 25hrs, which is agreed by the placing Local Authority. All learners are taught in small groups of up to 5 and class groups are decided by both year group / key stage and peer compatibility.

The curriculum is individualised, creative, innovative and flexible.



A typical example of our school week is as follows:

	Morning Tutor Time	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lunch	Afternoon Tutor Time	Lesson 5	Lesson 6
	9:00 - 9:10	9:10 - 9:55	9:55 - 10:40	10:40 - 10:50	10:50 - 11:35	11:35 - 12:20	12:20 - 12:50	12:50 - 1:00	1:00 - 1:45	1:45 - 2:30
Monday	Group 2 - Tutor Time	Skills Challenge	Maths		Health & Wellbeing - PE	Skills Challenge		Group 2 - Tutor Time	English	Expressive Arts
Tuesday	Group 2 - Tutor Time	Skills Challenge	Health & Wellbeing - PSHE		Health & Wellbeing - PE	Maths		Group 2 - Tutor Time	English	Science & Technology
Wednesday	Group 2 - Tutor Time	Science & Technology	Health & Wellbeing - PE		Maths	English		Boulders Climbing	Boulders Climbing	Boulders Climbing
Thursday	Group 2 - Tutor Time	Maths	Science & Technology		Skills Challenge	Health & Wellbeing - PE		Group 2 - Tutor Time	Expressive Arts	English
Friday	Group 2 - Tutor Time	Science Technology	Expressive Arts		Maths	Health & Wellbeing - PSHE		Gym	Gym	

Learners have access to 1:1 intervention sessions as required.



Nature & Scope of the curriculum

As we attempt to put these objectives into practice we try to ensure that our curriculum is planned in such a way that it:

- a. Enables the intellectual, emotional and physical development of each learner
- b. Meets the needs, aptitude and potential for each individual
- c. Provides a balanced programme which promotes the development of skills and understanding

The programmes of learning are linked to the Areas of Learning for Wales and cover the following subject areas across Key Stages 2, 3 & 4:

Language, literacy and communication.

Mathematics & Numeracy

Science & Technology

Health & Wellbeing, Personal, social and emotional development. Also, Wellbeing and Cultural Diversity. SMSC

Humanities

Expressive arts and design

Vocational Studies

ICT

Intervention Support (where required)

John Muir Award

Additionally the school offers an enrichment day where learners are offered the opportunity to engage in a range of wider curricular opportunities across the year, leading to accreditation. At the current time, the options available include:

- BTEC Extended Diploma Certificate
- City and Guilds
- BTEC SWEET Level 1 or 2 qualification in PSD, enables learners to achieve a GCSE equivalent qualification

Various qualifications ranging from Entry 3 to Level 2:

- Bicycle Repair
- Carpentry
- Cookery/Photography
- Construction
- Hairdressing
- Bike Maintenance
- Animal Based Studies



All learners have access to our Careers Co-ordinator and have an opportunity to engage in Work Experience. For some learners the school also makes use of the 14-16 curriculum opportunities available in local F.E. colleges, and recently this has included Motor Vehicle Mechanics and Animal Care.

For learners for whom Welsh is a first language, or who wish to study Welsh language, we will access a peripatetic Welsh teacher, available to come to the school as required.

We are also a registered centre for the Duke of Edinburgh's award (DofE). We believe that a DofE experience provides an additional dimension to our existing educational provision, which will have a profound impact on participants by providing them with the chance to develop skills for work and life, fulfil their potential and have a brighter future. This has four sections which together aim to develop learners by

- 1- Volunteering—undertaking service to individuals or the community – undertaking service to individuals or the community
 - 2- Physical – improving in an area of sport, dance or fitness activities
 - 3- Skills – developing practical and social skills and personal interests
 - 4- Expedition – planning, training for and completing an adventurous journey.
- Many learners who attend the school are in receipt of an EHC plan or Statement of Special Educational Needs. The school will work closely with the placing authority to ensure that a learners specific needs are met and that any specific requirements of a current plan are catered for. The school will seek to adhere to the review requirements of statements and personal education plans.

For further information on the curriculum, please refer to the school's **CURRICULUM POLICY**

Assessment

All learners undergo GLS/BKSB assessments & computer assessments. They help to identify learner’s strengths and areas of development, and predict how learners are likely to perform in various subjects. Value-added data informs to show the progress learners are making at school.

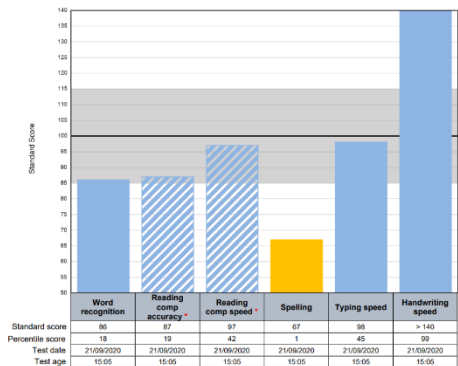
The school understands the importance of being able to offer learners a wide range of assessment routes and accreditation in order that they leave the school with a range of qualifications that will support them to achieve their future goals and help them to be successful in adult life.

We are an accredited exam centre with JCQ, and registered with a number of qualification providers including: WJEC, AQA, BTEC and ASDAN.

All learners are able to access accreditation relevant to their needs and abilities, and all learners are offered a progressive route through this range of qualifications.

Progress towards achieving end of year accreditation is also supported by in-year formative assessment and a focus on Assessment for Learning (AfL), helping learners and teachers alike to understand their progress and performance on a continuous basis. Further details of the schools approach to assessment can be found in the Assessment Policy, which is available on request

Details of the academic results for learners for the previous academic year can be found in **Appendix A**



Standard score	86	87	97	67	88	> 140
Percentile score	19	19	42	1	45	99
Test date	21/09/2020	21/09/2020	21/09/2020	21/09/2020	21/09/2020	21/09/2020
Test age	15:05	15:05	15:05	15:05	15:05	15:05

* The pattern of responses suggests that little thought was given to the answers. Reading comprehension accuracy would probably be higher if the full time was utilised. Retesting using the parallel form is recommended.

Exemplar report

Career Guidance

We have a careers coordinator who arranges vocational placements and accreditation. Learners have obtained College placements and employment. A variety of workshops and placements are also used to provide a wide range of opportunities

We have supported learners to access placements to volunteer at a radio station, nursing home, outdoor activities, taken learners to a pizza-making workshops, organised the Phoenix Fire project and individual student enrichment/vocational days.



Sex & Relationships Education:

All learners receive SRE education at school and the therapy department have worked closely on its timing and content, ensuring that political and social issues are presented in a balanced manner. At times individuals who need specific support are taught on a 1-1 basis as needed and additional guidance from therapy can be sought if needed. The delivery is supported in PSE lessons. Local Authorities and parents have the right to withdraw their learner from all or part of the sex education provided.

Supporting education at home:

Offer any assistance to help with schoolwork and apply the formal learning to activities outside school. In the absence of the learner's parents, care staff/foster parents can attend any parents' meetings and other school events which would normally be attended by parents of other children.

Tasks set at home:

We have a school Seesaw app which allows communication between the school & home. Homework can also be set using this app & access to online learning platforms can be accessed via school website <https://greenfields.uk.com/education/> Parents/carers are expected to provide assistance and an appropriate environment for the completion of study at home.

The schools current Curriculum Policy and ALN Policy are available on request.



Expectations

The school has a comprehensive Behaviour Policy detailing the approach used by the team to support, challenge, manage and modify behaviours occurring within the school. Holistically, the school operates a model which relies on the development of shared and consistent practice across all team members, shared expectations and boundary setting across the school, and positive relationship building with all learners, in order to keep them safe and help them make the right choices about their behaviour.

Often, not being proactive in challenging behaviour early enough leads to an escalation that becomes much more difficult to diffuse and manage. Structure, boundaries and expectations all seek to provide a clear definition of what is acceptable and should provide staff with a framework from which to address the behaviour of learner.

Knowledge of the learner's needs provides a key to the appropriate methods and tools to be applied.

We have a behaviour system that is a points based online tracking that encourages good engagement & our behaviour policy focuses on positivity. The behaviour system reflects points that reward attendance, punctuality, achievement, engagement with curriculum and behaviour.

We maintain consistent tracking of behaviour through communication, analysis and monitoring.



Early intervention within the classroom or around the school relies on staff being organised, vigilant in their supervision and appropriate in their initial level of intervention. The school operates a consistent model of behaviour support in order to

- Always challenge the behaviour and not the individual
 - Praise appropriate responses and choices
 - Allow the learner to take responsibility for their actions
 - Allow the learner the opportunity to explain their actions
 - Initial intervention should be early but low key
 - Offer the learner alternative choices – the “way out”
 - Diffusion and distraction early on to refocus the learner on task is vital
 - Be clear and assertive in expectations of learner
 - Constant reminders and praise to the class or individual often keep learners' focus on learning
- Whilst this list is not exhaustive or applicable to every situation it delivers a constant message in that continual reminder or early intervention can manage lower level behaviour appropriately without it escalating, and without recourse to more restrictive interventions.

A range of consistent sanctions are available to the team for use alongside the rewards system within the school. At times, behaviour presented by a learner may escalate to the point where, after other approaches have proven unsuccessful, **restrictive physical intervention** may be required. Staff are trained in Maybo, this is the preferred model for Greenfields and all physical intervention is carried out within the guidelines of this training, and in order to keep learner and staff safe from further harm as a last resort.

The schools **Behavioural Policy** is available on request

Exclusion & School refusal

On rare occasions learner may either be unable to attend school as a result of exclusion or may choose not to attend school, school refusal.

Exclusions are either fixed term; i.e. for a specified number of days after which the learner will return to the school; or permanent; where it is not intended that the learner will return to this particular school.

At this stage school staff liaise closely in order to provide additional support to the learner during this period of difficulty. All action taken at this time will be recorded in the learner's individual records and electronically in BehaviourWatch.

On the rare occasion there may well be situations whereby the school has no option but to exclude the learner without prior warning, for example in response to an incident of a serious nature. Examples of this would include a serious assault on another learner or member of staff or the taking of illegal substances into school.

On occasions where a learner is permanently excluded from school, staff from the school will work closely with the placing authority to share educational information with next identified placement.

If a learner was excluded from school or refuses to attend, school will provide study materials for the learner to complete during the period of their exclusion or refusal.

The individual needs of learner within each service setting will vary greatly; because of such diverse need any variation in curriculum would be appropriately differentiated.

The School's Exclusion Policy is available on request



Safeguarding & Child Protection

The school takes its responsibilities for ensuring that all learner are kept safe from harm very seriously. All staff receive safeguarding training on induction and there is a mandatory requirement that L1/L2 training is updated on an annual basis.

The Head Teacher assumes the role of Lead Designated Safeguarding person for the school, he is the main lead for the service and has successfully completed the Designated Lead Safeguarding course as per mandatory requirements.

The school's approach to safeguarding can be found in the detailed Safeguarding Policy and Procedures, and details of the safeguards in place when taking learner off-site on educational visits can be found in the Offsite Educational Visits Policy

The School's **Safeguarding Policy** is available on request.

Health & Safety

Our health and safety responsibilities are of paramount importance at Greenfields School. We operate around the Health and Safety at Work Act 1974 and follow this and associated regulations. We ensure the health and safety of our learner and staff both in school and during off-site educational visits. Please see new section for COVID measures.

The schools **Health & Safety Policy** is available on request.

Bullying

The school does not tolerate bullying in any shape or form. The school seeks to raise awareness around bullying with all learners through school-wide initiatives, such as participation in Anti-Bullying Week, and through the PSE curriculum. Learners are made fully aware of the expectations on them around bullying and the consequences of their actions should they choose to bully others.

Staff conduct and role modelling are also seen as important demonstrations as to how people interact appropriately with one another to build positive relationships. Bullying from staff towards other staff or learner is not tolerated and will lead to disciplinary sanctions.

The Schools **Anti-Bullying Policy** is available on request

Complaints Procedures

Greenfields has a full complaints procedure which operates throughout the organisation. We aim to resolve all complaints at the informal stage, however, where this is not possible we operate a formal complaints procedure. Strict reporting and recording procedures are adhered to

The Schools **Complaints Policy** is available on request as is the number of formal complaints arising in the last academic year.

Cultural Needs

At Greenfields we embrace the diversity of cultural, religious and ethnic backgrounds of the learners attending our school. We will seek to address any particular needs of our learners, help them to explore their identities, and promote values of equality and diversity across the whole school. Our ethos has a strong focus on tolerance and understanding of the views and ideas of others, and helping all our learners to understand and celebrate the different identities and backgrounds of their peers helps to ensure that all learners are included and valued within the school community.

As a school situated in Wales, we promote Welsh culture across the school, making the most of opportunities to educate our learners in Welsh identity, history and language through trips & enrichment days.

Health Needs

Our teaching team plays an active role in promoting all aspects of a learner's health, including education on issues such as alcohol/substance abuse, relationships, emotional wellbeing, physical wellbeing and sexual matters. These are addressed through the PSE curriculum and in tutor times. Our trained C Card staff also play a vital role in the school in promoting awareness of sexual health.

Health and Wellbeing as embedded within the curriculum through cross curricular links.

All staff are trained in emergency first aid, and two staff are named as designated first aiders. The school maintains a range of first aid equipment kept in first aid kits around the school, and in the event of any accident, learners will be attended to immediately, and by suitably qualified staff.

The Schools **First Aid Policy** is available on request



Accessibility

Greenfield recognises the need to provide adequate resources for accessibility and implementing plans and will regularly review them.

The schools **Accessibility Plan** is available on request.

Security

The security of the learners and the staff are our priority. Consequently all visitors must sign in and on departure from the School Premises. All staff who work at Greenfields must have a current DBS certificate, renewed every two years, and all teaching staff must have a current Safeguarding Training, updated on an annual basis.

All staff and must have their identification card available for inspection at all times. All visitors must have an appointment. The entrance to the school is locked at the end of the school day.

School Dress Code

Greenfields school uniform was chosen by student council it consists of:

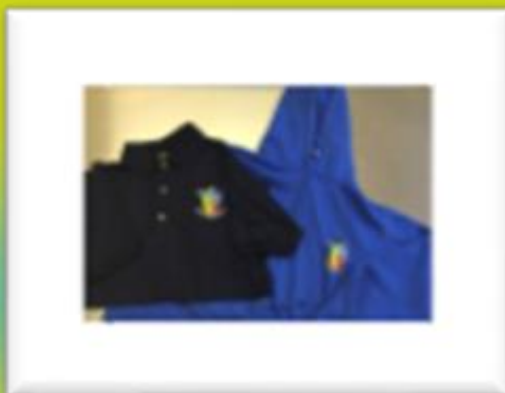
Black trousers/jogging bottoms

White or navy embroidered logo polo shirt

Embroidered logo school hoody.

Learners are expected to wear appropriate school uniform for school. We believe this sets a learner in the best mind-set possible as they reach school ready to learn.


In addition to this when taking part in Physical Education and other sporting activities they must be appropriately dressed for this.



The Education Team

The teaching team at Greenfields School comprises of a number of specialist teachers, able to deliver an effective, knowledgeable and engaging learning experience to all our learners across the curriculum.

Each teacher has responsibility for each tutor group, and so has the pastoral responsibility for that group of learners; leading tutorial sessions, attending to pastoral needs in communication with key workers, report writing and attendance at planning and review meetings, and taking responsibility for the planning and review of IEP targets.



Alongside the teachers, support staff assist learners in the school with their learning and at break times. They are an important element of the school team in the school day and bring a wealth of knowledge, experience and supportive relationships with the learner in order to help the learners engage in the school and the learning on offer.

For the list of education staff currently, working in the school and their qualifications please see Appendix B

Safer Recruitment

The school makes every effort to employ rigorous safer recruitment strategies at every stage of the recruitment process. Caretech staff involved in the recruitment of new employees have all undertaken Safer Recruitment training. All new employees must undergo an enhanced DBS check, have their references thoroughly vetted and provide clear evidence of qualifications and employment history. On successful appointment, all new members of the teaching team must successfully complete a 6-month probationary period, during which they must complete their mandatory training requirements and adhere to the quality framework processes in place to work in the school with our learners.

Monitoring & CPD

Beyond the probationary period, all teachers are subject to the company's Quality Framework for Education Services. Within this, all teachers are subject to regular lesson observations, learning walks,

audits of planning and schemes, audits of assessment and feedback, and audits of resources. Should a teacher not meet the required standard for the school, he or she will be supported to improve through a performance management process. Should a teacher continue to fail to meet the required standard they may ultimately face action for capability.

A number of Professional Development days are included in the school calendar and teachers must attend these. A programme of training is agreed between the head and the team and appropriate training resources are secured to ensure that these days have value. Teachers are encouraged to attend external training relevant to their subject areas, and may request external training looking at areas of professional interest. A programme of Action Research and peer-observation is being developed in the school to give teachers the opportunity to observe each other's practice around particular areas of teaching, learning and assessment, and to work towards whole-school improvement in that area.

All teachers have an online 'e-learning' account with the company's training provider, through which they can access and update mandatory training across the year.

Academic Results for 2022-2023

2022-23 Academic year		
	Total	Breakdown of Levels / Grades / Awards.
Unit Awards	29	Pre-Entry Level – 7 Entry Level – 16 Level 1 – 4 Level 2 – 1 Level 3 - 1
Functional Skills Awards	0	No entries this year
Entry Level/Essential Skills Wales	14	Essential Skills Wales – Communication Entry 1 – 2 Entry 2 – 3 Entry 3 - 4 Essential Skills Wales - Application of Number Entry 1 – 1 Entry 2 – 2 Entry 3 - 2
BTEC Level 1 - 2	1	Pearson Workskills (Level 1 Extended Award) – Pass - 1
Level 1 & 2/Essential Skills Wales	6	Essential Skills Wales - Application of Number Level 1 – 3 Essential Skills Wales - Communication Level 1 – 3
GCSE	2	1xGCSE Art & Design – D 1xGCSE Religious education (Short course) - C
ASDAN	0	No entries this year
Duke of Edinburgh	0	No entries this year
Other	15	<u>School Site</u> WJEC Science Today Award (Entry Level 3) - 1 LIBF Award in Financial Education (Level 1) – 1 <u>Boulders</u> National Indoor Climbing Award Scheme (Level 2) - 2 <u>Phoenix Project</u> Principles and Practice of Fire-Fighting (Level 1) - 4 <u>Hereford Vocational Training</u> Rural Skills Health and Safety (Level 1) - 2 Rural Skills Care of Sick Animals (Level 1) - 1 Rural Skills Basic Horse Care (Level 1) - 2 BRITTOp Novice Operator Course - basic skills - B1 Counterbalance up to 5T - 1 BRITTOp Novice Operator Course - basic skills - Abrasive wheels - 1
Total number of pupils in school across the year	22 4 - Year 11 leavers July 2023	This number is all those on role at beginning of year + all new admissions in the academic year

Appendix C - Academic Calendar for 2023-2024

SCHOOL: Greenfields							ACADEMIC YEAR: 2023-24
Week	Month	M	T	W	Th	F	INFO
1	SEPT	28	29	30	31	1	August Bank Holiday
2		4	5	6	7	8	INSET 04/09/2023 and 05/09/23
3		11	12	13	14	15	Learning Walk
4		18	19	20	21	22	
5		25	26	27	28	29	Teaching & learning review
6	OCT	2	3	4	5	6	
7		9	10	11	12	13	
8		16	17	18	19	20	Theme day 20th
9		23	24	25	26	27	Reward/Enrichment activity week
10	NOV	30	31	1	2	3	Half Term
11		6	7	8	9	10	INSET 06/11/2023
12		13	14	15	16	17	Learning Walk
13		20	21	22	23	24	
14	DEC	27	28	29	30	1	Teaching & learning review
15		4	5	6	7	8	Data drop 1
16		11	12	13	14	15	Theme day 15th
17		18	19	20	21	22	Reward/Enrichment activity week
18		25	26	27	28	29	Christmas Day/Boxing Day Bank Holiday
19	JAN	1	2	3	4	5	New Years Day Bank Holiday
20		8	9	10	11	12	INSET 08/01/24
21		15	16	17	18	19	Learning Walk
22		22	23	24	25	26	Theme day 26th
23	FEB	29	30	31	1	2	Teaching & learning review
24		5	6	7	8	9	Reward/Enrichment activity week
25		12	13	14	15	16	Half Term
26		19	20	21	22	23	INSET 19/02/24
27	MAR	26	27	28	29	1	Learning Walk
28		4	5	6	7	8	Teaching & learning review
29		11	12	13	14	15	Data drop 2
30		18	19	20	21	22	Reward/Enrichment activity week
31		25	26	27	28	29	Good Friday
32	APRIL	1	2	3	4	5	Easter Bank Holiday
33		8	9	10	11	12	INSET 08/04/24
34		15	16	17	18	19	Learning Walk
35		22	23	24	25	26	
36	MAY	29	30	1	2	3	Teaching & learning review
37		6	7	8	9	10	May Day BH
38		13	14	15	16	17	Theme day 17th
39		20	21	22	23	24	Reward/Enrichment activity week
40		27	28	29	30	31	Spring Bank Holiday
41	JUNE	3	4	5	6	7	INSET 03/06/24
42		10	11	12	13	14	Learning Walk
43		17	18	19	20	21	
44		24	25	26	27	28	Teaching & learning review
45	JULY	1	2	3	4	5	Sports Day weather dependent
46		8	9	10	11	12	Final Data drop evaluation & School reports
47		15	16	17	18	19	Reward/Enrichment activity week celebration event 19th
48		22	23	24	25	26	
49	AUG	29	30	31	1	2	
50		5	6	7	8	9	
51		12	13	14	15	16	
52		19	20	21	22	23	
53		26	27	28	29	30	Summer Bank Holiday

- Bank Holidays
- Holidays
- Term Time
- PD Days



Contact Details:

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