



Mordiford CE Primary School

Prospectus 2018





I would like to thank you for taking the time to read our prospectus and hope that you enjoy finding out about us. The prospectus will give you a brief introduction to life at Mordiford CE School; it will also be, I hope, one of the first steps in forming a partnership between home and school and our wider community.

I am very proud to be Head teacher at Mordiford CE School as it is a wonderful environment in which to work and for the children to flourish. Our school motto “Treasure Each Individual” reflects the ethos within school that each child is valued in their own right and supported to develop their own unique talents. Our aim is to inspire children in the widest sense: spiritually, academically, physically, culturally and globally so that they are equipped to be the best that they can be in every sense and prepared for life as citizens in the wider and ever changing world. Our curriculum is exciting, challenging and motivating for our children, who display outstanding attitudes towards learning and achieve at a high standard in all areas. Christian values are at the heart of everything that we do and the children are encouraged to appreciate and respect the world in which they live and the rights and beliefs of others.

Choosing a school for your child is one of the most important decisions that you will make. We hope that you will find the information in this prospectus helpful, but if there is anything else you wish to know, please contact the school. Visits to the school are most welcome; we would be delighted to see you.

Kind regards,

Kerri Finney

Head teacher



Mordiford Church of England Primary School
An Academy School



Mordiford Church of England Primary School is set in the rural village of Mordiford approximately four miles east of the city of Hereford. The school enjoys good links with parents, the local community, Holy Rood Church and enjoys some spectacular countryside views. The school grounds provide an ideal setting for learning. The school became an Academy School on 1st December 2013.



Mordiford CE Primary School
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Hereford
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admin@mordiford.hereford.sch.uk

Our school motto is 'Treasure Each Individual', inspired by our Christian ethos and together with our parents, Governing Body, church and community we aim to value each child and the contribution that they make to our school.



Our mission is to ensure that Mordiford is a happy place where every activity revolves around the best for all pupils. In an atmosphere that is welcoming, calm and purposeful children are supported to grow and develop a long lasting passion for learning. Through a range of exciting activities children will acquire knowledge which supports healthy living, global awareness and independence. Children will be challenged to achieve the best they possibly can within a centre for excellent teaching.

The following aims will help us achieve our mission;

- ❖ To create a welcoming, calm, happy and purposeful atmosphere which reflects our Christian ethos
- ❖ To celebrate successes and achievements with equal opportunities for all
- ❖ To display consideration and respect for others
- ❖ To provide a broad and balanced learning experience that develops the whole child and challenges prejudices
- ❖ To promote a safe and caring school where mutual respect is evident and children, staff, parents, governors and the wider school community support each other
- ❖ To create a school environment which is attractive, stimulating and informative with facilities that are fit for 21st Century teaching





Aims for the Whole School

Mordiford CE Primary School staff and Governing Body team work hard to achieve the following:

- a happy, calm, nurturing school
- a stimulating learning environment
- partnerships with parents and members of the community
- equal access and opportunities for all - children and adults
- acceptable behaviour and self-discipline
- high standards and expectations set according to ability
- access to a varied and appropriate curriculum
- development of independence, positive attitudes and confidence
- the provision of good role models, all adults working here share, understand and demonstrate the practice of these aims

The School Environment

Mordiford CE primary School was built in 1873 and is a combination of the original building and more modern accommodation. It is set in large grounds with ample hard and grassed play areas, including an enviable sports field. In addition there is a beautiful garden area with seating. The PTFA have funded a superb adventure play area. We are also fortunate to have a Forest School site a short walk away at the base of Westwood. The school has a multi-purpose hall which is used daily for collective worship, PE, cooked lunches, celebrations and performances throughout the year. The hall is also used to develop links with the wider community.

How the school is organised

Mordiford CE Primary School is a Church of England School. The children in our care are from four to eleven years of age.

The children are taught in the following classes all named after local rivers;

- Lugg - Early Years Foundation Stage (Reception)**
- Monnow - Year 1 children**
- Arrow - Year 2 children**
- Wye - Year 3 children**
- Teme- Year 4 children**
- Frome - Year 5 children**
- Pentaloe - Year 6 children**



Administrative Arrangements

The school can admit 24 children into Reception Class. Children will normally come into the school in the September of the academic year in which they are five years old.

The Oversubscription criteria for Mordiford Church of England Primary, an Academy School:

Children with an Education Health Care Plan which names Mordiford School will be allocated places.

Where the number of children seeking admission exceeds the Published Admission Number (PAN) of 24, the Governors of Mordiford Church of England Primary School will apply the following criteria in order of priority:

1. A child who has been designated as a Looked After Child, where the approved agencies, in consultation with the Governors, agree that Mordiford is the most appropriate to meet the child's needs.
2. A child who lives within the school's catchment area
3. A child whose brother(s) or sister(s) attend the school at the time of admission
4. A child with unique circumstances which prevent them from attending their designated school (additional evidence is required for this)
5. A child whose family are active members of the Church of England who are committed to the practice of the Christian religion (This application must be supported by a letter from the appropriate vicar/rector/minister)
6. A child who attends Mordiford Dragons Playgroup
7. A child living outside the school's catchment area and who does not qualify on any of the above statements will be considered in relation to the distance from school using the most likely route of travel.

Applications are processed by the Local Authority for the academic year in the previous January. Late applications from families who have just moved into the area are considered according to the priority criteria above.

Parents seeking a place for their child are asked to fill in an application form available via the council website: ww.herefordshire.gov.uk/education. Parents are encouraged to attend our annual Open Morning, or alternatively to make an appointment to visit the school.



If the school is not able to offer a place to a child due to over-subscription parents do have the right of appeal against this decision. In these circumstances the Headteacher or the school office would give advice.

Children transfer at 11 years of age to various Secondary Schools within the locality. The Children's Services Directorate issues information booklets to all year six pupils and their families early in the Autumn Term.

The Mordiford Dragons Playgroup, although independently run, is situated in the school grounds and enjoys close liaison with school.

The School Day

The Road Crossing Patrol Officer is on duty from 8.30am to help families safely across the busy main road. A member of staff is on duty at the main school gate from 8:30am, they will be available to answer any queries or pass on messages to teaching staff. We expect our pupils to remain with their parents until the school gates open at 8.30am. To encourage independence and to ensure the smooth running of the start of the school day we do ask you to say goodbye to your child at the gate. Children walk in an orderly way to the main entrance of school where they are met by a member of staff so that they can hang up their coats and organise their belongings before returning to the playground for an active start to the day. Please note that parents of Reception children are welcome to accompany their child to the classroom door for the first few weeks of term to establish routines and build relationships with the class teacher. Once routines are established we then encourage the children to be independent and staff are available to aid this process.

If you have a need to see your child's teacher, we ask that you make an appointment for the end of the day, unless it is of an urgent nature when you are asked to leave a message at the school office.

The school day ends at 3:00pm; staff dismiss the children and bring them to the playground doorways ready to hand over to a waiting adult. Pupils who use school transport are escorted to the taxi. In all cases children are asked to wait with a teacher if a parent is not present.

Lateness in arrival and collection can be very distressing for children. Teachers and office staff have much to do before and after the school day. We ask you, therefore, to ensure that your child is at school on time and collected promptly at the end of the day, if you are running late please telephone the school office to advise us of the situation. Please let us know if your child is to be collected by someone different as we will only let a child leave the premises with their parent or a person who has been authorised to collect.

Timetable of the school day:

8:45 - Registration
8:45 - 11:00 Lessons
11:00 - 11:15 Break
11:15 - 12:15 Lessons



12:15 - 1:15 Lunch
1:15 - 3:00 Lessons

Staff

A full list of names of all staff can be found in the school reception area and at the end of this document. We are all here to do the best we can for your child. Normally if you have any concerns you should contact your child's class teacher, as she/he is the first point of contact and the person who knows your child best, but you can always see the Headteacher by making a prior appointment. The Headteacher has a teaching timetable and is not always available to see parents without an appointment.

Attendance

Registers are closed at 9.00 am and 1:30 pm. Children who arrive after these times are deemed late. Therefore they will be recorded as late but without authorisation. Children who arrive over half an hour late will be marked with an unauthorised absence mark.

Attendance is monitored by the Headteacher and the Governing Body. If lateness persists the Headteacher will contact parents. All late children must report to the office to sign in and register their arrival. Every effort is made to avoid formal procedures because it is distressing for all concerned.

It is very important that children attend school regularly to achieve continuity in the learning process. Under the 'Education(pupil registration) (England) (Amendment) Regulations 2013' Head Teachers may not grant leave of absence for holidays during term time unless there are exceptional circumstances. However we realise there are occasions when your child may need to be absent so it is important that you communicate with the school prior to making arrangements to take your child out of school. If in exceptional circumstances a parent wishes to apply for authorised leave, then an appointment should be made with the Headteacher to discuss whether this will be granted. Exceptional circumstances might include a family bereavement or a parent in the armed services returning from active duty abroad.

All unexplained absences will be queried by means of a letter from the Headteacher and the response will clarify the situation or could reveal miscommunication. If the absence remains unexplained then the reason for absence is logged as '**unauthorised**' in the register. This may result in a fixed penalty notice.

The school should be notified of any infectious or contagious illness and the child should not return to school until the doctor has given consent for him/her to do so. Any absence should be explained either by a phone call or a short note to the teacher on the child's return.

The school sets targets for attendance. Good attendance is celebrated at the end of each week and then again at the end of a term; all children with 100% attendance receive a certificate.



Health, Safety and Welfare Accident procedures

The school works with external Health and Safety advisors Fire and Risk Management



Treasure
each
Individual

Despite every effort, care and concern, it is possible that your child may become ill whilst at school or have an accident. Minor accidents and illnesses are dealt with in the school, the incident recorded and the child checked by a qualified First Aider. If necessary, a note alerting you to a more serious incident/injury will be handed to the class teacher and then to your child to bring home at the end of the school day. Please note the list of symptoms to look for after your child has had a bump on the head as injuries may become apparent hours later, after reading the letter with the list of symptoms to check, please acknowledge receipt of the letter by returning the slip at the bottom.

We can administer water or ice pack only. Injuries requiring further treatment require immediate consultation with you. For more serious injuries/incidents emergency accident procedures are set into operation.

Therefore it is important that the school has up to date information with regards to your contact point

Medications

Staff are only allowed to administer medicine to children where permission and specific instructions have been received. Forms must be completed by a parent before any medication can be given. These can be obtained from the school office or website. Parents are welcome to come into school at lunchtime to administer a dose to their own child.

Children who have asthma keep their inhalers with them in the classroom. Inhalers need to be clearly marked with the child's name.

Children on other long term, regular medication will need to have a special arrangement made to meet their individual need.



School Nurse or Doctor/ Medical Checks

Medical checks are occasionally carried out by visiting medical professionals including the school nurse. You will be given notice of a date and time of the visit. You may request a medical inspection if you have a concern and the school nurse will be pleased to discuss issues with you.

The school nurse does not check hair and therefore parents need to check their child's hair regularly for head lice and eggs. Should your child be infected the treatment is very simple. The school nurse or your GP or Health Clinic can advise you.

Please notify us of any cases of rubella or chicken pox so that we can inform other parents.

Medical discussions with the school nurse or doctor are confidential. We are informed by the school nurse of any condition which affects the child in school and the way we deal with the situation.

If there are medical circumstances which affect your child please discuss these with the class teacher and/or the headteacher as soon as possible. Medical information which is requested when your child enters school is very important and should be completed in as much detail as possible.

Fire Drills

These are carried out on a regular, at least termly, basis in order that all children and adults using Mordiford CE Primary School site are familiar with emergency evacuation procedures. Fire Action signs are displayed in all rooms.

Child Protection

The health, safety and well being of all of our children are of paramount importance to all the adults who work in our school. In our school we respect our children and they have a right to be safe. We have an agreed Safeguarding policy and this ensures that all staff in our school are clear about the actions necessary with regard to a child protection issue. There is a named person who is the Designated Safeguarding Lead (DSL); this person is Kerri Finney, Headteacher. If any teacher suspects that a child in his/her class may be a victim of abuse, they immediately inform the DSL officer of their concerns. Any action the DSL takes when dealing with an issue of child protection is in line with the procedures outlined in the Herefordshire Children's Safeguarding Board guidelines. We regard all information relating to individual child protection issues as confidential, and we treat this accordingly. We require all adults employed in school, members of the Governing Body and all adults working voluntarily in the school to have their application vetted through the disclosure procedures in order to ensure there is no evidence of offences involving children or abuse.



Illness or injury

If children fall ill during the school day or are injured they will be taken to a quiet space for attention/treatment. If an ill pupil's condition does not improve we will ring parents or other contacts to make arrangements for the child to go home. A child should not be sent to school that is obviously ill first thing in the morning. We have a strict policy of 48 hours absence following a sickness bug.



Behaviour

We have several things which we ask the children to remember. These enable a large community to work safely and harmoniously together. Some reminders are based on our expectations and others on respect and care for one another. Please refer to the Behaviour Policy which is available on request from the school office and on the website. School, and classroom behaviour is decided upon together with the children. There are rewards for good behaviour and effort and sanctions are applied when behaviour is deemed unacceptable.

These rewards and sanctions are set out in our Behaviour Policy.

We aim to encourage children to accept responsibility for their own actions and try to help them understand the consequences of their behaviour and the reason why certain behaviour is unacceptable.

Sanctions in our school have been devised by staff and pupils and include:

- Being reprimanded
- Withdrawing approval, or teachers' attention
- Time out within the class or in another classroom
- Loss of free time
- Informing the headteacher, or sending the child to the headteacher for serious misbehaviour
- Informing parent/parents
- Writing a note of apology



Charging for Wilful Damage

Parents will be expected to pay for the cost of repairs/replacements of school property in the unlikely event that this is a result of deliberate misbehaviour.

Playtime

Valuable toys should not be in school under any circumstances. One small toy may be brought in by the younger children. Pupils sometimes like to bring fashionable cards or gadgets. This is permissible as long as they do not create problems, if this is the case the children will be asked to no longer bring them in. Sweets, chocolate and chewing gum are not allowed in school.

Please note that dogs are not allowed on the playground.

Bikes, roller skate, scooters and skateboards are only permissible on special days (when advance notice will be given) e.g. Bikeability for Y6 or treat days for House point winners.

Electrical Equipment

Mobile phones, i pods/pads, e readers are not generally permitted in school. If one of these items is brought in to school it should be given to a responsible adult for safe keeping,

Healthy School

It is important to us at Mordiford to promote a healthy and active approach to life. As part of this aim we encourage children to eat a healthy snack at playtime. Children in KS1 are provided with a piece of fruit. Reception children are given a milk drink; other children can order and pay for milk via www.coolmilk.com



The school provides daily hot lunches which are cooked off site by our provider Alliance in Partnership (AIP) and then served from our own kitchen. There is a



varied menu to choose from with a number of home cooked dishes using locally produced goods. Families select the meals which their child is going to have during the forthcoming week, on the previous Thursday morning and these are paid for in advance. All children in Reception, Year One and Year Two are eligible for a free school meal under the Government's Universal Infant Free School Meals scheme. All meals (including Infant Free School Meals) must be ordered using the Parent Pay system. If your child is absent on a Thursday it is possible to order/pay for hot meals on the first day of return to school. Menus are sent home well in advance. Meals currently cost £2.30.

The children are supervised by a team of meal supervisors who are well known to them as they are also classroom support assistants.

Children may bring a packed lunch from home although this should not include a fizzy drink or sweets/chocolate coated foods. We would request that no flasks or cans be included for safety reasons and that containers should be clearly named.

We do not have refrigerated storage for packed lunches and parents need to bear this in mind when preparing the lunch. Uneaten food will be returned to enable parents to monitor consumption.

The school has a water cooler and each child has a water bottle. Children are encouraged to drink water at regular intervals throughout the day.

Breakfast Club

Our popular Breakfast Club offers the opportunity for children to enjoy a nutritious breakfast at school and time to socialise with their peers. It also gives parents the flexibility of organising a longer school day for their child. Research shows that pupils who eat breakfast are more alert and perform better at school. Breakfast Club runs from 7:45 - 8:30 am. Children do not have to book in advance and food is cooked to order at a very reasonable price while activities are available to keep the children stimulated. We view the Breakfast Club as much as a social activity as meal provision, parents and carers are also welcome. A Breakfast Club session costs £2.20 per day

After School Clubs

We offer after school club facilities through Team Bees Ltd.

Team Bees run every weekday (ex bank holidays & term time only) from 3pm until 5.30pm. The club is split into two sessions which are 3pm to 4.15pm and 4.15pm to 5.30pm. Each session costs £4.20 per child

About TeamBees

The sessions are aimed at progressing participant's skill levels, encouraging sports participation while developing their awareness of a healthy lifestyle.

We currently coach football, rugby, netball, rounders, cricket and handball. For those not interested in sports all the time we have incorporated arts into the



sessions, especially around pick up times. We also encourage a lot of game play such as 40-40in and tag bulldogs.

By far the favourites are dodgeball, the gun deck and cannonballs - all fast paced and working on agility, speed, catching and throwing.

During the second session we offer all participants a fruit snack.

Booking Details

You can book using PayPal or BACS transfer on the [Team Bees website](#). Block bookings are encouraged and credits are given if your child can't attend. If block booking for 2 or more weeks you can Email Sharon Corfield with your required dates on admin.teambees@icloud.com

School Run Clubs

Extra-curricular activities are a strong feature of our school. Each term a number of after school clubs are offered which are run by school staff. Clubs that have been offered in the past include netball, cookery, puzzle club, nature, art and iPad. Clubs change to reflect the skills of the teachers and interests of the children. Please note that some clubs will involve a charge to parents and some may have to be cancelled at short notice due to inclement weather or staff absence.

School Uniform Policy

The basic colours of the children's clothing are grey and red. We strongly request and recommend that the children attend school in the full attire and that efforts are made to be smart at all times.

The required attire is as follows:

- Plain grey school trousers (short or long)
- Plain grey skirt or pinafore dress
- Grey embroidered polo shirt
- Red school sweatshirt or cardigan
- White, grey or black socks or tights
- Sensible footwear, **not trainers and no flashing lights**
- School style summer dress (check) in red and white
- Long hair should be tied back

All items may be purchased from:

The School Uniform Shop, St.Peters Street, High Town, Hereford HR1 2LE
email:shop@schooluniformshop.co.uk
Or from Tesco online: [tesco.com/direct/ues](https://www.tesco.com/direct/ues)

Lost Property

Clearly naming coats/jackets and all uniform garments makes life much easier for your child and the school staff when they go astray. The school does have a lost



property bin in the school office area and this should be the first place to look if items do go missing.

P.E clothing requirement

From September 2018 we are launching a new PE Uniform: Please see the school office for an order form

- Black football socks
- Plimsolls/pumps(indoors only)
- Trainers (outdoors only)
- Black T-shirt with logo
- Black shorts/skort with logo
- Black joggers with logo/ plain black jogging/tracksuit trousers
- Tracksuit top with logo/plain black outer top
- Football boots (KS2)
- Hair band (for pupils with long hair)
- Swimming (Y1-Y6) - towel, goggles, costume/trunks, hat for long hair



All items should be clearly named. All pupils are encouraged to keep their PE kit in school at all times and take them home for regular washing. Outdoor PE kit requirements can sometimes change, messages will be given via ParentPay and in the weekly newsletter if additional kit is required.

Jewellery

Jewellery should not be worn at school. Children with pierced ears should wear small plain sleepers or studs only and these should be taken out for all P.E lessons for safety reasons. Watches have to be removed for games/P.E and are the owner's responsibility.

Parent Pay

We use a secure system called ParentPay which is an online payment and communication service, and is a very effective way of making payments for trips, breakfast club and school meals, but also a great way of us getting messages to you via email or occasionally text message regarding letters, club cancellations or school closures. You will receive a letter with a username and password which you can use to log in and view your child's account.

Policies

To make sure we have consistency in the way we manage the school there are a range of policy documents.

The policies fall into two groups:

- 1. Management Policies**
- 2. Curriculum Policies**



All teachers have access to these and governors have been consulted about the policies and are involved in their monitoring. Copies of the main policies are available to view or download from the school website:
www.mordifordceprimaryschool.co.uk

How the curriculum is organised

The curriculum is very carefully planned at Mordiford CE Primary School for Early Years Foundation Stage (EYFS 4-5 years old), Key Stage 1 (KS1 5-7 years old) and Key Stage 2 (KS2 7- 11 years old).

We aim to offer an exciting curriculum which is broad and balanced and which values each child and their talents. Planning meets the requirements of the 2014 National Curriculum. Details of this planning are monitored by the Headteacher, Subject Leaders and Governors. Specialist advice is sought from colleagues who have responsibility for specific subjects. The school also works with an external School Improvement Partner, who is a practising Ofsted inspector.

The curriculum is planned to provide children with opportunities to acquire:

A wide range of skills and concepts, the knowledge, attitudes and confidence essential to all round understanding and development.

The Early Years Foundation Stage offers our Reception children a wide range of inspiring play based and practical activities both indoor and out. There are free-flow play opportunities in painting, cutting, sticking, blocks and construction, dressing up and role play, small world toys, outdoor play, climbing, balancing, games with puzzles, books, graphics, music, sound and water, woodwork and play with malleable materials. All children are encouraged to experience these areas whilst working towards the Early Learning Goals.

Throughout the Reception Year children progress towards a more formal education with a balance of free exploration, structured play and set tasks. There is an emphasis on Numeracy and Literacy as the children progress through their time in Lugg Class. Children are not functioning within the National Curriculum at this stage but will have gained valuable experiences in readiness for National Curriculum requirements in Year 1.

In order to meet the differing levels of ability within each class group we aim to offer a differentiated curriculum. Children are assessed informally and formally, via statutory tests (SAT's) or teacher assessment and every effort is made to match work to the individual needs of the child. Children are taught in a variety of ways to meet their varying needs (as one of a whole class group, in a small group, in a pair or as an individual). Children with identified particular needs will have an Individual Education Plan agreed by the class teacher, Special Needs Coordinator (SENCo) and parents with a fixed time review. Children may work on occasion in a small group with an adult (parent, teaching assistant or SENCo).

Subjects are taught either separately or as part of integrated studies. There may be one subject being taught with work achieved at varying levels of ability or several subjects worked by different groups of children in the same classroom. Due consideration is given to each subject in the curriculum to achieve breadth and balance over a period of time.



Each term a week is dedicated to study a particular theme or topic. These “curriculum weeks” allow children enjoy a range of enrichment opportunities such as visits to exciting venues, visits to school from experts, participation in workshops and the use of specialist equipment to really bring their ideas to life.

Special Educational Needs

Many children have a special educational need at some point during their school career and it is important to recognise and address the need as soon as possible. Needs may be related to emotional difficulties, learning or behaviour.

Children who are very able have special needs as well as those experiencing difficulties in other areas.

All pupils are monitored individually by the class teachers and there is a monitoring sheet used throughout for this purpose. Where monitoring reveals a need immediate action is taken, which has set procedure controlled by the Revised Code of Practice for Special Educational Needs. The school has its own Special Needs Policy based on the Code of Practice.

Children for whom there is a concern are supported by the class teacher who consults with the school coordinator for Special Educational Needs (SENCo) and wherever possible additional help from within the school’s staffing resources is given.

Parents are informed, consulted and involved at all stages of identification, monitoring and evaluating. If needs persist parents are consulted and permission sought for their child to be placed on the school’s SEN register. Involvement by other professionals may be deemed appropriate.

School Medical Service
Medical/Behaviour Support Service
The Educational Psychologist
School Improvement Partner

Equality of access to the curriculum for all children is addressed via issues related racism, sexism, negative stereotyping and bilingual learners through our Equal Opportunities Policy. All staff ensure that attitudes relating to gender or race do not limit the educational experiences of any child.

As a school we are committed to equality of opportunity and complete inclusion for all our children; we believe every child has the right to high quality education matched to their individual needs.

The Curriculum

The Governing body of Mordiford CE Primary School has adopted the following Curriculum Statement:

The aim is to provide a broadly based curriculum which facilitates in depth study of the key elements of mathematics, science, environmental and social studies,



art, craft, design and technology, music and drama, physical education, sex and relationships and religious/moral education. The essential language skills of reading, writing, speaking and listening are integral to all areas of the curriculum and are acquired through a balance between independent learning and teacher intervention and direction. This curriculum policy is set within a framework that expects and seeks to attain high achievement from all pupils regardless of race, sex, disability or background.

This curriculum policy has been developed in the content of these overall aims for all pupils:

1. the promotion of their full academic and personal and social development
2. the encouragement of independence in work and judgement
3. helping pupils to make decisions within an accepted moral code and
4. the recognition of the four aspects of achievement, namely:
 - the ability to remember facts accurately and use them in written form
 - the ability to identify and solve problems independently
 - the ability to work well with others, showing social skills of cooperation and leadership
 - motivation and the ability to build on experience and to learn from mistakes

Core Areas

The primary curriculum will include the core areas of learning and experience which are essential to the child's development and which are now defined within the 2014 National Curriculum. These are:

- language and literacy
- mathematics
- science and technology
- computing
- religious education

For the curriculum to have adequate breadth and balance the following areas must be included:

- Personal, social, health education including sex and relationships education appropriate to the ages of the children
- Environmental studies, including elements of history, geography and social studies
- Foreign language
- Aesthetic and creative arts
- Physical education
- Spiritual, Moral, Social and Cultural experiences

At Mordiford CE Primary School our specific aims for the various curriculum areas are as follows:



English

This curriculum area covers speaking and listening, reading and writing (including handwriting). Children enter school at different stages of development of their English skills. We aim to develop these skills so that each child becomes an increasingly confident and proficient language user.

Speaking and Listening

Speaking and listening skills are developed in a variety of settings and throughout all curriculum areas. We encourage communication in a purposeful, clear and orderly dialogue that is appropriate for a range of occasions and purposes.

Reading

Reading has a very high status within the school and we seek to create fluent, discerning, life long readers who value books and literature. We actively involve parents in the processes of reading and acknowledge the key role of parents in the development of reading.

We encourage parents and children to enjoy reading and sharing books together. Where this is a regular practice children make significant progress. We place great importance on having a wide range and variety of quality books available around the school and in the library. Time is set aside for regular reading and the children are given the experience of reading alone and together and they are encouraged to discuss their reading and make choices about what they are reading.

We aim to provide attractive book corners, which are an integral part of the classrooms. We aim to help develop the literacy skills of reading with enjoyment and for children to be able to use prediction and retrieval skills with books as a source of knowledge.

Library

We have a well-resourced and attractive library from which children can borrow books.

Writing

We aim to encourage children to recognise the skills they have acquired already at a very early stage and help them understand that writing is a purposeful and meaningful activity. We actively encourage children to 'have a go' and then, with skilful teacher input and intervention, we work through the recognised stages of development to achieve standard written English. Spelling, grammar and punctuation are developed gradually in the context of children's writing. Read Write Inc is used from Y1 to Y6 to ensure a consistency in approach to the teaching of spelling.

As they develop, children are encouraged to see writing as a powerful means of self expression and communication and to write for a range of purposes and different audiences.



We believe that good content is essential and by encouraging the practice of refining a first draft, we aim to produce interesting content and quality presentation in writing. Handwriting is recognised as a skill which can only be improved by constant practice and refinement. We use a program called Letter Join across the school to ensure a consistency in approach to developing a uniform handwriting style.

Children are encouraged through computing to develop and extend word processing skills in order to have alternative formats for the presentation of their work at their disposal.

Provision is made for children who may be bi-lingual and who write in more than one script and due status is given to their linguistic flexibility.



Phonics

The teaching of phonics is an integral part of developing literacy skills in young children. Phonics is a method of teaching children how spoken words are composed of sounds called phonemes and how the letters in words correspond to those phonemes. The process of reading involves decoding or ‘breaking’ words into separate phonemes, so that meaning can be gained. On the other hand, the process of spelling requires the writer to identify all the phonemes in a word and then use their knowledge of the phonemic code to write or ‘make’ the word. English is essentially a code that can be encoded (written) and decoded (read). We need to teach children this code with as much emphasis as possible on the rules and regularities of the written language. Children are taught that we can make a word from the sounds and then break it apart again when we want to spell it. Spelling and reading are taught together but children may be better at reading before spelling or vice versa.

Written English is recognised as being a complex language. We have 26 letters but 44 phonemes in the spoken language. There are a huge number of letter combinations needed to make these 44 phonemes (a phoneme is the technical name for the smallest unit of sound).



In YR and Y1 we base our teaching of phonics around the Floppy's Phonics programme.

Drama

Through the use of spontaneous and rehearsed drama and dance we try to provide opportunities for both individual self expression and the collaborative exploration of issues and attitudes of importance to the children. Drama is used as a means to explore feelings and emotions and to help children understand social and personal situation. Drama can be used to reinforce learning particularly Literacy skills.

Particularly enjoyable for the children, (not to mention the staff) are the annual productions in which the whole school participate. The Christmas play is led by KS1 and the summer play is led by KS2 with Y6 in the leading roles.



Mathematics

Our aim is that children acquire mathematical skills and concepts in a way that has relevance for them in the world outside the school as well as through the curriculum.

We work within the 2014 National Curriculum framework which covers areas such as- Using and Applying Mathematics, Number and Algebra, Shape, and Measures and Handling data.

We aim to help the children understand the processes involved in mathematics by presenting a range of experiences. Children need to practice mathematical skills regularly and to facilitate this supplementary materials are used to provide children with investigative experiences through class, group, paired and individual activities, and to progress at different rates. In addition to our daily maths lessons we teach basic skills sessions from Y1 to Y6. High quality modelling and scaffolding of key maths skills leads to fluency and the ability for children to master these concepts so that they can reason and solve problems. Our work in maths is supported by Tara Laughlin and White Rose resources as well as various published materials.





Science

Children follow a programme of scientific study which covers four main aspects:

Experimental and Investigative Science
Life and Living Processes
Materials and their Properties
Physical Processes

Science may be a focus of a topic, part of a topic or taught as a discrete subject.

Our aim is to help children increase their knowledge of the world and to develop the skills of observation, recording, analysis and interpretation through scientific investigations. We encourage the children to devise 'the fair test' and introduce basic scientific methods with due regard for curiosity, healthy scepticism and critical evaluation. Children are involved in planning and setting up their own experiments. Results are recorded in a variety of ways and often incorporate computing.

The school has a rich outdoor environment and nearby streams and rivers which allows children to study plant, pond and animal life at first hand as well as observing growth and development of plants and change in the environment through the seasons. Children are encouraged to take responsibility for this area themselves.

Many of our subjects are taught through a 'Theme' this is where children improve skills in many areas all through the study of one topic.



Design Technology

Through a variety of creative and practical activities, at Mordiford CE Primary School, pupils are taught the knowledge, understanding and skills needed to engage in a process of designing and making. In addition to the technical knowledge required, children's learning in Design Technology progresses through the designing, making and evaluative process. Children work in a range of relevant contexts, including school and within the local community and the wider environment. Design and Technology is taught both as a subject within its own right and is often used as a cross-curricular learning tool. Children are encouraged





to work cooperatively towards arriving at a feasible solution and evaluate their finished task. Children will also be taught how to select and use tools and materials safely and purposefully.

Computing

Computers are used for a range of purposes by children including programming, control, processing information, modelling and handling data. It is also used to support the teaching of other subjects, maths, games, use of the internet and word processing. Initially the work involves activities to gain confidence with the computer and knowledge of the keyboard. Children often use the computer to publish their stories and poems and print these for display purposes. To teach computing we have a trolley of fifteen laptops all classes have timetabled access to this facility. Each class has at least two stand alone computers. The school also has a set of 15 iPADS, as well as a designated iPad for each class and each Key Stage. New Laptops are being purchased for September 2018. We have pupils in KS2 who are designated as Digital Leaders and support the use of technology, in particular iPADS across the school.



History

In the Early Years and Key Stage 1 cross-curricular topics are used, a specific study of a history led theme forms the basis of the programme of study of the new National Curriculum. Pupils are encouraged to draw on immediate family history and to explore the historical background and way of life of people in the past beyond living memory. Lives of famous men and women and different past events will be taught.

Some information will be obtained second hand by visits to museums, castles and National Trust properties, and use of artefacts, photographs, video programmes, books, films and the Internet. Children are encouraged to ask questions about the past, challenge information and discover more about their lives and surroundings.

At Key Stage 2 children are challenged further regarding their investigative and deductive skills again through cross curricular items but, due to specific demands of the national curriculum, it is necessary sometimes to treat a historical subject on its own. The children are taught how to develop a chronologically secure knowledge and understanding of British, local and world history.





Broader more structured understanding of people and civilisations are developed as children progress through Key Stage 2. The units covered are:

1. Changes in Britain from the Stone Age to the Iron Age
2. The Roman Empire and its impact on Britain
3. Britain's settlement by Anglo-Saxons and Scots
4. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
5. a local history study
6. A study or aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
7. The achievements of the earliest civilizations
8. Ancient Greece
9. A non-European society that contrasts with British history

Geography

Foundation Stage and KS1 children develop their Geographical knowledge and understanding through learning about their local environment leading to a contrasting area within the United Kingdom and beyond. They are taught to understand the vocabulary relating to human and physical geography and begin to use geographical skills.

Key Stage 2 children extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This study includes the location and characteristics of a range of the world's most significant human and physical features.

Skills such as following direction, map reading and map making are covered, as is weather observation, surveys and data collection.

Further skills taught are observation and investigation about the quality of the environment in a locality, economic factors about the use of land, communications and studying rivers and their effect on the landscape. The children's enquiry skills are developed through careful questioning and individual projects.



The Arts



All children are given a range of opportunities to develop skills in art, craft and design activities. They work individually, in groups and as a whole class. They build



on their understanding and appreciation of art in a variety of forms and style and from a variety of cultures.

Children are encouraged to observe natural sources and contrived stimuli, to develop an awareness of shape, colour, texture and pattern as well as understand the properties of materials.

Art provides children with a spiritual dimension to their learning it enhances their imagination and intensifies their feelings.

Some materials that children work with are fabric, paint, charcoal, crayon, ink, pastels, pencil, acrylics, wood, clay and dyes. Many activities such as painting, drawing collage, model making, and close observation work, tie dying, printing, sewing, knitting and weaving are covered. Children are encouraged to mount their own work and much of the art work is displayed in classrooms and corridors around the school. This is often linked with a topic being studied or seasonal/festive work.

Music

The school is able to offer individual instrumental tuition and we have visiting music teachers teaching guitar, brass, drums, piano, violin and woodwind. Costs are charged termly.

All children are given the opportunity to experience a variety of musical activities which include:

Performing and Composing
Listening and Appraising

This is achieved by curriculum lessons which include playing and singing, performing with others, composing and arranging pieces of music, listening to and appraising musical styles from all cultures, developing a sense of pitch, timbre, rhythm, tempo, dynamics, developing ideas of notation and using music as means of self expression and a source of pleasure.

There is opportunity for all children to learn to play the recorder and currently parents have the choice of paying for individual music lessons (woodwind, brass and string instruments). Children are taken to music appreciation concerts where possible and occasionally live performers come to the school. Children take part in school and cluster concerts. We often work closely with Hereford Cathedral School and take part in concerts that they host at the cathedral. Music plays an important part in celebrations, assemblies and productions, to which families are invited.

We use the program Charanga to support the curriculum.

Physical Education

We aim to provide a well balanced programme of physical education through gymnastics, involving floor work and large and small apparatus, games, dance, athletic activities, outdoor and adventurous activities, a variety of team and individual games and swimming for all pupils.



This area of the curriculum fosters a positive attitude towards a healthy lifestyle, coordination and body control. Participation in all physical education activities helps children to develop high self esteem and interpersonal skills. Children are in receipt of two PE lessons a week and have access to a number of after school sporting clubs. Pupils have the opportunity to represent the school in sports matches and local regional tournaments, at which good sportsmanship is always a priority. In Years 3, 4, 5 & 6 children are coached in various sports such as hockey, tennis, football, tag rugby and cricket when the school arranges for specialist coaches to come into school to work with the children to improve their skills.

Physical Education is a compulsory subject and all children are expected to participate fully. We aspire to be a school which promotes an active lifestyle on a daily basis by making lessons active, taking part in a “Daily Mile” run, engaging in activities such as yoga and peer massage and using balance bikes with our younger pupils.

The school uses the Real PE programme and resources to support curriculum delivery.



Religious Education

It is acknowledged that we are members of a multi-cultural society and we seek to develop an understanding of and respect for all religious beliefs. The teaching of religious education is primarily through our curricular topic work and the celebration of festivals for the six major world faiths, these being:

- Christianity
- Islam
- Hinduism
- Sikhism
- Judaism



The aim of Religious Education is to help children achieve a knowledge and understanding of religious beliefs, insights and practices, so that they are able to continue in, or come to, their own beliefs and respect the right of other people to hold beliefs different from their own. The Religious Education provided at the school follows the Herefordshire Agreed Syllabus for Religious Education (2015-2020) which has been adopted by the Local Authority.





Collective Worship

Collective Worship occurs daily, either as a whole school, class based or in Key Stages. Children are encouraged to take a leading role in some assemblies. Assemblies reflect the rich and varied heritage of other cultures as well as the Christian heritage. Examples from the lives and literature of many cultures and faiths provide inspiration and role models. Each class prepares an assembly to share with the school and parents on a termly basis. Every Friday the school gathers together for Celebration Worship a special assembly where achievements are recognised and celebrated together. Every half term families are invited to participate in Family Celebration Worship.

The presentation of celebrations and seasonal festivals increases knowledge and understanding.

Parents may make a request to withdraw a child from assemblies and religious education. Such a request would need to be discussed with the Headteacher.

Values Education

Each half-term, alongside our Cristian ethos, we teach a programme of Values Education where we focus upon a different value that is important to us. These Values can support our Collective worship content, class discussions, Philosophy debates etc. Families can get involved by taking part in the Family Values activities that are sent home each half-term. Examples of these can be found on our website. Values considered in 2018 include freedom, understanding, equality and resilience.

Personal, Social, Health Education & Citizenship

These are key aspects in the preparation of children for their lives now and as adults and, possibly, parents in the future. It is hoped that the ethos of the school - which emphasises a caring and considerate atmosphere - develops respect for the individual, values achievements of everyone and encourages attitudes which enable children to make a positive contribution to, and live harmoniously with others in the community.

At appropriate times, opportunities are provided for responding to the needs of others by supporting charities and appeals locally, nationally and international.

In Health education the aim is to provide opportunities for children to increase their understanding about their bodies and how they work, hygiene, diet, how to keep fit, use/misuse of drugs, what it means to keep healthy, developing relationships, their special responsibility for achieving this and factors which promote it. Our school nurse often supports us in this area.



Sex and relationship education is fundamental to the personal, social and emotional development of a child. It is a subject which needs to be handled sensitively, and one which requires openness and honesty where responses to children's questions are concerned.

The school provides a planned programme of Sex Education using a variety of approaches suited to the maturity levels of the children. These could be integrated in a cross curricular topic, through a Science or Health focus, and the use of published TV or video programmes - after consultation with parents.

The Governing body agrees the Sex and Relationships policy statement, which is reviewed regularly. Parents have the right to withdraw a child from Sex Education issues/lessons. It would be necessary to discuss this with the Headteacher.

Global Awareness, Community Cohesion and Modern Foreign Language



All children are encouraged to be aware of the wider world around them. This is done through studies of particular countries but also through links with other schools. The school currently has links with many schools in Europe as well as links with a school in India. We are one year through a two year Erasmus + project (funded by the British Council) with 7 other schools. The project is called "Mind and Body: A Healthier Tomorrow". This has involved joint curriculum work and visits to Portugal as well as taking children to Poland. In 2018 children will visit Toledo in Spain and in 2019 we will welcome children and teachers to Mordiford from all our partner schools. The school is currently sponsoring the education of a young girl in India, through Project Mala. We have gained the International School Award for our Global and Community Cohesion work.

All pupils have opportunities to learn another language. We focus on French as our main language, but also provide experiences of other languages as much as possible. From September 2018 we are offering extra-curricular Spanish lessons.

Thinking Skills

We encourage the children to take risks with their learning, to think for themselves and be resilient learners. Children take part in regular philosophy sessions to



develop critical thinking and speaking and listening skills, these sessions can last anything from 20 minutes to 1 ½ hours depending on the topic and the age of the children. These sessions are led by the children and facilitated by the teacher. They give children the opportunity to share ideas and discuss any troubles they may have. It is also an opportunity to talk around issues which can be sensitive or worrying for children.

School Council

Our School Council is made up from 2 representatives from Y1 to Y6 who are voted for by their peers. The councillors consider ideas, issues or concerns raised by their peers. They also represent the school in policy making and important decision making. School Council sometimes organise events and take part in fund raising. In 2018 the group have successfully raised over £100 for new playground bins, interviewed candidates for a teaching vacancy and helped inform the decision making process for our new PE kit.

Monitoring

Every child's achievement at Mordiford CE Primary School is monitored. All teachers keep records of each child's achievements and appropriate samples of work are collected. Teaching staff work with local schools to benchmark standards in writing and maths. We also have regular monitoring visits from our external School Improvement Partner.

In Autumn and Spring Terms parents are invited to meet with class teachers to discuss the progress and interests of the child, both within and out of school. Parents will receive two written reports, one in Spring term and the other at the end of Summer term, informing them about their child's progress and achievements each academic year.

Children will be assessed at the end of their first year at school, at the age of five, by the teacher against set criteria in the Early Years Foundation Stage Profile (EYFSP). Your child's progress from this initial assessment will be monitored as she/he progresses through the school.

Standard Assessment Tests

Standard Assessment Tests (SATs) are set by the DfE for all children in Years 2 and 6. Information about these assessments will be given to you in the year that your child is due to be tested. The Phonics screening check is also carried out in Year 1 and in Y2 (for those pupils who did not meet the age related expectation in Phonics in Y1). You will receive the results of these assessments for you child in printed format (usually as part of the school annual report). Whilst we want our pupils to do the best they can, every effort will be made to minimise any potential feelings of pressure or anxiety. We usually find a tasty treat works wonders!

If you are at all concerned about your child's progress during the year the teachers will be pleased to make an appointment with you to discuss your concerns and if appropriate, plan specific targets together with you for your child.



Pupils' Records

Pupils' records are stored in the office and are regarded as strictly confidential. They may be seen, on request in writing, at any time by parents and guardians.

Educational Visits

We are fortunate in the ease of access we have to areas rich in educational opportunities. On occasions visits to the school are made by people from different 'walks of life' and cultures. Such activities can be instrumental in widening the horizons of all children in school.

Educational visits take place largely in school time and are carefully planned to enrich the curriculum on offer. Parental permission to take part will be sought.

Educational visits usually incur travelling expenses and an admission charge. A subsidy from the school fund and/or the P.T.F.A is allocated to each visit but a voluntary contribution from parents towards the remaining costs will be requested as in the terms laid out by the governors' policy on 'Charging for School Activities'.

Residential Visits



These depend on the availability of staff and approved venue. We feel that residential visits contribute to the academic, personal and social development of the child and aim to offer this experience to every child in Year 6. These visits are generally self funding except for remissions which will be considered individually by the governors. In most recent years Y6 have attended a week long residential at PGL in Brecon.

Forest School

Mordiford CE Primary School is in the unique position of having a Forest School site. An area of West Wood has been cleared by the Forestry Commission for use by our pupils and staff. Children have equal access to the site, usually in small groups. All classes visit the site for a 'block' (once a week for a number of weeks) at some point in the academic year, but may also visit the site for one off sessions at any time, consent for this is given on entry into school.





The journey to Forest School is part of the whole experience and usually takes no longer than 15 minutes. Whilst at the site the children work with a variety of tools and materials. No child is ever set up to fail and we have found these activities increase the child's self esteem. Activities include: jewellery making (elder wood), map sticks, cooking, bug hunting, camouflage games, treasure hunts and drawing. We value the help and support that parents give us with these visits and often ask that a parent accompany us on our journey, if you are able to assist us please mention this to class teachers. We have two Level 3 Forest school leaders. Other staff have regular professional development sessions in Forest School skills.

How to help your child at school

It is important that your child feels confident and happy about coming to school. The school wants an effective partnership with parents by valuing your help in the following ways:

- Coming to school on time both at the beginning and end of the day
- Getting to know your child's teacher so that you can share in their achievements and concerns
- Making an appointment to talk about your child
- Attending all Parents' Meetings/Curriculum workshops
- Reading at home with your child daily
- Reading and responding if necessary to all letters that your child brings home
- Keeping us informed of any changes to circumstances which may affect your child in school

Research shows that effective partnership with parents is reflected in a more successful performance by children at school. Misunderstandings may possibly occur but these can be reduced to a minimum if we keep in close contact.

We find tremendous value in volunteers helping in the school, however short a period of time.

Help is needed to work alongside the class teachers in the following ways:

- To share books with children
- To assist with the computer
- To play maths and language games
- To work in the library
- To work with groups of children for sewing, cooking and crafts
- To accompany a group to Forest School and other trips and visits
- To assist with visits to the swimming pool
- To assist with supervision during cycle training
- To work with children in the school grounds and garden
- To support after school clubs



Parents and Friends

Mordiford CE Primary School is extremely lucky to have a thriving Parents, Teachers and Friends Association (PTFA). The PTFA hold very successful fund raising events the proceeds of which are presented to the school to buy many resources to enrich the lives of our children.

Parents are regularly asked for help by the committee and details of forthcoming events are published and reminders placed in newsletters.

A newsletter is published weekly but urgent information is circulated by Parent Pay.

Homework

All pupils are expected to read at home daily and will be encouraged to find information to reinforce their work. From Year 1 pupils have weekly homework which they are encouraged to complete. Homework should never be a pressure. All we are trying to do is consolidate your child's learning and develop good routines and working habits that will stand the children in good stead for the future. Please ask your child's teacher about any problems with homework.

Severe Weather

The experience of heavy snow falls or flooding may necessitate the need to close the school. Whilst every effort will be made to keep the school open, the safety of the children will always come first. Any such closure will be put on the school's website is reported on <http://www.herefordshire.gov.uk/education> and sent as a message via Parent Pay.

How to resolve a problem

We make every effort to work harmoniously and we are always pleased to discuss concerns with parents in order to find a resolution. We are constantly striving for excellence and this can only be achieved through sharing best practice and concentrating on refining our school improvement strategies.

Please keep the communication channels open! We are very busy, but never too busy to discuss a problem. If we are unavailable due to after school clubs, meetings or courses, we will always arrange to see you at the earliest opportunity. Your first course of action should be with the school (class teacher then Headteacher) but you may also wish to talk to a parent governor, one of whom is usually available in the playground at the beginning or end of the school day (a full list of governors is available at school and on our website). If you feel your concern needs to be dealt with more formally, any parent may write to the Chairman of Governors:

Rev. Chris Moore
The Rectory
Fownhope
HR1 4PS

Treasure
each
Individual



A formal complaints procedure can be obtained from the school office.

Staffing 2018/2019

Miss K Finney	Headteacher
Mrs B Oakley	Lugg (Reception) Teacher
Miss C Quinn	Monnow (Year 1) Teacher
Mr E Sibcy	Arrow (Year 2) Teacher
Mr R Fair	Wye (Year 3) Teacher
Miss J Glover	Teme (Year 4) Teacher
Mr R Foster	Frome (Year 5) Teacher/Deputy Head
Mrs A Cooper	Pentaloe (Year 6) Teacher/SENCo
Mrs H Broadbridge	Specialist RE/Drama teacher
Mrs J Blenkinsop	Teaching Assistant, Lunchtime Supervisor
Mrs B Parrett	Teaching Assistant, Lunchtime Supervisor
Mrs A Fraser	Teaching Assistant, Lunchtime Supervisor
Mrs A Chattington	Teaching Assistant, Lunchtime Supervisor/Breakfast Club Assistant
Mrs L Griffith	Teaching Assistant, Lunchtime Supervisor/Breakfast Club Assistant
Mr J Lewis	Teaching Assistant
Miss R Hobby	Teaching Assistant
Mrs J Kerry	Teaching Assistant
Mrs C Haines	Lunchtime Supervisor
Mrs H Scotford	Cleaner, Breakfast Club Assistant, Lunchtime Supervisor
Mrs C Crisp	Finance Manager
Miss R Griffiths	Administrator
Mrs S Glover	Clerk to Governing Body
Mr A Watson	Road Crossing Patrol Officer
Peripatetic Staff	
Mr T Hughes	Guitar and Piano (Monday)
Mr I Warren	Drums (Tuesday)
Mrs K Coleman	Wind Instruments (Wednesday)
Mr P Grove	Wider Opportunities (Thursday)
Mr A Girolami	Sports Coach (Tuesday)



MORDIFORD C.E.PRIMARY SCHOOL

SCHOOL TERMS AND HOLIDAY DATES 2018/2019

Autumn Term 2018

Term starts: Tuesday 4th September 2018
Half Term: Monday 29th October - Friday 2nd November 2018
Term ends: Friday 21st December 2018

Spring Term 2019

Term starts: Wednesday 9th January 2019
Half Term: Monday 18th - Friday 22nd February 2019
Term ends: Friday 12th April 2019

Summer Term 2019

Term starts: Monday 29th April 2019
Half Term: Monday 27th - Friday 31st May 2019
Term ends: Thursday 18th July 2019

Good Friday: 19th April 2019
Easter Monday: 22nd April 2019
May Day: 6th May 2019
Spring Bank Holiday: 27th May 2019