

Haydon Abbey School and Pre-School



**We plant
the seeds and
help them grow**

School Prospectus

Telephone: 01296 482 278

Website: www.haydonabbeyschoolandpreschool.co.uk

Autumn 2024

Welcome to Haydon Abbey School and Pre-School

On behalf of all the staff and governors I would like to welcome you to Haydon Abbey School and Pre-School.

Choosing the right school for your child is one of the most important decisions that you will make. I hope that the information provided in this prospectus may make the decision easier for you. At Haydon Abbey we have an 'open door' policy and welcome prospective parents in to look around the school at any time of the school year.

Haydon Abbey School has undergone considerable change over the last few years in terms of leadership, teaching and the school environment. It is now an exciting and vibrant place to be where the education, safety and happiness of our children are central to everything that we do.

We are committed to giving your child the best all-round education that we can. This is delivered through our curriculum and also by providing opportunities through the wider curriculum including our after-school clubs, sport events and Breakfast Club. We set high expectations in terms of behaviour and attitudes to learning and these are reinforced throughout the day, in every aspect of school life by way of our school values. We have a positive behaviour policy and take every opportunity to praise and celebrate children's achievements.

One of the essential partnerships in your child's education is that between home and school. We greatly value your help and co-operation. You are always welcome in school and throughout the year there will be opportunities for you to come in and share in your child's activities. You are also welcome to volunteer and help us in school.

We want our children to leave the school having achieved their full potential in terms of their learning, but also to be happy, confident individuals ready to embark on the next stage of their education.

We hope that your child will be joining the Haydon Abbey community.

Ashleigh Ferdinand
Headteacher

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Headteacher: Miss Ashleigh Ferdinand

Chair of Governors: Mr Daniel Mace

Contents:

	Page
Aims of our school	5
Admissions	6
Pre – School and Nursery Provision	6
The School Day	8
Breakfast Club	8
Lunchtime Arrangements	8
Attendance	9
Absence	9
Appointments	9
Holidays	10
Penalty Notice	10
Parent Pay	10
Medical Care Information	10
Safeguarding	11
Security & Safety	11
E-Safety	11
Organisation of the school	11
Teaching & Learning	12
Equality & Diversity	13
Special Educational Needs	13
Gifted and Talented	14
Monitoring Pupil Progress	14
Home Learning	15
Engagement with Parents/Carers	15
Forest School	16
Behaviour	17
Haydon Abbey Parent Teacher Association	17
Uniform	18
Term Dates	19

Aims of our school

- To identify each child's learning needs and to help every child achieve their best in every area of school life.
- To encourage partnership between
 - Pupils
 - Staff
 - Parents/carers
 - Governors
 - The wider community

so that everyone will respect and value one another and give help and support when needed.

- To embed our 5 core values throughout the school:
 - Respect
 - Honesty
 - Resilience
 - Cooperation
 - Well-being
- To create a learning environment that is happy and secure, caring and well-disciplined, inspiring and stimulating.

We do this by:

- Providing a high quality education which has a firm foundation in the basics of English, Maths and Science which delivers the whole range of curriculum subjects to the highest standards.
- Having a structured teaching programme that includes monitoring and assessment so that each child's needs are identified and met in an appropriate way.
- Working closely with parents and carers in order that our children can be fully supported in their learning at school and at home.
- Allowing children to achieve their potential in a secure and stimulating environment.

Admissions Policy – For children in Reception to Year 6

At the commencement of the current school year there are 60 places available for admissions into our Reception.

The County Council has agreed that the admissions policy below should be used for children due for admission to primary school.

In most cases the Admissions and Transport Team at Buckinghamshire County Council will be able to confirm that a place is available at your preferred school. However, when a primary school is over-subscribed, i.e. more children wish to attend that school than there are vacant places, they use the criteria listed on their website to allocate places up to the Intended Admission Number.

Admission Criteria for Community & Voluntary Controlled Primary Schools – Reception to Year 6

- 1) Looked After Children
- 2) Children who have exceptional medical or social needs, supported by written evidence
- 3) Children living within the catchment area of the school
- 4) Siblings of Children who are attending the school in Reception to Year 5 at the time the allocations are made
- 5) In the event of oversubscription, once places have been allocated under criteria 1-4, the remaining places will be awarded according to the proximity of the child's home to the school, using straight line distance

The school follows the Bucks Admission Policy for Community & Voluntary Controlled schools. Full details can be found online at Bucks County Council website:-
<http://www.buckscc.gov.uk/services/education/school-admissions/>

Pre-School Provision

The Pre-School and Nursery classes are based in modern, extremely well-resourced premises on Holman Street and are managed by the main school. Although a short distance from the main school the Pre-School and Nursery classes are very much a part of the whole school community and mirror the ethos and high expectations of Haydon Abbey.

Admissions are controlled by the school and we can offer up to 60 places in each setting - 60 morning and 60 afternoon (120 places in all).

Admission criteria for Pre-School - children in receipt of 2 year old funding, the term following their second birthday, or if they don't qualify for the 2 year old funding, the term following a child's third birthday.

The session times are 8:45am – 11:45am or 12:30pm – 3:30pm

We process the admissions to our Pre-School. The Registration form can be found on the website under the Pre-School tab on the home page.

The children learn through structured play, investigation and exploration following the Early Years Curriculum set by the DfE. They are encouraged to participate in a wide range of activities.

In our Early Years Department we focus on the seven areas of learning.

The prime areas are:

- Personal, Social and Emotional Development
- Communication and language
- Physical development.

The four specific areas are:

- English
- Maths
- Understanding the world
- Expressive arts and design.

Throughout the school year there are many opportunities for parents to spend time with their children in the Pre-School.

Visiting arrangements for prospective parents:

All children entering our school in September are invited to transition days in July, prior to their September admission. This enables them to familiarise themselves with their teacher and other children in the class. Parents are also invited to attend a welcome meeting at the school. During the year we have an open-door policy at school for parents wishing to admit their children. Parents, of children of all primary school ages, are always warmly invited to make an appointment to discuss any concerns with the headteacher, prior to admission.

The School Day

Reception

8:30 am	Children come into school
8:40 am	Register closes
11:30 – 12:15 pm	Lunch
3:00 pm	End of day

Key Stage 1

8:30 am	Children come into school
8:40 am	Register closes
10:15 – 10:30 am	Morning break
12:00 – 12:45 pm	Lunch
2:00 – 2:15 pm	Afternoon break
3:00 pm	End of school day

Key Stage 2

8:30 am	Children come into school
8:40 am	Register closes
10:15 – 10:30 am	Morning break
12:30 – 1:15 pm	Lunch
3:00 pm	End of school day

The school gates open at 8:30 and meet by members of the SLT and children will come into school by themselves (apart from Reception children, whose parents/carers will walk them to their classroom gates). The school gates will be reopened at 3:00 pm to allow parents/carers to come onto the Key Stage 1 and Key Stage 2 playgrounds to meet the children.

Breakfast Club

Breakfast Club is fully funded by the school and is open from 7:45 am each morning for all children in Reception to Year 6. Children should arrive from 7:45 am until 8:00 am. Please enter the school via the main reception.

Breakfast Club provides a really good start to the day for those parents who have difficulty in balancing home and work arrangements. Breakfast is offered including fruit, cereal or yoghurt and, milk or fruit juice to drink. There are a range of activities for your children to participate in, including a quiet area for reading or homework. If you would like your child to attend, please complete a registration form.

Lunchtime Arrangements

All meals are eaten in the hall. Hot meals, including a vegetarian option, are always available. Free meals are provided for those pupils in Reception to Year 2 and for any other pupils who are entitled to one. If you feel that your child may be entitled to a free school meal please contact the school office for an application form and advice. If children bring a packed lunch from home we ask that they bring a healthy lunch to school. Please do not send children in with any nut products. Children may select a school meal on a daily basis. Menus are shown on our website.

Attendance

At Haydon Abbey we place great importance on all our children attending regularly and on time. We are working very hard to ensure that attendance figures remain above 95%. We operate an early morning call system and monitor all late pupils. We telephone the homes of children who are not in school (when we have no information regarding their non-attendance).

Information is constantly displayed around the school which gives weekly attendance figures by class. Parents are kept informed about their child's attendance in their annual report and if necessary by phone call or letter. Where there are concerns about a child's attendance a meeting will be held between the child's parents and the headteacher.

We have several initiatives in place to reward attendance individually and by class. When a child is absent or persistently late this will affect the academic progress they make.

Parents and carers can support the school with attendance by:

- not taking holidays during term time
- noticing how much time your child has been away from school
- showing your child that punctuality matters by getting them to school on time and collecting them on time
- supporting the First-Day Call System
- keeping your contact details up to date
- keeping the school informed about anything that may affect attendance.

Absence

If your child is unable to attend school, please notify the school office by 9:00am on the first morning of absence either by email, pupilabsence@haydonabbey.bucks.sch.uk, or phone **01296 482278** and a message can be left on the school answerphone, with the child's name, class and reason for absence. **You then need to contact the school on every subsequent day of absence.**

Appointments

Wherever possible please book medical/dental appointments outside of school hours. Where this is unavoidable please provide the school office with a copy of the appointment details before the day of the appointment. Children must be collected from the main reception and signed out.

Holidays

We do not advocate term time holidays and we expect all holidays, visits to see family etc. to take place during the school closure periods. All school holiday dates are published to parents one year in advance. If you do need to go away in an emergency, a Notification of Absence form must be submitted to the Headteacher before you go. If you are going abroad you will need to bring evidence of your return journey. If holidays are taken during term time this may result in a penalty notice and parents may be fined.

Penalty Notice

It is illegal to take children out of school during term-time. From 1 April 2014 Penalty Notices are in operation for instances of unauthorised absence. Leave of absence for unauthorised absence or for the purposes of holiday will be unauthorised leave and will, in every case, trigger the procedure for Penalty Notice consideration by the Local Authority's Education Welfare Services Specialist Unit in line with Section 444 of the Education Act, Local Authority guidelines and agreed school policy. This may result in the Local Authority prosecuting parents. If found guilty of the offence each parent could be fined up to £2500, and/or sentenced to three months imprisonment. The parents may alternatively be subject to a fixed penalty fine of £60 per child per parent.

Absence during term time, interrupts continuity of teaching and learning, disrupts the educational progress of individual children and creates disruption for other pupils in the school.

ParentPay

Haydon Abbey uses ParentPay (a secure website) for all payments including school meals – we do not accept any payments in school. Parents will receive further information and an activation letter with a username and password when their child is admitted to school. Trips are paid through ParentPay this constitutes parental consent.

Medical Care Information

The physical well-being of the children requires the close co-operation of parents and staff.

In the case of injury on the school site, staff are only allowed to carry out the most basic first aid. The school will refer children thought to have serious injury to the accident and emergency department at Stoke Mandeville Hospital and inform parents immediately or as soon as possible.

The Headteacher must be informed of any change of the emergency contact telephone numbers given to the school. The school needs to have at least two contact numbers.

Responsibility for pastoral care of the children lies with the class teacher in the first instance, but additional support from other staff members is always available.

School can only administer prescribed medication. If your child has been prescribed **antibiotics to take four times a day**, a dose can be administered in school by an authorised member of staff on completion of the appropriate form.

Safeguarding

It is the responsibility of every member of staff to be sensitive to indicators of child abuse - which includes non-accidental injury, severe neglect, emotional abuse and/or sexual abuse. If a member of staff has a particular concern about a child this will be discussed confidentially with the Designated Safeguarding Lead. A decision is then made about whether the information is sufficient to act on. The procedures are intended to protect children at risk and schools are encouraged to take the view that where there are grounds for suspicion it is better to be safe than sorry. The Designated Safeguarding Lead is the Headteacher, Miss Ashleigh Ferdinand.

Security and Safety

Security procedures are reviewed regularly and access to the building is restricted with all visitors required to report to the office, sign in and be given a visitor's lanyard to wear whilst on school premises.

A half-termly Fire Drill is practised by the whole school to make sure every child knows how to leave the building safely and quickly to assemble outside. An annual Lockdown is practised by the school.

Parents are reminded that they **must not use the school car park** when bringing children to school or when collecting them to go home.

E-Safety

As part of our ICT curriculum we provide children with access to computers and the internet during the school week. To enable children to fully develop computer skills and their understanding of ICT parents need to be aware of the safety side of the ICT curriculum so that children can be helped at home as well as at school.

E-Safety will be discussed with all children as part of the curriculum and we ask parents to read our Pupil's Internet Code of Practice and acknowledge receipt.

Organisation of the School

The Pre-School and Reception classes make up our Early Years Department.

The curriculum in the Early Years is designed to give a wide range of experiences through which the children make choices about their learning. They are encouraged to investigate and ask questions. Throughout their time in Early Years the children take ownership for their own learning through the daily choices that they make. They are introduced to the basic skills required for more formal learning.

Assessment is on-going throughout the year and is done in order that progress can constantly be tracked and monitored and additional support offered wherever necessary. The head teacher and senior leaders meet with class teachers termly to discuss each individual child to ensure that they are making progress in their learning. Intervention will then be put in place where necessary.

Years 1 and 2 form Key Stage 1

Year 1 children continue to develop through a similar curriculum to Early Years Foundation Stage in order that they have a smooth transition into the curriculum. Throughout the year they move towards working in a more formal way and are expected to have begun to be more independent in organising their work and personal belongings. Assessments are carried out throughout the year to track and monitor progress and to identify those children who need additional support.

Year 2 children are expected to have acquired a higher degree of independence from the teacher directed approach and begin to conduct their own enquiries and ask relevant questions. They are expected to be more confident and responsible for their own belongings and to be able to co-operate well within the classroom structure. At the end of year 2, Statutory Assessment Tests take place (KS1 SATs). These results used alongside teacher assessment form children's progress and attainment information.

Years 3, 4, 5 and 6 form Key Stage 2. (Yrs 3 & 4 are lower Key Stage 2 whereas Yrs 5 & 6 are upper Key Stage 2)

At the end of each year children undertake non-statutory assessment tests to monitor their progress. At the end of year 6 all children take the Statutory Assessment Tests (KS2 SATs). The results are published in the pupil's end of year report.

Teaching & Learning

A broad and balanced curriculum

Haydon Abbey School is committed to developing an exciting curriculum that will inspire and challenge each and every one of its pupils. It aims to prepare the children to respond positively to the opportunities and challenges of a rapidly changing world. Our curriculum is designed to influence and reflect the shared values of our local and wider community. It is important, therefore, to recognise a set of common values and purposes that underpin our curriculum and the education provided by the School.

Therefore, we believe that our curriculum must:

- Enable the spiritual, moral, social, cultural, physical and mental development, and thus the well-being, of our pupils
- Enable our pupils to respond positively and effectively to change
- Promote multi-cultural knowledge, understanding and respect; safeguard disability, gender and racial equality and celebrate diversity
- Foster inclusion; being healthy; staying safe; enjoying learning and achieving; making a positive contribution to society and achieving economic well-being
- Foster our core values.

Through our curriculum we aim to enable our pupils to:

- Become confident, self-aware and resilient learners
- Develop personally, spiritually, morally, socially, culturally, physically and mentally
- Prepare for the challenges, opportunities, responsibilities and experiences of life
- Acquire knowledge, skills and attitudes relevant to their future lives in a fast-changing world
- Develop lively, enquiring minds, imagination and the ability to question and argue rationally
- Use language, number and technology effectively to develop an understanding and respect for religious and moral values, and tolerance of other races, religions, and ways of life
- Understand the world in which they live, including a respect for their environment and the interdependence of individuals, groups and nations
- Appreciate past and present human achievements and aspirations
- Develop a passion for learning and obtain satisfaction and personal fulfilment at each stage of their development.

We believe that by providing a broad range of high-quality curricular and extra-curricular opportunities, which are well balanced in terms of providing the appropriate time and depth for each and every subject, our children will enjoy and excel in their learning.

Equality and diversity

At Haydon Abbey we aim to teach, both formally and by example, that although we are all different we all have equal rights which should not vary according to our sex, race, colour, religion, age or physical ability. We value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve, and exceed, their potential. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle racial discrimination and promote equal opportunities and good race relations. We aim to ensure that the school promotes the individuality of all of our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our local community and society and ensure that the education we offer fosters positive attitudes to all people.

Special Educational Needs (SEND)

Every child has individual strengths and talents and many will experience some level of need during their time at school. We believe in developing every child's learning potential and sometimes this may mean that additional support is necessary to allow that potential to be realised. This support might be for a short period of time to allow the child to overcome their problem or it may require longer-term intervention. Whenever additional support is required the child is said to have an additional educational need. This additional need might be because the child is experiencing difficulties in their academic, social, emotional or physical development. Various sources of help are available including the school's own Special Educational Needs Co-ordinator, (SENDCO) Learning Support Assistants, (LSAs) the Educational Psychologist, the Education Welfare Officer (EWO) the school doctor, speech therapist etc.

SEN Support Plans are devised for all children who need this level of additional support. These are discussed and shared with parents termly so that we can work together to support the child, ensuring that they receive the additional provision that they require.

Gifted and Talented

We are committed to ensuring all pupils, including those working currently at an advanced level, across all areas of the curriculum, in comparison with their peers and/or national expectations, receive learning opportunities that allow them to be stretched, engaged and challenged appropriately.

Monitoring Pupil Progress

We believe assessment is at the heart of effective teaching and learning. When it is used alongside planning and informs teachers and learners it raises standards. In our assessment procedures we recognise the individuality of all children, taking a positive view and recognising that praise and success are great motivators in the learning process.

We keep concise records to provide:

- Information about the progress and attainment of individual pupils; groups of pupils and cohorts of pupils
- Feedback to pupils on their strengths, areas for development and advice on the next steps in their learning
- Teachers with information to analyse and evaluate continuity and progression within and across year groups and phases; devise teaching and learning programmes; allocate resources and identify appropriate teaching and learning methods and opportunities
- Information to handover at all points of transition
- Evidence to inform discussions with parents and carers about the attainment and progress of their children
- Information to contribute to self-evaluation and discussion with governors, the Local Authority and others, about the performance of groups of pupils and the cohort as a whole.

We report to parents and carers in the following ways:

- Autumn and Spring consultation evenings where parents are offered a time for personal discussion with the teacher
- Annual reports by the class teacher, and other teachers involved with children, to the parents or carers, detailing their child's progress and attainment. The report also includes general comments on attitudes and behaviour.

Home Learning

Children's education relies heavily on the cooperation between school and home. It is very important that parents and carers are able to continue with their children's

learning at home. For children in reception, year 1, year 2, year 3 and year 4 we ask that children are given the opportunity to share their reading books with an adult each day. We also ask that they are supported in learning their times tables. Children in years 4, 5 and year 6, whilst still encouraged to read daily and practise their timetables, are given Learning Logs in which they are encouraged to become independent learners whilst developing their own projects. There are useful links on our school website and eschools class pages to help support the children with homework.

Home School Partnership Agreement

The Home School Agreement has been established with the agreement of parents and carers, staff and governors and is signed by the parents or carers and the headteacher at the point of admission.

Engagement with Parents/Carers

The School works in partnership with parents and carers to maximise the learning and development of its pupils. A number of different methods are used to communicate with and listen and respond to the views of parents and carers, including:

- Parent/Teacher Consultation Evenings
- End of Year Reports
- Half-termly newsletters
- Text, email
- School website
- An Open-Door policy
- Parent information sessions

All letters and information are sent out via email or text and posted on the website. We ask that parents download the free eschools mobile phone App in order to receive text messages and emails at no cost to the school.

All communications will be sent electronically unless we need a written response e.g. trip letters. It is, therefore, really important that we have your current email address

and phone number in order that we can continue to keep you informed. The most accurate way to do this is for you to email the school.

There are many ways in which parents can help in school either on a regular basis - assisting in the classroom, listening to children read or, occasionally, on a school trip,

sewing costumes for a school play etc. Offers of help are always welcomed and appreciated.

Forest School

At Haydon Abbey School and Pre-School we have taken on the Forest School ethos. We have a number of qualified Forest School Leaders throughout our school, each Forest School Leader runs sessions each week.

Forest School is an inspirational concept, which is designed to provide children with opportunities to achieve, and develop confidence, self-esteem and risk awareness and management through hands on experiences in the outdoor environment. This is done through participating in a range of practical activities and experiences outdoors. Even though the name of the concept is Forest School the outdoor environment does not necessarily need to be a forest itself. It can be any suitable outdoor environment that is set up under the Forest School ethos. This ethos is to provide the children with the freedom to explore, touch, smell, listen to and feel what it is like to be in the great outdoors. As Haydon Abbey is not near any local woodland, we set up a designated space on our large school field. This area contains trees for the children to climb, a large basecamp, digging area, a den making area and a large space for the children to explore. The area has been fenced off and allowed to overgrow, to encourage wildlife to visit.

Forest Schools originated in Scandinavia in the 1950's where practitioners noticed that children who had regular contact with nature and access to outdoor play and experienced more practical and physical outdoor play. By doing this, the children showed greater self-awareness and self-regulation of behaviour and developed better social and communication skills as well as showing an improvement in their physical skills and independence.

Forest School is delivered throughout the year, therefore offering the children the opportunity to experience and hopefully value all seasons, all weathers and the natural world around them. They are able to get outside and learn without realising they are learning. Forest School runs in all weathers, except high winds and thunderstorms. Within the ethos of Forest School there is a saying 'there is no such thing as inappropriate weather, only inappropriate clothing'. As a school we provide Early Years and KS1 waterproof suits to ensure they are dressed appropriately. All year groups take part in Forest School throughout the year and we have designed a progression of skills for the children from Early Years to Year 6. All children get to experience toasting marshmallows and pancakes on the camp fire at the end of each Forest School unit.

Behaviour

The promotion of good behaviour and discipline during a child's formative years has a profound and often far reaching effect on his or her social behaviour and self-esteem. If children are given opportunities to experience personal and social success they are more likely to perceive themselves as capable, likeable and worthwhile people. A child with positive self-esteem has confidence in their ability to succeed and learn. Commendable conduct by pupils is also fundamental to the effectiveness and well-being of the school. Indeed, it is essential in providing for a secure, caring, happy, motivating and purposeful environment that enables children to learn and flourish.

The Haydon Abbey School community has a shared responsibility to manage the behaviour of its pupils consistently, rigorously and in a non-discriminatory manner; by promoting and modelling appropriate behaviour and discipline; seeking to avoid unacceptable behaviours and, where necessary, restoring appropriate behavioural standards.

Children are expected to behave in a polite and caring way in accordance with the policy. Staff model politeness and expected behaviour. The School deploys a wide range of strategies to encourage and celebrate good behaviour, attitude, effort and achievement by issuing behaviour awards, house awards and enrichment time etc. Inappropriate behaviour is dealt with expeditiously using a range of strategies and sanctions, which include counselling, detention, loss of privilege or, in more extreme circumstances, exclusion; as is appropriate and proportionate.

We always criticise the behaviour and never the child. Parents will be involved in dealing with any serious incidents of inappropriate behaviour. Our policy and code of practice applies to pupils on school premises, day and residential educational visits and any other authorised out-of-school activities, at any time.

Haydon Abbey Parent Teacher Association (PTA)

Haydon Abbey School Parent's Association, is a very important part of our school community, and has been running for many years. It is run jointly by parents and teaching staff to raise money for our school. The money that is raised by the PTA is put back into school funds to purchase items which will support children's learning and enhance the school's learning environment.

Uniform

Dark grey skirt, pinafore dress or long dark grey trousers
(Summer blue and white gingham dress – or summer dark grey shorts optional)
Pale blue polo shirt
Haydon Abbey jumper/cardigan
Kameez (optional) - dark grey
Hijab - one piece - royal blue, if worn (£3.50 from school office)
Haydon Abbey fleece (outdoor wear - optional)
White socks with dresses, grey socks with trousers
Black shoes only - high heels and boots are not permitted

Year 6

White shirt
Haydon Abbey V neck jumper/cardigan
Blue and yellow Haydon Abbey tie
Dark grey skirt or long dark grey trousers

PE Uniform

PE bag
Pale blue t-shirt
Navy blue shorts
Navy sweatshirt
Navy joggers
Socks
Trainers – essential (for outdoor PE)
Plimsolls – optional (for some indoor PE)
Or dark, plain tracksuit (unbranded)

Jewellery is not allowed. In Key Stage 2, watches are permitted as is one pair of stud earrings but these must be removed for PE and swimming. Any items which fall outside the category of everyday school use should not be brought into school, if you are in any doubt please ask.

All school uniform can be purchased from:

PL School Wear

Unit 1, Goodchild Parkway
Sir Henry Lee Crescent
Aylesbury
HP18 0PE
www.plschoolwear.co.uk