



TRIMLEY ST. MARTIN

School Prospectus 23 - 24

Trimley St Martin Primary School
Updated May 2023

1. Welcome

2. Introduction

- The TSM Vision
- Our school facilities
- Admission Arrangements

3. Organisation

- Staffing List with Curriculum Responsibilities
- Classes at TSM
- The Governors
- The School Day
- Lunchtime Arrangements
- Drinks and Playtime Snacks
- Education Visits & Journeys

4. Attendance

5. Curriculum

- Curriculum
- Teaching in the Reception Class
- Teaching in KS1 and KS2
- Extra Curriculum Activities & Homework

6. Home School Links

- Home School Agreement

7. Behaviour

- Behaviour & Safety
- Welfare
- Safety & Security

8. Support & Challenge

- Additional & Special needs

9. Additional Information

- School Association
- School Performance
- Uniform
- Term dates

Welcome to Trimley St Martin Primary School

On behalf of all the staff, children, parents and governors I would like to warmly welcome you to Trimley St Martin Primary School.

Our school is situated in open countryside equidistant between the villages of Kirton, Falkenham and Trimley St Martin. It has good links to the seaside resort, the major port of Felixstowe and is approximately 12 miles from the county town of Ipswich. We have a large grass playing field, a hard play area, a conservation area, climbing frames, and an outdoor swimming pool. Foundation Stage children also have a bright and stimulating enclosed playground of their own.

Trimley St Martin is a very happy and welcoming school with a 'family feel'. We are committed to the safety and care of our pupils. Our aim is to provide the highest quality education for all in a caring, supportive, inclusive and vibrant learning environment. We offer an exciting curriculum where teachers and pupils work together to ensure high quality teaching and learning opportunities that enable all pupils to flourish and achieve their very best.

We are very fortunate to have a number of parents and other members of the community who regularly help in school, supporting a wide range of activities. The School Association are an active set of parent fundraisers, who have helped finance many facilities in school, through a variety of popular events.

We are proud of the school's many achievements and how it has developed over the last year, which have been the result of hard work by a very professional team of staff, and an equally determined and enthusiastic group of children.

We hope that you enjoy browsing our school's prospectus and hope it gives you an insight into all that we do at Trimley St Martin. Please do not hesitate to contact us if we can help you in any other way.

Mrs Ross

Mrs Ross

Head Teacher



The TSM Vision

Our intent at Trimley St Martin Primary School is to raise educational standards across all subjects enabling our pupils to achieve academic and personal success. Our vision is simple- we want everyone learning! We spend a lot of time encouraging the children to learn, but we want everyone in the TSM community to learn more and more each day. We want our teachers to learn and improve their subject knowledge to teach even better lessons, we want support staff to develop their skills and understanding of the children, they support in order to really make a difference to our young children. We feel that everyone should be given the opportunity to grow and develop. That is exactly where the school is currently, it is continually developing and improving. You can see from our last two OFSTED inspections we are graded GOOD, so we continue on our journey to outstanding.

As we develop and learn new things, we also want our parents and community to learn more; look at ways to support children at home, to understand the way we do things and how to model a growth mind set themselves.

So... three key points form our vision...

Everybody learning

- Shape **attitudes**
- Encourage all to have **dreams and aspirations!**
- Equip with **basic skills**

Attitudes and behaviours to learning – we want children to love school and love learning new skills and increasing their knowledge about the world around them. We want them to be resilient and prepared for the tough world and to give them the strength of character to pick themselves up, dust themselves off and strive to be better every day. We want children to understand that to be a good learner isn't just about recalling your times tables or achieving National Expectations, it's much more than that!

Encourage all to have dreams and aspirations – we want our children at Trimley St Martin to aspire to greater things, to aim high and work hard.

And finally, **equip our children with the basic skills** that they need to succeed in life and at secondary school. If our children can read well, communicate effectively and calculate effectively then the sky is the limit!

This all links to the Trimley class values...

"I have the power to be..."

Our School facilities

Trimley St Martin Primary School is situated on Kirton Road between the villages of Trimley St Martin and Kirton. It has provided an education for the children of Trimley St Martin, Kirton, Falkenham and beyond for over 140 years.

Throughout this time the original Victorian building has been adapted to meet the needs of a modern age. Between 1986 and 1988 the school was completely remodelled and extended. Since then many further improvements have been made to keep our premises up to date. The present buildings provide high quality accommodation for children and staff to work together in surroundings which reflect demands of teaching and learning in the 21st century.

Our premises include;

- A Foundation Stage Unit for our Reception children with an outdoor play area
- 7 class bases
- 3 activity areas adjoining our classrooms (Upper KS2, Lower KS2 and KS1)
- Kitchen facilities both in Foundation Stage/KS1 and KS2
- A dedicated computer room equipped with 30 computers
- Portable laptop trolleys fully equipped with laptops
- A hall (which also serves as a gym, dining area and auditorium)
- A library
- Community & administrative rooms
- A fully equipped kitchen for the preparation of school meals onsite
- A playing field with environmental study area, adventure play area and shaded, wooded area
- A heated outdoor swimming pool with changing rooms
- P.E. Changing rooms
- Quiet courtyard area
- Playground
- Additional space and provision for Breakfast and After School club

There is wheelchair access for all teaching areas throughout the school. A sound field system for those with hearing loss has been installed into the hall and KS2. We also have special changing facilities for those that need them. There is a hoist by the school swimming pool to allow wheelchair users access to the pool for lessons.



Admissions to TSM

The Local Authority (LA) is responsible for admission to all community and controlled schools. Full details of the LA's Admission Policy and Procedures are set out in their 'Schools in Suffolk' booklet, which can be obtained from the school office. This information is also stored on the school website in the INFORMATION >> ADMISSIONS page.

Relevant forms can be obtained from either direct from the school office or the Area Education Office. They should be returned to the school or to the LA as soon as possible in order to register your child.

Reception Class Admission

Prior to admission, at the start of Year R, we try to give parents and children the opportunity to become familiar with the school and the Foundation/Reception Class as this helps children to settle into school quickly. During the summer term before the children start at school, parents and children of the new intake are supported with the transition through our Nursery to Reception Policy.

Our catchment area is Kirton, Falkenham and Trimley St Martin village.

June/July	New Reception In-take Parents Meeting Parents come along to a meeting led by HT, Reception Teacher and Business Manager. HT will introduce and talk about the general ethos of the school. Reception teacher will then talk through life in the reception class. The Business Manager will conclude by handing out uniform order forms to the parents.
From the meeting with parents onwards.	Reception Induction day 1 – Morning only (no Lunch)
Parents will be informed of specific date.	Reception Induction day 2 – Morning and lunch

Children with Special Educational Needs are admitted to school under the same arrangements as other children.

Admission in to other year groups

If you are looking for your child to join our school mid-year, please contact the office or look at the school website for more details.

We **strongly recommend** that before you put in your application you visit the school, meet with the Head Teacher and view the school in operation. You can discuss directly with the Head Teacher any issues /concerns that you may have and the Head Teacher can explain what the school can offer you.

Children with Disability

We are committed to ensuring the equal treatment of anyone involved in our school community with any form of disability. We recognise that disabled children may or may not have special educational needs and we have facilities which increase and assist access to the school by children who are disabled. All children

have full entitlement and access to the National Curriculum, with equipment and apparatus adapted accordingly.

An Accessibility Plan forms part of the School's Improvement Plan. This identifies actions to be taken in order to increase access to the school by pupils with disabilities.

Parents are encouraged to visit the school before an application is made, to see our facilities.

We work closely with Local Authority and feeder pre-school groups to identify and meet the needs of disabled pupils. We have contact with outreach teams at local specialist schools for advice and resources.

The Power to Learn

Staff at TSM

Head Teacher	Mrs Samantha Ross	SENDCo Assessment EYFS P.E. Safeguarding, CiC, Thrive Practitioner
Assistant Headteacher	Mrs Joanna Matthews	Class Teacher [0.8] Assistant Headteacher/Upper KS2 Phase Leader Teaching & Learning English Safeguarding
Senior Leader	Mrs Judith MacFarlane	Class Teacher [0.9] Lower KS2 Phase Leader CPD Development Curriculum Mathematics Geography G & T
Teaching Team	Mrs Campbell	Class Teacher (M, Tue & alternate W) Phonics and Early Reading
	Mrs Kerr	Class Teacher (Th, F & alternate W)
	Mrs Tubby	Class Teacher PSHE/RSE/Computing
	Mrs R Lawrence	Class Teacher (Tu)
	Mrs Thompson	Class Teacher R.E/History
	Mrs Wray	Class Teacher
	Mrs Cockerill	Class Teacher Music
	Mrs Hayter	Class Teacher (Wpm, Th, F) Science / Design & Technology
	Mr Childs	Sports Coach
	Ms Rowe	Learning Behaviour & Pastoral Care Lead and Trauma Informed School Lead
Support Team	Mrs Allen	Teaching Assistant
	Mr Barnard	School Business Manager
	Mrs Calver	Teaching Assistant
	Miss Dunne	Teaching Assistant
	Miss Gillings	Teaching Assistant & Midday Supervisor
	Mrs Goodhand	Early Years Teaching Practitioner and NELI Lead
	Ms Gray	Teaching Assistant /HLTA & Midday Supervisor
	Mrs Hammond	Teaching Assistant & 1-1 Midday Supervisor
	Miss Henson	Teaching Assistant & 1-1 Midday Supervisor
	Miss Holliman	Teaching Assistant
	Miss Lanigan	Teaching Assistant and Speech & Language Practitioner
	Mrs Ostler	Teaching Assistant & Midday Supervisor
	Mrs Pelling	Intervention Teaching Assistant/Pastoral

Miss Rew	Teaching Assistant
Mrs Scowen	Cleaner
Mrs Smith	Early Teachers Teaching Practitioner/HLTA
Mr Southernwood	Site Manager
Mrs Trevaskis	Cleaner
Mrs Turner	Teaching Assistant & 1-1 Midday Supervisor
Mrs Whitehouse-Giles	Teaching Assistant

School Governors

A message from the Chair of Governors:

Our main role as Governors is to support the Head Teacher and the staff – the phrase often used to describe this role is ‘a critical friend’. We help them to set and reach targets and to strive for excellence across the whole spectrum of school life. The two key documents used for this are the School Development Plan (SDP) and the Self Evaluation Form (SEF). The SDP sets out a three year strategic plan for the school, with targets that everyone works towards and the SEF sets out how well the school is doing and where we aim to make improvements.

Our legal duties include:-

- setting strategic direction, policies and objectives
- approving the school budget
- reviewing progress against the school's budget and objectives
- appointing, challenging and supporting the Head teacher

The Governing Body meets at least once every term. We sometimes set up committees or working groups to look at particular issues (such as pay, performance management, buildings development). A small group (Head Teacher, Governor responsible for Finance and the School Finance Officer) meets every month to keep an eye on school finances between our termly governor meetings. All governors are informed about what happens at these monthly finance meetings.

There are several categories of governor, appointed by different groups that have an interest in the school. These are Community Governors, the Local Authority (“LA”), Parents, and Staff. All governors have equal status, however they are appointed.

We are committed to providing an excellent environment for all pupils to enjoy during their time at our school.

Our Governing Body meetings are usually held in the evening. We attend training sessions and seminars to help us keep up to date with changes in schools and education and to help us do our job effectively. We also go into school to meet with the Head Teacher, other members of staff and pupils to help us find out how the school is progressing towards its targets.

Lucy Ainsley

Chair of Governors

Governor List

Lucy Ainsley (Chair of Governors)	Community
Heidi Walne (Vice Chair)	Parent
Samantha Ross	Head Teacher - Governors
Lorna Adamson	Local Authority
Tom Childs	Co-opted
Vacancy	Parent
Vacancy	Community
Christopher Lawrence	Parent
Vacancy	Co-opted/Parent
Judith MacFarlane	Teaching Staff Governor
Alicia Mann	Local Authority
Carl Osborne	Parent
Jonathan Orbell	Associate
Samantha Painter	Community
Katie Parker	Community
Carol Smee	Clerk to the Governors

The School Day

Below is an outline of the school day at Trimley St Martin.

	Flexible start Gates open at 8:30am Children can enter school anytime between 8:45 — 9 am
Registration	9:00 am to 9:05 am
Mornings Session	9:05 am to 12:00 pm
Morning Break Time	10:30 am to 10:45 am
Afternoon Session	1:00 pm to 3:30 pm
Afternoon Break Time	2:30 p.m. to 2:45 p.m. (KS1 only)
End of school	3:30pm
After school sports clubs	3:30pm – 4:30pm
TSM After School Club	3:30pm up to 5:45pm

In order to promote independence and to allow for parents to drop of children and go, parents are encouraged to escort their children to the front gate, where a member of school staff will greet them and ensure they get to the school entrance safely. Any messages to be passed on can be given to the staff member at the school gates and they will ensure the message gets to the intended person. For more serious issues, the staff member may ask you to walk round to the school office, where the office can arrange for you to speak the Class Teacher or Mrs Ross.

This process has been in place since September 2013 and has allowed children to get in to class quickly and start their learning sooner, but also giving them the chance to pass on messages to their teachers, hang up their own coats and become responsible for their own belongings. The only exception to this rule is for the new reception intake in Autumn 1 only, from this point on parents will be encouraged to escort their children to the reception class door, but will not be allowed into the classroom.

Children not in school at the time the register is taken will be marked late.

The school gate will be locked at 9am. Late arriving children will need to access the school via the office.

School Lunches

Children normally stay in school for lunches. Each day our school kitchen prepares a fresh, two-course hot meal or a school packed lunch. We encourage as many children as possible to use this service, which provides both a balanced and healthy meal. Menus are displayed around the school in advance so that the children are able to choose the days they would like to have a hot meal or school packed lunch. A vegetarian option is always provided. You can find out more about the menus on offer by going to:

<http://www.eats-catering.co.uk/>

School dinner (both hot or packed lunch) for Key Stage 2 children currently cost £2.53 per day. Dinners should be paid in advance. **From the 1st April 2021, payments can be made online using debit or credit card via our school app: ParentMail. For more details, speak to the office.**

PLEASE NOTE THAT FROM SEPTEMBER 2014 all children in KS1 are entitled to free school meals.

Any days lost through absence will automatically be credited to the following week.

We are unable to extend credit and cannot allow arrears to accumulate.

If you are in receipt of income support, income based job seekers allowance or child tax credits your child may be entitled to free school meals. All applications are now made online at <https://www.suffolk.gov.uk/children-families-and-learning/schools/school-meals-uniforms-and-trips/apply-for-free-school-meals/>

If you would prefer your child can have a home packed lunch, please pack a healthy, balanced meal **including** fruit and / or vegetables. Chocolate and sugary food should be kept to an absolute minimum. Packed lunches should be sent in a named lunch box, but please do not pack fizzy drinks or glass containers. We are a nut free school.

Drinks & Snacks at playtime

In the Reception class and Key Stage 1 (Y1 and Y2) we provide all children with a free piece of fruit or vegetable daily through the "5' a day" fruit and vegetable scheme. In addition, a daily carton of milk is available free to children under the age of five.

Children in Key Stage 2 (Y3 to Y6), are encouraged to bring fruit or pieces of raw vegetables for their playtime snack. **Sweets and chocolate bars are not allowed.**

We encourage every child to drink water regularly throughout the day. There is a water fountain available in school, and we are happy for children to bring water in transparent plastic sport bottles to drink in class. We discourage children from drinking squash, juice or fizzy drinks in class.

Educational Visits

We like to provide opportunities for the children to make visits to places of interest as part of their normal school work to enhance the curriculum. These take place as a regular feature of school life. When a visit is planned we provide you with information about the visit and request permission to take your child. We adhere to the guidelines laid down by the local authority, conduct a risk assessment and take out the appropriate insurance. A voluntary contribution towards the cost of the trip will be requested although no child will be refused participation because of hardship. If you can, we do need parents to try and make the

contribution if possible, as the more trips the school subsidises the less money there is for other extracurricular activities to be arranged.

For those children that receive free school meals a packed lunch can be provided to take on the school trip if prior notice is given.

In the TSM Curriculum, we have tried to plan in some sort of educational visit into each half term. We have tried to balance these out with some trips being free of charge, some subsidised by the school and some paid for by parents.

During the summer term the Year 5 children have the opportunity to take part in a week long residential visit to a local activity centre 'Thorpe Woodlands'. We have found that this provides a memorable as well as an educational experience that stands them in good stead before they move on to high school. Out-of-normal school time activities are purely voluntary for both staff and pupils and there is no obligation for your child to go.

During the summer term, in year 6, the pupils will visit an array of educational venues and take part in on site extra-curricular activities. The children may visit key museums and attend planned sporting activities. The school tries to create a trip that builds on independence and is a little less structured than the Year 5 residential. It also appeals to children who have interests in arts, history, geography and culture.

Attendance

It is important that children attend school regularly if they are to benefit from the learning opportunities provided. Please support us by considering the impact that any absence will have on your child's education.

Parents have the legal duty to ensure that their child attends school punctually and regularly.

There will be times when children need to be away through ill health or emergencies, though we do ask that wherever possible, appointments and other leave is taken outside school time. Any absence, including lateness, has to be authorised by the school and we are obliged to follow the requirements laid down in the Education (*Pupil Registration*) Regulations when deciding whether to authorise absence.

If your child is absent from school for any reason, please telephone the school before registration, if possible. If we are not notified, we will contact you to find out why your child is absent. On return to school, children should bring a note from you confirming the reason for absence.

Any requests for absences or holidays should be made on the appropriate form obtainable from the school office at least two weeks in advance. We would encourage parents to take children on family holidays during the school holidays so as to minimise the disruption to their children's education.

Absences for holidays taken in term time are only authorised in exceptional circumstances. We understand that this can be frustrating for parents, however, Suffolk County Council have provided the school with guidance on what can be authorised and what cannot be authorised. Fines will be issued by Suffolk County Council to Parents whose children have persistent unauthorised absence.

TSM Curriculum

Trimley St Martin Primary School aims to provide a balanced curriculum based on the following principles:

1. To help pupils to appreciate human achievements and aspiration.
2. To help pupils to acquire knowledge and skills relevant to adult life and employment in a fast changing world.
3. To understand the values which contribute to a well-rounded individual.
4. To help pupils to develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills.
5. To help pupils to use language and number efficiently.
6. To instill respect for religious values, and tolerance of other races, religions and ways of life.

At Trimley St Martin we are continually adding finishing touches to our curriculum. Reading, writing and Mathematics remain our key areas of focus. Science, geography, history, art, music, PSHE, RSE, computing, D&T and PE (including swimming) are the also part our curriculum.

French has been re-introduced at KS2. Parents have the right to withdraw their children from sex and relationships education, collective worship and RE. Such requests should be made, in writing, to the Head Teacher.

The years of compulsory schooling are divided into four key stages.

KS1

YR	4-5 year olds
Y1	5-6 year olds
Y2	6-7 year olds

KS2

Y3	7-8 year olds	Lower KS2
Y4	8-9 year olds	Lower KS2
Y5	9-10 year olds	Upper KS2
Y 6	10-11 year olds	Upper KS2

Key stages 3 &4 are for children at high school.

At the start of each term every class teacher posts to their class website, a newsletter / curriculum map giving details of the learning the class will be undertaking in the weeks ahead. Even though the National Curriculum is divided into subjects, every school decides how to implement it. We teach in subjects and also combine subjects into topics where appropriate.

Every child is assessed informally and formally in every area of the curriculum. All children are entitled to follow the National Curriculum, but the level at which it is presented may differ according to the child's ability or maturity. Many activities can be tackled by all the class regardless of ability. Other activities may have to be presented in different ways to allow all the children to succeed at their level.

You are welcome into school at any time to discuss your child's progress. However, we hold two formal parent consultations a year; one in autumn term and one in spring term. The autumn meeting sets targets for your child, whilst the spring Term consultation reviews progress and sets new targets. For the summer

term there is an Annual Report which is sent out early in July.

In addition to these formal meeting, parents are welcomed and encouraged to discuss any queries or concerns with the teacher as they arise at any time during the year (by prior arrangement if possible).

At the end of the Autumn and Spring terms, parent receive a progress report which tracks the progress made by the children across the year, as well as their progress made since arriving at the school.

Teaching in the Reception Class

The Reception class is where the children's thoughts and feelings about school begin and where it is so important for them to have the opportunity to build their confidence, to try new things and to enjoy learning.

In the class we aim to create an environment where children in the class can have a variety of experiences, particularly through play. Through this we can develop their knowledge and understanding of the world around them and give them a sound foundation on which to build. The seven areas of learning which the children follow are;

- Personal, social and emotional development
- Communication and language
- Literacy
- Mathematics
- Understanding of the world
- Physical development
- Expressive art and design

Teaching in Key Stage 1 & 2

English is used in every area of the curriculum to communicate information, feelings, thoughts and ideas in a variety of written or oral ways. It is taught formally through a daily English lesson although additional English skills and activities are linked with other curriculum subjects. We celebrate children's writing through quality displays, sharing assemblies and extra special work is sent to Mrs Ross, who will send children a personal postcard to say how proud we are with their child's efforts.

Reading

We place high priority on reading and the enjoyment of books is an essential feature of our school. Time is set aside each day for reading activities. Children begin with telling stories from picture books in Reception and then move on to our core reading scheme of the Rhino Readers and Oxford Reading Tree as well as reading their own books. We teach phonics throughout the Reception class and Key Stage 1 using the DfE accredited programme: Twinkl Phonics.

From the first day of school your child is encouraged to value and enjoy books. We encourage you as parents and carers to follow this through at home by sharing books; reading to your child and listening to your child read. By working together in this way we can build children's confidence in reading and develop their enjoyment of all types of literature.

Our school expectation is that your child will read at home at least 5 times per week.

Writing

Children are given many different opportunities for writing, for different purposes and audiences both in English lessons and in other areas of the curriculum. Accurate spelling, grammar and punctuation are encouraged, as is a high level of presentation. We have adopted a straight-forward handwriting style from the early years which leads to joined writing as soon as possible.

Speaking and Listening

Speaking and listening are the very first language skills that children learn. We teach a range of skills to develop confidence, accuracy and the ability to express ideas, opinions and feelings effectively. Class assemblies and other performances provide additional opportunities for the children to speak to a wider audience.

Mathematics

Mathematics is vitally important in equipping the children to meet the challenges and responsibilities of adult life. We want them to develop a positive attitude towards the subject and appreciate its creativity and usefulness.

Mathematics is taught daily in all classes as a subject in its own right providing opportunities for practising essential skills and practical activities; investigative challenges and precise calculations. We also teach mathematics as a topic.

In order to ensure there is progression in children's learning in the five areas of mathematics (number, shape, space, measures and data handling) teachers follow the National Framework as a basis for their teaching, using White Rose.

<https://whiterosemaths.com/>

Science

Science is important in helping us understand the world around us. In science lessons, children are encouraged to ask questions about what they have observed, make predictions, and suggest reasons for why things have happened. We include as much practical work as possible in our science lessons.

Computing

ICT is an integral part of the whole curriculum and there are opportunities for the children to use it in its various forms. They learn skills in word processing, data handling and manipulation, and control technology. They also have supervised Internet access.

The ICT suite is equipped with over 20 networked computers all with internet access as well as a fully interactive whiteboard. In addition, there is also a portable laptop trolley for use around the school, we have shared Fire Tablets for KS 2 and some classrooms have fully interactive whiteboards with a digital projector and internet access.

We use an interactive learning Journal for the whole school. Reception parents use "Tapestry" and Key Stage 1 & 2 use "Seesaw". These learning platforms will enable parents to see children's work and progress in real time, with access to personalised online learning journals including Remote Learning.

History & Geography

Through the study of the Humanities we help children develop a sense of identity by learning about the local community, Britain, Europe and the world. In addition, the children are taught a wide range of geographical and historical skills.

Art

The children engage in a wide range of activities including painting, drawing, printing, textiles, model making, clay and collage. Skills are developed by encouraging children to experiment and explore, different techniques and media, through studying a range of artists and their work. A selection of children's work is displayed around the school. The school successfully achieved the Silver Arts Mark.

French

Children in Key Stage 2 follow the Rigolo programme of basic French concentrating on simple conversations, learning songs and rhymes and counting. The school successfully achieved the Bronze linguamarque.

Music

Children have weekly music lessons. There are opportunities for singing, playing, composing and performing in all classes. Children are encouraged to listen to a wide range of musical styles.

There is also guitar tuition for a year group in Key Stage 2 through the 'Wider Opportunities' scheme. There is no charge for this tuition and guitars can be loaned from school free of charge.

P.E. & Sport

In PE we cover a wide range of activities to develop the children's understanding of the importance of good health, exercise, movement and body control, through the use of a variety of equipment and apparatus both indoors and outside.

Activities covered include gymnastics, games, swimming, athletics, dance and adventurous activities. The school takes parts in competitive matches with other schools in a variety of sports. Each summer we hold separate Sports Days for the different Key Stages. PE is taught by a qualified sports coach who also runs a variety of after school clubs; for which there is a charge for these clubs.

All children make use of our outdoor pool during the second part of the summer term. In addition, the older children travel to the Felixstowe Leisure Centre for swimming lessons. We aim to ensure that everyone is able to swim at least 100m in deep water and our Year 6 children work towards the Amateur Swimming Association Bronze Challenge Award.

The school continues to work hard to retain it's Gold Sports Mark.

Design & Technology

Children are encouraged to identify needs when designing and generating ideas, to carry out detailed plans, and make and test their products so that they are able to find the best solutions.

Topics are planned in termly units of work and include such projects as food technology, Viking long boats, making bags and pop-up toys.

P.S.H.E

Personal, Social and Health Education is taught throughout the school. The new curriculum is organised under 3 main areas; health & wellbeing, relationships and economic wellbeing and being a responsible citizen and, wherever possible, links are made with other areas of the curriculum such as science, geography and RE.

Under the umbrella of citizenship, we have a school council which represents all members of the school community and in which all members are encouraged to have a voice.

The school's peer mediators are always at hand to support children at playtimes and lunchtimes.

Sex and Relationships Education

As a school our RSE programme focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all pupils receiving primary education.

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 3 onwards. As part of the science curriculum, children learn in Year 5 about how reproduction occurs in some plants and animals. The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs.

Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

We will inform parents of the right to withdraw by letter in the first part of Summer Term in advance of non-statutory sex education lessons being taught. Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education should talk with the class teacher, the PSHE/RSE coordinator or the head teacher who will explore any concerns and discuss resources being used.

Religious Education

We provide Religious Education (R.E.) in accordance with the requirements of the Agreed Syllabus for Suffolk.

The Education Act 1998 states that RE should reflect the religious traditions in Great Britain. This means that, whilst the majority of topics have a Christian basis, the children also study aspects of the Muslim, Hindu, Buddhist and Jewish faiths. Religious Education is not simply about understanding specific religious traditions; it should also offer pupils the opportunity to think about their own lives, values, attitudes or beliefs and the chance to express their thoughts and ideas in a variety of ways.

Collective Worship

Collective worship is held daily for all children and, like RE, is non-denominational in character. Members of the local community and faith leaders are invited to share in these acts of worship. Parents may, if they wish, withdraw their children from worship or RE, and requests should be made to the Head teacher in writing. Parents are then responsible for providing alternative work for the children who have been withdrawn.

After School Clubs-

We are pleased to offer a range of activities through break-times, lunchtimes or after school clubs. The range of what is on offer can vary according to the experience and expertise we have available and the interests of the children. At present we offer dance, computer, sports club, young engineers and a variety of sport clubs. We are also looking at adding more clubs to our after school club timetable.

Homework

'That's what we send them to school for!' You would be correct in that assumption! The school is here to educate your child. However, additional support from home makes a massive difference and we are lucky that the support from parents at TSM is very strong.

Our homework consists of:

- 5x Reading at home per week
- Maths homework (Numbots/TT Rockstars)
- English/Phonics

Homework is not compulsory at Primary School, however, we have gathered clear evidence that proves that the children who are reading 5 times per week and completing their maths homework have made greater improvement in their learning than those who do not.

Children will not be penalised for not doing their homework, but Parents who have concerns about homework need to contact their child's class teacher to discuss this at the earliest convenience. Then the teachers will be able to discuss ways to support and implement this support at home, as well as highlighting out of the three pieces which is most important for your child to complete.

Home – School Agreement

This agreement sets out:

- The school's aims and values
- The school's responsibilities in connection with the education of pupils who are of compulsory school age
- Parents' responsibilities in respect of the education of their children while they are registered pupils at the school
- What the school expects of its pupils

Each term our curriculum newsletters will let you know what your child will be studying in each of the main subject areas, wherever possible we try to include on how you can help support your child's learning at home.

Relationship and Behaviour

The Relationship and Behaviour Policy of the school rests on two main principles:

- Good work, manners and behaviour at all times.
- Respect for other people and their property.

Courtesy, respect, good manners and consideration for others, together with the development of self-discipline are important aspects of your child's education at Trimley St Martin. In class, this is important because everyone has a right to learn and disruptive behaviour prevents this; in the playground, this is important because everyone has a right to play without fear.

There are many opportunities to give praise both to individual pupils and to classes. Good work and behaviour is recognised with individual class rewards and counters towards our House Point system. Unfortunately, there are times when a few pupils find it difficult to behave appropriately. If we identify challenging behaviour which, after restorative support, is not improved, then we will expect support from home.

Each class has negotiated rules, which are displayed prominently. There are similar visual reminders for the school generally. Assemblies are used to reinforce positive behaviour.

The school has two licensed Thrive practitioners: Mrs Ross and Mrs J Lawrence who work closely with Ms Rowe the Learning Behaviour & Pastoral Care Lead. The Thrive Approach at Trimley St Martin supports our children's social development to develop into confident, curious, creative, and capable children.

Bullying

Bullying in any form is unacceptable and will not be tolerated at our school.

We use the word "bullying" to refer to intimidation over a period of time. It could be physical, verbal, online and vindictive and/or involve ostracism.

There are a variety of ways of dealing with bullying. The way chosen depends on the children involved and what has happened. Any incidents/allegations of bullying brought to a member of staff's attention is investigated.

We recognise that we may not always be aware that an incident has occurred and we ask that parents let us

know if they have concerns regarding bullying. At all times we aim to work together with parents to promote high standards of behaviour.

The Role of Parents

Parents are responsible for ensuring their children understand the basics of school life and the importance of obeying safety rules. They are also responsible for making sure their children attend school on a regular basis, and for collecting them from school (or arranging for them to be collected).

A full copy of the Relationship and Behaviour policy is available on the school website.

Racial Incidents

There were no racial incidents recorded for the academic year 2022 - 2023.

Welfare

If a child becomes ill during the day, the Head Teacher will decide whether they can be cared for adequately in the school or whether a parent should be called. It is vitally important that we know home and work telephone numbers or means of contacting both parents and, if necessary, another adult who might take care of the child. If there are any changes in this information, then the school office should be notified as soon as possible.

Members of staff undertake the St Johns Ambulance School First Aid Course which is refreshed every three years. In addition, some members of staff have taken the Paediatric First Aid qualification. Minor injuries are treated in school. Parents are informed whenever a child has a bumped head. In all cases of emergencies, we will do all we can to contact the parents concerned; if this is not possible, we have a duty of care and will call a doctor or ambulance and act on the advice of the medical officer consulted.

We are very aware that some children need access to medication; for example, children with asthma require their inhalers at school in case of need. However, most other medicines can be administered at home before or after school and we would ask parents to do this wherever possible.

The school, in accordance with Suffolk policy, does not normally agree to administer medicine other than in exceptional circumstances. Should medicines need to be administered during school time, we would ask parents before coming to school to administer the dosage. If this is not possible parents will need to discuss this with the Head Teacher. Should the school make the decision to administer medicines, the full responsibility still remains with the parents, who will be required to sign a disclaimer. All medicines should be left at the school office, **NOT** with the child or child's class teacher.

During their time at the school, your child may have medical, dental, vision and hearing checks, please could you make sure that the class teacher is aware when such appointments take place.

Multi- Agency Work

The school works closely with a wide variety of agencies to support parents and children. These include health, social care, parent support advisers, Child and Adolescent Mental Health Service (CAMHS). An Educational Welfare Officer (EWO) serves the area and visits the school every half term in order to track pupil attendance and punctuality.

Safety & Security

We take the issues of security and safety seriously at our school. Playground gates are locked after the start of the morning session and opened just before the end of school. All external doors used by the children have digital locks.

Any visitors, including parents who come into the building during the day, are asked to sign in and out at the school office.

We ask that parents do not use the vehicle entrance for manoeuvring their cars, or to park in the car park unless permission has been granted by the Head Teacher. There is only one vehicle entrance, the car park is very small and children do cross the car park to get to the field.

The lay-by in front of the school has restricted use for blue badge holders only and should not be used between the hours of 8:00-9:30a.m. and 3:00-4:30 p.m. It is also needed for school coaches and buses.

Safeguarding

Under the Education Act 2002 (section 175) of the DfE (2007) Safeguarding Children and Safer Recruitment in Education, schools must make arrangements to safeguard and promote the welfare of the children and follow the correct procedures and processes. Our school's policy and procedures for safeguarding are available from the school office on request. There is also a public copy on display in the front entrance and on the school website.

Parents and carers should know that the law (Children Act 1989) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional and sexual abuse. We will seek, in general, to discuss any concerns with the parent or carers, and where possible seek their consent to referral to Social Care. This will only be done where such discussion will not place this child at increased risk of significant harm.

We will seek advice from Social Care when we have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents and carers will appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and is acting in the best interests of all the children.

The designated Child Protection person in school is the Head Teacher (Mrs Ross) and the alternatives are the Assistant Headteacher (Mrs Matthews), Learning Behaviour and Pastoral Lead (Ms Rowe) and Intervention Lead (Mrs Pelling).

Complaints

It is the wish of the Governing Body to deal with matters raised by parents quickly, effectively, and as informally as possible. Parents are asked, therefore, in the first Instance, to refer any concerns directly to the teaching staff or the Head Teacher, and then, if unresolved, to the Governors. If a matter cannot be resolved through informal channels, then the Governing Body has adopted a complaints procedure which is available from school or through the LA.

Additional & Special Needs

The Children and Families Bill 2014 and Children and Social Work Act 2017 affect the way children with special educational needs (SEN) are supported in schools.

The key principles of the legislation are:

- Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
- Education, Health and Care plans (EHCP) replaced statements of special educational needs.
- School Action and School Action Plus have ceased and has been replaced by a single school-based category for children who need extra specialist support.

Trimley St Martin Primary School is well placed to work with pupils and parents/carers to ensure fully inclusive access to our education.

The School's Local Offer, which is a list of what the school does to support children with additional needs, is now available on the school website.

School Association

Parents, Carers, Staff and Governors are automatically members of this association. The School Association, which is a registered charity, has two main aims: to organise fund raising activities which will benefit all the children at the school and to organise social activities. Getting involved with the School Association is great fun and very worthwhile, so if you are interested in joining the committee or could spare sometime to help with activities, please contact the school office and we will arrange for a member of the committee to contact you.

Assessment Results-

Key Stage 2 Results

	2017 SCHOOL	2017 NATIONAL	2018 SCHOOL	2018 NATIONAL	2019 SCHOOL	2019 NATIONAL	2022 SCHOOL	2022 NATIONAL	2023 SCHOOL	2023 NATIONAL
Attainment										Attainment
Reading % working towards the standard	33%	29%	19%	25%	30%	27%	20%	26%	25%	27%
Reading % achieving SECURE or better	67% APS 103	71% APS 104	81%/83% APS 107	75% APS 105	70% APS 103	73% APS 104	80% APS 106	74% APS 105	75% APS 104	73% APS 105
Reading % working at greater depth	17%	25%	35%	28%	20%	27%	32%	28%	14%	29%
Writing % working towards the standard	25%	24%	23%	24%	20%	24%	28%	31%	26%	31%
Writing % achieving SECURE or better	75% APS 103	76% APS 104	77%/80% APS 107	78% APS 105	80% APS 103	78% APS 104	72% APS 106	69% APS 105	74% APS 104	71% APS 105
Writing % working at greater depth	13%	18%	19%	20%	13%	20%	16%	13%	15%	13%
Maths % working towards the standard	37.5%	25%	23%	25%	27%	25%	20%	29%	21%	23%
Maths % achieving SECURE or better	63% APS 102	75% APS 104	74%/77% APS 103	76% APS 104	63% APS 101.5	79% APS 105	80% APS 104	71% APS 104	79% APS 105	73% APS 104
Maths % working at greater depth	13%	23%	13%	24%	20%	27%	16%	22%	21%	24%
RWM % achieving SECURE or better	54%	62%	58%/60%	64%	50%	64.8%	68%	59%	59%	59%
RWM % working at greater depth	8%	9%	3%	10%	10%	10%	4%	7%	7%	8%

Average Progress Reading

Year	Sch Low PA	LA Low PA	Nat Low PA	Sch Med PA	LA Med PA	Nat Med PA	Sch High PA	LA High PA	Nat High PA
2019	1.1	-1.0	0.0	-3.2	-0.8	0.1	-0.2	-0.5	0.1
2022	7.6	-1.1	0.0	2.8	-0.4	0.1	3.3	-0.1	0.1
2023	2.0	-0.1	0.1	-2.5	0.0	0.0	-2.7	0.0	0.1

Average Progress Writing

Year	Sch Low PA	LA Low PA	Nat Low PA	Sch Med PA	LA Med PA	Nat Med PA	Sch High PA	LA High PA	Nat High PA
2019	6.0	-0.9	0.0	-1.4	-0.7	0.0	-1.6	-0.5	0.0
2022	4.5	-0.7	0.0	2.8	-0.3	0.0	6.1	-0.1	0.0
2023	3.9	-0.4	0.0	1.7	-0.2	0.1	-1.6	-0.1	0.0

Average Progress Maths

Year	Sch Low PA	LA Low PA	Nat Low PA	Sch Med PA	LA Med PA	Nat Med PA	Sch High PA	LA High PA	Nat High PA
2019	-3.7	-1.6	0.0	-5.7	-0.9	0.1	-0.7	-0.7	0.0
2022	7.0	-1.1	0.0	2.1	-0.6	0.0	2.9	-0.5	0.0
2023	3.8	0.0	0.1	1.8	-0.4	0.1	-2.5	-0.2	0.0

Key Stage 1 Results

Key Stage 1 Assessment Results

		2016 SCHOOL	2016 NAT	2017 SCHOOL	2017 NAT	2018 SCHOOL	2018 NAT	2019 School	2019 NAT	2022 School	2022 NAT	2023 School	2023 Nat
Reading	Working towards expectation WTS	40%	26%	47%	24%	33%	24.5%	40%	25%	52%	30%	29%	22%
	Expected EXS or better	60%	74%	53%	76%	67% (71%)	75.5%	60% (64%)	75%	48%	70%	61% (64%)	68%
	Working at Greater Depth GDS	13%	24%	23%	25%	20%	26%	37% (39%)	25%	0%	18%	18% (21%)	19%
Writing	Working towards expectation WTS	60%	34%	60%	32%	40%	30%	53%	31%	54%	42%	46%	40%
	Expected EXS or better	40%	66%	40%	68%	60% (64%)	70%	43% (46%)	69%	44%	58%	54% (57%)	60%
	Working at Greater Depth GDS	0%	13%	3%	16%	10% (11%)	16%	20% (21%)	15%	0%	8%	11% (12%)	8%
Maths	Working towards expectation WTS	30%	27%	30%	25%	37%	24%	40%	24%	48%	32%	43%	30%
	Expected EXS or better	70%	73%	70%	75%	63% (68%)	76%	60% (64%)	76%	52%	68%	57% (61%)	70%
RMW	Working at Greater Depth GDS	3%	18%	10%	21%	0%	22%	30% (32%)	22%	0%	15%	14% (16%)	16%
	Working towards expectation WTS	60%	40%	60%	36%	43%	35%	57%	35%	63%	47%	50%	48%
	Expected EXS or better	40%	60%	40%	64%	57% (61%)	65%	43% (46%)	65%	37%	53%	50% (54%)	56%
RMW	Working at Greater Depth GDS	0%	9%	0%	11%	0%	12%	20% (21%)	11%	0%	6%	11% (12%)	6%

Year 1 Phonics Assessment Results

	2014 SCHOOL	2014 NAT	2015 SCHOOL	2015 NAT	2016 SCHOOL	2016 NAT	2017 SCHOOL	2017 NAT	2018 SCHOOL	2018 NAT	2019 SCHOOL	2019 NAT	2022 SCHOOL	2022 NAT	2023 SCHOOL	2023 NAT
Attainment																
% Year 1 Passed	97%	74%	90%	77%	76%	81%	79%	81%	77%	82%	83%	82%	85%	76%	77%	79%

EYFS Assessment Results

	2015 SCHOOL	2015 NAT	2016 SCHOOL	2016 NAT	2017 SCHOOL	2017 NAT	2018 SCHOOL	2018 NAT	2019 School	2019 NAT	2022 School	2022 NAT	2023 School	2023 NAT
Attainment														
GLD% Good level of development	65.4%	66%	72%	69%	67%	71%	69%	71.5%	73%	72%	43%	65%	68%	67%

Uniform

Wearing of jewellery in school

For Health and Safety reasons we ask that jewellery is confined to discreet “sleeper” earrings or studs and wrist watches.

Watches and earrings/studs **must** be removed for any physical education, games or swimming activity. If your child is unable to remove them, earrings/studs **must** be covered by plaster/s which the children should bring in from home.

Uniform Code

In compiling the uniform code, we felt it would be easier to show pictures of the uniform so that you can see what we actually mean. Hopefully, by showing you and the children what we mean there should not be any confusion.

This is also about getting children ready for secondary school where uniform is very strict and where children are often sent home if not wearing the EXACT uniform. Some local secondary schools provide children with shoes at the door if they turn up to school not wearing appropriate footwear.

Shown on the next two pages is the proposal of what the uniform code should be. We have included the school prices of the items (which come with the embroidered badges) and the cost of buying a similar product (without the badge) from another retailer. The aim is to give you a *choice* of where to purchase whilst ensuring that the children clearly look like the children belong to this school.

We also offer parents the opportunity to purchase good quality second hand uniform at greatly reduced prices.

TSM Uniform



Royal Blue Jumper
TSM £12 / £15
Non TSM £5.50 / £7



Royal Blue Cardigan
TSM £12 / £15
Non TSM £9 / £11



Royal Blue Hoodie
TSM £15/£19
Non TSM £9 / £11



Royal Blue Polo
TSM £9 / £12
Non TSM £5.50 / £7



White Polo
TSM £9 / £12
Non TSM £3.50



Plain White Shirt / Blouse
Non TSM £5 / £7



Summer Dress
Non TSM £5 / £9



Charcoal Grey Trousers
Non TSM £7 / £10



Charcoal Grey Shorts / Charcoal Grey KNEE LENGTH Skirt
Non TSM £7 / £10



Charcoal Grey Jogging Bottoms
Non TSM £7 / £10



Black Flat Shoes



Grey Tights



Royal Blue Tights



Black Trainers (no colour)

Black Shoes



White/Black/Grey Socks

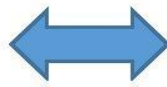
Seasonal Options

White/Black/Grey Sandals with socks



All school clothing has an embroidered school logo.
Non TSM clothing prices have been sourced online and do not have an embroidered or printed school logo.

TSM Sports Kit



White/Royal Blue t-shirt
TSM £6.50 / £7.50
Non TSM £3 / £5



Royal Blue Hoodie
TSM £15/£19
Non TSM £9 / £11



Royal Blue Jumper
TSM £12 / £15
Non TSM £5.50 / £7



Royal Blue Cardigan
TSM £12 / £15
Non TSM £9 / £11



Royal Blue Shorts
TSM £5.50 / £6
Non TSM £5 / £7



Royal Blue Summer Hat
TSM £5.50
Non TSM £4 / £7



Black/Charcoal Grey Jogging Bottoms



Black Leggings



Sports Trainers for P.E. (any)



Royal Blue KS 1 Book Bag
TSM £6.50
Non TSM £5 / £7



Royal Blue KS 2 ONLY Book Bag
TSM £7.50
Non TSM £5 / £7



Black plimsolls



Swim shorts (above knee) / trunks or fitted shorts ANY COLOUR



1-piece swimming costume ANY COLOUR



Trainer Bag
TSM £4.00
Non TSM £5 / £7



Swimming Hat
TSM £3.00
Non TSM £2/£8



School P.E. t-shirts have a printed school logo.
Non TSM clothing prices have been sourced online and do not have an embroidered or printed school logo.

Uniform

Item	Size	Cost
School Coat	Aged 4 to 13	£20.00 (to order only)
School Coat	Small Adult to Extra Large	£24.00 (to order only)
School Sweat Shirt/Jumper	Aged 3-4 / 5-6 / 7-8 / 9-10 / 11-12 / 13	£12.00
School Sweat Shirt/Jumper	Adult sizes small/medium/large	£15.00
School Hoodie	Aged 3-4 / 5-6 / 7-8 / 9-10 / 11-12 / 13	£15.00
School Hoodie	Adult sizes small/medium/large	£19.00
School Sweat Cardigan	Aged 3-4 / 5-6 / 7-8 / 9-10 / 11-12 / 13	£12.00
School Sweat Cardigan	Adult sizes small/medium/large	£15.00
Polo Shirt Blue/White	Aged 3-4 / 5-6 / 7-8 / 9-10 / 11-12 / 13	£9.00
Polo Shirt Blue/White	Adult sizes small/medium/large	£12.00
P.E. Shirt	Aged 4-5 / 5-6 / 7-8 / 9-10 / 11-12 / 13	£6.50
P.E. Shirt	Adult sizes small/medium/large	£7.50
P.E. Shorts	18-20" / 22-24" / 24-26" / 30-32"	£5.50
P.E. Shorts	36" small adult	£6.00
P.E. Bags		£4.00
Sun Hats	Universal	£5.50
Swim Hats	Universal	£3.00
Book Bag		£7.50

School uniform is available to buy from the school office

Trimley St Martin School calendar 2023/24

August 2023						
Wk	Mo	Tu	We	Th	Fr	Sa Su
31		1	2	3	4	5 6
32	7	8	9	10	11	12 13
33	14	15	16	17	18	19 20
34	21	22	23	24	25	26 27
35	28	29	30	31		

September 2023						
Wk	Mo	Tu	We	Th	Fr	Sa Su
35					1	2 3
36	4	5	6	7	8	9 10
37	11	12	13	14	15	16 17
38	18	19	20	21	22	23 24
39	25	26	27	28	29	30

October 2023						
Wk	Mo	Tu	We	Th	Fr	Sa Su
39						1
40	2	3	4	5	6	7 8
41	9	10	11	12	13	14 15
42	16	17	18	19	20	21 22
43	23	24	25	26	27	28 29
44	30	31				

November 2023						
Wk	Mo	Tu	We	Th	Fr	Sa Su
44			1	2	3	4 5
45	6	7	8	9	10	11 12
46	13	14	15	16	17	18 19
47	20	21	22	23	24	25 26
48	27	28	29	30		

December 2023						
Wk	Mo	Tu	We	Th	Fr	Sa Su
48					1	2 3
49	4	5	6	7	8	9 10
50	11	12	13	14	15	16 17
51	18	19	20	21	22	23 24
52	25	26	27	28	29	30 31

January 2024						
Wk	Mo	Tu	We	Th	Fr	Sa Su
1	1	2	3	4	5	6 7
2	8	9	10	11	12	13 14
3	15	16	17	18	19	20 21
4	22	23	24	25	26	27 28
5	29	30	31			

February 2024						
Wk	Mo	Tu	We	Th	Fr	Sa Su
5				1	2	3 4
6	5	6	7	8	9	10 11
7	12	13	14	15	16	17 18
8	19	20	21	22	23	24 25
9	26	27	28	29		


March 2024						
Wk	Mo	Tu	We	Th	Fr	Sa Su
9					1	2 3
10	4	5	6	7	8	9 10
11	11	12	13	14	15	16 17
12	18	19	20	21	22	23 24
13	25	26	27	28	29	30 31

April 2024						
Wk	Mo	Tu	We	Th	Fr	Sa Su
14	1	2	3	4	5	6 7
15	8	9	10	11	12	13 14
16	15	16	17	18	19	20 21
17	22	23	24	25	26	27 28
18	29	30				

May 2024						
Wk	Mo	Tu	We	Th	Fr	Sa Su
18			1	2	3	4 5
19	6	7	8	9	10	11 12
20	13	14	15	16	17	18 19
21	20	21	22	23	24	25 26
22	27	28	29	30	31	

June 2024						
Wk	Mo	Tu	We	Th	Fr	Sa Su
22						1 2
23	3	4	5	6	7	8 9
24	10	11	12	13	14	15 16
25	17	18	19	20	21	22 23
26	24	25	26	27	28	29 30

July 2024						
Wk	Mo	Tu	We	Th	Fr	Sa Su
27	1	2	3	4	5	6 7
28	8	9	10	11	12	13 14
29	15	16	17	18	19	20 21
30	22	23	24	25	26	27 28
31	29	30	31			

	PD Days/School Closed		Weekends/School Closed
	Bank Holiday		First Day of School
	Holidays School Closed		Last Day of School