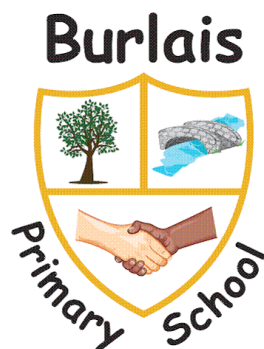


# GOVERNING BODY ANNUAL REPORT TO PARENTS (2018/19)



*"Working Together, Learning Forever"*

## **Burlais Primary School**

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**October 2019**

Dear Parents/Carers,

It is with great pride that I present to you the annual report on behalf of the Governing Body of Burlais Primary School.

2018/19 was a once again a very busy, exciting year for all involved in Burlais Primary School. Since the last annual report, the staff and children have continued to develop both the interior and exterior of the school and I am sure you will agree that we have a school that we can all be proud of. June 2017 saw a visit from Estyn that highlighted some good practice in the school and some areas for development. School staff have been working hard to address these recommendations and strong progress has been made against each one. I would personally like to thank everyone for their continued hard work and dedication to school improvement.

As a school, Burlais Primary School is now well established and has continued to enjoy many successes over the last academic year:

- Successful Residential Visits to Borfa House for Y6 pupils, Llangrannog Urdd Camp for Y5, Urdd Centre in Cardiff for Y4
- Curriculum enrichment activities including Story Writing Fortnights/Creative Schools project and Summer Production in conjunction with Pentrehafod cluster schools
- Further engagement of parents through attendance at class assemblies, concerts, workshop evenings and the continued hard work of our PTFA who are dedicated to supporting our school
- Participation in many sporting events including rugby, football, netball, gymnastics and cricket tournaments
- Working with the community through projects such as Ospreys in the Community and visits from local community members such as PC Paul Harry

Our future priorities are highlighted on Page 6 and we look forward to celebrating further the success of our school in the coming academic year.

In conclusion, I would like to thank the Headteacher, all members of staff, governors and elected members for their role in providing your children with an exciting, challenging and enriched curriculum, which is accessible for all.

Yours sincerely,

Cllr Chris Holley O.B.E.  
Chair of Governors

## **2. CURRENT LIST OF GOVERNORS AND THEIR TERMS OF OFFICE:**

NAME	STATUS	TERM OF OFFICE
Cllr Chris Holley O.B.E. (Chair)	LA	22/11/2020
Mr Nigel Hawkins	Co-opted	10/12/2020
Mrs Alison Bastian	Headteacher	10/12/2020
Mrs Julie Palmer	LA	22/11/2020
Mrs Lorraine Aubrey	Co-opted	10/12/2020
Mrs Amena Jamal	Co-opted	10/12/2020
Mrs Angela Evans	Parent	07/04/2021
Mr Mark Tonkin	Parent	07/04/2021
Mrs Maureen Morgan	Parent	23/11/2019
Mrs Eve Dewson	Parent	23/11/2020
Mr Matthew Giffard	Parent	23/11/2019
Mr Gavin Thomas	Teacher	09/09/2021
Mr David Webster	Teacher	09/09/2022
Mrs Lucy Woods	Support Staff	13/11/2020
Cllr Graham Thomas	LA	22/11/2020
Peter Black	LA	22/11/2020
Paul Davies	Co-opted	2 2/03/2023

There are no vacancies on the Governing Body.

### **Clerk to Governors:**

Mrs S. Lewis  
C/o Burlais Primary School  
Gerddi Alexander  
Cwmbwrla,  
Swansea  
SA5 8BN

### **3. CHANGES TO SCHOOL PROSPECTUS**

The school prospectus is updated annually in accordance with the guidance received from the National Assembly for Wales. This year the following amendments have been made:

- Updated statistical data
- Changes in the composition of the school staff and Governing Body

### **4. POLICIES AND SCHEMES OF WORK**

School staff, have undertaken a review of our school's curriculum, and are beginning to prepare for the advent of the New Curriculum for Wales in 2022. Within their plan staff, take account of Literacy and Numeracy Framework and Digital Competence Framework. This will ensure there is coverage of all skills and range within each of the subject areas/areas of learning.

The Governing Body has reviewed the following policies this year: -

- ERW Child Protection
- ERW Pay Policy

### **5. CURRICULUM ORGANISATION**

At Burlais Primary School, we aim to -

- Provide our pupils with a curriculum which is broad, balanced, relevant, challenging and exciting
- Provide our pupils with a consistent high-quality curriculum which is differentiated to meet the needs of all our pupils
- Ensure that all pupils are given the opportunity to develop socially, emotionally, morally and spiritually
- Develop pupils' performance in the skills identified by our school, recognising that these underpin all learning
- Prepare our pupils with the necessary skills to become independent, life long learners

The school has drawn together a curriculum framework, which shows progression and clearly states the areas to be taught within each subject/area of learning at each stage. The schemes of work ensure continuity and progression with each subject and are largely based on the Cornerstones Planning topics with due consideration being given to the National Curriculum Subject Orders in Wales, Literacy and Numeracy Framework, Digital Competence Framework, Skills across the Curriculum and Y Cwricwlwm Cymreig. Curriculum Planning is regularly monitored and reviewed by staff and reflects current education practice. As result, the school is beginning to prepare for the new curriculum orders, which become statutory in 2022.

## **6. ADDITIONAL LEARNING NEEDS**

The school has a written policy for Additional Learning Needs procedures comply with the SEN Code of Practice for Wales. All procedures are clearly understood by all staff. Staff make use of the support and advice given by the LA's Access to Learning Team. The school hosts a Special Teaching Facility for pupils with Speech, Language and Communication Difficulties. Whilst these pupils are based in specific classes, they are fully integrated into the life of the school through the school's inclusion policy. The school is currently focusing upon developing activities to support our more able pupils.

Individual Educational Plans are in place for those pupils who require additional support. At the time of writing, there are 16 mainstream pupils with statements of special needs in the school and one awaiting statutory assessment. There are places for 27 pupils with statements of additional learning needs in the Speech and Language Unit.

The school also received additional funds to help support individual focus groups of pupils through the Pupil Development Grant (PDG) and RCIS Grant. The school is working with its partner primary school to focus upon raising standards in Literacy and Numeracy.

There are also eight pupils for whom there are Health Care Plans in place and another four pupils with Health Care Agreements.

The school also provides additional support for those pupils with English as an Additional Language and their progress is carefully tracked.

Any pupils with physical disabilities will be subject to the normal admission procedures and wherever possible adaptations will be made to the school site in order to accommodate these pupils.

Mrs Louise Jenkins undertakes the role of Additional Learning Needs Manager.

## **7. INSPECTION**

In June 2017, Estyn - Her Majesty's Inspectorate for Education and Training in Wales, inspected the school. Following the inspection, Estyn came to the following judgement: -

- The school's current performance – Adequate
- The school's prospects for improvement – Adequate

As a result of the inspection and the recommendations made by Estyn, the school has drawn up a Post Inspection Action Plan (PIAP), which will form the basis of the school improvement plan over the next 12 months.

Copies of the Estyn report are available from the school office or from the school website.

## **8. SCHOOL IMPROVEMENT PLAN/POST INSPECTION ACTION PLAN**

The school has a Post Inspection Action Plan following the Estyn Inspection in June 17. The recommendations are -

1. Raise standards of pupils' writing
2. Improve pupils' ability to apply their literacy, numeracy and ICT skills across the curriculum
3. Improve pupils' attendance
4. Improve the quality of teaching and teachers' use of assessment to meet the needs of all pupils
5. Focus senior leadership roles and performance management procedures on improving teaching and learning
6. Ensure that the processes for self-evaluation and improvement planning focus robustly on raising pupils' standards

The school has been working on these recommendations for the last academic year and submitted a progress report to Estyn in July 2017. The LA and school agree that strong progress has been made towards meeting Recommendations 1, 2,4,5,6 with very strong progress against Recommendation 3. The school received a monitoring visit from Estyn in December 2018 where it was judged to have made strong progress in meeting the above recommendations and no further follow up is required.

The school continued to focus upon these areas for development and progress continues to be monitored in conjunction with the school's Challenge Advisor during the termly visit.

**SCHOOL:** Burlais Primary

**STATEMENT OF ACTUAL EXPENDITURE 2018/19 FINANCIAL YEAR**

	Delegated Expenditure £	Non-Delegated Expenditure £	Total Net Expenditure £
Teachers Salaries	1,270,279	0	1,270,279
Salaries	714,558	0	714,558
Other Employee Costs	81	0	81
Premises	35,521	0	35,521
Transport	1,530	0	1,530
Supplies & Services	334,076	0	334,076
Recharges	0		0
			0
<b>Gross Expenditure</b>	<b>2,356,044</b>	<b>0</b>	<b>2,356,044</b>
Grant Income	-424,570	0	
Income	-67,637	0	-67,637
<b>Gross Income</b>	<b>-492,206</b>	<b>0</b>	<b>-67,637</b>
<b>Net Expenditure</b>	<b>1,863,838</b>	<b>0</b>	<b>2,288,408</b>

<b>RESERVES:</b>	£
FINAL FORMULA ALLOCATION:	1,811,585
TOTAL NET EXPENDITURE:	1,863,838
<b>TRANSFER TO / (FROM) RESERVES:</b>	<b>-52,253</b>
OPENING BALANCE ON RESERVES 01/04/17	86,987
<b>CLOSING BALANCE ON RESERVES: 31/03/18</b>	<b>34,734</b>

## **10. COMMUNITY LINKS**

Burlais Primary School continues to be actively involved in the local and wider community. The children benefit greatly from the visits of local clergy, police and fire officers, road safety team and various theatre companies. During the course of the academic year, pupils from a number of classes visited Brynhyfryd Library and Y5 pupils have participated in the Ospreys in the Community project. Links have also been made with the DVLA for developing coding within IT.

The school is also the only primary school in Wales represented on the National Network of Excellence in Science and Technology (NNEST).

The caring, sharing ethos of the school is extended through our support of various charities. Over the last academic year, donations were made to the Children in Need and Comic Relief. Our Harvest appeal was to support Matthew's House in collecting tinned goods for the centre in Swansea.

The school has excellent links with Pentrehafod Comprehensive School and its partner feeder schools. Regular liaison meetings are held and a programme of visits to the school is provided for Y5 and Y6 pupils prior to transition. The school also works closely with Pentrehafod staff through its Transition Plan. Y5 pupils have also worked alongside the Pentrehafod Cluster in the Creative Schools Projects. Over the last academic year, staff have worked closely with the staff of Pentrehafod preparing standardised portfolios of work in Literacy, Mathematics, Science and Welsh. Foundation Phase staff have worked closely with cluster schools to develop portfolios on English, Maths and PSD. These portfolios will ensure that there is consistency in assessing pupils across the cluster group of schools. The school is also working closely with its partner primaries on preparing for the implementation and tracking of the Digital Competency Framework (DCF).

The school is involved in joint working with other local primary schools as part of the City Consortium Group.

### **Links with Business and Industry**

The school continues to seek opportunities to develop links with local industry. Opportunities are provided for pupils to visit local commercial businesses e.g. B & Q, McDonald's, Tesco and ASDA stores and local Garden Centres. Y5 pupils visited the Sony Centre in Bridgend as part of the Ospreys in the Community Project. Y5/6 Science, Maths and Technology (STEM) pupil voice group visited the Cenin Recycling Plant in Bridgend.



## **11. EXTRA CURRICULAR ACTIVITIES 2018-19**

<b><u>ACTIVITY</u></b>	<b><u>Person(s) Responsible</u></b>
Football	Mr Gavin Thomas, Mr Jonathan Craven
Rugby	Mr David Webster, Mr Matthew Wotherspoon
Netball	Miss Holly Hill
Cricket	Mr Webster
Eco Club	Miss Stephanie Prangle
School Choir	Mrs Karen Pridmore, Mrs Sian Charlton
Rights Respecting School Council	Miss Holly Hill
Right Respecting Ambassadors	Mr M. Bowen

### **Residential visits**

The following residential visits took place this academic year: -

- Year 6 visit to Bora House - June
- Year 5 visit to Llangrannog – November
- Year 4 visit to Urdd Centre in Cardiff -

### **School productions/concerts**

All pupils participated in the school Christmas Concerts, Carol Service and Harvest and Easter Festivals and each KS2 class presented a class assembly.

This year the school worked in partnership with Pentrehafod and its cluster schools to produce a summer concert “Joseph and The Technicolour Dreamcoat”. This was very successful and included our school choir as supporting characters. The governors would like to thank Mrs Pridmore and Mrs Charlton for liaising and organising with Pentrehafod’s drama department.

The governors would like to thank all members of staff for providing these activities, which enrich the curriculum for our pupils.

## **12. SPORTING AIMS AND ACHIEVEMENTS**

Sport continues to play an important part in the life of our school with a number of pupils achieving success in a variety of areas. Our continuing success relates greatly to the high degree of commitment from our staff and the many parents who help transport our children to the sporting events and fixtures.

## **13. LANGUAGE OF THE SCHOOL/USE OF WELSH LANGUAGE**

English is the main language of the school. However, Welsh as a Second Language is taught to all pupils unless they are disapplied from the teaching of Welsh (Mainly pupils in the school's STF). It is monitored, assessed and reported upon along with all other National Curriculum and is taught as part of the National Curriculum in both Foundation Phase and Key Stage 2. The school places a great emphasis on developing pupils' bi-lingualism and incidental Welsh is used as much as possible as part of the school's daily routines.

For those pupils for whom English is an additional language, there is additional support, which is agreed via the Ethnic Minority Achievement Unit (EMAU). Both school and the EMAU support staff monitor the progress of pupils where English is a second language.

## **14. SCHOOL TOILET FACILITIES**

The school has a "Toilet Policy" which outlines the provision for toilets within the school. These toilets are cleaned daily by the School Cleaning Service and monitored by school staff during the day. There is access to toilet facilities for disabled pupils on both floors and changing facilities are available. Appropriate waste disposal arrangements are in place.

## **15. HEALTHY EATING AND DRINKING**

Burlais Primary School is committed to the aims of the Healthy Schools Network and promotes the health and well-being of all in its school community. The school has a "Food and Fitness Policy" which has been agreed by Governors and staff. As part of the school's curriculum pupils, have the opportunities to develop a good understanding of healthy eating and drinking and are encouraged to eat a range of healthy foods. The school also promotes healthy eating and drinking through the following activities: -

- Fruit Tuck Shop/Fruit Snacks in Foundation Phase
- Milk Provision
- Promoting Healthy Lunch Boxes
- Encouraging pupils to drink water
- Breakfast Club
- A range of after school activities
- A range of outdoor learning activities

## **16. ATTENDANCE INFORMATION 2018 -19**

The school continues to work on improving attitudes to attendance and punctuality. Our attendance target is 95% and the school continues to remind parents of the importance of regular attendance. Final figures for the academic year were 94.2%

The following statistics relate to the number of authorised and unauthorised absences expressed as a percentage of the total number of possible attendances in that term:

<b>Group</b>	<b>Presents</b>	<b>AEA</b>	<b>Authorised Absences</b>	<b>Unauthorised Absences</b>	<b>Possible</b>	<b>% Attend</b>
Year N1	1049	0	401	0	1450	72.3
Year N2	9623	0	2194	29	11846	81.2
Year R	20365	59	1349	99	21872	93.4
Year 1	21561	2	1186	295	23044	93.6
Year 2	28080	12	1139	291	29522	95.2
Year 3	27866	93	1127	280	29366	95.2
Year 4	25816	447	1259	310	27832	94.4
Year 5	24218	25	1101	308	25652	94.5
Year 6	21500	1091	1266	605	24462	92.4
Totals	180078	1729	11022	2217	195046	93.2

The school has an Attendance action plan and is working with the Education Welfare Service in order to raise attendance and reduce unauthorised absences. The school has a dedicated Attendance Officer and a Family Liaison Officer.

# Foundation Phase Outcomes 2019

## SCHOOL & NATIONAL

The following table shows the percentage of pupils attaining each outcome.

		Z	S	G	N	D	W	1	2	3	4	5	6+	5+
<b>Language, Literacy, and Communication Skills in English (LCE)</b>	<b>School</b>	0	0	0	0	0	0	0	0	6	23	59	12	71
	<b>National</b>	-	-	-	0.1	0.3	0.7	0.4	0.9	3.1	10.5	50.5	33.5	84.0
<b>Language, Literacy, and Communication Skills in Welsh (LCW)</b>	<b>School</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>National</b>	-	-	-	-	0.1	0.1	0.3	0.7	2.2	10.6	52.9	33.2	86.1
<b>Mathematical Development (MDT)</b>	<b>School</b>	0	0	0	0	0	0	0	0	4	22	59	15	74
	<b>National</b>	-	-	-	0.1	0.3	0.5	0.3	0.6	2.2	9.5	52.6	33.9	86.6
<b>Personal and Social Development, Well-being and Cultural</b>	<b>School</b>	0	0	1	0	0	0	0	1	1	4	35	58	92
	<b>National</b>	-	-	-	0.1	0.3	0.5	0.3	0.5	1.2	3.8	34.0	59.4	93.4

There were 78 pupils in the group.

<b>Foundation Phase Outcome Indicator</b>	<b>School</b>	71
	<b>National</b>	82.6

# Foundation Phase Outcomes 2019

## SCHOOL & NATIONAL

The following table shows the percentage of boys attaining each outcome.

Boys		Z	S	G	N	D	W	1	2	3	4	5	6+	5+
<b>Language, Literacy, and Communication Skills in English (LCE)</b>	<b>School</b>	0	0	0	0	0	0	0	0	11	25	50	14	64
	<b>National</b>	-	-	-	0.1	0.4	0.9	0.6	1.2	4.1	12.6	51.7	28.3	80.0
<b>Language, Literacy, and Communication Skills in Welsh (LCW)</b>	<b>School</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>National</b>	-	-	-	-	0.2	0.1	0.5	1.0	3.1	13.5	55.3	26.2	81.5
<b>Mathematical Development (MDT)</b>	<b>School</b>	0	0	0	0	0	0	0	0	6	22	50	22	72
	<b>National</b>	-	-	-	0.1	0.4	0.7	0.4	0.9	2.7	10.7	50.1	34.1	84.2
<b>Personal and Social Development, Well-being and Cultural</b>	<b>School</b>	0	0	3	0	0	0	0	3	3	8	47	36	83
	<b>National</b>	-	-	-	0.1	0.3	0.7	0.4	0.8	1.8	5.2	40.3	50.4	90.6

There were 36 boys in the group.

<b>Foundation Phase Outcome Indicator</b>	<b>School</b>	64
	<b>National</b>	78.4

# Foundation Phase Outcomes 2019

## SCHOOL & NATIONAL

The following table shows the percentage of girls attaining each outcome.

Girls		Z	S	G	N	D	W	1	2	3	4	5	6+	5+
<b>Language, Literacy, and Communication Skills in English (LCE)</b>	<b>School</b>	0	0	0	0	0	0	0	0	2	21	67	10	76
	<b>National</b>	-	-	-	0.1	0.2	0.4	0.2	0.6	1.9	8.3	49.2	39.1	88.3
<b>Language, Literacy, and Communication Skills in Welsh (LCW)</b>	<b>School</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>National</b>	-	-	-	-	0.1	-	0.1	0.3	1.3	7.7	50.6	39.9	90.4
<b>Mathematical Development (MDT)</b>	<b>School</b>	0	0	0	0	0	0	0	0	2	21	67	10	76
	<b>National</b>	-	-	-	-	0.2	0.3	0.2	0.3	1.6	8.3	55.2	33.8	89.0
<b>Personal and Social Development, Well-being and Cultural</b>	<b>School</b>	0	0	0	0	0	0	0	0	0	0	24	76	100
	<b>National</b>	-	-	-	-	0.2	0.2	0.2	0.2	0.6	2.3	27.5	68.8	96.3

There were 42 girls in the group.

<b>Foundation Phase Outcome Indicator</b>	<b>School</b>	76
	<b>National</b>	86.9

Summary of National Curriculum Assessment results of pupils in the school (2019) and nationally (2018) at the end of Key Stage 2 as a percentage of those eligible for assessment.

		N	D	NCO 1, 2, & 3	1	2	3	4	5	6+	4+
<b>English</b>	<b>School</b>	2	0	0	0	3	21	52	21	0	73
	<b>National</b>	0.2	0.3	-	0.5	1.2	6.5	45.1	44.2	1.7	91.1
Oracy	<b>School</b>	2	0	0	0	5	23	50	20	0	70
	<b>National</b>	0.2	0.3	-	0.4	1.1	6.3	45.0	44.6	1.8	91.5
Reading	<b>School</b>	2	0	0	0	3	18	50	26	0	76
	<b>National</b>	0.2	0.3	-	0.5	1.2	7.0	43.0	45.6	2.0	90.6
Writing	<b>School</b>	2	0	0	0	3	30	30	33	0	64
	<b>National</b>	0.2	0.3	-	0.5	1.6	10.5	49.5	35.6	1.5	86.7

<b>Cymraeg</b>	<b>School</b>	0	0	0	0	0	0	0	0	0	0
	<b>National</b>	0.1	0.2	-	0.5	1.7	7.9	49.3	39.0	1.3	89.7
Oracy	<b>School</b>	0	0	0	0	0	0	0	0	0	0
	<b>National</b>	0.1	0.2	-	0.5	1.5	7.0	48.3	41.1	1.5	90.8
Reading	<b>School</b>	0	0	0	0	0	0	0	0	0	0
	<b>National</b>	0.1	0.2	-	0.5	1.8	8.6	46.3	40.9	1.6	88.9
Writing	<b>School</b>	0	0	0	0	0	0	0	0	0	0
	<b>National</b>	0.1	0.2	-	0.6	1.9	12.4	53.3	30.4	1.2	84.9

<b>Mathematics</b>	<b>School</b>	2	0	0	0	2	33	38	20	5	62
	<b>National</b>	0.2	0.3	-	0.4	1.1	5.9	44.0	45.6	2.2	91.8

<b>Science</b>	<b>School</b>	2	0	0	0	5	27	50	11	5	65
	<b>National</b>	0.2	0.3	-	0.4	1.0	5.7	45.6	46.1	0.4	92.1

<b>Core Subject Indicator</b>	<b>School</b>	62
	<b>National</b>	89.5

## % boys at each level

		N	D	NCO 1, 2, & 3	1	2	3	4	5	6+	4+
<b>English</b>	<b>School</b>	0	0	0	0	0	26	51	23	0	74
	<b>National</b>	0.3	0.4	-	0.7	1.7	8.3	48.9	38.2	1.3	88.3
<b>Cymraeg</b>	<b>School</b>	0	0	0	0	0	0	0	0	0	0
	<b>National</b>	0.1	0.2	-	0.8	2.2	10.2	53.2	32.3	0.8	86.4
<b>Mathematics</b>	<b>School</b>	0	0	0	0	3	29	43	17	9	69
	<b>National</b>	0.3	0.4	-	0.6	1.5	6.6	42.4	45.3	2.7	90.3
<b>Science</b>	<b>School</b>	0	0	0	0	3	26	51	11	9	71
	<b>National</b>	0.3	0.4	-	0.6	1.3	6.9	46.3	43.4	0.4	90.1

<b>Core Subject Indicator</b>	<b>School</b>	69
	<b>National</b>	87.0

## % girls at each level

		N	D	NCO 1, 2, & 3	1	2	3	4	5	6+	4+
<b>English</b>	<b>School</b>	3	0	0	0	6	16	52	19	0	71
	<b>National</b>	0.1	0.2	-	0.2	0.8	4.6	41.2	50.6	2.2	94.0
<b>Cymraeg</b>	<b>School</b>	0	0	0	0	0	0	0	0	0	0
	<b>National</b>	0.1	0.1	-	0.3	1.1	5.6	45.4	45.6	1.8	92.9
<b>Mathematics</b>	<b>School</b>	3	0	0	0	0	39	32	23	0	55
	<b>National</b>	0.1	0.2	-	0.3	0.8	5.2	45.6	46.0	1.8	93.4
<b>Science</b>	<b>School</b>	3	0	0	0	6	29	48	10	0	58
	<b>National</b>	0.1	0.2	-	0.2	0.7	4.4	44.9	48.9	0.4	94.1

<b>Core Subject Indicator</b>	<b>School</b>	55
	<b>National</b>	92.1



## **18. SCHOOL TERM AND HOLIDY DATES 2019/20**

<b>Term</b>	<b>Term begins</b>	<b>Term ends</b>	<b>Mid-term holiday</b>		<b>Term begins</b>	<b>Term ends</b>	<b>Total days</b>
			<b>Begins</b>	<b>Ends</b>			
<b>Autumn 2019</b>	Monday 2 September	Friday 25 October	Monday 28 October	Friday 1 November	Monday 4 November	Friday 20 December	
	40				35		75
<b>Spring 2020</b>	Monday 6 January	Friday 14 February	Monday 17 February	Friday 21 February	Monday 24 February	Friday 3 April	
	30				30		60
<b>Summer 2020</b>	Monday 20 April	Friday 22 May	Monday 25 May	Friday 29 May	Monday 1 June	Monday 20 July	
	25				35		60

## **INSET DAYS 19/20**

Schools will be closed to pupils for INSET on six days: -

- Monday September 2<sup>nd</sup> 2019
- Monday September 23<sup>rd</sup> 2019
- Monday January 6<sup>th</sup> 2020
- Tuesday January 7<sup>th</sup> 2020
- Monday June 1<sup>st</sup> 2020
- Monday July 20<sup>th</sup> 2020