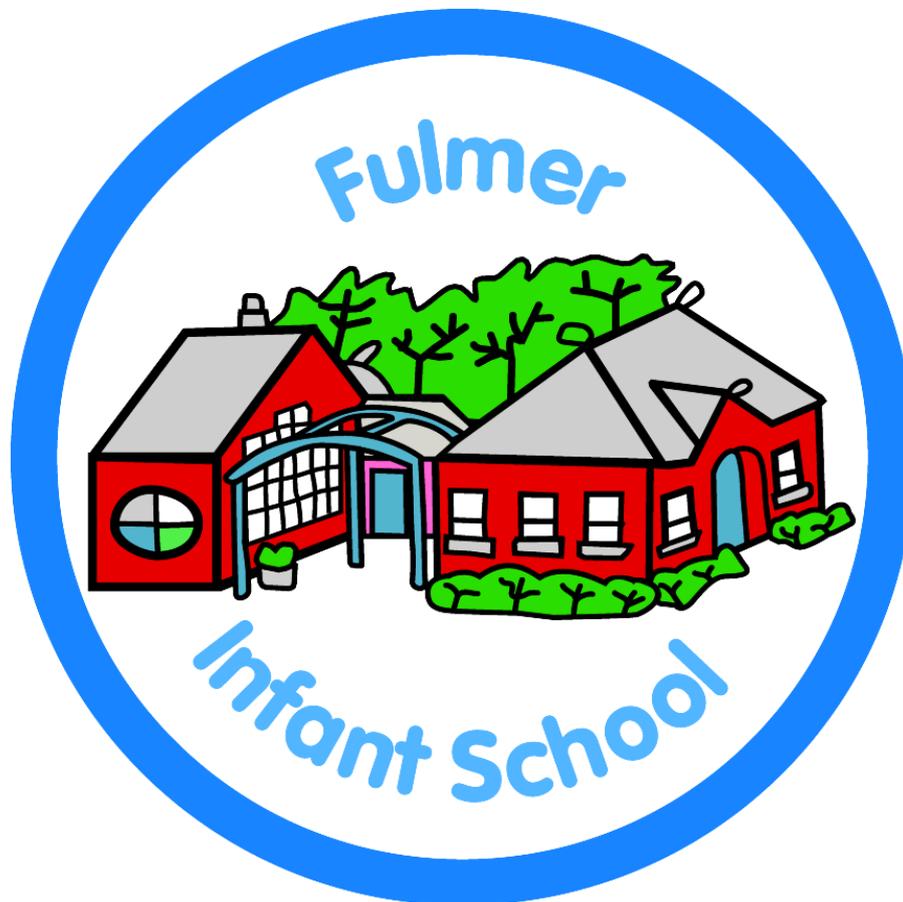


# PROSPECTUS

2017/2018



Alderbourne Lane  
FULMER  
Buckinghamshire  
SL3 6JB

Tel: 01753-662654

e.mail: [office@fulmer.bucks.sch.uk](mailto:office@fulmer.bucks.sch.uk)

website: [www.fulmer.bucks.sch.uk](http://www.fulmer.bucks.sch.uk)

## Welcome

Fulmer Infant School is an “Outstanding School” Ofsted 2014. It is a small, high-achieving, friendly and happy school in a semi-rural village setting. It benefits from small class sizes and modern resources and its results are consistently well above national averages. All members of staff are highly committed to delivering a challenging and creative curriculum in a very caring and nurturing environment.

Ofsted 2014 quotes

*“Outstanding teaching across the school inspires the pupils to want to learn and do well”*

*“Pupils’ achievement is outstanding ...”*

*“Pupils’ behaviour is impeccable....”*

*“Pupils feel extremely safe at school because members of staff provide a high standard of care .....*”

*“Parents are extremely positive about the school and typically make comments such as “I’m delighted with the school””.*

Bucks County Council Advisory Inspector visited the school in June 2017 and validated the ‘outstanding’ judgement.

We are all very proud of our OUTSTANDING school and hope you agree with us that it provides the very best start for every child. As a child in Year 1 said “Fulmer Infant School is better than Disneyland”!

I look forward to meeting you and your family.

A handwritten signature in black ink, appearing to read 'CHH', with a long horizontal flourish underneath.

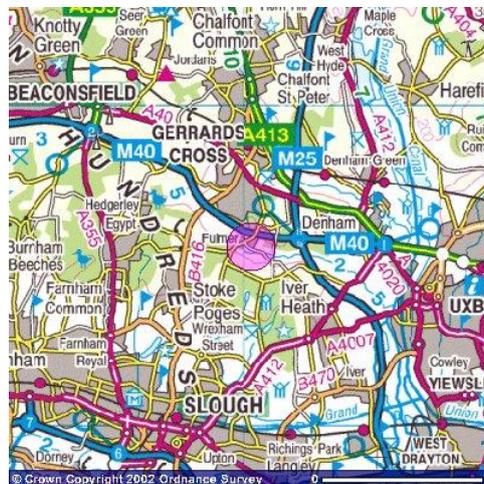
Mrs Cathy Hunt  
Headteacher



### Map of school and surroundings



### Children attend Fulmer Infant School from a wide area



***“The curriculum is rich and varied and provides valuable and meaningful experiences for the pupils, preparing them well for life in modern Britain”***

**Ofsted 2014**

## **“Inspiring Excellence in Every Child”**

At Fulmer Infant School staff, pupils, parents and governors work together to provide an outstanding education for all children.

Every pupil is given the best possible opportunity and encouragement to develop both academically and socially.

The staff consistently set and expect high standards of work and behaviour from pupils. This principle of high expectations underscores the aims and objectives of the school, which are:

- Fulmer Infant School is an inclusive school where all children, irrespective of gender, ethnicity, creed, sexual orientation or disability, are given an equal opportunity to achieve
- All pupils are helped to work to the best of their ability and to achieve high standards
- Teaching is of a consistently high standard
- Pupils are expected to behave well, to respect others' views and beliefs and to treat each other with kindness and fairness at all times
- The school promotes strong links with the local community in order to enrich children's experience of the curriculum and integrate the school into the life and activities of Fulmer village
- The school has a link with a school in Honduras and, consequently, children have an excellent knowledge of what life is like beyond Fulmer

Above all, the school aims to work closely with parents to prepare each child for his or her future life as a contributing member of society

## Key Points

- small, friendly and happy
- outstanding teaching
- excellent standard of care
- “impeccable behaviour” (Ofsted 2014)
- excellent partnership between parents, pupils, staff and governors
- excellent resources

## Admission into the school

There is one academic intake for pupils into the Reception class, in the Autumn Term.

Parents should apply for a place at the school, through Buckinghamshire County Council’s Admission Procedure, in the Autumn term prior to the academic year that their child turns five years old.

If the school receives more applications than it has places available, BCC use admission rules to decide, in a fair and consistent way, which children they should offer the places to.

These are as follows:

- Children in **care**
- Children **living** in the **catchment area** of the school.
- **Siblings** – children who have siblings in school at the date of joining.
- Children who have **exceptional medical, educational or social needs**, which can only be met at that school, supported by written evidence from an appropriate professional person.
- Once the above rules have been applied, then any further places will be offered in distance order, using the distance between the family’s **normal home address** and the school’s nearest entrance gate, offering the closest first. The **shortest appropriate route is used**.

We invite all new children to spend some time with us in the Summer Term before they start at the school.

## Organisation of the school

Children are taught in small, single age classes and there are three classrooms, as well as a library area and school hall.

The length of the taught week is twenty-two hours and five minutes, which does not include registrations or collective worship.

We are always pleased to meet and talk to prospective parents with their children and to arrange for them to be shown around the school. The school holds an open day for prospective parents in the Autumn Term. This also gives an opportunity to talk with Governors. Should this date be unsuitable we will be pleased to show you around at other times. Please contact Mrs Hamilton, School Secretary.

## Progress Reports

As a small school, we are able to keep in close contact with parents throughout the year, both formally and informally. Termly parents’ evenings are held to discuss individual progress. Every child has a written report in the Summer term. In addition, the teachers discuss individual progress with every child and agree realistic personal targets for them to achieve.

Parents are invited to information evenings with presentations about how to help your child learn Phonics, Maths and English.

We have an “open door” policy, however appointments can be made to see the class teacher or Headteacher if a more formal meeting is required.

## The School Curriculum

*“The curriculum is rich and varied and provides valuable and meaningful experiences for the pupils, preparing them well for life in modern Britain”*  
Ofsted 2014

At Fulmer Infant School we aim to prepare each individual for his or her future life as a member of our society.

We encourage all children to enjoy learning and to take pride in their work.

We place great emphasis on the core subjects of English, Mathematics and Science.

Other subjects are taught through themes using a variety of styles, contexts and approaches.

At Key Stage 1, we teach English for up to five hours a week, Mathematics for up to five hours a week and Science for up to two hours a week. PE is taught for up to two hours a week.

Special interest days and weeks are frequently introduced. Recent examples include:

- Black History Week
- Sports Day
- World Book Day
- Eco Day

Children have the opportunity to perform in our Christmas production and our end of year production in July.

At times we have speakers to enrich the curriculum. In the past these have included talks from the School Nurse, a Nigerian Oil Company, a Vet, Hearing Dogs for the Deaf, a fire fighter, a doctor and the director of our link school in Honduras.

The curriculum is also enhanced by school trips, recent examples include

- Iver Environmental Centre
- Pizza Express
- Windsor Castle

In addition, the children benefit from workshops with visiting specialists such as storytelling, music & dance, science and drumming.

We are an Eco-school and were awarded our 4th Green Flag Award in July 2016. The Green Flag award is the highest award and to be awarded it for the fourth time is very prestigious. We were also the first school in Buckinghamshire to be awarded Fair Trade School status. In 2014 Ofsted judged the school to be "Outstanding". Subsequent visits from County have confirmed that the school is still outstanding, the last visit being June 2017.

We regularly support charities. Examples of recent charities we have supported include Jeans for Genes, Children in Need, Red Nose Day, McMillan Cancer Support, Starlight Children's Foundation and AFE, our link school in Honduras.

All the children are encouraged to consider positive values when discussing class and school behaviour. We have a positive reward system which includes certificates awarded

every week for good achievements in every aspect of school life. We also celebrate achievements outside school.

### **Early Years Foundation Stage**

In the Reception group, children are taught according to the EYFS guidelines.

Children are taught through practical hands-on activities, which are tailored to their individual needs. There is great emphasis on learning through play.

All children are encouraged to investigate the world around them and to ask questions to find out more, to talk about their beliefs and opinions and to listen to and respect those of others.

We aim to encourage an understanding of our multicultural society and foster a love of life and learning that will extend beyond the confines of our school.

*"Children make excellent progress in Early Years Foundation Stage. When pupils join Year 1 the majority are working beyond the levels expected for their age" Ofsted 2014*



The staff

*"Teaching is highly effective in all year groups. Teachers and teaching assistants motivate the pupils to want to learn and achieve. Teachers are excellent role models for considerate behaviour and have high expectations. As a result pupils behave impeccably and support each other very well in their learning". Ofsted 2014*

## Key Stage 1

### English

Children at our school become confident, interested and competent users of language within a literature rich environment.

### Reading

At Fulmer Infant School we place great emphasis on reading.

A daily phonic programme is in place for all year groups.

Children are regularly heard reading from their reading books so that individual needs and interests can be catered for.

Oxford Reading Tree is one of the many reading schemes used in the school, the books provide a starting point for reading. Poetry, fiction and non-fiction books are introduced, to provide a variety of text from an early age. We expect all parents/carers to hear their children read every night.

The school library is well stocked and the children, under guidance, are encouraged to find books to support their studies in other subjects.

Children have a weekly library session. They borrow (and return) a book each week which may be taken home.



Reading with Mrs Walker

*“Pupils read frequently and with clear expression and enjoyment. They are pleased to talk about what they have read and know what to do if they come across an unfamiliar word. They use their knowledge of phonics along with a love of books to help them excel in reading. Pupils gain confidence in speaking and listening because they are given very good role models and excellent support”. Ofsted 2014*

### Speaking & Listening

Spoken language is essential in communicating effectively.

Children express their ideas clearly and learn to listen to the views of their peers in all areas of the curriculum.

### Writing

The children learn to write freely and creatively through careful teaching and an exposure to a variety of writing styles. By the end of Year 2, we expect their work to demonstrate knowledge of sentence construction and punctuation. The children use dictionaries and thesauruses and start to use joined script for all written work in KS1.

Children also use computing to plan, write and modify their work.

### Mathematics

Children learn mathematical skills and apply them confidently to everyday situations.

The language of mathematics is taught building on the individual needs of each child. Children have practical experience in concepts, which include using and applying mathematics, number, algebra, shape and space and handling data.

Mental maths is part of the Mathematics session and there is a strong emphasis on the times tables.

Mathematics is taught in whole class and groups as well as individually.

Published schemes and other resources, including computing, are used to provide reinforcement.

We provide a practical approach that relates to everyday experiences and an increasing amount of investigational work.

### Computing

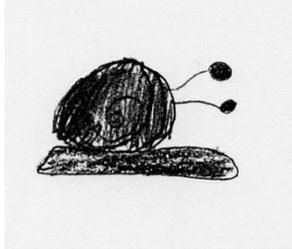
Computing is a very important part of our curriculum. As well as the designated lessons, there are many opportunities to develop these taught skills in all other curriculum areas.

### Science

Children develop knowledge and understanding of our world and the curriculum is weighted heavily on biology.

In Early Years understanding of the world develops as children take notice of everything around them including places and everything within them, such as trees in the natural environment and roads and traffic in the built environment.

We encourage the development of an investigative approach to the learning of science. Children take an active part in their own learning.



Practical work is in groups or undertaken individually under supervision. Children are encouraged to learn how science relates to everyday life.

Health education, physical fitness and a nutritious healthy diet is included in science and although there is no formal sex education, we answer any questions as and when they occur.

### **History**

Through history, the children will learn about important people from both Britain's and the world's past. They learn about significant events and changes which shaped our lives. They are encouraged to handle artefacts and use various other resources, including oral evidence from visitors, to find out more about our past.

### **Geography**

Through geography, the children are encouraged to look at the world around them and ask questions. They think about how our world can be improved for the future, and how we can take care of it. They look at how their locality is linked to other places both in Britain and throughout the world.



*Quotes from Year 2 pupils:*

*"Our teachers educate us to be smart and have big brains."*

*"Our school has one main rule and that is everyone is happy." Poppy*

### **Religious Education**

At our school we feel it is important to develop sound, moral values and to realise our interdependence with other individuals, groups and nations through stories, festivals, family ceremonies and celebrations.

We seek to develop an understanding of, and respect for, our multi-cultural society. There are regular assemblies led by parents, staff and outside religious leaders celebrating their faiths to encourage children to respect others beliefs.

A daily act of collective worship is held, as well as RE lessons following the Buckinghamshire Agreed Syllabus.

Parents have the right to withdraw their children from religious education and collective worship by written parental request.

### **Citizenship**

This is taught through all curriculum subjects. Through it we aim to foster an understanding of each other and to encourage good citizenship for the future. We encourage the children to talk about their thoughts and feelings in a safe and open environment during circle time, and children have the opportunity to express their thoughts and ideas about all aspects of the school environment through the School Council. Every child is a member of the school council although three children from Year 2 are elected as chair, secretary and bursar who lead these whole school assemblies.

### **Design and Technology**

Young children are excited by the world around them. They approach it with creative minds which are revealed in the wondrous ideas they have and the objects they design and make. The prime aim for design and technology is to maintain and develop the confidence and ability of all children to solve technological problems.

### **Art and Design**

In our school the children develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about

the role of art, craft and design in their environment. They begin to understand colour, shape, space, pattern, and textures, and use them to represent their ideas and feelings.

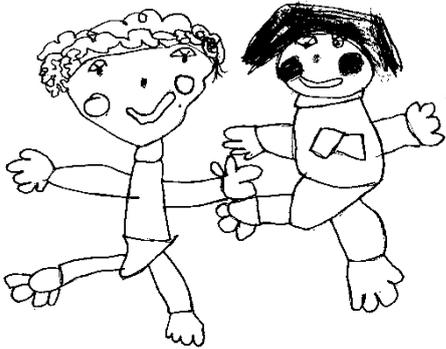
### **Music**

Music has an important place in the curriculum at our school.

Children enjoy taking part in music through singing, percussion playing and composing. We have several music events throughout the year including Harvest Festival, Nativity Production, Mother's Day Concert, Class Assemblies and a Summer Production when all children sing with absolute joy.

### **Physical Education**

The children are taught that physical fitness is not only important to their health but also fun to do. They are encouraged to improve their skills and sportsmanship to the best of their ability. They work as individuals, in pairs, in small groups and as teams. In the summer we hold a sports' day in which they are encouraged to participate. Our school is part of a partnership scheme and takes part in sports activities with other schools. The children also have a day in the summer term with seven other small schools participating in country dancing.



*"Pupils are keen to take part in physical education lessons and play energetically at playtimes. They know that "exercise helps our muscles and makes us flexible".*

*Ofsted 2014*

### **Homework**

Children are given homework to consolidate activities taught during the school week.

In Reception class children take home a reading book three times a week.

In Years 1 and 2 children also receive weekly spellings to learn for a spelling test at the end of the week. English and Mathematics activities that relate to work taught during the week are also given.

All children are expected to read aloud to an adult for approximately 10 minutes every evening.

### **Extra-Curricular Activities**

We currently offer clubs for French, Cookery, Tennis, Football with WWFC and a gardening club. The Parents' Association run occasional film and art & crafts clubs.

### **Community Cohesion**

As a school we seek to appreciate and value diversity of background and circumstance. We aim to develop a sense of belonging by all in our community. We have positive relationships with the wider community and participate in local, national and international partnerships.

### **Charging and Remission Policy**

We ask the Parents/Carers to fund the cost of admission and transport for educational visits or special curriculum events in school. However, no child will be prevented from going on a visit or participating in an event in school but, if insufficient contributions are made, the visit or event may have to be cancelled.

### **Special Educational Needs**

All children are special, but a few, at some time in their lives, need extra help to achieve their full potential. The nature of this help is decided in consultation with parents.

We aim to enable pupils:

- To work in a happy, sensitive and secure environment which will promote independence and self esteem
- To experience a partnership in the learning process between them, their teachers and their parents
- To benefit from more individual/small learning group situations where teaching styles and strategies are designed to focus more closely on individual needs

Each child with Special Educational Needs has a support plan with targets and strategies which are reviewed termly with the children and their parents.

## **Differently Abled Children**

The Governors endeavour to provide any additional facilities that may be required to meet the specific needs of any disabled child admitted to the school. There are ramps to the outside doors which allow wheelchair access so users can be independent when coming in to school and the playground. All of the floors of the building are on one level. There is a disabled toilet in the hall. The Governors have developed an accessibility plan.

## **Able, Gifted and Talented**

School and home work together to identify children with special abilities and seek to extend their development. At times some children will have an exceptional education plan. These plans are reviewed termly to ensure appropriate progress.

## **Looked After Children**

The school is committed to making the best provision for every child. There is a named member of staff who will champion the needs of looked after children and monitor their progress.

## **Absences**

When your child is absent from school, we ask you to contact the school by telephone after 8.30am on the first day of absence.

On your child's return, we legally require a written, dated note explaining the reason for absence.

It is strongly recommended that your child does not miss school for any other reason than illness. Any request for holiday during term time will be recorded as unauthorised unless there are exceptional compassionate or religious reasons.

All requests for leave of absence for term time holidays must be made on the appropriate form available from the office at least one month before the absence. Requests will be considered and you will be informed of the decision as soon as possible. The educational welfare officer may be informed when pupils have unauthorised absences as well as when pupils are repeatedly late and fines may be issued. County monitor absences monthly and may contact families whose attendance is a cause for concern.

## **Behaviour**

Good behavior contributes to "inspiring excellence in every child". Each class has our "Golden Rules" displayed. In addition each class devises their own rules each Autumn term. We promote good behaviour by awarding praise, stickers, certificates and other forms of recognition.

We work closely with parents so that any behavioural concerns can be dealt with promptly and effectively with sensitivity.

## **Home School Agreement**

We have a Home School Agreement which we ask parents to sign when their child first starts school. This document sets out:

- The school's aims and values
- The school's responsibilities towards its pupils
- The responsibilities of the parents
- What the school expects of its pupils

This agreement provides a framework for the development of a partnership between school, parents and pupils.

*"Parents are very positive about the school and are especially pleased with the way their children are nurtured". Ofsted 2014*

## **Suggestions and Complaints**

Parents who have any suggestions or have reason to feel unhappy about their child's education should talk to their child's class teacher. The Headteacher is also available for further discussions. In this way most situations can be resolved. If, however, you are still dissatisfied, parents may approach the Chair of Governors or the Education Officer for the area at Chiltern and Wycombe Area Office, Easton Street, High Wycombe (contact details can be obtained from the school office).

## **Uniform**

**All clothing, book bags and rucksacks must be named clearly**

The colours of our school uniform are royal blue, grey and white.

Our uniform supplier is School Trends. Parents are able to place orders on-line and have items home delivered or delivered to school free of charge (this option is for term time only).

**Boys:**

Grey trousers  
 White shirt  
 Tie (can be purchased from school only)  
 Grey shorts (summer)  
 Grey or black socks  
 Blue school jumper with logo  
 Sensible sturdy, black shoes  
 (preferably with Velcro fastening)

**Girls:**

Grey skirt or grey tunic  
 White blouse  
 Tie (can be purchased from school only)  
 Blue /white checked school dress(summer)  
 Grey or blue tights or white socks  
 Blue school cardigan with school logo  
 Sensible low heeled shoes.  
 (preferably with Velcro/buckle fastening)  
 Blue hair ribbons and bands to tie back hair.

During sunny weather all children will need a legionnaire cap. A cap with the school logo can be obtained from school or you may provide your own.

For cold weather a woolly hat is available with logo from school.

Children go outside in most weathers; coats are needed in school every day from September.

Fashion jewellery must not be worn at any time. If a child wears stud earrings these must be taped for PE.

Children must not wear gel in their hair, tattoos or nail varnish.



Our Uniform

**PE Kit**

For both boys and girls:  
 Blue shorts  
 Blue school t-shirt.

Navy blue tracksuit.  
 Black slip on or Velcro plimsolls  
 Trainers

Children might like to personalise their book bag by attaching one small keyring, teddy or ribbon.

**Medicines**

Most medicines can be administered outside of school hours.

The school cannot administer any medicines to children unless by specific written request, recorded on the appropriate form available from the school office.

We can only give medicines that have been prescribed by a doctor; all medicines must be clearly labelled with your child's name and exact instructions.

Parents are requested to come into school at the end of the day to collect all medicines. No child should ever be given pastilles, tablets or any other form of supplements to take unsupervised. Parents are requested to administer eye drops themselves, this will be by prior arrangement. Sun cream should be applied outside school hours and is the family's responsibility.

**Illness at school**

We ask parents to follow published guidelines. These state that if your child has been sick or has had diarrhoea please keep them away from school for 48 hours.

In cases where we suspect illness, parents will be contacted by telephone to collect their child; school is not the appropriate place for ill children and, unfortunately, there is no medical room for children to rest.

Parents are informed by a letter in their child's book bag of any bump to their child's head, detailing what happened.

**Lunches**

Children eat lunches under the supervision of midday supervisors in the school hall.

These are provided free of charge for each child.

Water fountains are both inside the school and in the playground and are available all the time.

Glass containers and cans of drink are not allowed.

Children are encouraged to bring in water in a named plastic container.  
We are a nut free and healthy eating school.

### **Parents' Association**

All parents are members of the association which, as well as fund raising, holds social events. Communications from the PA go out in the book bags on yellow paper.

### **Attendance and punctuality**

Attendance statistics are monitored and reported to the Department for Education. We seek to achieve the attendance target set by the local Education Authority. Please allow sufficient time to ensure that your child arrives punctually for the school day.

### **Sex Education and Drug Awareness**

It is not our policy to provide formal sex education at Fulmer Infant School. However, if, and when, it seems appropriate, school staff will answer questions from individual children, in a sensitive manner.

A child's physical and mental wellbeing also depend on an informed and sensible attitude towards drugs. We have not had, nor do we expect, any drug problems with any of our children, and it is not our policy to raise the matter at school. However, should the subject arise we shall treat it openly, teaching children about the legal aspects and the dangers of drug-taking. Should the matter concern an individual child, we shall involve the parent(s) in our response.

### **School Travel Plan**

The school has gold status for our school Travel Plan which encourages families to walk to school or car-share to support the environment and a healthy life style.

### **School Hours**

08.55-12.00

13.00-15.00

This includes a 15 minute break in the morning

Lunch is from 12:00-13:00

### **Safeguarding and Child Protection**

At this school, the health, safety and well-being of every child is our paramount concern. We listen to our children and take seriously what they tell us. Our aim is that children will enjoy their time in this school. We want to work in partnership with you to help your child to achieve their full potential and make a positive contribution.

On rare occasions our concern about a child may mean that we have to consult other agencies even before we contact you. The procedures, which we follow, have been laid down by the Safeguarding Team, and the school has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures or the policy, please speak to the Headteacher.

All staff and regular voluntary helpers in school are DBS (formerly known as CRB) checked.

### **Access to school documents**

Access to a range of documents relating to the school and its educational provision may be obtained by giving prior notice to the Headteacher.

### **Extended Services**

Fulmer Infant School currently provides a Breakfast Club and a range of after school clubs (after school Year 1 and Year 2 only).

### **Ofsted**

The latest Ofsted Report (November 2014) can be found on the school website [www.fulmer.bucks.sch.uk](http://www.fulmer.bucks.sch.uk) or the Ofsted website [www.ofsted.gov.uk/reports](http://www.ofsted.gov.uk/reports)

## **Who's Who – Staff**

Head Teacher	Mrs C Hunt
Teacher EYFS	Mrs C McBride Mrs H Mackinder
Teacher Yr 1	Mrs G Bhatti
Teacher Yr 2	Mrs C Mardell
Learning Support Assistants	Mrs J Walker Mrs L Parrett Mrs M Bird Mrs S Tawni
Finance Administrator School Secretary	Mrs S Coley Mrs G Hamilton
Lunchtime Supervisors	Mrs J Walker Mrs L Parrett Mrs S Tawni Mrs P Rajapakse
Caretaker	Mr G Bates
Grounds Person	Mr D Bourne
Cleaner	Contract Cleaning Services

## **Who's Who – Voluntary helpers**

Voluntary helpers	Mrs G Davey Mrs J Jackson Mrs S Khan Mrs S Oldham Mrs C Owen Mrs S Kirby Mrs S Phillips Mrs S Simkins
Footsteps Training	Mrs G Davey

## **Who's Who – Governors**

Mrs S Kirby	Community Governor	Chair
Mrs G Davey	Co-opted Governor	
Mrs F Gray	Co-opted Governor	
Mrs S Oldham	Co-opted Governor	
Mrs J Knight	Parent Governor	Vice Chair
Mr S Aurora	Parent Governor	
Mrs C Hunt	Headteacher	

## FULMER INFANT SCHOOL RESULTS

These tables show the percentage of eligible children achieving each level in the school (2017)

The number of eligible children is: 20 children

Figures may not total 100% because of rounding

Teacher Assessment - Percentage of pupils at each outcome								
		<b>Below</b> pre-key stage standard	<b>PKF</b> - pre- key stage Foundation	<b>WTS/HNM</b> working towards expected standard Rd,Wr & Ma) / Has not met expected standard (Sci)	<b>EXS</b> - working at the expected standard	<b>GDS</b> - working at greater depth within the expected standard	<b>Disapplied</b>	<b>Absent</b>
<b>Writing</b>	Boys	0	0	36	45	18	0	0
	Girls	0	0	11	44	44	0	0
	All	0	0	25	45	30	0	0
<b>Reading</b>	Boys	0	0	9	45	45	0	0
	Girls	0	0	11	33	56	0	0
	All	0	0	10	40	50	0	0
<b>Maths</b>	Boys	0	0	18	73	9	0	0
	Girls	0	0	0	78	22	0	0
	All	0	0	10	75	15	0	0
<b>Science</b>	Boys			0	100		0	0
	Girls			0	100		0	0
	All			0	100		0	0

### School Term and Holiday Dates 2017-18

Term	Open on morning of	Close at end of afternoon of
Autumn	Monday 6 September 2017	Friday 20 October 2017
	Tuesday 31 October 2017	Tuesday 19 December 2017
Spring	Thursday 4 January 2018	Friday 9 February 2018
	Monday 19 February 2018	Thursday 29 March 2018
Summer	Monday 16 April 2018	Friday 25 May 2018
	Tuesday 5 June 2018	Tuesday 24 July 2018

Inset Days: 4th & 5th September 2017, 30th October 2017, 3rd January 2018 and 4th June 2018

School will be closed on Monday 7th May 2018 - Bank Holiday

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