

School to School

A Learning Visits Programme

A pilot on behalf of the Department for Education

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Introduction

School to school visits are aimed at teachers and those involved in the teaching profession. The aim is to bring together small groups of like minded peers, all keen to learn more about a particular subject, to share leading practice in a range of topics.

Schools that have been selected to become hosts on the school to school visits programme have all been on a journey that has resulted in recognition from peers and senior colleagues. Some are deemed outstanding by Ofsted as a direct result of the work they are willing to share, others have received teaching awards and some are implementing inspirational practices.

School to school visits are a peer to peer knowledge exchange, therefore visitors are encouraged to network and play an active role whilst attending a visit. Host schools have been encouraged to give visitors a full and honest description of what they have achieved, a 'warts and all' look at the steps taken to get to where they are now, and a clear idea of what needs to continue for them to maintain it.

What happens on a visit?

Each school to school visit will bring together 10-15 visitors from different schools. More than one visitor from the same school is welcome, although any more than three would minimise the networking opportunity for others.

If you feel more than three members of staff from your school would benefit from attending a particular visit, the school to school visits team can approach the host school who may be willing to host a customised visit. If you would like to discuss this please contact the school to school visits team on 0845 1800 356.

As a visitor you can choose the host, topic, visit and date to best suit your own interests and availability. Although each visit will have a unique agenda an example of what a visit might look like can be seen here;

- Tour of the school
- Identification of the issues
- Workshop/activities/lesson observation
- Lunch
- Lessons learnt/the ongoing journey
- Advice, support and sharing resources
- Networking

All relevant staff members with specific interests in the topics are welcome to attend.

Choosing your visit

Your choice of visit will depend on which of the available subjects you would like to learn more about. To gain the most from a visit you should choose to attend one that not only reflects your own journey, but is being delivered by a school that is from a similar demographic to your school.

To search online for a visit please go to www.schooltoschool.org.uk and click on the "search for visits and book tab".

If you need assistance in identifying a relevant visits, the school to school visits team are on hand to help and can be contacted on 0845 1800 356 or email schooltoschool@mci-group.com.

FAQs

Who should attend?

Visitors can be from any state-funded primary or secondary school in England. Sometimes visits may include observers from key stakeholders, partners or from other host schools.

How will you benefit as a visitor?

The visit will give you an opportunity to meet with peers from the host school and the other visiting schools. All visitors will have chosen to attend based on their individual need to understand the topic, so a variety of experiences can be expected to lead to interesting and stimulating discussions.

How long will a visit last?

A visit will typically last between 3 and 5 hours. Each visit is different and so times will vary, therefore it is recommended you allow a whole day to account for travel time to and from the visit. Two weeks prior to the visit you will be sent detailed joining instructions. This important information will include details of how to get to the school, instruction on what to do on arrival, who you will be meeting and a detailed agenda for the day.

If you would like more information on a particular visit before booking, please contact the school to school visits team on 0845 1800 356.

How much will it cost me to attend a visit?

School to school visits are free to attend. You are responsible for your own travel and expenses but we do ask for:

- Your commitment to attend. If you are unable to attend please let the school to school visits team know with as much notice as possible.
- Your input into discussions.
- Your views. As part of the programme you will be asked to give constructive feedback on the visits you attend. This will help host schools tailor their visits to your needs and will contribute to the continuous improvement of the school to school visits programme.

Could you become a school to school host?

To become a school to school visits host you need to have a story to tell. You must be prepared to share all aspects, 'warts and all', with the visitors that attend and you will be asked to commit to two or three dates across the academic year on which you are available to host a visit.

The school to school visits team will undertake an assessment visit at which time you will be asked to provide examples of the information you expect to share with visitors. This should include an outline agenda for the day, introductions to staff who will lead the visit, and a tour of the school and facilities.

If you are interested in becoming a school to school visit host, please contact the school to school visits team on 0845 1800 356 or email schooltoschool@mci-group.com.

What becoming a host school involves

If your school is successful in becoming a school to school visit host your commitment to the programme will play a large part in how successful your visits are. A host school will need to;

- Organise and deliver informative and inspiring visits, taking note of feedback from visitors and adapt visits as appropriate.
- Take steps to avoid cancelling visits.
- Keep the school to school visits team up to date on all changes or developments at the school that may affect the running of the visit.
- Promote your involvement in the school to school visits programme wherever possible.

www.schooltoschool.org.uk

How the school to school visits team will support you

In return for your commitment, the school to school visits team will ensure the following;

- Networking opportunities are optimised by limiting the number of visitors attending from any one school.
- The correct audience for the visit is targeted.
- Send regular updates on the progress of your visit and ensure all your needs are being met and that your feedback is listened to.
- Only visit on pre-arranged dates.
- The team will do all they can to minimise the number of visitors that don't show up on the day and fail to tell anyone.
- The team will be available to you between 09:00 and 17:30 from Monday to Friday, excluding bank holidays.

All host schools have access to the dedicated host support pages on the school to school website. These pages allow hosts to view live data about their visits, how many places have been filled and by whom.

Becoming a host - some FAQs

As you might expect there are several questions that get asked by schools who are looking to become hosts. Answers to the most popular questions are below.

How many visits do I have to do?

Typically a school will be asked to host two to three visits over the course of the academic year, however, this number remains flexible at all times. It might be that a host can only manage one or two visits due to other commitments, or that there is such demand from visitors that the host would be asked to consider offering more dates.

Can I go and visit other hosts?

Yes. After you are accepted as a host but before you progress to hosting your first visit, it is recommended that you attend another visit in your area. After that you are welcome to attend any other visit that might be of interest. Please contact a member of the school to school visits team to identify a suitable visit for you to attend.

Is there a set visit format?

No. However, there is an identified format that works well and ensures a good flow to the day. This is only meant to give you an idea of how you might host your visit, so feel free to make changes, although a good idea is to structure the timetable around your school day. If your students have morning break at 11:00 then that might be the time to stop for a quick comfort break, and you might want to pause for lunch with the rest of the school.

How will I cover my costs?

As school to school visits host you will receive a small disturbance allowance to cover any outgoings that have been incurred. There is no financial reward for becoming a host.

What will the cost be for a visitor to attend?

All visits are free to attend. Visitors will have to fund their own travelling expenses.

Terms and conditions

- The school to school visits team operates a policy of limiting groups to two or three personnel from each visitor organisation, depending on the capacity of the visit.
- Should you wish to discuss a bespoke visit with more members of your staff participating please contact the school to school learning visits team.
- Visitors' details are provided to the host school before the visit for the purpose of assisting in the planning of the visit. The host school may contact you to discuss your interests in more detail to ensure that they will be covered on the day.
- When you make an enquiry or a booking your details will automatically be added to the school to school visits programme mailing list to receive updates and information about future visits. If you do not wish to be added to the mailing list please inform the school to school visits team.
- **Costs** – Attendance on the school to school visits programme is free of charge. We do however ask that you cover any expenses related to your attendance such as travel and parking etc.
- **Cancellation** – Should you be unable to attend the visit for any reason we ask that you inform the school to school visits team as soon as possible.
- **Questions or amendments regarding you booking** - Should you wish to make any amendments to your booking or should you wish to ask any questions regarding the visit, we ask you please to contact the school to school learning visits team directly rather than contacting the school.

Contacts

The school to school visits team can be contacted as follows:

Telephone: 0845 1800 356

Email: schooltoschool@mci-group.com

Narrowing the Gap for Disadvantaged Pupils

Throughout compulsory education, family income and social class are strongly associated with poorer performance, on average, at every Key Stage. What is more, underperformance is still an issue for some ethnic minority groups and for other groups of disadvantaged and vulnerable children such as Looked After Children and Children with English as an Additional Language.

Factors which contribute to underperformance are complex and multiple but evidence shows that schools are independently important for disadvantaged pupils' outcomes and can have a real impact on narrowing attainment gaps. The Narrowing the Gaps strand of the **school to school visits programme** aims to help schools to identify and address underperformance among disadvantaged groups, and to share effective practice in removing the barriers to learning that they face.

Free School Meals (FSM) Children

All visits under this topic are hosted by schools who have received outstanding grades from Ofsted in their last two inspections and are making a real difference in their communities.

Narrowing the Gaps and Extended Services

This topic aims to show visiting schools examples of how extended services can contribute to school improvement and make a difference to the lives of pupils and the wider community, particularly for those facing challenging circumstances.

Narrowing the Gaps and Black and Minority Ethnic Attainment

This topic features schools who have used a range of programmes (e.g. The Black Children's Achievement Programme materials) to inform whole school development, with a particular focus on leadership to raise Black children's achievement.

Narrowing the Gaps and Gypsy / Roma Traveller children

Host schools on this sub topic have demonstrated a strong inclusive vision and have a good track record of valuing the Gypsy / Roma Traveller community and culture.

Narrowing the Gaps and Children with English as an Additional Language

This sub topic will give visiting schools the opportunity to experience examples of good practice for raising the attainment of pupils with English as an Additional Language.

Narrowing the Gaps and Looked After Children

Host schools in this sub-topic will be able to demonstrate to visiting schools ways of making a difference to the lives and attainment of Looked After Children.

Narrowing the Gap for Disadvantaged Pupils

Listed below are all the visits that are currently taking bookings under the topic Narrowing the Gap for Disadvantage Pupils.

School: St Chrysostom's	Location: Manchester	Phase of Education: Primary	
St Chrysostom's is a Voluntary Controlled Church of England Primary School situated in Manchester with 227 pupils on roll. The school has a multi-cultural population in an area of high unemployment and social deprivation. The school has implemented a range of strategies which have resulted in higher achievement, attainment and pupil confidence and pride in the school.			
TOPIC: Narrowing the Gap	Visit dates	10 November 2010	9 March 2011
			28 June 2011
School: Wrotham School	Location: Rochdale	Phase of Education: Primary	
Wrotham School is an 11-18 mixed, rural Secondary Modern School with 715 pupils on the roll. The school is over-subscribed with specialist Humanities status and is a Department for Education Accredited School Provider. Wrotham has 8% FSM and 30% additional education needs. The school has fully embraced the Extra Mile project and led by a dynamic senior management team, has introduced successful measures for engaging vulnerable students			
TOPIC: Extra Mile	Visit dates	8 October 2010	25 March 2011
			24 June 2011
School: Mount C of E	Location: Newark	Phase of Education: Primary	
The Mount Church of England Primary School is situated in the centre of Newark-on-Trent and currently has 220 pupils on roll. Within the catchment area there is a sizable Traveller site which, together with a Traveller site in Lincolnshire, provides the school with approximately 33% of its roll. The school currently has 25% of children who have English as an additional language. The school has considerable experience in working with Traveller children and their families.			
TOPIC: Gypsy/Roma Traveller	Visit dates	6 October 2010	2 February 2011
School: Wordsley School	Location: Wordsley, Stourbridge	Phase of Education: Secondary	
Wordsley School in an 11-16 Comprehensive with Business & Enterprise and Music specialisms with 755 pupils on roll. The school has 26% FSM and nearly 50% of students live in the top 10% most deprived areas nationally in terms of education, skill and training. As a school Wordsley 'threw off the shackles' of low expectation and underachievement and as a result of its success the school has been over subscribed for the last 5 years and has a pupil attendance record that sits above the national average.			
TOPIC: Extra Mile	Visit dates	16 November 2010	15 March 2011
			14 June 2011
School: The Grace Academy	Location: Coventry	Phase of Education: Secondary	
Grace Academy Coventry (GAC) is an 11-19 school with over 1000 pupils on roll. The Academy operates as an inclusive school with a personalised programme of study for every student. In 2010 100% of students will leave school with at least 1 GCSE. A key challenge for GAC was to raise aspirations and motivation for students from disadvantaged backgrounds. Visitors will have the opportunity to meet the team, share strategies and learn how GAC access the potential of students.			
TOPIC: Extra Mile	Visit dates	13 October 2010	23 March 2011
			22 June 2011
School: Woodside	Location: Woodside, Dudley	Phase of Education: Primary	
Woodside Community School is a Two-Form Entry School in Dudley with 286 pupils on the roll. It is in a socio-economically deprived area with high numbers of SEN and Looked After Children. The school has been recognised by Ofsted and the Local Authority as being 'outstanding' in every category. The heart of the schools agenda is 'inclusion' and the school believes strongly in removing barriers to learning that may affect life chances in the future. Therefore, regardless of background, high expectations are set for all pupils.			
TOPIC: Looked after Children	Visit dates	4 November 2010	3 March 2011
			26 May 2011
School: Plashet School	Location: Newham, London	Phase of Education: Secondary	
Plashet is an 11-16 girls' school in the London Borough of Newham in East London with 1350 pupils on the roll. It is a high achieving school with KS2-KS4 progress in the top 3% of schools nationally. 35% of students have FSM and the school deprivation indicator of 0.47 is double the national average. The majority of students are from Asian backgrounds and the percentage of students whose first language is not English or believed not to be English is 92.3%.			
TOPIC: English as an Additional Language	Visit dates	2 November 2010	31 March 2011
			14 July 2011
School: Shiremoor	Location: Shiremoor, Newcastle	Phase of Education: Primary	
Shiremoor Primary School is an 'opportunities' school with 386 on the roll. The school's philosophy is to educate the 'whole child' and to ensure that pupil attainment is high. School structure and organisation are designed to ensure that teaching has maximum impact and learning takes place in a stimulating, challenging and focused way. The school has been recognised for its approach to continuous professional development for all staff. The school looks at the 'whole child', timetabling, staff deployment and targeted intervention programmes which are designed to have maximum impact.			
TOPIC: Free School Meals (FSM)	Visit dates	24 November 2010	16 March 2011
			8 June 2011

Maximising Pupil Progress through the Effective Use of Assessment Data

Rigorous assessment and tracking of pupil progress in order to inform classroom practice is one of the most common features of schools where pupils make good progress. Many schools make good use of assessment data at different levels in the school and plan interventions accordingly; and there is some excellent practice in place where schools have a systemic, whole school approach to using data to inform planning and intervention to ensure that every child makes good progress.

The **school to school visits programme** will demonstrate what good use of data looks like on three levels:

At whole school level for heads and members of the Senior Leadership Team (SLT):

- To inform pupil tracking and target setting
- To ensure that underachieving groups receive appropriate additional support
- To support transfer and transition

At department level for the SLT and subject leaders:

- To inform curriculum planning, in particular long and medium term planning
- To secure accurate and consistent judgements through regular standardisation and moderation opportunities
- To ensure that teaching plans are predicated on a robust understanding of progression in their subject

At classroom level for teachers:

- To tailor teaching and personalise learning
- To inform interventions, including small group and 1-1 support
- To agree curricular targets, that are shared with pupils and parents
- To provide feedback to pupils that help them to understand their next steps in learning

The **school to school visits programme** will form a platform for shared learning across these three levels and will allow schools to hear first hand, from peers who have implemented a successful approach to using data.

Maximising Pupil Progress through the Effective Use of Assessment Data

Listed below are all the visits that are currently taking bookings under the topic 'Maximising Pupil Progress Through the Effective Use of Assessment Data'.

School:	Shepshed High School	Location:	Shepshed, Leicestershire	Phase of Education:	Middle 10-14
<p>Shepshed High School is a Middle deemed Secondary School with 506 students from year 6 to year 9 on the roll. Students all come from the local town and one nearby village and form a cohesive but rather isolated community. 23% of students are on the SEN register (5% with statements). The school regards good practice in assessment for learning as key to higher levels of achievement. As a "Making Good Progress Pilot" school Shepshed have been at the forefront of using Assessing Pupil Progress (APP) as an important tool in developing their practice in Assessment for Learning (AfL).</p>					
Visit dates		28 January 2011	28 October 2011		

School:	Stanway Primary School	Location:	Colchester, Essex	Phase of Education:	Primary
<p>Stanway Primary is a medium-sized school with 270 pupils on the roll. The school has invested in very good Information and Communication Technology (ICT) resources and are an E-folio pilot school, as such the school is at the forefront of embedding APP and other aspects of AfL. The data is used to identify underperforming pupils and to develop appropriate intervention programmes or changes to teaching to support pupils.</p>					
Visit dates		17 November 2010	26 January 2011	9 November 2011	

School:	Heathfield Community College	Location:	Heathfield, Essex	Phase of Education:	Secondary
<p>Located just outside Heathfield in the heart of East Sussex the school draws its students from a large rural geographical area. There are currently over 1400 students on the roll. The school vision is that data is used to enable each student to reach their full potential by knowing where they are in their learning, and to understand what they need to do to make progress. Visitors will learn how Heathfield has implemented a traffic light system, red for a drop in progress, amber for no change and green for good progress.</p>					
Visit dates		19 November 2010	11 March 2011	15 July 2011	

FOR FURTHER INFORMATION ON THESE VISITS, OR TO BOOK PLACES, PLEASE VISIT THE WEBSITE www.schooltoschool.org.uk OR CALL THE SCHOOL TO SCHOOL TEAM ON 0845 1800 356.

Teachers and Teaching Assistants as Writers

The Teachers and Teaching Assistants as Writers programme is focussed on improving the writing of children at Key Stage 2 and is therefore aimed at primary schools. It enables teachers and TAs, working together, to develop confidence as accomplished writers, to reflect on and model the processes of writing in the classroom. It has been developed from practical research, undertaken by children's author Pie Corbett together with the University of Winchester, in a range of primary schools in 2008 and 2009. The programme focuses on how to develop young writers' confidence, enjoyment and skill in writing for different purposes and audiences.

Host schools have been trained to develop highly effective, imaginative approaches to teaching writing across their own schools, and have experience of putting these skills into practice. This has enabled the development of a range of tailored CPD services. **Options include:**

- demonstration lessons followed by CPD;
 - one-off sessions on specific areas of focus, including poetry, non-fiction and fiction writing. Visitors would benefit from attending all three sessions starting with poetry and progressing through non-fiction and on to fiction;*
 - teacher demonstration and input;
 - working with senior management to strengthen leadership in teaching writing.
- Web-based written and audio CPD materials are available.

Outcomes for trained schools have included the following:

- Positive impact on children's writing attainment and attitudes to writing;
- Teachers and TAs' writing confidence, teaching expertise and understanding increased;
- Positioning teachers and TAs as learners with a strong model of a 'writing teacher' during training as well as the expectation to experiment between sessions had a positive impact;
- Professional partnership between teachers and TAs within classrooms and across schools improved classroom effectiveness;
- Participating teachers provided CPD for own school and other schools.

The programme has also established that strong, active and enthusiastic leadership from an informed headteacher is critical to teachers and TAs' writing development in school. Host schools therefore encourage the involvement of the headteacher in the visit.

* Some host schools may require visitors to commit to attending all three sessions.

**Visits will soon be available under this topic.
Please continue to check the website for all the latest
visit information**

www.schooltoschool.org.uk

Secondary Modern Schools

Some secondary modern schools face particular difficulties in delivering high standards. Others succeed very well and provide high added value for all their pupils. The topic objective, through the school to school visits programme, is to capture that excellent practice and disseminate it more widely, amongst this relatively small and geographically unevenly distributed group of schools.

Listed below are all the visits that are currently taking bookings under the topic Secondary Modern Schools.

School:	Sandwich Technology School	Location:	Sandwich, Kent	Phase of Education:	Secondary
Sandwich Technology School is a non-selective school with around 1450 pupils on roll and serves a coastal area with pockets of rural deprivation. The school has received many awards, including Health Schools, Green Flag status and a Gold Award for the quality of their CPD. Sandwich has an integrated KS3 – 3Dom – which covers nine different subject areas. It is skills led and encourages students to develop independent learning strategies. The school has a two year KS3 and students make option choices at the end of year 8. The school offers a range of personalised pathways that cover vocational as well as more traditional subjects.					
Visit dates		16 November 2010	8 March 2011	6 June 2011	

FOR FURTHER INFORMATION ON THESE VISITS, OR TO BOOK PLACES, PLEASE VISIT THE WEBSITE www.schooltoschool.org.uk OR CALL THE SCHOOL TO SCHOOL VISITS TEAM ON 0845 1800 356.

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Effective Transitions from Early Years to School

Our aim

We want all children to enjoy a smooth transition as they move from their early years settings into school. We know from feedback that schools adopt different strategies to help ensure that this transition is as smooth as possible for young children and we want them to share this learning.

Background

From a very early age many children will experience frequent changes of childcare provision, meeting different people in different places and having different experiences in different environments. The impact of moving to new settings can affect a child's confidence but it can also help to build their resilience and adaptability. A 2005 report by the National Foundation for Educational Research (NFER) advised that 'the process of transition may be viewed as one of adaptation. This study showed that the best adaptation takes place where conditions are similar, communication is encouraged, and the process of change takes place gradually over time'.

Managed well, transitions can be rewarding and productive but without sensitive and well-informed adult support, children and families can feel disengaged or that they have no control. The key ingredients to supporting children are found in the extent to which the individuality of the child is taken into account, and how adults relate to each other and the child.

School to school visits will help schools to share their experiences and learning with colleagues in their approach to children's transition from their early years settings to school. Hosts offer visits based on the expertise they have developed. For example, working with parents and early years settings before children start at the school and working with children during their first year in school. The visits will allow you to see this practice in action and to use this to influence your own approach. There is also opportunity to evaluate how this impacts on your school so that the learning continues to develop over time.

**Visits will soon be available under this topic.
Please continue to check the website for all the latest
visit information**

www.schooltoschool.org.uk

Sustainable Schools

A national framework for sustainable schools was established to support schools to make a greater contribution to sustainable development, and to ensure young people understand the need for sustainable development now and in the future.

The framework comprises three interlocking parts:

- **a commitment to care**; schools are already caring places, but a sustainable school extends this commitment into new areas. It cares about the energy and water it consumes, the waste it produces, the food it serves, and the difficulties faced by people living in its community and in other parts of the world;
- **an integrated approach**; sustainable schools take an integrated approach to their improvement. Sustainable development is explored through their teaching provision and learning (curriculum); it is demonstrated in its values and ways of working (campus); and it is the inspiration for working with its local community; and
- **a selection of 'doorways' or sustainability themes**. The doorways are entry points, or places where schools can establish or develop their sustainability practices. Each of the doorways is supported by a range of government policies concerning sustainable development and quality of life.

The 8 "doorways" for schools to embed sustainability are:

- Food and Drink
- Buildings and Grounds
- Energy and Water
- Travel and Traffic
- Purchasing and Waste
- Inclusion and Participation
- Local Well-being
- Global Dimension

There is growing interest in sustainable schools, as people feel they must do something to ensure a sustainable future, but it is such a wide ranging subject that they are often at a loss as to how to begin to tackle it. The department does not fund schools separately for sustainability, nor have an accreditation scheme, so schools take up this framework because they accept the moral driver to lead more sustainable lives. However, many schools find that becoming sustainable schools does enable them to save money through efficiencies and a greater awareness of whole life costing.

School to school visits will allow schools to see how their peers have started to embed sustainability in the whole ethos of their school. Hosts offer visits based on the different parts of the national framework where they have good practice, but will also learn from others' experience. Sustainable schools is not a programme in the familiar sense, but an ongoing process of change, so the school to school visits will enable schools to take inspiration from each other.

Sustainable Schools

Listed below are all the visits that are currently taking bookings under the topic Sustainable Schools.

School:	Skinner's School	Location:	Tunbridge Wells	Phase of Education:	Secondary
<p>The Skinner's School is a selective boys' Voluntary Aided 11-18 Grammar School with 820 students on the roll. Skinner's is an Eco-School that has successfully embedded the elements of sustainability into its ethos. In 2009 the school was awarded the South East Regional Sustainable School Teaching Award and participated in the SSAT STEM Pathfinder Programme.</p>					
Visit dates					
		22 September 2010		27 January 2011	
				30 March 2011	

School:	St Edward's CofE	Location:	Rochdale	Phase of Education:	Primary
<p>St Edward's is a large multicultural Church of England Primary School with 314 pupils on the roll. In 2009 the school was awarded the Teaching Award for Sustainable Schools in the North West and also achieved a 5th Green Flag. Through the development of the 8 doorways of sustainability, St Edward's has raised standards and all children now experience an outdoor skills based learning with creative and cross curricular links.</p>					
Visit dates					
		7 October 2010		17 March 2011	
				16 June 2011	

School:	Cardinal Wiseman	Location:	Coventry	Phase of Education:	Secondary
<p>Cardinal Wiseman Catholic School in an 11-18 specialist Language College with Rural Dimension with 1400 students on roll. Situated in the North-East of Coventry, the school has worked hard to develop the school farm and gardens over the past 15 years and in 2009 the school won the Department's Award for Sustainable Schools. Visitors to Cardinal Wiseman will learn about how to start keeping large and small animals and how they benefit the students.</p>					
Visit dates					
		16 November 2010		10 March 2011	
				22 June 2011	

School:	Freemantle School	Location:	Southampton	Phase of Education:	Infant
<p>Freemantle Church of England Infant and Nursery School is situated close to the city centre and docks area of Southampton with 310 pupils on roll aged 1-7 years. Freemantle School has extensive experience in the 8 doorways of sustainability and has already showcased at a regional level as well as having numerous case studies published at both regional and national level.</p>					
Visit dates					
		8 October 2010		1 February 2011	
				16 June 2011	

School:	Alphington Primary	Location:	Exeter	Phase of Education:	Primary
<p>Alphington Primary School is a Two Form Entry School just outside Exeter with 410 pupils on roll aged 5-11. The extensive grounds provide a wealth of opportunities to enrich learning. The school has developed an exciting skills based curriculum to ensure children are prepared for the challenges of the 21st Century. The 8 doorways of sustainability are firmly rooted across all aspects of school life and are incorporated into theme plans.</p>					
Visit dates					
		12 October 2010		10 February 2011	
				14 June 2011	

School:	Crispin School	Location:	Street, Somerset	Phase of Education:	Secondary
<p>Crispin School is an 11-16 mixed comprehensive school with specialisms in Technology and Languages with 1090 pupils on roll. Crispin School was named as Regional Winner of 2009 Teaching Awards for Sustainable Schools and has been awarded four Green Flags. For many years staff at Crispin School have held a vision of building a sustainable learning community which nurtures pupil voice and participation, builds respect for the natural environment and equips young people with the knowledge and skills to contribute to a sustainable common future.</p>					
Visit dates					
		13 October 2010		9 February 2011	
				27 April 2011	

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