



# NOTTINGHAM GIRLS' ACADEMY

Prospectus  
2025/26





# Mission

We believe in creating a community empowered with the qualities, skills and qualifications to enter the next phase of life with confidence and ambition

# Values

We strive to fulfil everyone's learning potential. We value high standards, hard work and a ceaseless desire to improve. We provide a safe, kind, nurturing and inclusive environment. We enjoy the journey together

# Ofsted Judgements

Graded inspection 7/8 November 2023

The quality of education: Outstanding

Behaviour and attitudes: Outstanding

Personal development: Outstanding

Leadership and management: Outstanding

Sixth-form provision: Outstanding

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# Information about our sponsor



GREENWOOD  
ACADEMIES TRUST



Wayne Norrie  
Chief Executive

The Sponsor of the Nottingham Girls' Academy is the Greenwood Academies Trust (GAT). Information about the Trust can be found on-line at [www.greenwoodacademies.org](http://www.greenwoodacademies.org) and the Chief Executive and Chairman can be contacted on [admin@greenwoodacademies.org](mailto:admin@greenwoodacademies.org)

The Greenwood Academies Trust is a not-for-profit educational organisation. It specialises in working with schools in challenging circumstances and has a track record of delivering significant improvement in these schools. The Trust offers high levels of educational expertise and we seek to deliver long lasting and productive relationships with the communities we serve.

The Greenwood Academies Trust is the sponsor of 38 Academies at present, located across seven Local Authorities. They represent a wide range of educational phases for pupils aged from 3 to 18 years and educate over 19,000 pupils.

*“Nottingham Girls’ Academy is an inclusive school that provides an exceptional and broad education. The school serves a diverse community and provides a welcoming environment where all pupils flourish.”*

*November 2023, Ofsted*

# A message from Mr Tungate

I am delighted to introduce you to Nottingham Girls’ Academy through this prospectus.

At Nottingham Girls’ Academy, we strive to fulfil everyone’s learning potential within a kind, nurturing and inclusive environment. We value high standards, hard work and a ceaseless desire to improve. But, most importantly, we enjoy the journey together.

Our calm and welcoming environment allows girls to make excellent progress and achieve academically, whilst developing their character through an extensive extra-curricular programme and superb pastoral support. We celebrate our diversity and are proud of who we are.

We foster a caring, supportive and happy environment which encourages our girls to flourish. In terms of behaviour, uniform and Academy standards we are very traditional and have high expectations. We expect pupils to wear the full Academy uniform correctly, attend well, behave respectfully to others and to work hard.

*“The school has the very highest expectations for what all pupils can achieve. The wide range of subjects and courses on offer have been well chosen to match pupils’ interests and aspirations. Pupils with special and/or disabilities (SEND) receive excellent support. Pupils achieve exceptionally well. Students in the sixth form benefit from a curriculum designed to precisely meet their individual needs. Many go on to aspirational destinations.”*

*November 2023, Ofsted*

*“The school provides a wide extra-curricular activities. All pupils, including disadvantaged pupils and those with SEND, benefit from these opportunities. Pupils enjoy trips that enhance their experience of the curriculum.”*

*November 2023, Ofsted*

We also believe that education is more than just academic success and aim to develop the whole person. Our curriculum nurtures the development of qualities and skills alongside the acquisition of knowledge. It is broad and balanced, develops ‘cultural capital’ with enrichment activities and is complimented by a wide range of extra-curricular activities and events, which we encourage all girls to take part in.

I regard being the Principal of Nottingham Girls’ Academy as a personal and professional privilege and, along with my staff, I am committed to ensuring the future for our students is bright and full of promise.

I hope you find this prospectus interesting and informative. If you would like any further information, please do not hesitate to contact us or arrange a visit. You will also find all of this information and more on our website: [www.nottinghamgirlsacademy.org](http://www.nottinghamgirlsacademy.org)

I look forward to welcoming you to Nottingham Girls’ Academy.

Yours faithfully  
Mr D Tungate  
Executive Principal



## Curriculum Intent

We want the young women who leave our academy to have choice. To feel they can challenge stereotypes and break from tradition. To be socially mobile. To be well rounded, self-confident and proud of who they are. To think both locally and globally.

The Nottingham Girls' Academy Curriculum therefore aims to provide pupils with an introduction to the essential knowledge, qualities and skills that they need to be educated citizens. It aims to introduce them to some of the best that has been thought and said, help them develop their skill and confidence, promote creativity and encourage them to apply their learning independently.

## Knowledge and Qualifications

We want our curriculum to reflect what it means to be a young, British woman today; for our pupils to know about the struggle and sacrifice that has led to the freedom and opportunity they have. We want them to know about their heritage and culture, and that of others in our community, enabling them to celebrate it and contribute to the progress of democracy as global citizens.

We recognise that qualifications often act as the currency pupils require when they move on to the next phase of life; supporting access to FE, HE, apprenticeships and employment. The qualifications we work towards are informed by the aspirations of the pupils we have and the growth sectors of the local economy.

We continuously develop our curriculum to provide opportunities in areas that may not be traditionally associated with girls.

## Skills

Developing skills helps translate knowledge and understanding into higher order cognitive functions such as application, analysis, synthesis and evaluation. Furthermore, it provides pupils with an opportunity and reason to develop the qualities we value and, in doing so, can improve self-confidence and self-esteem.

Broad skills are valued by employers and ensuring our pupils develop these skills within the context of the curriculum and through extra-curricular opportunities is essential for employability.



Numeracy & Literacy



Communication



Problem Solving



Metacognition



Leadership



Collaboration



Physical, Practical & Technical



Digital Literacy

## Qualities

The qualities valued by employers, and those we believe to be important in forming effective learners and citizens, have much in common. Developing these qualities therefore supports progress, improves employability and reinforces fundamental aspects of good citizenship and Modern British Values. The qualities that we aim to develop throughout our curriculum are encompassed in our 'BUILD' programme:

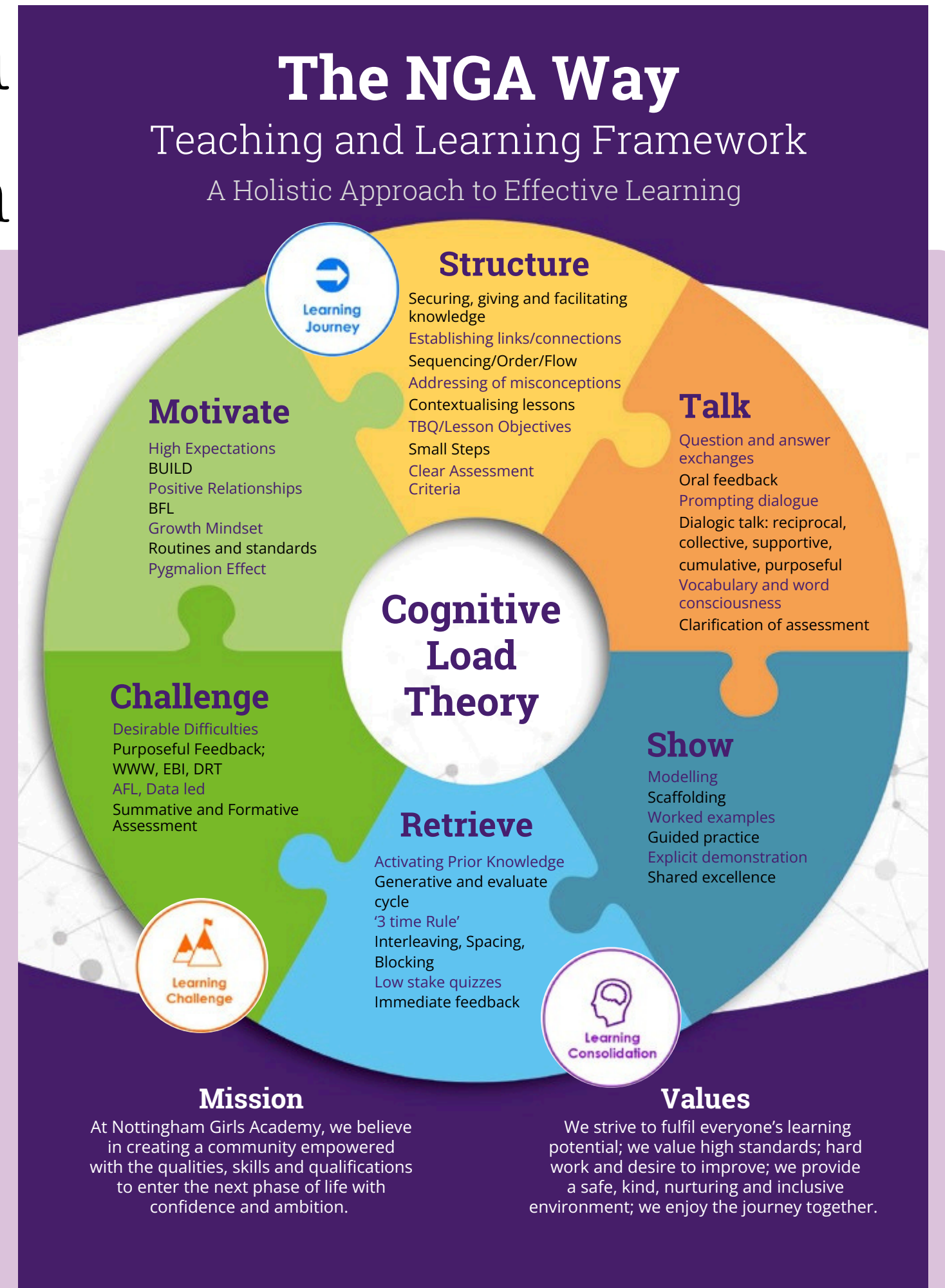


# The Academy Curriculum Implementation

Teachers are trained in cognitive science – the science of learning – and are taught how to apply this to the classroom. This forms the basis of weekly briefings, the work of our Teaching and Learning steering group and INSET day training. The elements which we believe are key to supporting learning and memory are captured in the NGA Way: A framework for Teaching and Learning.



*“The curriculum is rich and highly ambitious. Subject curriculums identify precisely the knowledge that pupils need to learn and remember. They are structured to ensure that pupils build on what they already know towards increasingly challenging aims.”*  
November 2023, Ofsted



# Behaviour

## Our Principles

We believe that holding high expectations of how pupils should behave and conduct themselves is essential. We also understand that, in collaboration with parents and carers, part of our job is to teach pupils how to achieve them. Our default method for achieving this is through positive reinforcement. However, sanctions will also be used to reinforce expectations when they are not being met.

To achieve this, we have:

- The safety, well-being, and education of each pupil as our priorities.
- High expectations which are clearly communicated to pupils, parents and staff via assemblies, letters, noticeboards, tutor time notices, pupil planners and the website.
- Clear procedures and systems to ensure effective and timely recording and sharing of information.



Pupils respond positively to routine and predictable, reliable, consistent patterns. Teachers will ensure that students know it is the priority to maintain the pace of their lesson for the benefit of all students.

## Reinforcing Positive Behaviour

In all classrooms we aim for praise to outweigh consequences. When pupils demonstrate that they are developing any one of the qualities within our BUILD programme, this is recognised by awarding a 'BUILD point'. Praise and recognition are vital in helping us raise our pupils' self-esteem and confidence. Rewarding pupils when they meet significant milestones in the number of BUILD points awarded helps encourage positive behaviours and create the safe, kind, nurturing and inclusive environment we value. Rewards and recognition of pupils' accomplishments are offered in a variety of ways including verbal praise, postcards and letters home, awards and certificates and events and trips.

## Managing Negative Behaviour in the Classroom - Negative Behaviour Points

If a pupil fails to meet expectations in the classroom, a range of strategies and sanctions are available to staff with which to reinforce those expectations. This may result in negative BUILD points being issued and the application of a sanction such as a detention, during which a restorative conversation will take place.

## Detentions and Restorative Conversations

These are intended to allow the pupil and the member of staff to have a reflective conversation so that they can repair and resolve the issue - helping both parties to move forward - or to catch up with missed learning time.

## Persistent or Serious Negative Behaviour

For more serious behaviour concerns or persistent failure to meet our expectations we will contact parents/carers and consider other strategies such as faculty or pastoral report, removal from mainstream lessons for a fixed period or suspension from the Academy for a fixed period.

## Arbor

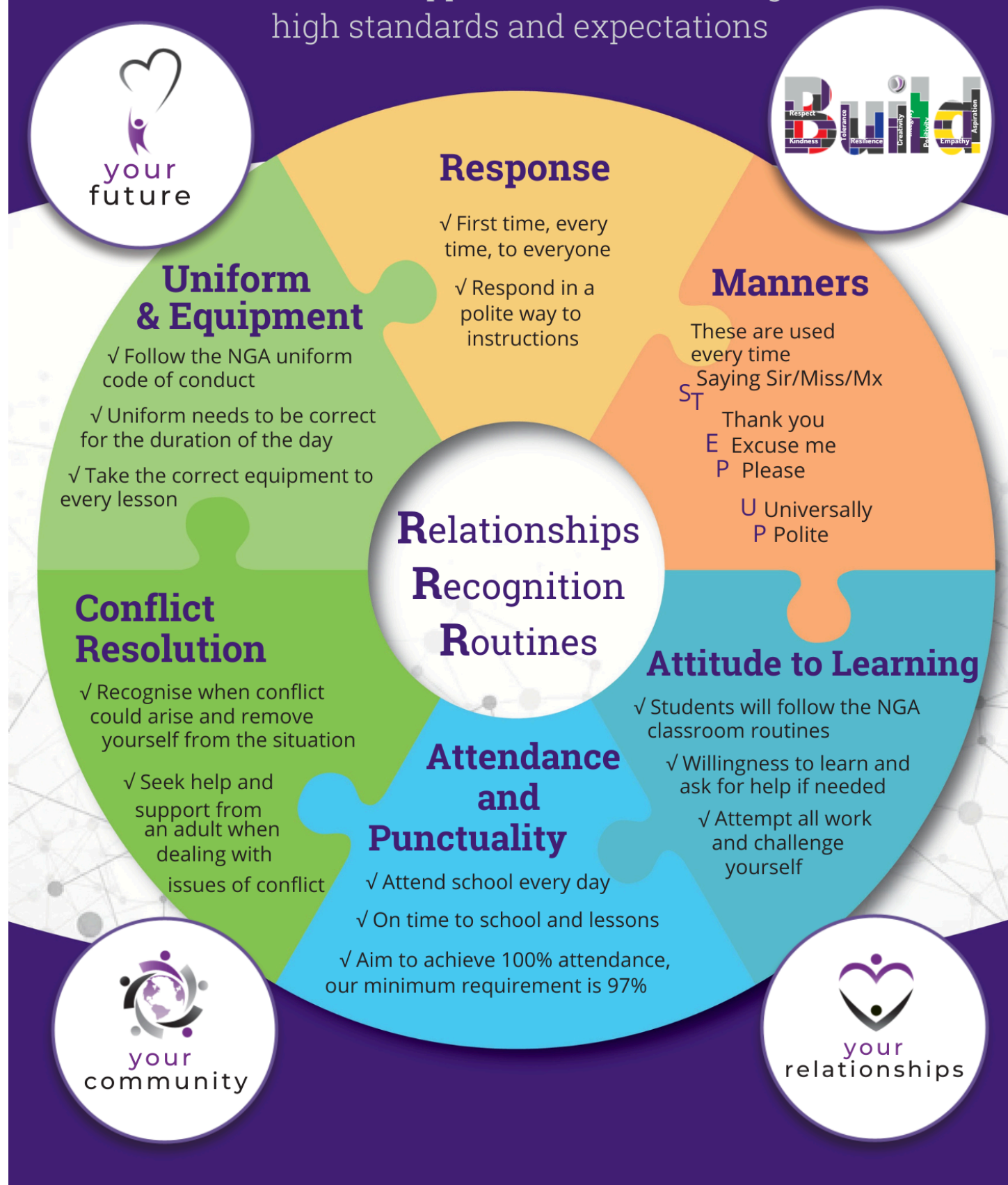
We record positive and negative behaviour on Arbor. Parents/carers are able to access their daughter's records in real-time' via a free app that they can download onto their smartphones

# Safeguarding and Bullying

## The NGA Way

### Behaviour and Attitudes Framework

A holistic approach to maintaining high standards and expectations



### Safeguarding

The Nottingham Girls' Academy and the GAT take their responsibilities to safeguard the welfare of children, young people and adults very seriously and all staff, no matter what their role, are committed to the policies and procedures that ensure all individuals are kept safe, free from harm and have their needs and welfare promoted at all times. This includes the welfare of colleagues and those who have any role to play in the life of the Academy. The full Safeguarding Policy is available on our website and from the Academy office.

### Bullying

We deal with bullying immediately and we operate a zero tolerance of it. There is no legal definition of bullying, but we have adopted Bullying UK's definition:

"Bullying is repeated behaviour which is intended to hurt someone either emotionally or physically."

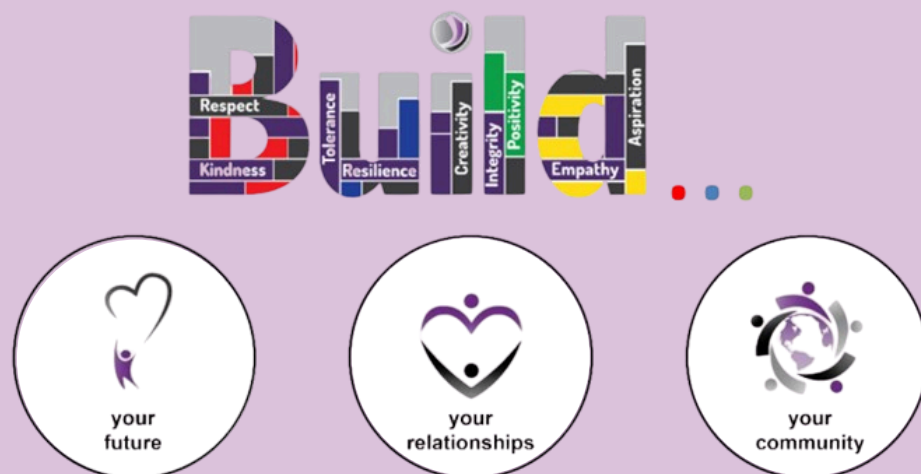
We are also clear that bullying is not:

- One-off occasions of being left out, people not getting along, meanness or nastiness.
- A random act that made you scared or hurt.
- Falling out, arguing or fighting with people, when both sides are to blame.

Even though these are not bullying, this behaviour is not acceptable and will always be dealt with when we know about it

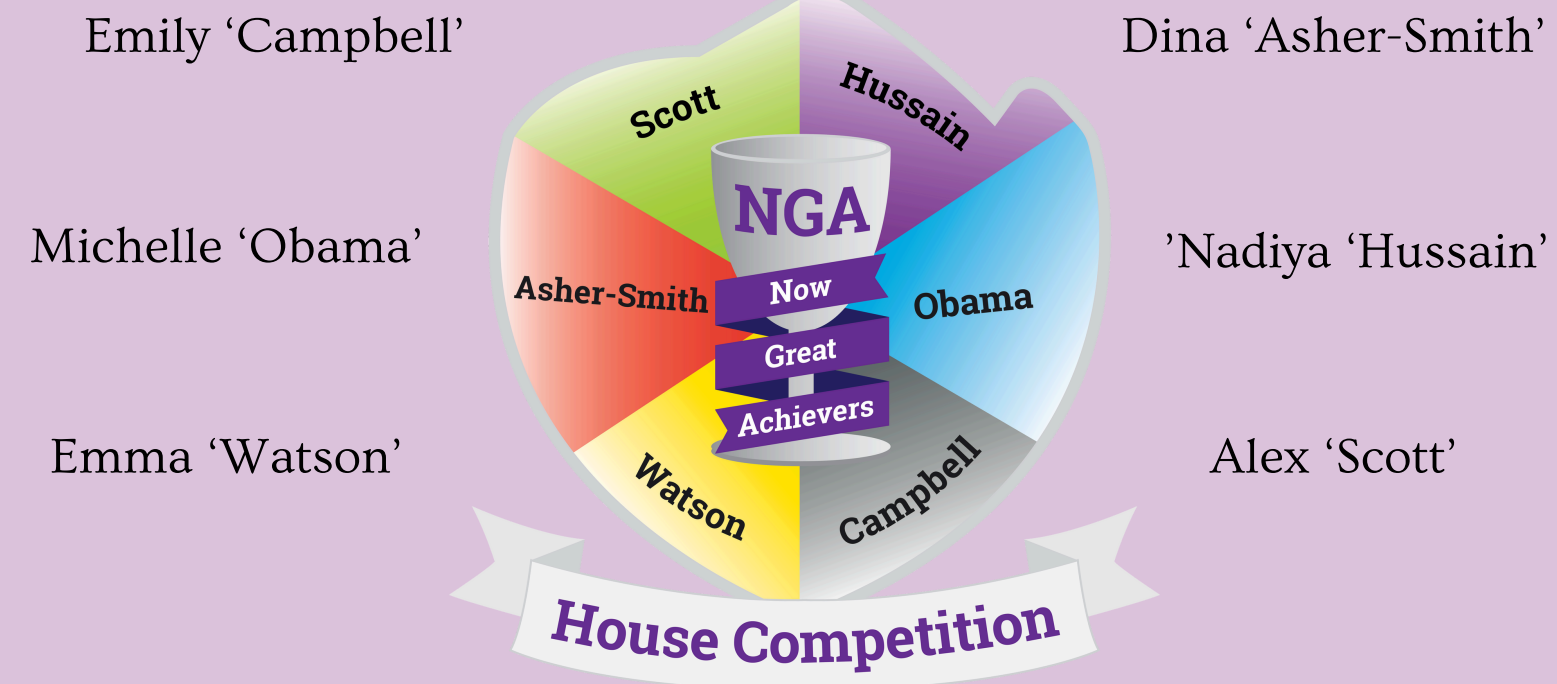
Although qualifications form an incredibly important part of what we do, we also know it is important for our pupils to develop certain qualities.

There are 9 qualities that we explicitly focus on developing through our 'BUILD' programme'. Opportunities to develop these qualities are embedded into our curriculum. When pupils demonstrate that they are developing any one of these qualities, this is recognised by awarding a 'BUILD point'. These are broken into 3 categories, encouraging pupils to:



Each BUILD point that is awarded to pupils, builds up a tally towards their total House points. The House system has been created around strong, inspirational women that our pupils and staff voted for. There are 6 different Houses and pupils are assigned a House dependent on their tutor group.

Praise and recognition are vital in helping us raise our pupils' self-esteem and confidence. Rewarding pupils when they meet significant milestones in the number of BUILD points awarded helps encourage positive behaviours and create the safe, kind, nurturing and inclusive environment we value. The Academy policy is to reinforce good behaviour and self-discipline informally through positive feedback and praise and giving affirmation and recognition to pupils who model high standards. Pupils who behave well and meet the Academy's high expectations should be recognised for good behaviour through the rewards system.



We are a relatively small Academy and can therefore ensure that each individual pupil is supported with an efficient and caring system of pastoral care.

Each year group is divided into a number of different tutor groups. Each of these groups is in the charge of a Form Tutor, who plays a major role in supporting the academic progress and in providing pastoral care for each child in the group.

Form Tutors will build an extensive knowledge of each pupil in their group and are the first port-of-call for parents/carers should any problems or questions arise involving their child.

The Form Tutors are led by Heads of Year, whose responsibility is to co-ordinate and support the work of form tutors and to oversee the academic and social progress of the year as a whole.

We seek to maintain pastoral relationships with Form Tutors and Heads of Year. Whenever possible, therefore, pastoral staff remain with the same groups and cohorts as they progress through each Year group of the school.

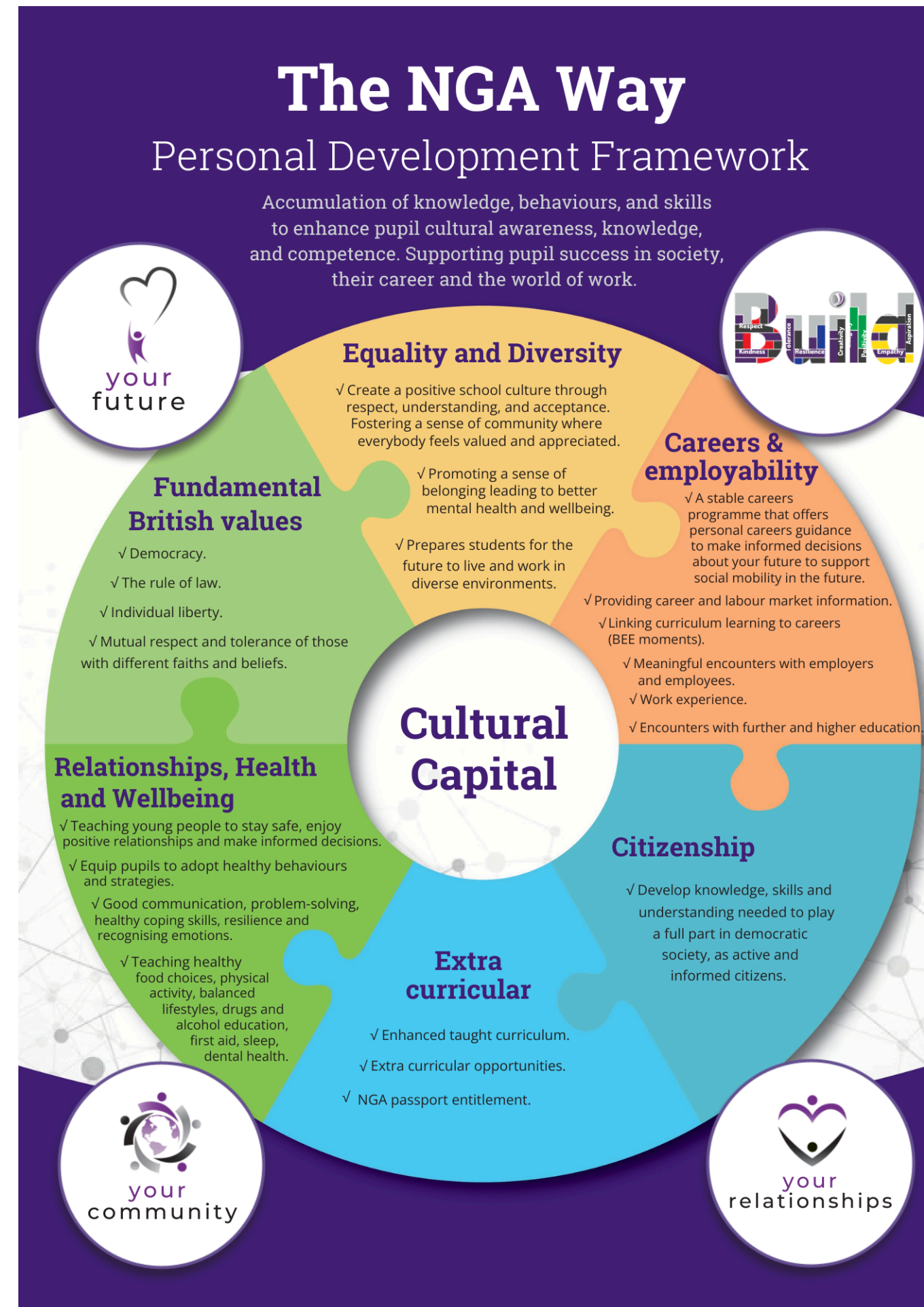
School should be as much about personal development as it is about academic development. Our Framework for Personal Development describes the wider curriculum and opportunities that we plan for our pupils have in order to prepare them for the world of work and as members of our democratic society. We teach them about relationships, health and wellbeing, we promote equality and diversity, and we aim to provide extra-curricular opportunities to help them develop their interests and learn more about the world they live in.

### Equality and Diversity

We want to nurture a positive school culture through respect, understanding, and acceptance, fostering a sense of community where everybody feels valued and appreciated. We have many cultural celebrations throughout the year such as Lunar New Year, Eid, Black History Month and our annual Nations Day held in the summer term. During the celebrations we have guest speakers, we provide food representative of the culture we are celebrating, we encourage pupils to wear cultural dress, and provide information about the different cultures is presented in assemblies, through performances and in lessons. We truly enjoy celebrating our diverse community.

### Careers and Employability

Careers and employability are delivered throughout your child’s time at NGA. Every child receives personal careers guidance to support them to make informed decisions about their future and enhance social mobility. Our careers and employability programme fully incorporates the Gatsby Benchmarks, this has led us to achieve the gold standard careers mark. Pupils learn about the current labour market and our taught curriculum is linked to careers through BEE moments. We ensure all pupils have meaningful encounters with further and higher education, employers and employees, and are offered the opportunity to take part in work experience in both Year 10 and Year 12.





## Enhancing the Curriculum and Extra-Curricular Opportunities

We aim to enhance the taught curriculum through events such as practicals, workshops, visits and external visitors. We also aim to offer a wide variety of extra-curricular opportunities to harness your child's interests such as attending science fairs, taking part in our annual school show, the opportunity to participate in instrumental lessons, alongside a wide variety of clubs available to all pupils during our Enrichment Fridays.



*“For me, the times I have the most fun at Nottingham Girls’ Academy would be when I get the chance to take part in performing arts, particularly when we were invited to perform at the National Theatre in London as part of Connections 2025”  
Current NGA student, 2025*

All pupils have access to competitive team sports. Each week all pupils in compulsory education receive formal curriculum time for individual and team sports. The sports covered include Netball, Softball, Table Tennis, Athletics, Volleyball, Dance, Basketball, Hockey, Soccer, Rounders, Cricket, Boxercise, Rowing, Trampolining, Gymnastics and Health Related Fitness. The Academy organises internal competitions and runs successful year teams which compete against other schools in a range of games. Pupils in Year 9 upwards are encouraged to participate in The Duke of Edinburgh’s Award Scheme.



## Relationships, Health and Wellbeing

During the 5-year PHSE programme we teach young people to stay safe in society and online. They learn how to enjoy positive relationships and how to make informed decisions. We equip pupils to adopt healthy behaviours and strategies using positive communication, problem solving abilities whilst developing healthy coping skills, resilience, and recognising emotions and how to manage them. This is delivered through during a weekly lesson during tutor time, a drop-down day and through assemblies. These sessions cover a variety of topics such as healthy food choices, physical activity, balanced lifestyles, drugs and alcohol education, first aid, sleep and dental health.

*“Feeling safe isn’t just about rules, it’s about knowing you can speak, share and grow without being judged. My school gives me that kind of safety, where kindness, respect, and inclusion are part of everyday life.”*

*Current NGA student, 2025*

*“The school supports pupils’ wider personal development remarkably well. Pupils maturely and enthusiastically discuss issues such as race, religion and gender equality. Some pupils have formed an ‘equalities group’ that actively campaigns for social justice, including lobbying local politicians.”*

*November 2023, Ofsted*

## Citizenship & Fundamental British Values

Citizenship fundamentals are delivered throughout all aspects of school life and are developed through our BUILD qualities. We aim to create an awareness and understanding of democracy, government and how laws are made and upheld. We want to enable our pupils to play a full part in democratic society, as active and informed citizens. There are weekly Citizenship lessons taught in tutor time as well as assemblies. We use a democratic process to elect our pupil parliament – the structure of which mirrors the structure of the UK government. We also appoint additional leadership roles such as our tutor representatives. We hope to offer some members of our pupil parliament and student leadership the opportunity to take part in an educational visit to Parliament.

# Supporting Learners

The Academy's SEND team support pupils who are experiencing barriers to learning – whether these be learning, social, emotional or physical barriers. With inclusivity at the heart of what we do, we are able to meet most pupil's needs through good communication and quality first teaching in our classrooms. For those pupils who require additional support, this may be in the form of one-to-one withdrawal work, small group work or in-class support. Pupils who require further support to develop their reading have additional Literacy lessons instead of studying Spanish. Reading is developed through a programme based on inference skills, vocabulary building and Guided Reading. For pupils with general English Language difficulties, or who speak English as an Additional Language, the Academy has a specialist who support these pupils in all years. The academy has been awarded the bronze EAL Excellence Award.



**EAL Award  
Bronze**



# Focussed SEND Provision

We are working in partnership with Nottingham City Inclusion Education Service (IES) to provide additional focussed provision places at Nottingham Girls' Academy for pupils in Key Stage 3 and Key Stage 4. This provision will be designed for girls who have moderate learning difficulties (MLD) whose learning is well below age related expectations at the end of Key Stage 2 - usually at about Year 1 level. Some of these pupils will have additional needs, such as Autism. Children on roll at Nottingham Girls' Academy who meet this criterion, are already supported through our two 'Focussed Provision' groups: one group at Key Stage 3, and one group at Key Stage 4, with approximately 14 pupils in total currently being supported. In partnership with Nottingham City's IES we are aiming to expand that provision to up to 24 places, across two Key Stage 3 groups and two Key Stage 4 groups. The additional 10 places will be allocated through the local authority IES. The curriculum is designed to meet the specific learning and social needs of each pupil with an emphasis on: oracy to support communication and interaction; understanding the world around us to develop cultural capital; development of independent learning, personal safety and life skills; and integration within the mainstream environment where curriculum and structures allow. Pupils are empowered to learn within their group because lessons are pitched at where each pupil is 'at', enabling them to achieve their next steps securely and with confidence. Key Stage 4 pupils will work towards Entry Level qualifications. Opening in a brand-new, custom-built block, we plan to open this new resource during the Autumn Term of the 2026-2027 academic year (building work permitting). Guidance on whether your child may be eligible for this provision or not can be found in Appendix 1 of our admissions policy.



# Uniform for pupils in years 7 -11

The Academy has strict guidelines on uniform which apply to years 7-11.

We believe that wearing our distinctive uniform gives our pupils a sense of 'belonging', helps foster pride in themselves and the academy and removes issues arising from peer pressure or inequity.

Our pupils are our ambassadors in the community. We therefore expect pupils to wear full Academy uniform when travelling to and from the school, at all Academy functions, on extra-curricular visits and when taking part in representative sport.

Our uniform offer with Schoolwear Solutions is fantastic. They offer a click and collect to their shop at Chilwell, they can offer home delivery at a cost, and you can request to have your items dropped off at the Academy Reception (subject to availability).

Pupils who arrive at the Academy inappropriately dressed will either be placed in isolation or sent home. If sent home, parents will be contacted first. All uniform items are required unless marked otherwise.

Our requirements:

- Academy tie
- A traditional white shirt, which has a fastened top button and is tucked into trousers or a skirt
- Black trousers or skirt\*
- Academy pullover, in purple for Key Stage 3 pupils and black for Key Stage 4 pupils, with the Academy logo. Other jumpers or sweatshirts are not permitted
- Trousers: Black or white socks (no logo) with black trousers

Skirts: Black tights (with no socks) or plain black / plain white socks (no logos)

Plain black shoes\*\*

A Shalwar Kameez or Abaya in Academy purple or black may be worn instead. This is acceptable as long as the Kameez is at least knee-length. Your Shalwar Kameez / Abaya must have the academy logo on the left (available to buy as an iron on transfer on ParentPay)

Any religious hair coverings, e.g., hijabs (headscarves) or turbans, may be worn in Academy purple, black or grey. Please note that any full or partial face coverings or veils, e.g., niqabs (face veils with eyes visible) and burqas (face veil with eyes partially covered), are not permitted.

## Summer Uniform (optional)

Pupils will be allowed to wear Summer Uniform from May half-term until the summer holiday each year.

A traditional white shirt, which has a fastened top button and is tucked into trousers or a skirt

Black trousers or knee-length black skirt or knee-length, tailored, plain black shorts or skorts\*\*\*

Academy tie (to be worn at all times). The Principal will make a decision during the school day if it is appropriate for pupils to remove their ties due to extreme heat

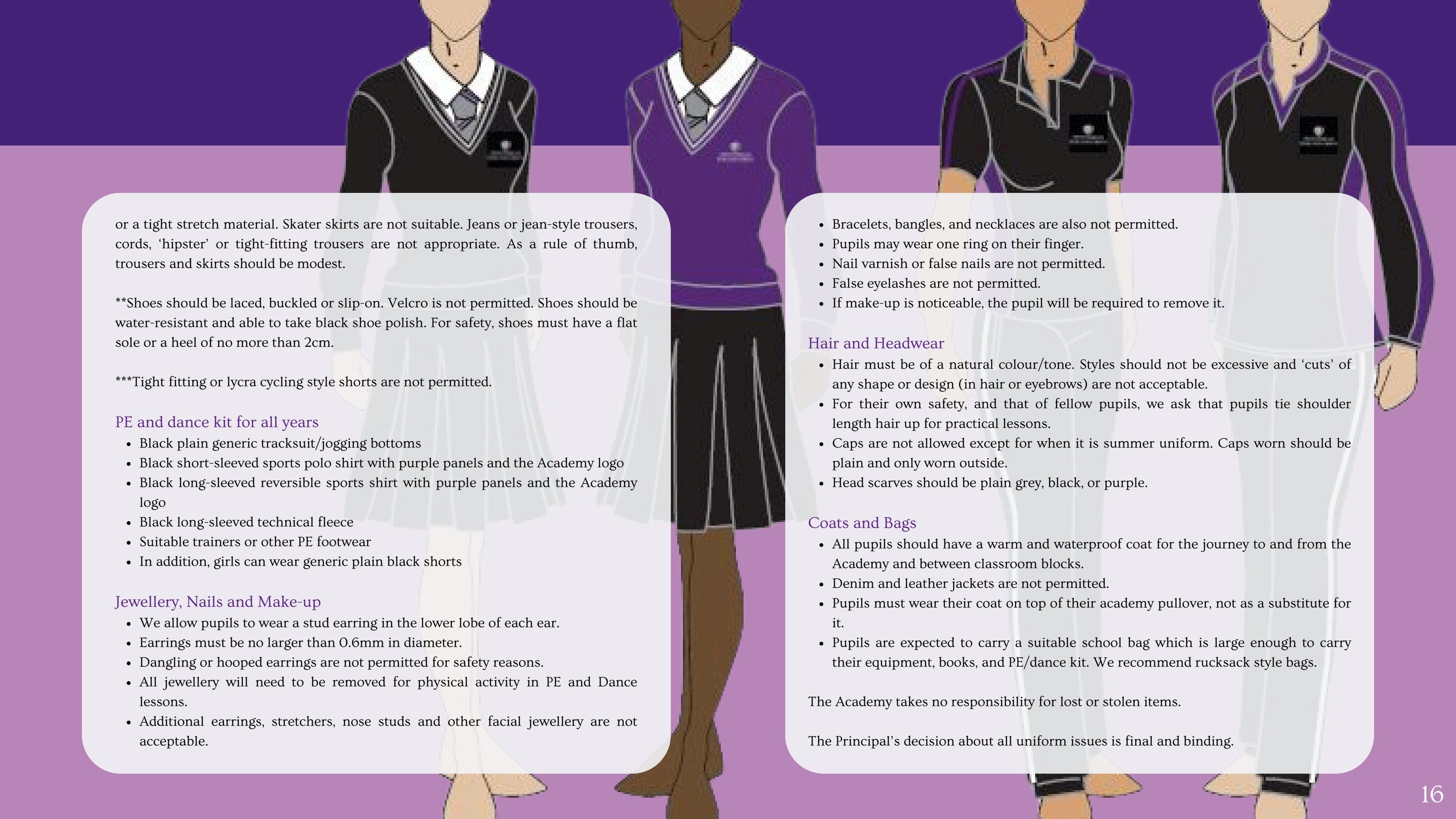
Trousers: Black or white socks (no logo) with black trousers

Skirts: Black tights (with no socks) or plain black / plain white socks (no logos)

Academy pullover (optional)

A plain black cap or hat for outside wear only (optional)

\*Skirts should be no shorter than knee-length and should not be fitted



or a tight stretch material. Skater skirts are not suitable. Jeans or jean-style trousers, cords, 'hipster' or tight-fitting trousers are not appropriate. As a rule of thumb, trousers and skirts should be modest.

\*\*Shoes should be laced, buckled or slip-on. Velcro is not permitted. Shoes should be water-resistant and able to take black shoe polish. For safety, shoes must have a flat sole or a heel of no more than 2cm.

\*\*\*Tight fitting or lycra cycling style shorts are not permitted.

#### PE and dance kit for all years

- Black plain generic tracksuit/jogging bottoms
- Black short-sleeved sports polo shirt with purple panels and the Academy logo
- Black long-sleeved reversible sports shirt with purple panels and the Academy logo
- Black long-sleeved technical fleece
- Suitable trainers or other PE footwear
- In addition, girls can wear generic plain black shorts

#### Jewellery, Nails and Make-up

- We allow pupils to wear a stud earring in the lower lobe of each ear.
- Earrings must be no larger than 0.6mm in diameter.
- Dangling or hooped earrings are not permitted for safety reasons.
- All jewellery will need to be removed for physical activity in PE and Dance lessons.
- Additional earrings, stretchers, nose studs and other facial jewellery are not acceptable.

- Bracelets, bangles, and necklaces are also not permitted.
- Pupils may wear one ring on their finger.
- Nail varnish or false nails are not permitted.
- False eyelashes are not permitted.
- If make-up is noticeable, the pupil will be required to remove it.

#### Hair and Headwear

- Hair must be of a natural colour/tone. Styles should not be excessive and 'cuts' of any shape or design (in hair or eyebrows) are not acceptable.
- For their own safety, and that of fellow pupils, we ask that pupils tie shoulder length hair up for practical lessons.
- Caps are not allowed except for when it is summer uniform. Caps worn should be plain and only worn outside.
- Head scarves should be plain grey, black, or purple.

#### Coats and Bags

- All pupils should have a warm and waterproof coat for the journey to and from the Academy and between classroom blocks.
- Denim and leather jackets are not permitted.
- Pupils must wear their coat on top of their academy pullover, not as a substitute for it.
- Pupils are expected to carry a suitable school bag which is large enough to carry their equipment, books, and PE/dance kit. We recommend rucksack style bags.

The Academy takes no responsibility for lost or stolen items.

The Principal's decision about all uniform issues is final and binding.

## How to apply for a place at the Nottingham Girls' Academy

Pupils are admitted at the start of, and during, two main stages:

- Secondary year 7 (age 11)
- Secondary post-16 (age 16)

Admission numbers:

- 162 full time places - year 7
- 150 full time places - post 16 (including all year 11 pupils at the Academy who have the entry requirements and choose to stay on for their post-16 education) 1.

For admission in September 2026, application forms can be accessed on-line from 1 September 2025. All forms should be returned to the Nottingham City Local authority by midday 31 October for secondary year 7.

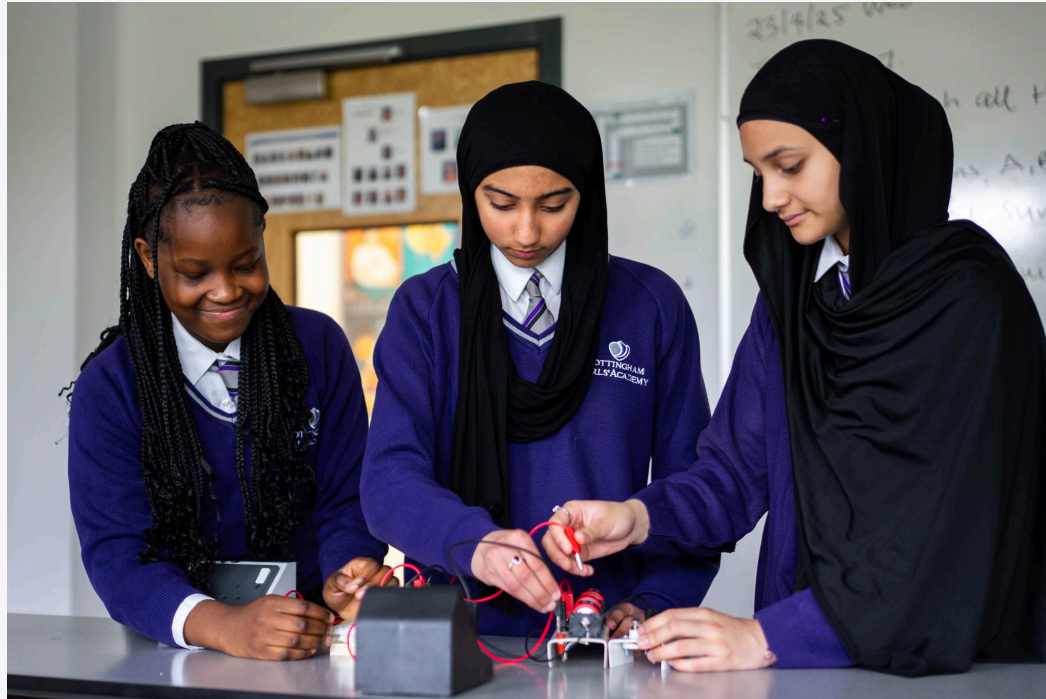
For all other admissions, please contact the Academy office or complete an in-year Admissions Application form on Nottingham City Council's website.

For admissions to Post-16 please contact the Academy office on 0115 748 3410 or scan this QR code to view our application form:

**NGA**  
**SIXTH FORM**



# The Organisation of the Academy Day for Pupils



## Monday - Thursday

8:45am	8:55am	9:55am	10:55am	11:10am	12:10pm	12:40pm	12:55pm	1:15pm	2:15pm
-	-	-	-	-	-	-	-	-	-
8:55am	9:55am	10:55am	11:10am	12:10pm	12:40pm	12:55pm	1:15pm	2:15pm	3:15pm
Tutor Time	Period 1	Period 2	Break	Period 3	KS3 Tutor Time	/	KS3 Lunch	Period 4	Period 5
					KS4 Lunch		KS4 Tutor Time		

## Enrichment Fridays

8:45am	9:45am	10:45am	11:00am	12:00pm	12:30pm	12:45pm	1:15pm	2:15pm
-	-	-	-	-	-	-	-	-
9:45am	10:45am	11:00am	12:00pm	12:30pm	12:45pm	1:15pm	2:15pm	3:15pm
Period 1	Period 2	Break	Period 3	KS3 Enrichment	/	KS3 Lunch	Period 4	Period 5
				KS4 Lunch		KS4 Enrichment		





# Academy Calendar 2026/2027

	August 2026					September 2026					October 2026					
<b>M</b>		3	10	17	24	31		7	14	21	28		5	12	19	26
<b>T</b>		4	11	18	25	1	8	15	22	29		6	13	20	27	
<b>W</b>		5	12	19	26	2	9	16	23	30		7	14	21	28	
<b>Th</b>		6	13	20	27	3	10	17	24	1	8	15	22	29		
<b>F</b>		7	14	21	28	4	11	18	25	2	9	16	23	30		
<b>S</b>	1	8	15	22	29	5	12	19	26	3	10	17	24	31		
<b>S</b>	2	9	16	23	30	6	13	20	27	4	11	18	25			

	November 2026					December 2026					January 2027					
<b>M</b>		2	9	16	23	30		7	14	21	28		4	11	18	25
<b>T</b>		3	10	17	24	1	8	15	22	29		5	12	19	26	
<b>W</b>		4	11	18	25	2	9	16	23	30		6	13	20	27	
<b>Th</b>		5	12	19	26	3	10	17	24	31		7	14	21	28	
<b>F</b>		6	13	20	27	4	11	18	25	1	8	15	22	29		
<b>S</b>		7	14	21	28	5	12	19	26	2	9	16	23	30		
<b>S</b>	1	8	15	22	29	6	13	20	27	3	10	17	24	31		

	February 2027					March 2027					April 2027				
<b>M</b>	1	8	15	22	1	8	15	22	29		5	12	19	26	
<b>T</b>	2	9	16	23	2	9	16	23	30		6	13	20	27	
<b>W</b>	3	10	17	24	3	10	17	24	31		7	14	21	28	
<b>Th</b>	4	11	18	25	4	11	18	25	1	8	15	22	29		
<b>F</b>	5	12	19	26	5	12	19	26	2	9	16	23	30		
<b>S</b>	6	13	20	27	6	13	20	27	3	10	17	24			
<b>S</b>	7	14	21	28	7	14	21	28	4	11	18	25			

	May 2027					June 2027					July 2027					
<b>M</b>		3	10	17	24	31		7	14	21	28		5	12	19	26
<b>T</b>		4	11	18	25	1	8	15	22	29		6	13	20	27	
<b>W</b>		5	12	19	26	2	9	16	23	30		7	14	21	28	
<b>Th</b>		6	13	20	27	3	10	17	24	1	8	15	22	29		
<b>F</b>		7	14	21	28	4	11	18	25	2	9	16	23	30		
<b>S</b>	1	8	15	22	29	5	12	19	26	3	10	17	24	31		
<b>S</b>	2	9	16	23	30	6	13	20	27	4	11	18	25			

-  Staff Training Days
-  Bank Holidays
-  School Holidays
-  School closed - Disaggregated INSET Days

Plus an additional three INSET days to be decided by the Principal

# Working with Others

## Partnerships that make a difference

### Links with Business

A particular strength of the Greenwood Academies Trust Academies are the links they have with local and national businesses. The Nottingham Girls' Academy continually develops these extensive links in and around Nottingham.

The Nottingham Girls' Academy is committed to working with other organisations to realise its vision to provide opportunities for pupils to become involved in a range of work related enterprises. We are determined to provide opportunities for our pupils to broaden their horizons both nationally and internationally.

### Links with partners

Partnerships can make a difference in the 14-19 curriculum and the Academy will work with higher and further education, as well as other schools and organisations in order to maximise pupils' choices for the future. Key partners include



# Contact Us



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  Follow @NottmGirlsAcad

Please note that during school holidays you can still contact the Academy by email on: [admin@nottinghamgirlsacademy.org](mailto:admin@nottinghamgirlsacademy.org)



Strive.

Improve.

Enjoy.