



# Stamford Welland Academy

## Parent Handbook



## Welcome to our Parent Handbook

I am proud to be the Principal of Stamford Welland Academy where every child is known, valued, and supported to achieve above and beyond their potential. SWA has grown significantly in the last few years, and we now find ourselves with a waiting list for all year groups. We have a reputation for genuinely caring for the young people we teach and nurturing them to become the best version of themselves.



Parents recognise the exceptional pastoral care that we provide and combined with superb teaching; we offer a truly 'whole' education for young people. This approach has resulted in not only fantastic GCSE results, but perhaps more importantly, young people who feel confident, happy, safe, members of our school family.

Our parallel curriculum offer is exceptional, and this is due to the emphasis we place on it being as important as the taught curriculum. We can teach young people all the facts, figures, and information they will ever need to pass exams, but the life skills that are acquired by participating in additional activities, are the skills which shape and define young people's characters and give them the resilience and confidence to face the wider world.

Our culture at SWA is firmly rooted in the 3 school values of Aspiration, Resilience and Understanding. Relationships between staff and students at SWA are extremely strong and positive, and there is a genuine feeling of us all being part of a team. Without exception, every visitor who walks through the doors of SWA comments on the fantastic atmosphere which feels friendly, purposeful, and welcoming.

My own values are firmly rooted in a child centred, relationship and 'whole child' approach to education and I am passionate about modelling this in everything we do at Stamford Welland Academy. My vision for the future development of the school reflects these firmly held values and beliefs:

- A school which offers the very best standard of teaching, across a wide range of subjects, to children of all abilities and backgrounds
- A school where all children, regardless of ability, achieve above and beyond their potential

- A school where young people are proud to attend and staff are proud to work at
- A school where every child is valued – regardless of their background or ability
- A school where all talents are nurtured and valued – every child has something to offer the world, it's our job to discover and nurture whatever that may be...
- A school which prepares young people for life beyond Stamford – not just academically, but as 'whole' people ready to contribute to society
- A school where mental health is nurtured and considered important, and not side lined in the pursuit of exam results
- A school which is so much more than an 'exams factory'
- A school where the parallel curriculum contributes extensively to the students' education and experience
- Ultimately, a school where young people feel happy and safe, achieve beyond their potential and leave as confident, well-educated members of society

These are exciting times for Stamford Welland Academy, and we are looking forward to the next part of our journey with eager anticipation. The improvement to the learning environment over the last few years, coupled with our rich and varied curriculum, superb teaching and exceptional pastoral care, all ensure that we have a thriving, successful and popular academy. We are constantly looking at opportunities to link with local community groups and clubs, and it is our desire to continually develop as the hub of our local community whilst providing the very best education for local children

I look forward to meeting you in the future and hope that you will join us on our exciting journey and in knowing and supporting every student to achieve and enjoy their school experience.



Vicky Lloyd

Headteacher

### Welcome by the Chair of Governors

A big welcome to you and to your child as you join us at Stamford Welland Academy (SWA). You are at the start of an exciting period in your child's life, and we are thrilled that you have chosen SWA as your school of choice for this time. You are in good company in this regard – 99% of the children who are joining us in September, had Stamford Welland Academy down as their first choice in the school application process.

We are a school that is passionate about delivering high quality education in the heart of our town and our success in this regard is evident in our Ofsted rating. We are incredibly proud of our Head Teacher, Mrs. Vicky Lloyd, and her senior leadership team, as it thanks to the vision and hard work of this group, that SWA is the school that it is today.

We offer our students a wide and varied curriculum with a full range of clubs, activities and sport, as part of our PLEDGES programme. Students are keen to participate and gain a valuable experience in a range of activities and events.

One of our many priorities is that teachers at our school establish good relationships with all of our students. If you send your child to our school you can know that all of their teachers will spend time getting to know them as individuals, working out how to bring out the best in them in the time that they study at SWA. Teachers have strong expectations for all pupils. This positive attitude amongst the staff ripples out into the creative energy that you will find in our corridors and classrooms.

When students graduate from our school, we send them out into the world as responsible, cultured and employable young people.

I look forward to meeting and working with you over the next few years.

Kind regards,

Catherine Holtzhausen

Chair Stamford Welland Academy

### Getting to know the school

This parent handbook is designed to support all parents and students in regard to school life at Stamford Welland Academy. Additional source of information can also be found on our school website at [www.stamfordwellandacademy.org](http://www.stamfordwellandacademy.org) and through our Facebook & Instagram feeds as given below.







**@StamfordWellandAcademy**



### How to Get in Touch with Us

Details of all staff emails and contact details can be found on the contact us pages on our website. Parents are requested to where possible call the relevant house office in the first instance and speak to your child's form tutor or your child's student support adviser, known as SSAs. Both the school reception and the House offices are open between 8.15am to 4pm. An answerphone facility is available outside of these times.

Name	Telephone Number
<p>School Reception</p> 	<p>01780 761000</p> <p>For general enquiries including MCAS</p>
<p>Austen House Office</p> 	<p>01780 761020</p> <p>For Austen student welfare, reporting student absence and to make contact with your child's form tutor.</p>
<p>Da Vinci House Office</p> 	<p>01780 761030</p> <p>For Da Vinci student welfare, reporting student absence and to make contact with your child's form tutor.</p>
<p>Newton House Office</p> 	<p>01780 761040</p> <p>For Newton student welfare, reporting student absence and to make contact with your child's form tutor.</p>

### Our House System

The Houses provide crucial support and guidance, and the needs of every student are acknowledged and understood by their tutor and senior tutor. The system enables individual progress to be monitored much more closely and the House is the key focus of the relationship between the academy and families, with siblings joining the same House.

The House Offices are a great base for students and parents to find the support and assistance they may need. Each House has a dedicated Senior Leader, Head of House and Student Support Advisor.

### Vertical Tutoring

The mixed aged tutor group system is known as Vertical Tutoring. Each tutor group will have a mixture of pupils from all year groups. The Vertical Tutoring system has many benefits, fostering a family spirit where older students offer guidance and provide support to younger students. It also ensures students have a sense of the whole school picture as the younger pupils see the older ones preparing for work experience, subject choices and important examinations.

The tutors will follow the students from their first few days to their last at the academy. This allows them to easily build great relationships with students and their families and ensure they receive the support they need. Each tutor will contact a child's family three times in the year to discuss progress and address any concerns.

An encouraging House ethos for students to strive in is developed and strengthened by healthy competition. Students will have the opportunity to compete alongside their House peers in a variety of activities.

### The role of the Form Tutor

Whilst at Stamford Welland Academy, the Form Tutor will be the most important teacher to your child. All initial concerns are to be directed to the Form Tutor. You may contact the Form Tutor by phone, by letter or by e-mail. Should a response be necessary please be assured that the Form Tutor will endeavour to contact you within 48 hours. Should the Form Tutor be absent, you will be referred to your child's Head of House. We aim to return all calls within 2 working days.

### Year 7 and New Starter Transition

The Transition lead for new Year 7 students is Mr Weller, Vice Principal who makes sure that students and their family settle quickly into school life at SWA. If you do have any concerns

about your child's upcoming transition, then please do not hesitate to contact the transition team. Details are given on the school website with further information on the outline of the transition program. If you have any further concerns, then please contact us on [worried@stamfordwellandacademy.org](mailto:worried@stamfordwellandacademy.org)

### School Day Timings

The school currently operates a 5-session day with Session 6's operating after school and occasionally before school.

Tutor Time / Assembly	08.40 – 09.00 am
Session 1	09.00 – 10.00 am
Session 2	10.00 – 11.20 am (includes 20 min staggered break)
Session 3	11.20 – 12.20 pm
Lunch	12.20 – 13.00 pm
Session 4	13.00 – 14.00 pm
Session 5	14.00 – 15.00pm
Session 6	15.00pm onwards

Students are not permitted off the school site for lunch.

## Term Dates 2026-2027

### Term 1

<b>Training Days</b>	<i>Tuesday 1<sup>st</sup> September 2026 (Students do not attend)</i>
<b>Training Days</b>	<i>Wednesday 2<sup>nd</sup> September 2026 (Students do not attend)</i>
<b>First day of term</b>	<b>Thursday 3<sup>rd</sup> September 2026</b>
Open Evening	TBC
Last Day of Term	Friday 23 <sup>rd</sup> October 2026

### Term 2

<b>Training day</b>	Monday 2 <sup>nd</sup> November 2026 (Students do not attend)
<b>First day of term</b>	<b>Tuesday 3<sup>rd</sup> November 2026</b>
<b>Training Day (Disaggregated)</b>	Friday 27 <sup>th</sup> November 2026 (Students do not attend)
<b>Last day of term</b>	Friday 18 <sup>th</sup> December 2026

### Term 3

<b>Training Day</b>	<i>Monday 4<sup>th</sup> January 2027 (Students do not attend)</i>
<b>First day of term</b>	<b>Tuesday 5<sup>th</sup> January 2027</b>
<b>Last day of term</b>	Friday 12 <sup>th</sup> February 2027

### Term 4

<b>First day of term</b>	Monday 22 <sup>nd</sup> February 2027
Last Day of Term	Thursday 25 <sup>th</sup> March 2027

### Term 5

<b>First day of term</b>	<b>Monday 12<sup>th</sup> April 2027</b>
Bank Holiday	Monday 3 <sup>rd</sup> May 2027



<b>Last day of term</b>	Friday 28th May 2027
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#### Term 6

<b>First day of term</b>	<b>Monday 7th June 2027</b>
<b>Last day of term</b>	Wednesday 21st July 2027

### Break and Lunches

Your child will be able to purchase a main meal including a dessert for approximately £2.60 from a wide range of dishes and an ever-changing menu.

We appreciate that many parents struggle to find the change for their child's lunch money each day so we have introduced a cashless system – ParentPay, which enables parents to top up their child's lunch fund electronically.

Payment will be made by taking a swipe of your child's thumb print. You must give permission for your child's thumb to be scanned in order for him / her to be able to purchase food in the canteen. You can also track your child's spending and eating in the canteen.

### Healthy Eating Guidelines

The school operates to healthy eating guidelines, and we would encourage students bringing packed lunches to adhere to the school's guidelines.

- Energy or fizzy drinks are not permitted on the school site – only juice or water.
- Family size crisps, chocolates or sweets are not permitted on the school site.
- Cans and glass bottles are not permitted on the school site.

If you think you may be eligible for Free School Meals, i.e. parents who are in receipt of Income Support (IS), Income Based Job Seekers Allowance (IBJSA) or Child Tax Credit (certain stipulations apply), the Lincolnshire portal is open all year round for applications. If you have a Free School Meals query, please email [Free\\_school\\_meals@lincolnshire.gov.uk](mailto:Free_school_meals@lincolnshire.gov.uk). If you have changed address or any other details after submitting your school place application, please e-mail [schooladmissions@lincolnshire.gov.uk](mailto:schooladmissions@lincolnshire.gov.uk) confirming the details.

## **Learning at Stamford Welland Academy**

### **Curriculum Overview**

Like all schools that are in Meridian Trust, Stamford Welland Academy has developed systems and capacity to ensure that 'Every child is supported and achieves'. The key elements here are:

- A dynamic curriculum that provides courses to meet the needs of every student;
- High quality teaching and support through our House/Curriculum team structures;
- Personal support for every student by their tutor;
- Effective monitoring of student performance against challenging individual targets;
- Robust support systems and flexible and effective intervention programmes.

The breadth of provision recognises the diversity of intake within a comprehensive school providing:

- Identification of all students' potential and the setting of aspirational targets in all subjects to ensure they are consistently challenged at the right pace;
- A three year GCSE programme in years 9 – 11;
- A wide range of extra-curricular activities to both support and extend the core provision;
- The PLEDGES system;
- Academic, sporting and arts based Scholars program;
- Leadership opportunities within the House teams and representing the school




Our curriculum structure is regularly reviewed by our leadership teams to ensure that the best programmes of study are being offered at KS3 and KS4. Overviews have been provided by all our leaders and can be found on the KS3 and KS4 pages of our website.

## Attitudes to Learning

Each day at Stamford Welland Academy, we adopt these attitudes to our learning:

- **Aspiration**
- **Resilience**
- **Understanding**

These attitudes reflect what we expect students to learn, develop and master in order to succeed in their education and life upon leaving the academy. As parents we would ask you to support and promote these key attitudes at home. Students are rewarded with house points for demonstrating these attitudes within the curriculum and beyond.

Teaching and Learning Path to Excellence		
	Teachers	Students
<b>ASPIRATION</b> 	<ul style="list-style-type: none"> <li>Encourage students to set and achieve personal goals and set subject targets which provide challenge and encourage aspiration.</li> <li>Plan and deliver lessons that provide appropriate challenge and are underpinned by clear outcomes so that all students know what they need to do, can achieve and make progress.</li> <li>Award 'pledges' and rewards that recognise effort, good behaviour for learning, or achievement to promote a positive and aspirational culture.</li> <li>Ensure that regular feedback, including marking, provides challenge &amp; opportunities for reflection. Reflection time for students is built into each curriculum.</li> <li>Enjoy their subjects and ensure that they have excellent subject knowledge, they link your learning to the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>You set personal goals and understand how to achieve them.</li> <li>You challenge yourself to achieve and exceed your targets in lessons. You value homework as an opportunity to consolidate, assess or stretch learning.</li> <li>You take pride in your achievements and this is evident in the work you produce. You strive to earn 'PLEDGES' and rewards for effort, good behaviour for learning or achievement.</li> <li>You accept and act upon feedback, using it to improve your work and yourself.</li> <li>You take responsibility for your learning and always seek out new knowledge and skills. You often go beyond what is asked of you.</li> </ul>
<b>RESILIENCE</b> 	<ul style="list-style-type: none"> <li>Encourage and model student independence, organisation and adaptability.</li> <li>Encourage students to take risks with their learning by creating an environment that celebrates effort and hard work and where mistakes are learnt from.</li> <li>Encourage students to demonstrate resilience and to bounce back after difficulties.</li> <li>Establish routines, including homework, with clear and consistent boundaries that focus and shape good behaviour for learning.</li> </ul>	<ul style="list-style-type: none"> <li>You are ready to learn and see challenge as a necessity. You understand that making mistakes, learning from them and changing approaches, is the key to improving.</li> <li>You always try to contribute in class and support the learning of the group.</li> <li>You are not afraid to tackle tasks and challenges that may seem difficult. You enjoy feelings of success when completing difficult work and encourage others to do the same.</li> <li>You accept guidance from staff and peers to help focus your learning in a positive way.</li> </ul>
<b>UNDERSTANDING</b> 	<ul style="list-style-type: none"> <li>Ensure that the school is a safe and supportive space where all members of the community are kind, caring and respectful. They understand the individual needs of each student.</li> <li>Recognise the individuality of students and develop excellent relationships based on understanding and knowledge.</li> <li>Explain clearly what they want students to learn and how it fits into the bigger picture.</li> <li>Ensure time is used purposefully through effective planning and delivery.</li> <li>Take every opportunity to nurture personal growth and to improve key skills including literacy, numeracy and reading.</li> </ul>	<ul style="list-style-type: none"> <li>You strive to maintain excellent relationships with all members of the school community, showing respect for the contributions and opinions of your peers.</li> <li>You help to ensure the school is a safe and supportive space by being kind, caring and respectful.</li> <li>You understand the purpose of your learning and how it helps you to achieve your goals. You seek support when you need it and take every opportunity to improve.</li> <li>You work at pace and ensure no lesson time is wasted.</li> <li>You strive hard to understand and retain new and difficult knowledge, skills and concepts.</li> </ul>

## British Values

We are committed to the promotion of British Values through our curriculum and learning experiences:

- **Democracy**, e.g. work with local councils, student leadership roles, school elections
- **Rule of law**, e.g. classroom expectations, support from and for local police, using restorative approaches to address conflict
- **Individual liberty**, e.g. making safe choices, knowledge of rights and responsibilities, challenging extremism
- **Mutual respect and tolerance of those with different faiths and beliefs and for those without faith**, e.g. showing understanding to all at all times, promoting equality, antibullying charter, challenging prejudice, celebrating diversity, daily conduct and attitude

At Stamford Welland Academy these values are taught explicitly through Values and Ethics and Religious Education. We also teach British Values through planning and delivering a broad and balanced curriculum. The school takes opportunities to actively promote British Values through our assemblies and whole school systems and structures such as electing and running a successful School Council. We also actively promote the British Values through ensuring our curriculum planning and delivery includes real opportunities for exploring these values. Actively promoting British Values also means challenging students, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

### Essential Daily Equipment

Students must bring their own equipment to school each day to ensure they can participate fully in lessons.

- Pen
- Pencils
- Coloured pencils
- Dictionary
- Coloured pens
- Pencil sharpener
- Eraser
- Highlighter
- 30cm/12" Ruler
- Scientific calculator
- Compass
- Protractor
- Pencil case – large enough to carry equipment including 30cm/12" ruler



The Maths Department ensures that students have the opportunity to purchase the correct scientific calculator during the year. Alternatively, if you would like to purchase in advance we recommend the Casio FX-83GT Plus.

Failure to bring the correct equipment to school often disrupts the lesson. Please, therefore, support your child by purchasing all the items on the list and checking that your child always brings them to school.

### Banned Items

These items are banned on the Academy site as they may be detrimental to students' learning, their own or others' health and safety, or cause damage to Academy property. The consequences for bringing these items onto the school site will be handled by our behaviour policy:

- Mobile Phones
- Food and drink, other than water
- Chewing gum
- Non uniform items of clothing
- Electrical items and personal entertainment equipment
- Aerosols
- Correction fluid
- Glass bottles
- Dangerous items including any item that might potentially be used as a weapon
- Alcohol, drugs, cigarettes, matches, vapes

### Organisation and Homework

As part of our homework protocol, we use the BROMCOM system. Teachers set homework via this system and the details of homework will be emailed to you and your child each day. This will enable you to support your child in completing their work, organising their time and meeting deadlines.

Students and parents will be given a log in to access the system. Any unlikely issues with accessing the system should be reported to your child's form tutor in the first instance.

***We ask parents to support their child by checking the completion of homework in all subjects***

### Independent Learning (Homework)

The following guidelines are strongly recommended to guarantee work of a high standard and develop habitual working patterns:

Homework is, wherever possible, best tackled as soon as your child gets home from school and is still relatively fresh. Quality will suffer, the longer it is delayed.

Students need a quiet place to complete their Independent Learning, free from noise or any other distraction (pets, TV, relatives, phones, music etc).

Homework is best completed whilst sitting at a table or desk (not, as sometimes happens on the floor, on the bed, or on the knee).

Parents should not become directly involved in the completion of homework – i.e. supplying the answers. However, it is important that parents and guardians show an interest in the work being produced and check that the quality is of a good standard.

If there is a justifiable reason why homework has not been completed, a written note to the teacher from the parent in explanation is essential.

The child will be expected to complete the homework task during a break, lunch and / or after school in detention, regardless of the reason why work was incomplete.

### Library

Library skills and information are taught during English lessons to support the curriculum and improve each student's individual research skills. These are especially important with the increase in the coursework elements of many subjects. Students have access to the Learning Resource Centre during break and lunch times.

### Homework Club

Mrs Wilkinson makes the library available to students at break time, lunch and after school. With a wealth of books, magazines and newspapers she is able to support students with any project or piece of homework. Furthermore, with plenty of computers in the library, students are able to type up their notes, access Show My Homework and print their work. It's so easy to use and Mrs Hannan is always on hand to help. The library is open from 09:00am to 4pm on Monday–Thursday and 8.30am to 3.30pm on Fridays.

## Extra-Curricular Activities

### Session 6

Stamford Welland Academy offers a wide variety of extra-curricular opportunities through a timetabled programme over the year. These encompass traditional activities such as sports, music and additional subject support, and less traditional activities such as military self-defence, Rock Band and gardening!

The academy day extends to 4.00pm for those students who wish to stay for after-school activities or additional curriculum assistance – these sessions are called Session 6s. It is expected that students will attend at least two Session 6s a week.

Every curriculum area aims to offer at least one Session 6 after school and we continue to develop other opportunities – for example, Duke of Edinburgh and Army Cadet Force, as well as programmes in rugby, badminton, football, and netball across our partnership with the Trust.

Session 6s also factor crucially in ensuring our students achieve their absolute best. Tutors will recommend sessions that will be useful if a student needs additional support or clarification. Students can also drop into extra-curricular study support sessions themselves if they are feeling overwhelmed or need assistance. Session 6s run from the **Monday of the first full week of each term.**

A list of our session 6s are located on our website and is updated frequently when new exciting opportunities are offered. Further information around session 6s will be sent to parents at the beginning of each term.

## Extending the “boundaries of learning”

Stamford Welland Academy aims to ‘extend the boundaries of learning’ and educational visits and trips are one way of allowing students to apply their learning ‘in the field’. All visits and trips must demonstrate a contribution to the academic curriculum or allow students to fulfil an aspect of the *PLEDGES programme*.

Whilst we aim to provide as many opportunities as possible through Session 6 and in educational visits that are at no additional cost, it is necessary to charge for some activities due to charges made to the academy that we cannot support. Without requesting such



contributions, it would not be possible to run some trips. The academy will always do what it is able through disadvantaged and charitable funding to which it has access to ensure that all students are able to participate in visits, trips or charged activities, so that financial background is not a barrier to a wider learning experience.

### Duke of Edinburgh Award

As part of the process of increasing extra-curricular provision, we offer the **Duke of Edinburgh's (DofE) Award** at Bronze and Silver level. This is a one-year self-development, self-reliance and personal challenge award. This award has been running for over 60 years and is world renowned for students and young people in terms of their dedication and determination to progress personal and community-based goal. Further information regarding this aware and exciting opportunity can be found on our website where the most up to date information will be found.

### Combined Cadet Force

Stamford Welland Academy CCF was established in September 2019, initially with an army section but there are plans to expand this in the coming years to also include an RAF section.



The CCF syllabus covers Drill and Turnout, Navigation, Fieldcraft, Skill at Arms, First Aid, Shooting, Adventurous Training, Community Work, Expeditions and Annual Camp. The CCF has a parade night each week during term time (at present this takes place over two evenings to maintain COVID bubbles but ordinarily the whole contingent meet on a Thursday Evening). There are number of weekends organised throughout the year covering aspects of the syllabus. We also carry out community activities such as supporting the local rotary club with bag packing. Students are able to join the CCF from Year 8 onwards and can continue to attend until they reach the age of 18 if they go to local colleges. They are provided with a full uniform by the MOD and we have a wide range of equipment that cadets are able to use for outdoor activities. Annual camp and training weekends are subsidised by the MOD so we are able to carry out activities at a much lower cost to the cadet than if we were to run these activities as a regular school trip.



### Enrichment Opportunities

We believe in a rounded and whole education where every child not only develops academic skills, but self-confidence, life-skills, and leadership experiences.

In addition to the weekly enrichment programme, there is a wide range of other whole academy community events:

- House competitions
- Extended curriculum days
- Enrichment days
- Charity events, including the annual charities morning
- Residential trips
- School trips (examples include Ski trips, outward bound trips, Science Museum)



There are student leadership opportunities to be found throughout all aspects of academy life – from the informal leadership that is inherent in the mixed age tutor groups, through to the academy Student leaders, Prefects, House Captains and local and national representative groups.

## Uniform

All our branded uniform items are now supplied by Shotbowl. Uniform can be ordered online at [www.shotbowl.co.uk/swa](http://www.shotbowl.co.uk/swa) or through visiting their shop in Market Deeping.

Girls Uniform	Boys Uniform
Black blazer, with grey trim and embroidered with SWA logo (only available from Shotbowl)	Black blazer, with grey trim and embroidered with SWA logo (only available from Shotbowl)
Open necked, white blouse, embroidered with logo in house colour *(only available from Shotbowl) <b>or</b> Short	Short Sleeved or Long-Sleeved White shirt (can be bought from Shotbowl or an alternative uniform retailer)
sleeved or long-sleeved white shirt and tie in House colours (only available from Shotbowl)	e.g. Marks and Spencer, Tesco, Next, Sainsburys, Asda, Morrison's. This must be buttoned to the top)
Plain black V neck knitted jumper (can be bought from Shotbowl, or an alternative uniform retailer e.g. Marks and Spencer, Tesco, Next, Sainsburys, Asda, Morrison's. This must be a knitted jumper and not a sweatshirt).	Plain black V neck jumper (can be bought from Shotbowl, or an alternative uniform retailer e.g. Marks and Spencer, Tesco, Next, Sainsburys, Asda, Morrison's. This must be a knitted jumper and not a sweatshirt).
Black Uniform Flat Front Trousers can be worn as an alternative to the tartan skirt. (can be bought from Shotbowl, or an alternative uniform retailer e.g. Marks and Spencer, Tesco, Next, Sainsburys, Asda, Morrison's. Jeggings, Leggings or flared trousers are not allowed.)	Tie in House colours (only available from Shotbowl)
Plain black tights or black socks	Black Uniform Flat Front Trousers (can be bought from Shotbowl, or an alternative uniform retailer e.g. Marks and Spencer, Tesco, Next, Sainsburys, Asda, Morrison's. Jeggings, Leggings or flared trousers are not allowed.)
Plain black flat shoes (trainers / heels higher than 4cm will not be permitted – a shoe is defined as footwear, typically made of leather, having a sturdy sole and not reaching above the ankle – no sports or fashion logos or decoration should be visible on footwear)	Plain black socks
Tailored or Unisex PE Shirt (only available from Shotbowl)	Plain black shoes (trainers will not be permitted – a shoe is defined as footwear, typically made of leather, having a sturdy sole and not reaching above the ankle – no sports or fashion logos or decoration should be visible on footwear)
PE Skirt or Skort or Shorts (only available from Shotbowl)	Unisex PE Shirt (only available from Shotbowl)
Plain black football socks for PE (can be bought from Shotbowl or an alternative uniform retailer e.g. Marks and Spencer, Tesco, Next, Sainsburys, Asda, Morrison's)	PE Shorts (only available from Shotbowl)
Hoodies and Jogging Bottoms can also be bought from Shotbowl but are not compulsory.	Rugby shirt (only available from Shotbowl)
	Hoodies and Jogging Bottoms can also be bought from Shotbowl but are not compulsory.
	Plain black football socks for PE

