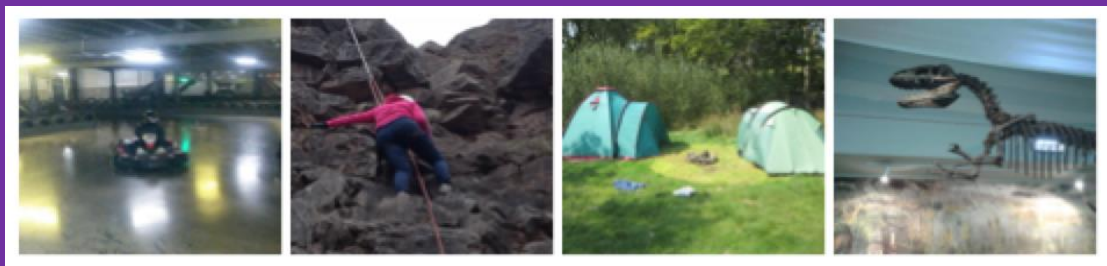


The Potteries School

• **ABERMULE NEWTOWN POWYS SY15 6JH** •

Telephone: 01686 411191 • Email: potteries.school@greenfields.uk.com



PROSPECTUS FOR ACADEMIC YEAR 2026 - 2027

A detailed guide of the education provision at the Potteries School for learners, care workers, parents, HM Inspectorate, Estyn and local authorities.

SCHOOL DETAILS

Name: The Potteries School
Address: Abermule
Montgomery
Powys
SY15 6JH
Telephone: (01686) 630176
Email: potteries.school@greenfields.uk.com
Headteacher: Andy Joynson (B.Sc. P.G.C.E.)
Registered Manager: Stephen Royds
Education Lead: Andrew Sutherland
(Responsible Individual)

PROPRIETOR DETAILS

Name: Rob Mcconomy
Address: CareTech Community Services
Parkview
82, Uxbridge Road
Uxbridge
UB8 1UX
Telephone: 07827 302334
Email: rob.mcconomy@cambiagroup.com

THE CULTURE AND ETHOS OF THE POTTERIES SCHOOL

The Potteries School is one of the key elements in an integrated, tripartite model of care, education and therapy for learners experiencing social, emotional and mental health difficulties (S.E.M.H.) in mid-Wales. All our learners are Looked After Children and present complex needs with regard to interpersonal, emotional and social issues.

The Potteries School provides a positive, supportive and child-centred educational environment for all its learners. Through a process of creating a safe learning space, building effective teacher-learner relationships and precision identification of individual learning need, the School supports learners to achieve and attain and prepare for the next steps on the educational ladder.

Many of the learners have a history of school exclusion or had limited access to learning prior to admission. Most have been unable to manage in a formal educational setting and often the risks their behaviours present has impacted on their ability to be educated alongside large peer groups.

The education offered at the Potteries School seeks to reengage learners in a creative and meaningful curriculum, assisting them to catch up on missed learning and an assessment programme that identifies their learning needs accurately. All learning is offered in an inclusive environment and delivered by education professionals with an understanding of the needs of the learners, working to build self-esteem and learning confidence, develop peer relationships and progress independent learning skills.

The Potteries School aims to:

Empower learners to participate in their own education

Help learners to learn to enjoy education

Provide a safe, secure learning environment

Help learners to achieve their potential

Help learners to develop positive social interaction skills

Prepare learners for success in adult life in society

Provide opportunities to compensate for earlier missed experiences

Empower learners to invest in their own future development and that of the school community

Assist learners in taking the next steps on their education pathway

Support learners to manage their own behaviour to progress, attain and achieve

Help learners develop holistically to take an active part in wider society

The Potteries School offers:

An integrated approach to education, care and therapy
A broad and balanced curriculum

Individual learning planners tailored to the needs of the learner

Access to learning opportunities and experiences in the wider community

Vocational and enrichment opportunities including
Outdoor Activities

Access to therapeutic support and counselling
A focussed approach to baseline, ongoing assessment and progress monitoring

A creative approach to learning that seeks to engage all learners and help them to take responsibility for their own learning pathways

A commitment to regularly review the learning needs of a young person and ensure that the package on offer best meets needs

ADMISSIONS AND INTRODUCTIONS

Although young people placed at the Potteries have a maximum timeframe at the home of 26 weeks, the period of assessment is 16 weeks. This ensures that the education provision is following an integrated curriculum that involves engagement, experience and assessment for learners at a relatively early stage of their placement.

The initial week of placement involves no direct education experience for the learner. This time in the home is utilised to stabilise behaviour, establish routines, outline boundaries and register the young person with the necessary services situated locally. During this period, the Headteacher reviews existing documentation for learners, liaises with the placing authorities education department and gathers the necessary documentation to be able to evaluate the learners experience of education up until this point. With this information, formulation of risk assessments and bespoke individual curricula are compiled prior to learners commencing school at the onset of week two. A date is also set with the young person's social worker to complete a Personal Education Plan at the first opportunity.

The majority of young people placed at the Potteries have very negative experiences of school, are resistant to a structured educational environment and exhibit all those difficulties associated with low self-esteem. The induction process involves the slow introduction of routine, the establishment of boundaries around behaviour at school and qualitative, formative assessment concerning academic levels. This is mediated by the ability of pupils to cope with the very tangible difficulties they experience in the classroom. The Headteacher determines the length of initial education sessions, when to increase learner involvement and the level of support required to deliver effective education.

The objectives of the induction process are to ensure that the process of re-engagement has been initiated and the young person has all the necessary support framework required to be able to make progress; that a regime of assessment is in place to measure that progress and inform future planning; that all necessary support needs are identified and met within the learning programme and prepare the young person for future transition to a more permanent educational provision.

THE POTTERIES SCHOOL DAY

The school day begins at 8.00 a.m. with an information handover between the on-shift team leader and the Headteacher to glean feedback on the behaviour of all learners, their current emotional status and their suitability to attend education. The team leader may indicate that a learner is not ready for education and will then liaise with the Headteacher at the end of relevant sessions to enable a re-integration when behaviour improves or the learner is ready to learn. The school day begins at 9.15 a.m. and ends at 3.30 p.m. and all lessons are delivered or coordinated from the Education Room within The Potteries.

All learners at Potteries School are educated in one-to-one sessions or in small groups on education activities. The key factors determining the integrated learning with peers are key stage, academic levels and the behaviour dynamic between learners. These concerns are explored with learners during the initial education meetings in week one.

Each bespoke timetable consists of a morning and afternoon sessions and each is comprised of three lessons lasting 45 minutes. There is a 15-minute break between lessons designed to ensure learners have time to relax, reflect and refocus (if necessary) for the next lesson. Lunchtime is between 12.00 and 12.45 p.m.

THE POTTERIES SCHOOL				Learner:	<input type="text"/>		
Education Timetable 2025 - 2026				Week:	<input type="text"/>		
	LESSON 1 09:15 - 10:00	LESSON 2 10:15 - 11:00	LESSON 3 11:15 - 12:00	LESSON 4 12:45 - 13:30	LESSON 5 13:45 - 14:30	LESSON 6 14:45 - 15:30	
MON	SPORT & RECREATION Gym (HOW) - Build routine			GEOG HISTORY	GEOG HISTORY	SCIENCE	
TUE	MATHS	ENGLISH	I.C.T.	L&ISKILL Cookery	LOIS TIME	L&ISKILL Cookery	
WED	LOIS TIME	ENRICHMENT ACTIVITY Trampolining: AREA 51 (Telford)					
THU	GEOG HISTORY	GEOG HISTORY	SCIENCE	EDUCATION VISIT History: British Ironworks			
FRI	MATHS	ENGLISH	P.S.E.	LIFE & INDEPENDENT SKILLS Home maintenance: TBC...			

CURRICULUM CONSIDERATIONS

The curriculum is **needs-led** based on the reality of the assessed needs of learners the school serves. The curriculum takes account of **national** guidance, requirements, expectations and good practice.

The curriculum is **dynamic** as it is continuously evolving and improving.

The curriculum provides the necessary **structure** around which decisions are made about daily organisation, timetabling, staffing and learner grouping.

The curriculum serves a **multiplicity of purposes** for the learner – learners gain skills, knowledge and understanding, not only about subjects but about themselves, each other, how the world works and their possible futures.

THE POTTERIES SCHOOL – THE CURRICULUM OFFER

CORE ACADEMIC SUBJECTS

MATHEMATICS

Entry Level Certificate (1 – 3)
Functional Skills (Levels 1 & 2)
G.C.S.E. Preparation
G.C.S.E. Accreditation

ENGLISH (Literacy)

Entry Level Certificate (1 – 3)
Functional Skills (Levels 1 & 2)
G.C.S.E. Preparation
G.C.S.E. Accreditation

SCIENCE

Entry Level Certificate (1 – 3)
G.C.S.E. Preparation
G.C.S.E. Accreditation

ADDITIONAL SUBJECTS

HUMANITIES

History
Entry Level Certificate (1 – 3)
G.C.S.E. Preparation
G.C.S.E. Accreditation

Geography

Entry Level Certificate (1 – 3)
G.C.S.E. Preparation
G.C.S.E. Accreditation

ART & DESIGN

A.Q.A. Unit Awards Scheme

P.S.H.E.

A.S.D.A.N. Short Course

EXTRA-CURRICULA UNITS

DIGITAL LITERACY

iDEA – Enterprise award
E.L.C. 3 – Digital literacy

SPORT & RECREATION

A.Q.A. Unit Awards Scheme

LIFE & INDEPENDENCE SKILLS

A.Q.A. Unit Awards Scheme

INDEPENDENT MODULES

First aid Certificate
Food hygiene – Level 1
Work experience – A.Q.A.

POSITIVE CULTURE AND ROLE MODELLING

The Potteries School promotes equality and positive regard for all learners. Positive regard for the individual is supported by all members of the education support staff and reference to stereotyping actively discouraged and challenged. It is imperative that recognition is given to the individual personality of all learners so that appropriate ways of working can be identified and developed. Education support staff provide positive role modelling at all times with learners and each other in order for young people to identify with what is culturally acceptable within the school and in order for the unacceptable to be challenged consistently.

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 or progressing behaviour through praise and reward such that the learner identifies these occasions with success and achievement. 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 alternatives. The Potteries School does not seek to provide a punitive regime and, whilst on occasion interventions have to be initiated in order to keep learners safe, time for reflection and discussion should always be considered a part of the process in order to support the behaviour of our young people.

The Potteries School operates a model of assertive discipline in which the personalisation of requests to learners is absent, preventing transference of or disassociation from behaviours that are being challenged. This gives the learner no other option but to take ownership of their behaviour, the responsibility for their course of action remaining with the individual. Non-personalisation of the way in which challenges are made also allows education support staff to target the behaviour and not the individual, allowing the maintenance of positive regard and removing any personal bias that may exist in the learner-teacher relationship.

The strength of a learner-teacher relationship should never be underestimated when supporting learners in managing their behaviour and an essential aspect of the education support staff role is to develop strong, trusting and appropriate relationships with the learners who attend the school. Engaging learners in learning takes a wide variety of skills and experiences but paramount to all is the ability to communicate effectively with young people.

EXPECTATIONS AND BEHAVIOUR MANAGEMENT

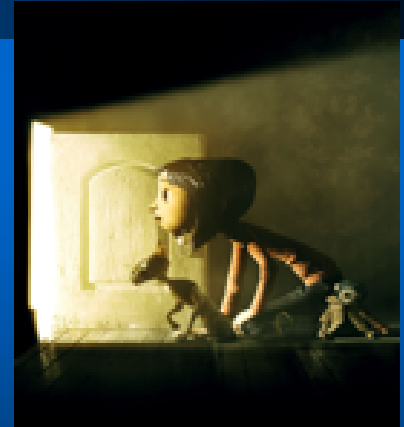
The Potteries School has a set of five basic expectations applicable to the classroom, on offsite activities and other learning experiences. These expectations are also extended to other aspects of the school day including break times and lunchtime.

The points reward system used in the school day is also linked to these expectations, determining the attainment achieved by learners across the curriculum. This in turn enables education support staff to depersonalise interaction with learners when disruptive behaviour emerges by referring back to the agreed expectations and how the learner's behaviour is not meeting the expectations required for a successful, progressive learning experience.

CLASSROOM EXPECTATIONS

- Arrive for your lessons on time
- Show respect and tolerance towards others
- Make some effort to learn
- Do the work set
- Stay in class

You can earn 10 points for each lesson if you work hard to keep to the five expectations...



Unwanted behaviour in the classroom occurs across a spectrum from low level, persistent disruption through to violent assault and self-harm. 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 a framework from which to address the behaviour of learners. Knowledge of the learner's needs provides a key to the appropriate methods and tools to be applied. 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:

- Always challenge the behaviour and not the individual (assertive discipline)
- 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 your expectations of learners
- Constant reminders and praise to the learner often keeps focus on learning

EXCLUSION AND INCLUSION

Although The Potteries School sees that exclusion is often a counterproductive tool for use with learners who have experienced rejection from education in previous school placements, there are occasions where the actions of a learner lead to no other alternative in order to keep them, and those around them, safe. Exclusions are also governed by very strict guidance issued by the Welsh Assembly Government defining a process that must be adhered to should exclusion take place.

Reasons for exclusion - the decision to exclude a learner should be taken only:

- in response to serious breaches of the school's behaviour policy and
- if allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.

Acts that will likely result in exclusion:

- Acts of threatened or actual deliberate physical violence against learners and staff
- Acts of extreme or constant disruption leading to serious instability in the classroom
- Acts of drug or alcohol misuse whilst on school premises or supplying drugs
- Extended periods of non-cooperation in the school routine leading to previous acts
- Acts of sexual abuse or assault
- Acts of general, sexual, racial, or homophobic bullying
- Possession, use or threatened use of an offensive weapon

PROVISION OF INFORMATION

Policies relating to the following areas are made available to all parents, carers, HM Inspectorate and Local Authorities:

<input checked="" type="checkbox"/>	Additional Learning Needs	<input checked="" type="checkbox"/>	First Aid
<input checked="" type="checkbox"/>	Anti-bullying	<input checked="" type="checkbox"/>	HASPEV
<input checked="" type="checkbox"/>	Assessment	<input checked="" type="checkbox"/>	Key Education Compliance
<input checked="" type="checkbox"/>	Behaviour Management	<input checked="" type="checkbox"/>	Physical Intervention
<input checked="" type="checkbox"/>	Complaints and Representations	<input checked="" type="checkbox"/>	Post – 16 Provision
<input checked="" type="checkbox"/>	Curriculum Considerations	<input checked="" type="checkbox"/>	Safeguarding
<input checked="" type="checkbox"/>	Educational Support	<input checked="" type="checkbox"/>	Teaching and Learning
<input checked="" type="checkbox"/>	eSafety	<input checked="" type="checkbox"/>	Daily Routines

For all learners at the Potteries School, a series of assessment reports are circulated to the above to indicate learner progress and attainment across quantitative and qualitative criteria:

- **Interim Education Reports:** At week 8 and 18, these documents contain precision reporting on attendance, attainment and behaviour profiling. They serve to inform on how reengagement is progressing, the development of patterns of learning and the necessary strategies to ensure the curriculum offered to learners is appropriate and meets their needs.

- **Exit Assessment Report:** Following the 26-week assessment period, a report that combines care, education and therapy is prepared for a transition review. The education element outlines attendance, attainment, assessment data, successful learning strategies and future recommendations. It is a comprehensive, precision document and is the key to showing an integrated approach to developing a learner across all aspects of their life and helps to make a successful transition to future placements.
- **Annual Report:** At the end of each academic year, an annual report is compiled and circulated to all parents, local authorities and other agencies involved with learners. It contains information on inspection outcomes, attendance, attainment, learner progression and development, assessment, transition and considerations for the future.

THE TEACHING TEAM

Andy Joynson is the current Headteacher of the Potteries School. He spent the early part of his working life running a busy landscape design and construction business in London. He then trained apprentices at a local college in NVQ qualifications in horticulture, construction and surveying. He also tutored in Information and Communication Technology in the early 1990's.

On moving to Wales in 1998, he completed his PGCE and has worked at three ESBD Special Schools in the local area for the last dozen years. He has assisted in setting up two schools through to full (successful) ESTYN inspections; taught Mathematics, I.C.T. and Science through Keystages 2 – 4 and to GCSE level. He has experience in delivering vocational, Outdoor Ed. and A.S.D.A.N. programmes through to full accreditation. He is a qualified Level 2 Rugby Union coach.

Andy holds the following professional qualifications: Post Graduate Certificate of Education (1999); B.Sc (Econ:LSE) Politics and Sociology; TDLB Assessor Awards D32, D33 and D34 (upgraded to V1 2007); IRB Level 2 Coaching Rugby Union Award; WRU Level 2 Rugby Union Referee Award.

Nick Copestake initially worked within research into solid state gas sensors, developing and applying these to volcanological applications along with some supervision of MSc students. Afterwards, he completed a PGCE with a primary education focus, which led to a teaching career in a selection of Primary schools mostly based within inner city Nottingham. Nick's teaching experiences were developed as he attained his SENCO qualification, taking on this responsibility alongside teaching and again when he took on management roles such as Deputy headteacher, Lead Teacher and Headteacher. He has had experience of many positive OFSTED inspections throughout this career. Nick left teaching to work with the Education Access team supporting families and learners, who were home educating.

Nick holds the following professional qualifications: Post Graduate Certificate in Special Educational Needs Coordination (2012), PGCE Primary education (1999), MSc Geochemistry (1993) and BSc Geology (1992).

Andy Joynson
August 2026