



Brooklands Primary School Prospectus

2017 / 2018

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Welcome to Brooklands

In 1873, a little private school opened in Poplar Grove, Sale and was called Brooklands School. In 1908, it was bought by Manchester Grammar to become one of its three preparatory schools. This prep school moved to new buildings on Woodbourne Road in 1936, the land having been the school's sports field. In 1949, the prep school closed and the building was sold to Cheshire C.C. for use as a state primary school, our present school. The school then grew from 250 to its present roll of over 500 pupils.

Brooklands Primary School is dedicated to serving the educational needs of our local community. Teachers, pupils and parents work together effectively as a team. We want each and every child to enjoy a happy, successful and memorable time in the school. To this end a wide range of curricular and extra-curricular activities are offered to enable your child to develop special talents. Within the pages of this brochure you can read more about these activities.

We are delighted that you have expressed a wish to send your child to Brooklands. This brochure is the first link in creating the chain of liaison between home and school. As you will gather in this brochure, there are various opportunities to extend these links. In seeking to develop this further, if there are any issues that you would wish to discuss, do not hesitate to contact us.

For many years this school has built on strong foundations. With your support we will continue to thrive.

School Vision:

At Brooklands Primary School everyone is valued. We work together to educate each child by developing curiosity and enthusiasm for learning through a lively, challenging and innovative curriculum.

We provide a safe and caring environment helping children to develop positive attitudes and values for themselves and others.

Aims of the School

- To provide the highest possible quality of learning.
- To prepare children to take up the duties and responsibilities of citizenship both as individuals and in the wider community.
- To encourage self-esteem in the children and respect for the property, efforts, strengths and weaknesses of others.
- To create a supportive, engaging environment in which children may reach their full potential.
- To give each pupil a curriculum entitlement that is broad, balanced and relevant, in an enjoyable atmosphere conducive to learning.
- With the help of parents, to bring out the best in each child academically, personally and socially.

Admissions Policy

The Trafford Local Authority policy decides admissions to its maintained schools. Children are required by law to attend school from the start of the term following their fifth birthday. In Trafford, children generally start school earlier.

Places are allocated earlier but start in September at the beginning of the school year during which the child will be 5 years old, i.e. between 1st September and 31st August.

All primary schools have a zone/priority catchment area. Parents who wish their child to attend a primary school other than the zoned one should write to their Local Education Authority. The following criteria will be applied by the LA if a community school has more applications than places available. 1) Looked after children. 2) Children who live in the catchment area with a sibling attending the school **at the time of the child's proposed admission**. 3) Children who live in the catchment area. 4) Children who live outside the catchment area, with a sibling attending the school **at the time of the child's proposed admission**. 5) Children who live nearest to the school, calculated in a direct straight line from home to school. Application for places in this school should be made to School Admissions, 4th Floor, Waterside House, Waterside, Sale, M33 7ZF.

Further information is available on <http://www.trafford.gov.uk/educationandlearning/schooladmissions>

Admission to Nursery

1) Looked after children, 2) In zone with siblings,* Other in zone children, Out of zone with siblings,*Out of zone

* A sibling is defined as a child, who, at the time of offer, is living at the same address as a child already attending school in years Reception to Year 5.

Outline of School Day

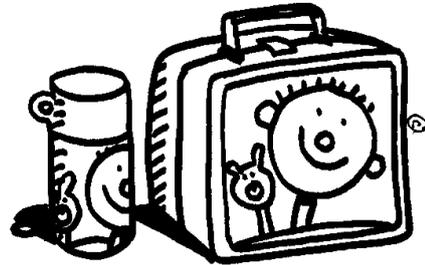
8.45 a.m.	Doors open
9.00 a.m.	Start of School Morning- Morning Registration Closes at 9.05am; Children who are not in the classroom at this time will be marked 'late'.
	Morning Break
12.00 noon	Lunch Break
1.10 p.m.	Start of School Afternoon Afternoon Break (Key Stage 1)
3.30 p.m.	School Day Ends

If your child is absent please inform the school before 9.30am by telephone, or if known in advance by letter, giving the reason on the first day of absence.

Lunches

From September 2014, all Children in Reception and Key Stage 1 are entitled to a Free School Meal.

You may purchase a school dinner for your KS2 child or he/she may bring his/her own packed lunch. Payment is collected by ParentPay, we usually process the payments on a Friday to allow for any absences throughout the week. Full details of cost can be found on the school's website.

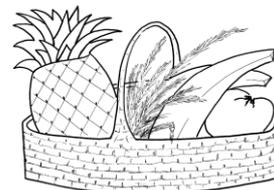


Children bringing packed lunches should be provided with the following items:

- a) A **named** plastic sandwich box
- b) A **named** plastic bottle with screw-top for cold drinks or an all plastic thermos flask for hot drinks
- c) A bag in which all these items can be easily stored. Should you wish to change your choice please give one week's notice to the school office.
- d) We have a healthy lunch policy (i.e. no chocolate/sweets).

Fruit Scheme and Water

All children in the Foundation Stage and Key Stage 1 are supplied with fruit at morning break-time. Children in Key Stage 2 may bring fruit to eat from home. All children may bring water bottles to keep on their desks/tables during the day.



The Early Years Foundation Stage Curriculum

The EYFS stage caters for children aged 0-5. Children have to be Aged 3 before the 1st September to start in the Nursery. Therefore, when children start at Brooklands in the Reception classes, most of them will already have begun to follow the foundation stage curriculum in the Nursery class or if they have attended private child care.

The curriculum for the foundation stage sets out seven areas of learning and development:

PRIME AREAS

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

SPECIFIC AREAS

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

For more information ask for a copy of our Foundation Stage Handbook

The Foundation Stage Profile

Throughout the Foundation Stage, as part of the learning and teaching process, the teachers need to assess each child's development in relation to the development matters and the Early Learning Goals, thereby building up a profile. These assessments are based on observations and knowledge of the whole child. By the end of the reception year, the Foundation Stage profile will provide a summing up of that knowledge. This information is then incorporated within the child's record of achievement.

Our Creative Curriculum for Key Stage 1 & 2

The National Curriculum guarantees that all children will be taught what they really need to know, with regular checks on progress. We have tailored our curriculum to develop the child in a creative and enjoyable way. We link subjects to deliver themes which interest the children and allow them to become active learners. Cross curricular links are made wherever possible and skills are revisited a reapplied to ensure maximum achievement.

The children follow the programmes of study as set out in the National Curriculum. This means that they study the core subjects of:-

Art & Design, Computing, Design & Technology, French at KS2, Geography, History, Music, Physical Education, Religious Education & P.H.S.E.

You can find out more about what your child is doing by:

- a) Regular information sent home;
- b) Talking to your child's teacher at parents' evening every term;
- c) Discussing end of year reports with the teacher;
- d) Engaging with your child through discussion or sharing homework opportunities.

Literacy

Through daily literacy lessons we aim to develop the pupil's abilities to communicate effectively through speech and writing and to listen with understanding. Children are provided with regular opportunities to develop the essential skills of speaking and listening. This is done through discussion, drama and specific listening activities in pairs, groups and as a class.

We encourage pupils to become enthusiastic, responsive readers through support from a wide range of story-based and information books. We believe in creating a love for reading and promote a positive 'reading for pleasure' culture throughout the school. All children are introduced to reading through a variety of approaches and library books are available as appropriate, providing a breadth of literature and reading experiences. Children are encouraged to take a book home and read each evening and advice is made available for parents/carers to help them share the pleasure of reading with their child.



At Brooklands Primary School, we seek opportunities to consolidate and reinforce taught Literacy skills across the curriculum. Writing skills are taught through many methods including shared modelled writing with the teacher, independent writing to enable children to practise their skills and develop confidence and opportunities to write for a range of purposes and audiences to ensure writing is purposeful and valued. Handwriting, punctuation, spelling strategies and grammar skills are also enhanced through literacy activities across both key stages.

Phonics

Phonics lessons within the Foundation Stage and Key Stage 1 are delivered using the Letters and Sounds Programme –

www.gov.uk/government/publications/letters-and-sounds

Phonic sessions are taught from Nursery through to Year 2 using a colour coded banding system.

A range of reading schemes are used throughout the school for example Oxford Reading Tree, Rigby Star, Pearson.

Mathematics

Mathematics is essential to everyday life. Children need to understand concepts and develop a range of skills that can be applied to different situations.

Mathematics is organised into four areas:-

1. Number
2. Measurement
3. Geometry
4. Statistics

Children develop their understanding through a variety of learning styles and challenges. We provide opportunities to engage in practical activities, group investigations and problem solving. They also apply their mathematical knowledge to science and other subjects.



We encourage children to be confident and enthusiastic learners with a 'can do' attitude and to have a sense of enjoyment and curiosity about Mathematics.

Science

Children's natural curiosity about the world around them provides an excellent starting point for Science. We encourage the children to carry out their own investigations and find out things for themselves. In Key Stage 1 and Key Stage 2, the children will study Science through a balanced range of topics about living things, which show the way people influence their surroundings. They will also study materials, the earth and space, energy, electricity, light, sound and forces.



Design and Technology

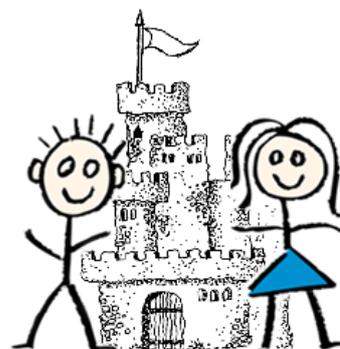


Design and Technology is an inspiring, rigorous and practical subject that embraces many areas of the curriculum. It has its beginnings in school and in play and develops into the realms of numeracy, science, engineering, computer and art. Children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.

Using creativity and imagination, children design, make and evaluate products that solve real and relevant problems. They are taught how to use tools carefully and safely and are given opportunities to work with many different materials.

History

Children can investigate the past in Britain and the wider world. They use different tools to build evidence about events, people and places. In Key Stage 1 and 2, history is taught through a Creative Curriculum, giving children opportunities to set their own challenges, while exploring and comparing different periods of history. They will also make links between the topics and develop their awareness and understanding of chronology.



Geography

Geography should inspire in pupils a curiosity and fascination about the world and its people. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments in this country and across the world. As they progress through the school they should deepen their understanding of the interaction between physical and human processes and the formation and use of landscapes and environments. They will study localities on different scales and how they are connected and change over time.



Modern Foreign Languages

At Brooklands Primary School we aim to teach foreign languages in a way which captures their imagination, inspires a love of language and provides a firm foundation in the key linguistic skills of listening, speaking, reading and writing.

In addition to the core linguistic skills our language learning also promotes an understanding of other countries and cultures. Our links with international schools provide pupils with the opportunities to communicate, interact and work collaboratively with pupils in other countries.

Spanish is taught in Key Stage One through songs and games which establish a strong foundation in listening and speaking skills. In Key Stage Two French is taught as part of the National Curriculum and will enable pupils to understand and communicate ideas, facts and feelings in speech and writing. This teaching will focus on familiar and routine matters, using their knowledge of phonology, grammatical structure and vocabulary to communicate effectively.

Physical Education



Physical Education is not sport but a process of learning, the context being mainly physical. The purpose of this process is to develop specific knowledge, skills and understanding and to promote physical competence. In order to do this the children are involved in a variety of physical pursuits; team games, athletics, gymnastics, dance, swimming and outdoor pursuits. Our main aims are for the children to acquire general and specific skills; to develop positive attitudes and encourage teamwork and co-operation

whilst attempting to make the activities as enjoyable as possible. Ultimately our aim is for the children to grow and develop into healthy adults, able to make good use of their bodies for their own benefit and that of the community.

Music

Music plays an important part of our school. Music can have many positive influences on a child's education and personal development; from building self and concentration, promoting team work and improving memory and brain power! All children have the opportunity to access music in a range of ways. As well as music lessons in the classroom, all children participate in weekly singing time. All children are given the opportunity in Key Stage 2 to learn a musical

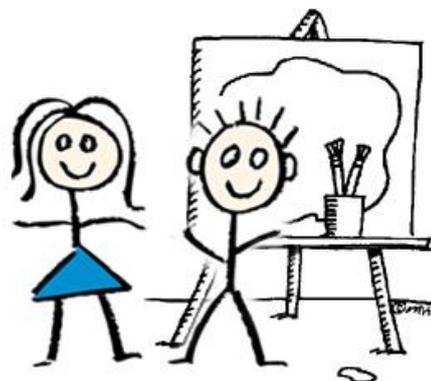
instrument; currently we offer the flute, clarinet, trumpets, trombones, violin, cello, guitar and drums. The school runs choir and orchestra ensembles which are open to all children and that enjoy regular performances to audiences both within and outside school. Through the 'Wider Opportunities' initiative, we are lucky that three of our Key Stage 2 years groups have the opportunity to learn to play instruments as a class: currently the drums, ukuleles and samba music!



Art & Design

Art & Design plays an integral part in the development of young children and is evident not only in the discrete sessions but throughout all aspects of the curriculum..

The skills developed through Art & Design are not only of those of working with materials but those of sensory awareness, original thinking, problem solving, decision making and discussion.



Throughout their time in school, the children focus on the skills of using a range of materials, developing their techniques and learning about the work of great artists.

In Key Stage 1, the children create artwork that reflects what is important to them in response to their interests. They ask simple questions, such as “what is it like?” and “How do I feel about this?” They should use a variety of materials and processes to express their own ideas.

In Key Stage 2, the children build on the basic knowledge and skills that they have developed in Key Stage 1 by engaging in more complex activities; showing more control over these artistic processes. They look at how art functions in not only their own locality, but in the wider world. This includes how art plays a role in different times and cultures.

P.S.H.E. and Citizenship ***(Personal, social and health education)***

This area permeates the whole ethos of the school. We believe that many aspects of school life and study contribute to the process of growing up, getting on with people, formation of values and the preparation of children to become informed, active and responsible citizens. This includes helping children to understand themselves and to value their unique attributes.

In line with government guidelines, the children also follow programmes of study from Year 1. Here the children learn about themselves, their bodies, their place in society, social and political institutions and their rights and responsibilities as individuals and as a part of a community.

The school has a flourishing School Council.

Computing

At Brooklands Primary school we believe that Information Communication Technology (ICT) is central to the education of all children and we aim to give each pupil the opportunities to develop and apply their capability to the fullest degree.

Children learn to use ICT equipment from Nursery onwards to develop their skills, understanding and knowledge through the use of a well equipped ICT suite, complemented by Interactive Whiteboards, programmable toys and a range of digital media throughout school. Furthermore, through links with local secondary schools, children have opportunities to access a wider, more advanced range of multimedia facilities. In addition to using ICT to support work across the curriculum, we hope to foster a confidence in the use of computers which will ensure that our children can adapt quickly and easily to the developments and changes in this area which they will meet during their future lives.



Gardening

The school is lucky to have a large field and a vegetable growing area. Here the children can be involved in planting, growing and harvesting a range of different vegetables and be encouraged to try some of these in different recipes. This is a good way to encourage healthy eating and care for the environment. This area can also be used as a resource for science lessons.

Religious Education / Collective Worship

The school follows the Trafford Agreed Syllabus for Religious Education. We aim to promote an awareness and respect of self, others and the world in which we live.

During their time at Brooklands Primary School they will learn about Christianity and several other faiths such as Hinduism, Judaism, Sikhism, Buddhism and Islam, they will have the opportunity to visit a variety of places of worship linked with these faiths.

The children are taught RE through a Creative Curriculum, for example through the use of drama, art, construction, stories, poetry and enhanced by visiting speakers. We welcome parents from the school community into school to share their faith, practices and festivals with the staff and children in assemblies and to support in lessons, providing the children with rich first-hand experiences.

Sex and Relationships Education

The school has a Sex and Relationships Education Policy which has been approved by the governors. Sex and Relationships Education is integrated in Science and Health Education projects.

In Year 3, during the Summer Term, we address the correct scientific names for the parts of the body and label own.

In Years 4, 5 and 6 the lessons cover the following themes:

Personal Identity, Self Esteem and Confidence

Friendships and Relationships

Growing Up

Body Changes

Hygiene

Personal Safety

Parents have the opportunity to view the DVDs before they are shown to the children.

Special Needs and Disability Provision

Many children need additional support at some time in their education. Where this support needs to continue over a sustained period of time, where the child's level of ability is well below that of the national expectation (1 year below or more), or where the child has a specific difficulty or disability, then they will be identified as having a Special Educational Need or Disability (SEND).

At Brooklands Primary School we cater for the individual needs of all our children. Whatever the needs of any child, we will be proactive in ensuring that barriers are removed and the correct support is in place to provide a safe and nurturing environment in which children thrive socially, emotionally and academically. Parental support is vital to ensure that this takes place. No one knows their child better than the parent, particularly on entry to school. We greatly value the input of parents in informing us about the needs or difficulties faced by their child as well as their strengths and interests.

Behaviour /Pastoral Care

The child's class teacher and teaching assistants are responsible for general welfare, progress and discipline during the school day. Class teachers are in turn supported by the Key Stage coordinators, the Deputy Headteacher and the Headteacher. Non-teaching adult supervision is provided at lunchtime by our committed and hardworking Lunchtime Team.

Rules are simple and concerned principally with safety and the development of good manners. Children are expected and encouraged to show true respect for every other person and should care for school property. They are additionally expected to show a positive approach to their work and are encouraged to undertake personal research at home.

Emphasis is placed on positive reinforcement through praise, encouragement, stickers, Star Assembly etc. Our children set a high standard of behaviour and are encouraged to think of the needs of others and use good manners at all times. Children are guided to make the right choices and this is modelled by all adults and other children. Where incidents of repeated unacceptable behaviour occur, parents will be informed and we will work together to overcome such issues. If behaviours persist or are considered extreme the Special Needs Coordinator will become involved and additional, targeted intervention may be suggested.

A copy of the school Behaviour Policy is on the website.

Anti-bullying

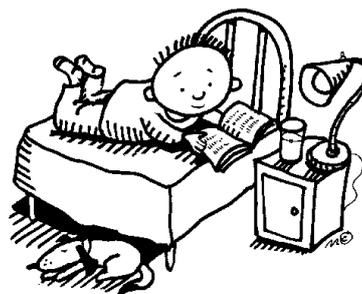
With regards to bullying, school staff must be informed immediately and action will take place. The school always acts swiftly with a process of investigation, communication and action. Bullying will not be tolerated. Bullying behaviour is unacceptable and all members of the school community must continually work against it. There is a more detailed Anti-bullying Policy available from the school office.

School Council

The School council members are encouraged to present their case, (following the conventions of adult meetings) on issues of concern/interest and report back. The school council have suggested several initiatives, which have been incorporated into school life. They may be invited to participate in special events, for example, the planning and running of a stall at the P.T.A. Summer fair, they are also active in raising funds for good causes.

Homework

Foundation Stage and Key Stage 1 pupils are encouraged to read a variety of reading books so that parents can be involved in their reading progress from an early age. They are encouraged to use the home and locality as a rich store of information. They are also given tasks to complete at home and the learning of spellings and tables comes within this category.



Because the home can be a rich source of information, Key Stage 2 children complete homework tasks in order to reinforce schoolwork and extend their studies at home. They are encouraged to take home reading books and read widely. In Key Stage 1 and 2 the children have Thinking Books/ Learning Logs to consolidate their learning and encourage independence.

Children learning to play instruments are expected to practice regularly at home.

Please encourage children to do their homework and try to provide a quiet area for them to work.

Parental Visits

A Parents' Evening is held each term when parents are invited to meet teachers to discuss their children's progress. The Headteacher and staff are ready at other times to discuss any problem that may arise. Parents are asked to telephone the school for an appointment (except in the case of an emergency).

Parents of children who are to be admitted in September are invited to bring their children to school for pre school visits in June/July. Parents have the opportunity to spend an afternoon visiting the school as well as attending a more formal evening for new parents.

Prospective parents are welcome to visit the school and should contact the school office for an appointment.

First Aid

The school has qualified First Aiders on the staff. In the Early Years setting we have staff who are Paediatric First Aid trained. Simple injuries are treated by staff on duty at playtimes and mid-day staff at lunchtime. More serious injuries are referred to the First Aider for advice. Parents may be contacted and if unobtainable, the child will be taken to hospital if it is considered necessary. All accidents are recorded in an Accident Book. Head bumps are notified to parents via text message.



We advise parents to use single application sun screens during hot weather. Please refer to our Administration of Medicines and Medical Conditions Policy for further advice.

First Aid boxes are always taken on educational visits.

It is most important that parents inform class teachers of changing medical circumstances. Please ensure that home, work and emergency telephone numbers are kept up-to-date.

Charging for School Activities

The governors have accepted Trafford Local Education Authority's policy on charging and remission. It states that transport between school and the swimming baths will be free. It states that an individual Governing Body may decide whether to make a request to parents towards the cost of certain activities, for example; visits by theatre groups to school and visits to museums and places of interest which support work carried out in school.

In our school, charges are made for individual/ group instrumental tuition.

We may ask for a voluntary contribution for visits and trips. No child would be omitted from the educational visit. However, it is necessary to have substantial contributions in order for the activity to take place.

Extra Curricular Activities

The staff at Brooklands Primary School are committed to providing a broad range of activities for children beyond the classroom. Some are presented as occasional opportunities involving experts or coaches from outside school. However, many are presented by the teachers and other staff on a regular basis.



Visitors In School

In our determination to provide the greatest breadth of opportunity to children in Brooklands Primary School we involve many different people in the life of the school. In order to ensure that we are aware of visitors, including parent helpers, all visitors are asked to sign the school visitor log book and to wear a badge. All those regularly assisting in school must also undergo a DBS check.

Parental Help In School

The school is increasingly involving parents in its effort to offer the children the broadest possible curriculum. The school staff will be only too pleased to suggest ways in which parents can actively support the day-to-day activities of the school. New parents are especially encouraged to come forward with offers of help. Please let us know of any skills, talents or interests which you might like to share with us.

Parent Teacher Association

The PTA is your chance to be involved in your child's school life. The Association was formed with the intention of raising funds to provide extra facilities for the children and as importantly to provide fun opportunities for our children, parents and the local community. All new parents are warmly welcomed to join the Association when their children enter school.



An AGM is held each year to elect principal officers and parents are enthusiastically invited to join the General Committee.

A steady income is needed to support the school, the PTA is well supported but the future lies with you, the new parents. New members are always needed to generate new ideas. Informal committee meetings are held in the evenings at intervals throughout the year to discuss topics of interest, future events and ways of using the available funds.

Remember this is your school and by keeping the PTA Committee strong and well attended you are helping to give your child an enjoyable school life and a high standard of education.

Governing Body

The Governors are like a Board of Directors. The Governors support us deciding the aims of the school, how it is run, what is taught, how the school budget is spent, what standards of behaviour should be set and they also make staff appointments.

The full Governing Body meets once a term, but those members who sit on sub-committees meet more frequently.

A list of current governors is available on the School's website.

Complaints

We seek to ensure that all complaints are listened to carefully and try to settle any differences through amicable discussion between parents and the school.

Any concerns you have should initially be discussed with the Class teacher at a mutually convenient time. You may then wish to continue the discussion with the Key Stage Coordinator and/ or Deputy Headteacher. If concerns persist you may then ask to meet with the Headteacher.

Where a complaint is not settled in this way the Governing Body has a written procedure for dealing with complaints which is available from the school office.

Data Protection Act

Administrative and National Curriculum records are held on the school office computer. Under the Data Protection Act, you are entitled to have access to data held in the computer about your children and, if appropriate, to have the data corrected or deleted

If you have any queries concerning information recorded on the school office computer please do not hesitate to get in touch with the Bursar.

Trafford Council's Privacy Notice for schools and early years settings explains the purpose for which personal data is processed by the school, Local Authority and DfE in order to meet the educational needs of the pupils. This can be found on [www.trafford.gov.uk/councilanddemocracy / data protection / privacy notices/ schools and early years settings](http://www.trafford.gov.uk/councilanddemocracy/data-protection/privacy-notice/schools-and-early-years-settings).

Ofsted Inspection Reports

To view previous inspection reports , please use the following link:

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/106301>

Home – School Partnership

Although this brochure describes many rights, both for you and your child, worthwhile partnership between parents and school involves responsibilities. We offer our considerable experience in seeking your help and support as a responsible parent who has elected to send your child to this school.

When your child leaves home for school please ensure that they are correctly dressed in labelled school uniform, have enough time to arrive by 8.45 am and bring only the books issued by school with any other items requested by teachers as part of the curriculum. Items such as jewellery and toys must not be brought to school.



If you arrive by car please park carefully respecting other road users and basic safety rules. Always cross the roads with the crossing wardens.

Safeguarding and Child Protection Procedures

Schools must make arrangements to safeguard and promote the welfare of children. Parents should be aware that we will take any reasonable action to ensure the safety of our pupils. In cases where we have reason to be concerned that a child may be suffering ill treatment, neglect or other forms of abuse, we would seek, in general, to discuss any concerns with a parent. However, staff may feel it necessary and have no alternative but to follow the Local Authority Child Protection Procedures and inform the Social Services about concerns.

The Headteacher is the designated member of staff for Child Protection in school. Mrs A. Madden, Chair of Governors, is the designated governor.

Photographing and Videoing of Children in School

We take a sensible and balanced approach to photographing and videoing children on the school site. Taking pictures and video images of children's achievements and activities is a wonderful way of capturing a memory and promoting successes. The school obtains parental permission

for school and media to take such images and the safeguards in place to ensure anonymity (wherever possible) in their usage.

Photographing and videoing is acceptable at school events but images must not be submitted to any media or social website for publication.

Uniform

Boys

Winter

White Long or short Sleeved Shirt
Navy/Gold Striped Tie
Grey Shorts/Trousers
Grey Jumper with Gold and Navy Band
& Stag logo
Grey Socks
Black Shoes
School Coat

Summer

Gold Polo Shirt
Grey Shorts
Grey jumper with Gold/Navy Band
Grey Socks

Girls

Winter

White Shirt
Navy/Gold Striped Tie
Navy Skirt or Pinafore Dress or trousers
Navy Jumper/Cardigan with Gold Band
& Stag logo
White Socks/Navy Tights
Black Shoes
School coat

Summer

Gold Striped/Checked Dress/ Navy Trousers
Navy Jumper/Cardigan with Gold Band/
Gold Polo Shirt
Black or Navy Sandals
Black Shoes
White Socks

In year six the girls have the option of wearing a white blouse and navy skirt.

Hair accessories of gold or navy blue may be worn. Long hair must be tied back.

P.E. Kit Boys and Girls

White Polo Shirt
Royal Blue Shorts
Black Pumps
Named P.E. Bag

Winter outdoor PE kit (optional)
Tracksuit bottoms
Long sleeved tracksuit top
Trainers

Jewellery is not permitted

**(Pupils may wear a simple watch at their own risk.
One plain stud earring in each ear may be worn.)**

Lost Property

Any loss should be reported immediately to your child's teacher. It cannot be stressed too strongly that to facilitate speedy recovery of lost property all belongings should be clearly marked with your child's name.

ALL PERSONAL PROPERTY SHOULD BE CLEARLY MARKED WITH YOUR CHILD'S NAME

The information contained in this brochure is correct at the time of going to press but may be subject to alteration