Inspire • Enjoy • Achieve

Dear Parent/Carer,

On behalf of our staff, pupils, parents and governors, I am delighted to welcome you to Aylward Primary School and to introduce you to our school through this prospectus.

Aylward Primary School provides education for children from Nursery through to the age of 11. We are situated close to Stanmore Tube Station, in the London Borough of Harrow, and are proud to serve a diverse and vibrant community.

Our most recent Ofsted inspection confirmed that Aylward is a **'Good School'.** Inspectors recognised the positive attitudes of our pupils and the high expectations that leaders have for what they can achieve. They noted that:

> **Pupils are well behaved and courteous.**
> **Pupils are happy and safe.**
> **Leaders have high expectations for what pupils can achieve.**
> (Ofsted, October 2022)

At Aylward, we believe that every child is unique and deserves to feel safe, valued, respected and included. We want our pupils to enjoy coming to school, developing confidence and independence and becoming enthusiastic, lifelong learners. We provide a broad range of opportunities that challenge and inspire children, help them to discover their talents, develop their interests, and achieve their very best.

We are very proud of our school environment and our superb grounds. Since moving into our purpose-built school building in April 2017, we have continued to develop our facilities and create spaces that support learning, creativity and play.

Our school motto, **'Inspire • Enjoy • Achieve',** reflects what we want every child's experience at Aylward to be. We want our pupils to be inspired by their learning, enjoy their time at school and develop the knowledge, skills and confidence to achieve their goals.

This prospectus provides an introduction to our school and the opportunities we offer. We are always delighted to meet prospective parents and welcome the opportunity to show you what makes Aylward such a special place to learn. We look forward to welcoming you and your child and hope that you will become part of our happy and supportive school community.

Kind Regards



Mrs Louise Kelly, Headteacher

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Aylward Primary School is part of The Bentley Wood Trust, a company limited by guarantee (company number 7692926 registered in England and Wales) that has its registered office at Bentley Wood High School, Bridges Road, Stanmore, Middlesex HA7 3NA



Aylward Primary School Vision

Inspire • Enjoy • Achieve

To fulfil this vision, all members of the school community should:

- Feel safe, secure, and included.
- Be challenged and supported to reach the highest standards.
- Feel valued, respected and treated fairly.
- Feel enthusiastic and happy about coming to Aylward.
- Demonstrate kindness and respect towards themselves and others.
- Show determination when facing challenge and take pride in their efforts.
- Develop a sense of confidence, honesty and responsibility for their own learning.

Aylward provides an environment where children:

- Are treated as individuals.
- Can achieve their best.
- Are encouraged to have high aspirations.
- Become confident, determined and independent learners.
- Develop the knowledge, skills and attitudes needed for life-long learning.
- Celebrate uniqueness and diversity.
- Are encouraged to build positive and respectful relationships and make a positive contribution to the school and wider community.
- Understand the importance of honesty and taking responsibility for their actions.
- Are encouraged to appreciate and enjoy our history and spacious grounds.
- Are encouraged to live healthy and active lives,
- Are encouraged to express themselves through language, the arts and through sport.

Aylward Values

We are proud of the high standards of behaviour demonstrated by our pupils at Aylward Primary School; they are regularly praised by parents and visitors for their attitudes to learning. This positive behaviour is supported by a consistent whole-school approach, underpinned by our behaviour policy and a strong emphasis on celebrating achievement and positive choices. We value every child's contribution and encourage politeness, respect and good manners in all that we do.

Our 5 Values explain the expectations for behaviour at Aylward Primary School



	Kindness	Determination	Respect	Honesty	Responsibility
Self	I am **kind** to myself and speak positively about my efforts.	I **try my best** and **learn** from my mistakes. I don't give up, even if something is tricky.	I **value myself** and **my achievements**. I **treat** myself with **respect**.	I am **honest** with myself and **ask** for help when I need it.	I take **responsibility** for **my own learning** and choices. I make **safe choices.**
Others	I am **polite**, **kind** and **helpful** towards others. I include others.	I **encourage** others to try their best and celebrate their effort.	I **listen** carefully to others and **value** their ideas.	I **tell the truth**, even if it is difficult.	I take **responsibility** for how I affect others.
Community	I **help** to make our school a **friendly, welcoming** place.	I **help** our school community to improve and succeed together.	I **show respect** by treating everyone **equally** and **fairly**. I **speak up** if something is unfair.	I **do the right thing** even when no-one is watching.	I **look after** our **school environment** and all **belongings**
Events / Opportunities	Anti-bullying Week Harvest Festival Mental Health Week	Competitions Sports Day Tournaments	Equality Week Pupil Parliament International / RE Day	Online Safety Week Pupil Parliament/ Debates	Pupil roles and responsibilities School trips

Our values mascots are displayed throughout the school and incorporated into assemblies and lessons to support pupils in developing their understanding of the Aylward Values.

Aylward Curriculum

Our aim is to provide an exciting and enjoyable curriculum that inspires children and provides them with the skills, knowledge and vocabulary needed to achieve their ambitions and help them to reach their full potential. The curriculum is inclusive and looks to challenge every individual to make the best possible progress.

We teach the National Curriculum and in addition to this have made deliberate curriculum choices to reflect our community and the children who attend our school. We have identified that children at Aylward benefit greatly from wider curricular experiences that broaden their horizons and deepen their learning through participating in extra-curricular clubs, using our outdoor classroom and Forest School, school visits, external workshops and real life, hands on experiences. Through the introduction of '**Aylward Activity Passports**' we aim to bridge the gap, in particular, for those children who do not typically have exposure to these experiences. A high percentage of our children speak English as an additional language so we highly value the importance of 'talk' within our classrooms and we want our children to have increased exposure, and opportunities to use, a rich extended vocabulary.

Aylward's curriculum is progressive, building on a foundation of skills and knowledge, within a broad range of subjects, starting in our Early Years classrooms. **Key knowledge**, **skills** and **vocabulary** are revisited, and extended, each year as a child completes their learning journey through the school. We work closely in partnership with parents and carers to deliver our curriculum intent and to ensure that all children achieve the best outcomes possible.

Our curriculum has a cross-curricular approach and new units in Geography and History begin with an 'Enquiry Question' to stimulate thinking. Children are encouraged to ask their own questions as they move through units of learning.



> **At Aylward, through our curriculum, our intent is that all children enjoy learning, are inspired and provided with the knowledge and skills needed to enable them to achieve.**

It is our intent that through our curriculum provision:

- All our EYFS children learn through play and develop basic skills and independence that will enable them to be 'school ready'.
- All children can read by the end of KS1.
- The curriculum in KS1 will have a focus on Reading, Writing and Maths because we recognise that children cannot access the more intense KS2 curriculum and beyond, without a good working knowledge and understanding in Reading, Writing and Maths.
- All children will be exposed to a rich and varied curriculum covering a broad range of subject areas.
- Our children will have the confidence and 'cultural capital' to be aspirational individuals.
- Our children become creative and reflective learners, eager to face new challenges.
- Our children become active listeners, who are confident and articulate individuals.
- Our children will be physically and mentally healthy. They are taught the importance of eating healthily and maintaining an active lifestyle through activities during the school day and the extra-curricular clubs on offer.
- Our children will become respectful individuals who demonstrate a strong sense of self and a compassion for others.

The **Aylward Values** provide the bedrock on which our curriculum is delivered – being **kind, determined, respectful, honest** and **responsible**. Together with the British Values of Individual Liberty, Mutual Respect, Democracy and the Rule of Law, we believe that our Aylward values, will **help the pupils of Aylward to thrive as they grow up** and **contribute positively** to their community and the wider world.

Our Curriculum

Early Years Foundation Stage

At Aylward Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

We recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

The Early Years Foundation Stage (EYFS) encompasses the Nursery and Reception years. It encourages independence and prepares children for learning in Key Stage 1. EYFS learning is individualised and flexible to meet the needs of the children, but also creative and language rich.

We encourage children to spend time on practical tasks at the same time developing their skills and knowledge across a broad curriculum that encompasses important topics and the children's interests. There is a strong emphasis on children developing independence skills for learning and life.



They have structured play activities and adult led focused tasks. These help to develop both physical and mental skills so that our children can approach their learning with enthusiasm and perseverance. The teaching of early literacy and numeracy skills is fundamental. Phonics is taught daily using the Read Write Inc scheme, starting as soon as children join our Nursery.

> **"We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.**

The EYFS is organised into seven areas of learning, based on the 2021 Early Years Framework:

Three **prime** areas of learning encompass the most important skills

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

Four **specific** subject areas and skills

- Literacy
- Mathematics
- Understanding of the World
- Expressive Art and Design

Our Curriculum

Key Stage 1 and Key Stage 2

Following National Curriculum guidelines, Aylward has created a broad and balanced curriculum that is cross-curricular; linking subjects, skills and knowledge wherever possible. Children are given the opportunity to learn subjects through a year group topic in a creative and purposeful way. In addition, specialist teachers in PE, Spanish and Music provide further depth to our children's learning experience.

The Early Years Foundation Stage prepares children for Key Stage 1. The following subjects are taught in both Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3 to 6). Work is adapted to ensure children are learning where their ability lies and also providing challenge at the same time.

English

English is a core subject in the National Curriculum: it is a prerequisite for educational progress across the entire primary curriculum. At Aylward, our aim is to equip our pupils with the necessary skills, knowledge and understanding to become well-rounded, lifelong linguists with a real enthusiasm for reading and writing. We have developed our English curriculum with a focus on creating meaningful links with other subjects, exposing pupils to a wide range of high-quality texts and developing pupils' vocabulary, grammar and punctuation skills in context. English lessons at Aylward act as building blocks leading up to final pieces of writing in which pupils demonstrate the wide range of skills they have learnt.

Our lessons take pupils through a learning journey which equips them with the knowledge they require to become skilled readers and writers, by covering a range of skills: speaking and listening through drama and role play; analysis of exemplar texts; developing grammar and punctuation in context; and vocabulary activities. The work in pupils' books illustrates a build-up of skills through word and sentence-level work, paragraph-level application, final writing pieces, and editing/up-levelling. We aim for our pupils to have the necessary stamina and understanding to write at or above the expected standard.

> **"At Aylward, our aim is to equip our pupils with the necessary skills, knowledge and understanding to become well-rounded, lifelong linguists with a real enthusiasm for reading and writing.**

At Aylward, we use a bespoke planning framework to ensure a wide range of text types are taught throughout each year of a child's education at our school. Each term, pupils are taught fiction, non-fiction and poetry units, which ensures a depth and breadth of understanding as our pupils are able to learn, explore and apply key skills from the National Curriculum in a range of contexts and for different purposes.

Furthermore, extended writing takes place each fortnight, which provides an opportunity for pupils to apply their learning in a different, cross-curricular context; pupils utilise their English skills with knowledge from their foundation subject lessons to create purposeful, high-quality pieces of writing. At Aylward, we endeavour to relate children's learning to real-life experiences as often as possible. As a result, links are often made to practical activities, workshops, school trips and pupils' own experiences. Our English curriculum is also book-led, with units linked to carefully selected, quality texts, which enables pupils to learn in context and encourages their passion for reading.

The impact of our curriculum is measured through a range of assessment tools. Teachers continually formatively asses their pupils through the use of self and peer assessment techniques and by using our marking and feedback policy. At Aylward, summative assessments are completed using Sonar, from which we have created Teacher Assessment Frameworks for each year group throughout the school.

These 'TAF' documents are in-line with the standards outlined in the National Curriculum and are used by teachers to formatively assess – by having objectives in the front of pupils' books – and decide summative judgements, by assessing pupils' writing against these criteria. At Aylward, we have also created a Writing Standardisation pack, which was generated by staff completing moderation tasks to establish clear guidelines for what 'working towards' and 'working at' the expected standard looks like.

Reading

At Aylward, we are determined that every pupil will learn to read and develop a life-long love of reading. We do this by prioritising reading and promoting books in as many ways as possible. As a school, we are always thinking of new ways to encourage the children to pick up a book and read.

Read, Write, Inc.

In Reception and Year 1, phonics is taught systematically, using the Read, Write, Inc (RWI) programme. RWI is lively and challenging. It ensures that children learn to read quickly and that they enjoy reading right from the start. There are also intervention phonics groups in Key Stage 2 to support those who need extra help with their reading and writing. All of the children on the RWI programme take home RWI 'book bag' books which closely match the sounds/phonemes they are learning in school. By reading and re-reading these books at home, the children are able to practise and re-enforce what they have been taught at school.

Reading from Year 2 upwards

From Year 2 upwards, the children have daily lessons which focus on comprehension skills. During the lessons, they develop a range of skills including discussing word choice, unlocking the meaning of whole texts and critical appreciation. In KS2 Reading is taught using the Destination Reader framework, which ensures a wide range of skills are taught explicitly. This framework involves using quality, whole-class texts that promote a love of Reading while also ensuring that our pupils have the skills necessary to access and understand a wide range of texts.

Reading at Home

Workshops are run to help parents support their child's reading development. At these workshops, parents find out about how Reading is taught and promoted at school, as well as how they can support their children at home.



When children have reached the end of the RWI programme, they will take a colour-banded book home to read. These book bands are selected based on the child's word-reading and comprehension level, and pupils are listened to read regularly.

Reading across the curriculum

Every day, teachers read from a quality text to their class, which forms our daily story time. These texts are carefully chosen to inspire and engage pupils and promote reading for pleasure.

During English lessons, teachers read a wide variety of text types with the children: fiction, non-fiction, short stories, reports, diaries, poems etc. This ensures that pupils are continually exposed to quality texts and are given plenty of opportunities to read a variety of text-types and styles. Often, books related to topics the children are learning about in Learning Enquiry or Science, are used to inspire pupils' writing. Teachers also regularly use 'blue project box' books, to help broaden the children's knowledge of topics and to develop research skills. These are books provided by the Harrow Library Service.

Our Library

At Aylward, we have a beautiful, organised and well-stocked school library. Once a week, each class visits the library to take out books. During their time in the library, the children listen to their class teacher reading a story while they select books in groups. Our library books have been grouped into bands, which helps the children to select an accessible text for themselves. In addition, the children use their 'bookmarks' to look for recommended texts and to check whether their book is right for them. The bookmark has a series of questions and prompts to help children think about their book selection. We provide an 'Open Library' time before school, every Tuesday, for children to enjoy reading with their parents. These sessions are run by our 'mini-librarians'.

Reading Events

At Aylward, we have enjoyed a range of author visits and workshops, including visits from Stewart Ross, John Dougherty and the young author H.G. Sansostri. Our pupils always enjoy meeting authors and are often inspired to write their own stories afterwards.

Alongside this, we run a range of events to promote reading across the school each year. In EYFS/KS1 we have a 'Bedtime Stories' event, along with an annual Family Reding Picnic, both of which are very popular among the children. Various competitions are run, including 'extreme reading', and we hold events for World Book Day each year. We also take part in the Harrow Junior Book Award. Additionally, each term parents are invited into their children's classrooms for a 'Family Reading Morning' where they share stories together.

Mathematics

At Aylward Primary School, we want every child to achieve their potential by offering a sequential, structured, challenging and enjoyable Maths' curriculum. Our children are taught number, shape and space, measurement and data handling. They develop great fluency and confidence using manipulatives to enhance their understanding. Alongside this, they will apply their mathematical knowledge to a variety of problems and real-life situations as they work towards achieving mastery.

The school follows the Rising Stars sequence of work for Maths. It is used as a starting point and then adapted to suit the cohorts' requirements and to make cross-curricular links. The scheme of work repeats throughout the school year to allow children to revisit and build upon previously learned skills and to develop new ones. The four strands they learn through are: number sense, additive reasoning, multiplicative reasoning and geometric reasoning.



Physical Education



Physical Education at Aylward Primary school has been designed to create an engaging, fun, high-quality curriculum that inspires all pupils to succeed and excel in their individual abilities in competitive sports and other activities.

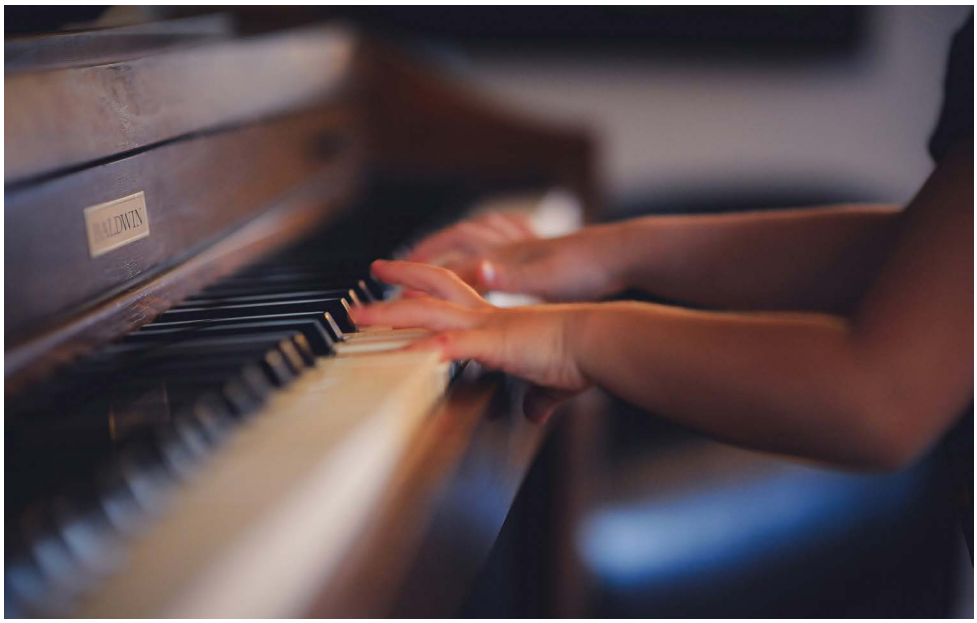
We provide opportunities for pupils to become physically confident in a way which supports their health and fitness, through a range of activities: swimming, dancing, gymnastics, badminton, and many more. Children will have opportunities to compete in sport and other activities that build character and help to embed values such as fairness and respect, both in their lessons and through a wide selection of sports clubs available to them. PE at Aylward is a vital component of the curriculum, which develops understanding of the importance of maintaining healthy lifestyles, a balanced diet, positive growth mind-set and the resilience to persevere with activities.

Aylward Primary School intends to:

- Enable pupils to develop physical skills with increasingly consistent control and co-ordination.
- Encourage children to work and play effectively in a range of group situations;
- Develop the way children perform skills and apply rules for different activities;
- Show pupils how to improve the quality and control of their performance;
- Teach children to identify and articulate how their bodies feel during exercise;
- Embed an understanding within the children of how to succeed in a range of physical activities and how to evaluate their own success.

> **"We provide opportunities for pupils to become physically confident in a way which supports their health and fitness, through a range of activities.**

Music



At Aylward we value music because it is a most powerful and unique form of communication that can change and impact the way children feel, think and act. We believe that teaching music helps the body and the mind work together.

We believe that every child should have the opportunity to develop their musical potential and we aim to nurture and encourage musical development across the school.

Our whole curriculum is shaped by our school vision, which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced to maximise learning for all children.

During the year, all children will have the opportunity to develop their understanding, skills and techniques in music. We are very proud of our musical achievements at Aylward.

We welcome parents to our annual music concert and productions throughout the year to share the musical ability we have at our school. Our peripatetic teachers who come into school to teach music lessons are giving opportunities for children to learn and develop their skills from an experienced specialist teacher. We offer lessons in guitar, piano, flute and trumpet.

By the time children leave our school they will have:

- A musical understanding underpinned by levels of aural perception, internalisation and knowledge of music;
- An awareness and appreciation of different musical traditions and genres;
- An understanding of the historical, social and cultural origins of music;
- The ability to give verbal explanations, using musical terminology effectively, accurately and appropriately;
- A passion for a diverse range of musical activities.

Science

At Aylward, we aim to enrich the lives of our pupils by teaching the Science National Curriculum in an informative and practical way. We aim to teach key working scientifically skills, knowledge, and unit specific vocabulary to raise our pupil's aspirations and love and enjoyment of Science. We believe that Science is important as it forms the basis of the world that we live in today.

Our whole curriculum is shaped by our school vision, which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best scientists and have the best scientific approach they can be.

We teach the National Curriculum which is supported by a clear, sequential progression of scientific based skills and knowledge, building upon prior learning. We also have a dedicated unit of teaching developing Science Capital and working scientifically skills.

During the year, all children will have the opportunity to access and be involved with a range of activities, both in school, the classroom, and externally in form of trips and workshops, linking with their Science work, in addition to a dedicated Science Investigation Day during the year. We have worked hard on raising the profile of Science at Aylward and we take pride in pupils developing their love of Science.

By the time children leave Aylward, they will:

- Be aware of a range of different professions within the Science field;
- Be able to work scientifically and have a scientific approach to their work;
- Be able to discuss their Science learning with reference and association to Science enrichment in form of trips and workshops;
- Exhibit a love of learning by raising their own questions and hypotheses, leading to pupils leading their own investigations and developing their own knowledge and skills at home.

Computing

Use of technology is an integral part of everyday life and provides a wealth of learning opportunities, explicitly within Computing lessons and also across other curriculum subjects. At Aylward Primary School we aim to develop pupils computational thinking and creativity skills, promote digital literacy and prepare our pupils to be safe, contentious and skilled digital citizens.

Internet Access

As part of our pupils' curriculum enhancement and the development of ICT skills, children will have access and make use of the internet including email. Such access at Aylward is supervised. Furthermore, schools within Harrow use the internet access provider, London Grid for Learning. The provider operates a filtering system that restricts access to inappropriate materials. Every endeavour is made to ensure that suitable restrictions are placed on the ability of children to access inappropriate materials. A copy of the 'Rules for Responsible Internet Use,' that we operate at Aylward Primary are available on our school website or on request from the school office.

History

The History curriculum at Aylward Primary School is carefully planned and structured to ensure it is inclusive of all pupils and that current learning is linked to previous learning. Our History curriculum is guided by the National curriculum and considers the background and interest of our children as well as the context of our local area.

The curriculum hopes to inspire curiosity in pupils and through our teaching of History they will have the opportunity to gain knowledge and understanding of Britain in the past and that of the wider the world.

History enables pupils to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values.

Children will develop the art of being inquisitive through questioning, thinking critically and trying to analyse and evaluate events, people and sources.

Geography

The Geography curriculum at Aylward Primary has been designed with our children's needs in mind. We focus on equipping our children with geographical skills for life. Pupils leave Aylward with a sense of self within the world and understand how the environment around us is linked to other parts of the world.

By the end of their time at Aylward, pupils will:

- comment on similarities and differences of our world through the study of human and physical geography;
- know and talk about geographical phenomena including volcanoes and earthquakes;



Art

At Aylward Primary school we believe it is important to provide our children with a broad and enriching curriculum. Alongside the core subjects, we also have a strong emphasis on foundations subjects, such as Art. Teachers provide a high-quality art education which engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design using a wide range of media and materials. Not only are children given the opportunity to develop their skills of drawing, painting, printing, collage, textiles, 3D work and digital art but they are also encouraged to develop their knowledge about a range of Art work, learn key vocabulary and use their skills and knowledge in depth. The art curriculum has also been developed to be able to be used in a cross curricular way, allowing children to use their skills in a range of subjects.



Design and Technology

Design and Technology is a practical subject that allows pupils to use their creativity and imagination to design, test, and create innovative products that solve real and relevant problems within a variety of contexts. It is a subject that incorporates various other subjects such as; Science, Mathematics, Literacy, Computing, and Art. There are three strands that are covered in Design and Technology; Sewing and Textiles, Cooking, and Construction.

In Design and Technology, pupils are encouraged to use their creativity to brand, test and innovate new and original designs based on past and present designs. They learn to take risks and become more aware of the impact that their products and design have on daily life and the wider world.



Design and Technology builds upon skills and knowledge across the year groups. Starting in foundation stage where children use their imagination and learn to follow simple instructions, moving up to key stage 2 where pupils are expected to use the previous knowledge and skills taught in order to design and create more sophisticated models and systems.

> **“ Design and Technology largely focuses on the safety and handling of tools, materials.**

Religious Education

Aylward is a large suburban primary school in the religiously and culturally diverse borough of Harrow. We are proud that this borough represents so many different faiths and our school sits amongst many varied places of worship. Harrow is fortunate to be home to other faiths that pupils may not be familiar with and we take pride in learning about these faiths (Zoroastrianism and Jainism). The population of the London Borough of Harrow is one of the most diverse in this country.

We recognise the variety of religious and non- religious backgrounds from which our pupils and we are sensitive to the home background of each child and we welcome the diversity of their beliefs.

We are glad to have the support of St John’s Church and they provide us with opportunities to visit the church and come into school to help with assemblies and faith days.

The content of RE at Aylward reflects the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practises of other principle religions and non-faith belief systems (for example Humanism). The aim is for RE to be educational in the true sense of the word, developing in children an understanding of the various, different types of belief and how these affect other individuals and society in general.

RE is taught in accordance with the locally agreed syllabus for Harrow and the aim of Religious Education in the London Borough of Harrow is to help children and young people to learn about and learn from religious and spiritual insights, beliefs and practices and to be able to:

- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom;
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, from the local to the global;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the UK;
- Enhance their spiritual, moral, social and cultural development by:
  - developing awareness of the fundamental questions of life raised by human experiences and how religious teachings and beliefs can relate to them;
  - responding to questions with reference to the teachings and practises of religions and other belief systems, relating them to their own understanding and experience;
  - reflecting on their own beliefs, values and experiences in the light of their study.
- Develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards a society of diverse religions and beliefs.

Personal, Social and Health Education (PSHE) including Relationships and Health Education (RHE)

Personal, Social and Health Education is an important and necessary part of our pupils' education and is taught throughout a child's time at Aylward Primary school. Through our teaching of PSHE, we provide learning opportunities and experiences that help our children grow and develop as individuals, members of families and of social and economic communities. We use the Jigsaw PSHE scheme for lessons across the school.

Through our PSHE curriculum, we aim to develop positive attitudes and values that influence healthy patterns of behaviour, to explore and understand feelings, attitudes and values and to equip pupils with the skills to make informed choices.

PSHE is taught through all curriculum areas as well as individual lessons: Rights and Responsibilities, Feelings and Friendship, Safety and Risk, Identity, Health, Money, and Relationships and Health Education (RHE).

At Aylward, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to



Relationships and Health Education, which is a statutory part of education for every primary-aged pupil. We believe that our school has a duty to inform and educate children on appropriate issues regarding health, sex and relationships.

Relationships Education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-belief. Health Education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

> **Our RHE policy has been written in consultation with our parents and school governors.**

Relationships & Health Education (RHE)

At Aylward Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. We believe that our school has a duty to inform and educate children on appropriate issues regarding health, sex and relationships. Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-belief. Health education focuses on equipping pupils



with the knowledge they need to make good decisions about their own health and wellbeing.

SRE is taught as part of the Science and PHSE & C curriculum and seeks to prepare children to make appropriate choices and to develop effective relationships. The effectiveness of this policy lies in the partnership with parents, and parents are informed prior to specific units of work in order that they can support discussions and learning at home.

Modern Foreign Language (MFL): Spanish

We aim to inspire our pupils to develop a love of languages, foster their curiosity and deepen their understanding of different countries, cultures and people.

We intend to help children to grow into confident and reflective language learners and to provide them with a foundation that will equip them for further language learning.

Our Spanish curriculum is designed to enable our children to acquire basic skills and understanding in Spanish, gradually progressing to more complex language concepts and greater learner autonomy.

“ For Curriculum Maps and Knowledge and Skill Progression Maps, linked to all areas of the School’s Curriculum, please visit the pages within the ‘Curriculum’ area of the school’s website: www.aylwardschool.org.uk/curriculum/

Knowledge Organisers

Knowledge Organisers support the delivery of the curriculum. These are a go-to document for the different units of work, for each half term, for all Foundation Subjects (this excludes English and Maths). Each Knowledge Organiser identifies the key information that children need to have learned by the end of a topic. It also acts as a tool to support children in retaining knowledge for life-long learning.

To view our Knowledge Organisers, please visit the school’s website – Home - Key Information - Curriculum - School Curriculum – Key Stages: **www.aylwardschool.org.uk/curriculum**



British Values

Aylward Primary School is committed to serving its community and surrounding areas. We recognise the multicultural, multi faith and ever-changing nature of the United Kingdom, and therefore those it serves.

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The school, as a 'Community School', accepts admissions from all those entitled to an education under British law, including pupils of all faiths or none. It follows the policies outlined by its governing body regarding equal opportunities, which guarantee that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. It seeks to serve all.

At Aylward we ensure key 'British Values' are taught, these include:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those of different faiths and beliefs

The school promotes a wide range of activities within the National Curriculum and beyond to secure such outcomes for children.



School Assemblies

Children take part in assemblies led by their peers, staff or guests. This may be in the form of a whole school assembly or in smaller groups.

The weekly themes refer to promotion of the school's values which include:



Kindness



Determination



Respect



Honesty



Responsibility

Through these themes we aim to develop children's awareness and understanding of values such as friendship, trust, self-discipline and loyalty, as well as aspects of Religious Education. We are also keen to raise children's awareness and concern of issues related to their community, as well as the wider world. British Values are also promoted as part of our assembly schedule.

Parents and other visitors are invited to join some of these assemblies, including 'Family Assemblies' which enable children to present some of the learning they have been involved in over the term.

In accordance with the provisions of the 1944 Education Act, parents may request that their children be withdrawn from Religious Education and Collective Worship. However, school assemblies form an integral part of life at Aylward and so, we would strongly discourage this.

Children with Additional Needs

> **We ensure that a child with special educational needs will have their needs met through appropriate adaptation and/or differentiation and support in the classroom planned by the classroom teacher.**

Aylward Primary provides for pupils whose special educational needs broadly fall into the four areas of:

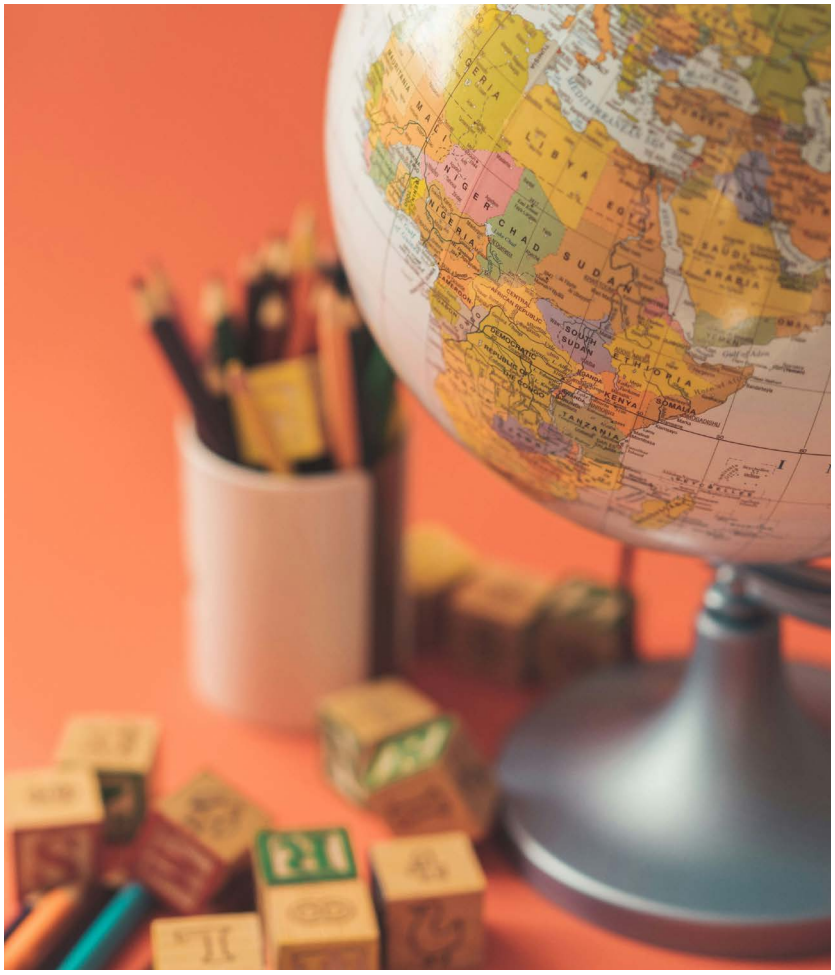
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

At Aylward we believe our pupils, regardless of gender, ethnicity, ability or disability are entitled to a high-quality education that will maximise their life chances.

- All pupils are entitled to an education that enables them to:
- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training

We ensure that a child with special educational needs will have their needs met through appropriate adaptation and/or differentiation and support in the classroom planned by the classroom teacher. If pupils are unable to make appropriate progress in class despite the planned differentiation, advice may be sought from external agencies and the child placed on the Special Educational Needs and Disabilities (SEND) register. Where a child's special educational need is deemed to be long term, the school may request an Education, Health and Care Plan from the Local Authority.

Our pupils with SEND will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum. Provision and progress for our SEND pupils will be monitored and reviewed regularly and where appropriate involve outside agencies.



Kaleidoscope

Aylward Primary School has an additionally resourced provision funded by the London Borough of Harrow for 12 primary pupils with a diagnosis of ASD who have an EHC Plan or Statement of SEN.

The specialist provision at Aylward is called Kaleidoscope and is for pupils who do not require a place in a special school but would find it difficult to make adequate progress and close their attainment gap without additional support provided through the provision. The aim of the provision will be to promote a clear ethos throughout the whole school that promotes inclusion, high expectations and a commitment to improve outcomes for pupils with autistic spectrum disorder (ASD).

Bentley Wood Academy Trust

Aylward is part of the Bentley Wood Academy Trust.

Academies are state funded schools, which receive their funding directly from central government, rather than through a local authority.

The day-to-day running of the school is with the Headteacher, but they are overseen by individual charitable bodies called Academy Trusts. These trusts provide advice, support, expertise and a strategic overview.

Academy Trusts control their own admissions process and have more freedom than other schools to innovate.

At Aylward we have the advantage of working closely with Bentley Wood High School which enables us to share expertise and resources.

Board of Governors

Role of Governers

Governors are trustees for the performance of the school. They are responsible for the long-term successful running and interests of the school. They promote high standards of educational achievement through the finance and staffing of the school as well as the drafting of the school's policies.

The governing body is made up of volunteers with a wide variety of backgrounds and skills to contribute.

Governing bodies are the strategic planners of schools

In order to do this a governing body;

- Employs others to carry out the work
- Has an operational manager (the Headteacher) who is responsible for the day to day management of the school
- Agrees policies and practice which allows the Headteacher the necessary tools to carry out his/her responsibilities
- Agrees targets for improvement
- Acts as the critical friend of the school and Headteacher
- Receives and discusses reports on the resulting practice and conduct of the school
- Reviews its own working practices
- Compile the school profile document
- Represent Aylward on the Academy Board of Trustees

Decisions of the governing body are made in formal meetings, either with the full governing body, or in committees if their terms of reference allow.

Mr Marcello Borgese, the Chair of the Governing Body and the Clerk to the Governing Body, can be contacted via the school office. A detailed list of the current school Governing Body is available on the school **website**.

Safeguarding

Our first priority is your child's welfare and therefore there may be occasions when our concern about your child means that we have to consult other agencies before we contact you. The procedures we follow have been laid down by the local safeguarding board. If you want to know more about this procedure, please speak to our safeguarding leader who is our Child Protection Coordinator or visit the **website**.

Operation Encompass

The school takes part in Operation Encompass (a national project), which is run jointly between schools and the Police. The aim of the project is for schools to be informed, prior to the start of the next school day, when a child or young person had been exposed to, or involved in, any domestic incident.

Operation Encompass ensures that the Designated Safeguarding Lead (DSL) or a member of the Safeguarding Team is informed. The information that has been shared, in confidence, allows us to help ensure the wellbeing of the child and their family and we may be able to make provisions or adjustments for possible difficulties experienced, following a domestic abuse incident.

Equality of Opportunity

Aylward Primary School provides education on the basis of equal opportunity for all, taking account of gender, race, social circumstances and level of ability and will do everything possible to ensure equal access for disabled pupils wishing to come to the school.

Children of all cultures and backgrounds are encouraged to share their beliefs and experiences, and all are valued equally. This includes the sharing of festival and celebrations, and developing an understanding of the needs of each as individuals. Both sexes are provided with equal opportunities throughout the curriculum, and there is no stereotyping in the provision of activities.

> **"Children of all cultures and backgrounds are encouraged to share their beliefs and experiences, and all are valued equally**

School Policies

The school has a wide range of both statutory and non-statutory policies. The statutory policies are available on the school's **website**, this includes the latest **admission policy** for the school and the non-statutory policies are available upon request from the school office.



Uniform

We have School uniform for collective smartness, to develop a sense of pride in belonging to Aylward Primary School and for social reasons. The uniform is designed to be practical and suitable for the children's working day in school. We hope that parents will support our policy; school uniform should be worn correctly.

- Royal blue Aylward sweatshirt or cardigan with logo. (purchased from **www.uniform4kids.com**
- White polo shirt. (Plain white polo shirts can be purchased from any retailer, they are also available to purchase with the school's logo from **www.uniform4kids.com**
- Black trousers or skirt. Skirts must be knee length.
- Black, white or Aylward blue hijab scarves.
- Summer dress in blue check. (for modesty purposes plain white cycle shorts can be worn underneath)
- Black shoes, plain black non-marking trainers, low heels (no boots or open toed sandals).
- Nursery and Reception children - Black shoes with no laces.
- White or black socks or tights (no leggings).
- PE Uniform – Black shorts, plain white T-Shirt, trainers for outdoor games or black tracksuit bottoms (no leggings, cycle shorts or tight-fitting shorts). In colder weather children should wear their school jumper or cardigan over their PE uniform.
- Swimming kit
  - A plastic bag clearly marked with your child's name
  - Towel
  - Swimming hat (for all children)
  - Swimming Costumes (one piece, no bikinis) or Swimming trunks (shorts are not allowed)
  - Goggles (if needed, not compulsory)
  - No Jewellery
- For safety reasons, jewellery must not be worn to school at all. Whilst small, plain, stud type earrings are acceptable; they must be removed or taped for any physical activity, including Swimming lessons. If your child needs to wear jewellery to school for religious reasons, we kindly ask that you request permission beforehand, so that all staff can be informed of what has been agreed. Requests should be sent by letter or email to the school office.
- Hair accessories should be plain, discreet hair ties or head bands in black, white or Aylward blue.
- No make-up, nail varnish or hair dye/ shaved hair designs.
- Shoes, bags and coats should be as plain and as dark as possible.
- Branded books bags for Reception and KS1 children are available from **www.uniform4kids.com/**
- (Nursery/Reception) Spare clothes: Black trousers/skirt and a plain white polo T-shirt. White socks and at least two pairs of underwear. It would be helpful to also put a spare carrier bag with the clothes so that wet/dirty clothes can be sent home in this.
- In hot, sunny weather, children should bring a hat to protect them from the sun.
- No electronic games should be brought to school.
- Mobile phones can only be brought into school with prior permission from the Headteacher

Please refer to the uniform policy on the school website

www.aylwardschool.org.uk/ school-uniform/

Children wear their PE Uniform to school on their PE days. All items of clothing must be clearly marked with the child's name. If unnamed uniform goes missing we cannot spend the time looking for it.

School uniform and other items can be purchased from **www.uniform4kids.com**



Induction for Nursery and Reception Pupils

We have a planned induction process that involves liaising fully with parents and pre-school organisations, as well as other schools, where appropriate. Our aim is to make it as easy as possible for your child to settle into life at Aylward Primary School.

During the summer term we will hold welcome meetings for parents of children who will be joining our Nursery and Reception in September. You will be able to meet the Reception or Nursery teachers and find out about your child's first years at Aylward.

Our Nursery

Our nursery sessions commence a week after the rest of the school in September, this allows time for the nursery staff to arrange induction meetings with parents. Children attend our nursery on a half day basis and children are offered up to 5 half day sessions. A session is three hours in length. We also offer an additional 15 hours to parents who are eligible. Please visit the Government Support Tax Service website to check if you are eligible:
www.gov.uk/30-hours-free-childcare

Our Reception Classes

Induction meetings for pupils new to the school take place during the first week of the Autumn Term. You will also have an opportunity to attend a Curriculum Meeting with the Reception Teachers in September.



> **"You will be able to meet the Reception or Nursery teachers and find out about your child's first years at Aylward.**

School and Nursery Hours

Foundation Stage		
Nursery	8.40am to 11.40pm	12.25pm to 3.25pm
Reception	8.50am to 3.10pm - soft start at 8.40am	
Key Stage 1 (Year 1 and Year 2)	8.50am to 3.20pm - soft start at 8.45am	
Key Stage 2 (Year 3 to Year 6)	8.50am to 3.20pm	

Children should not be on school premises before 8.40am when staff supervise the playground.

There are three entry gates to the school and children and parents may use the one that is most convenient at the start and finish of the school day.

Reception and Nursery pupils will enter and exit directly to their classrooms. For all other year groups, the staff will collect them from the playground. Parents are asked to step away from the class lines as soon as the whistle is blown.

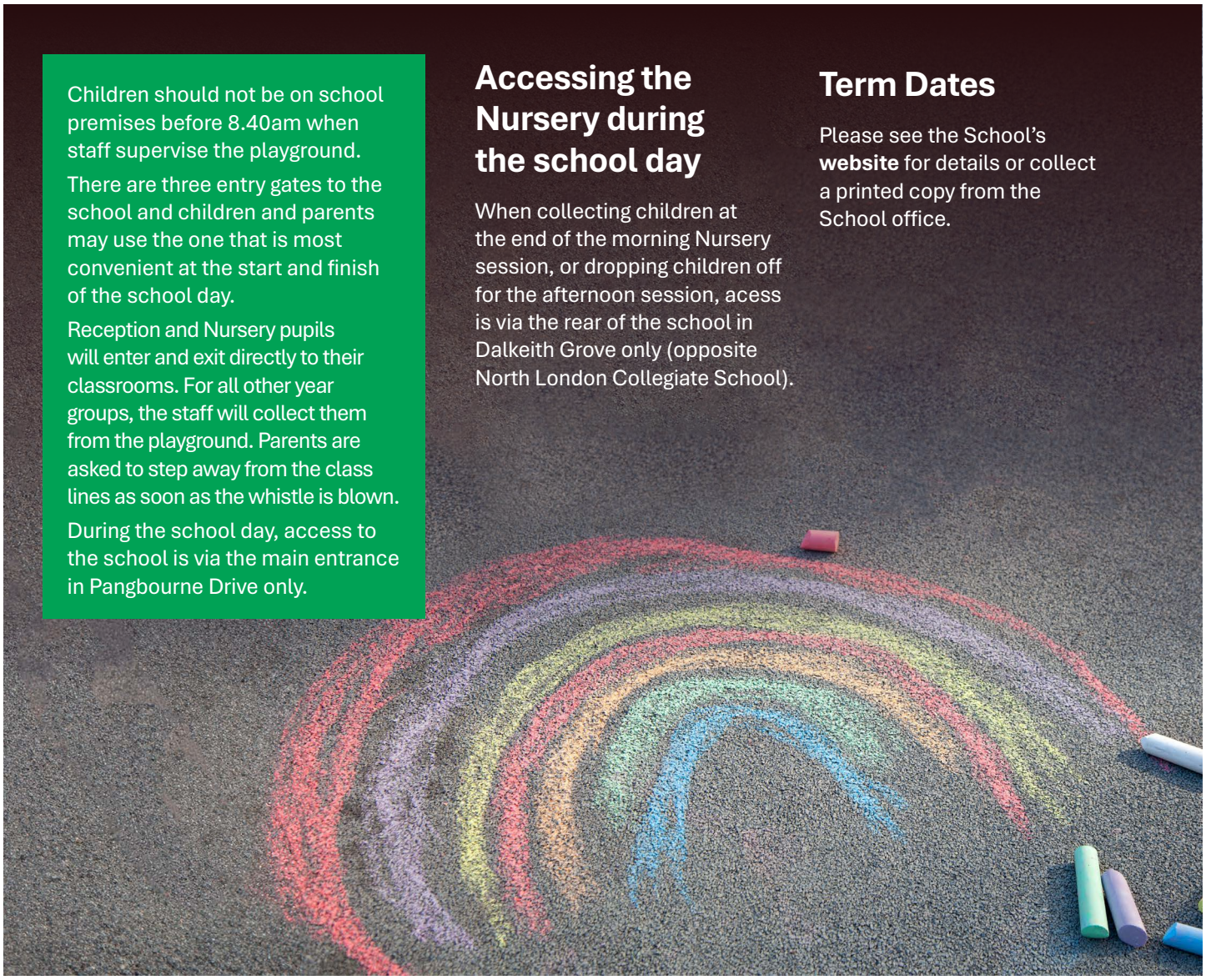
During the school day, access to the school is via the main entrance in Pangbourne Drive only.

Accessing the Nursery during the school day

When collecting children at the end of the morning Nursery session, or dropping children off for the afternoon session, acess is via the rear of the school in Dalkeith Grove only (opposite North London Collegiate School).

Term Dates

Please see the School's **website** for details or collect a printed copy from the School office.



Pastoral Information

Playtime snacks

Milk is provided free of charge for children up to the age of five years. Children up to and including Year 2 are entitled every day to a piece of free fruit. Sweets, crisps and fizzy drinks are not allowed for break time snacks and packed lunches. No nut products to be brought into school either as a snack or as part of a packed lunch.



Lunches

Your child can bring a packed lunch from home (no nut products) or have a school meal.

If your child is between 5 and 18 years of age and attends a Harrow school, they may be entitled to free school meals.

Your child may be able to get free school meals if you get any of the following:

- Universal Credit - if you apply on or after 1 April 2018 your household income must be £7,400 a year or less (after tax and not including any benefits you get)
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit

From the start of academic year 2026 to 2027, your child will qualify for free school meals if you get Universal Credit, regardless of household income.

Simply pick up and return an application form from the school office or apply online at **https://pps.lgfl.org.uk/.** The office staff will be happy to help you complete your application form.



Health Care in School

Medications prescribed by a UK GP can be administered to a child by our Welfare Team on completion of a consent form, signed by the person with parental responsibility. All medication must be provided in its original packaging and clearly marked with the pupil's name and dosage.

In the event of your child being taken ill, sustaining an injury or any other emergency, we shall do our best to contact you as soon as possible. There is a medical room where pupils can receive first aid from qualified first aiders, but there is no nurse on site.

It is essential that emergency contact telephone numbers are kept up to date with the School Office.

Pastoral Information

Attendance & punctuality

Aylward Primary School promotes good school attendance and punctuality for every child. Regular and punctual attendance at school is both a legal requirement and essential for pupils to maximise their educational opportunities. School attendance is also a component of safeguarding children.

The whistle is blown promptly at 8.50am and children should already be on the playground ready to join their line. As soon as the children enter the classroom the teacher will take the register as lessons begin. Any child not in class for the register will be deemed late. Registers close promptly at 9am. It is very unsettling for a child to arrive late and it can disturb their learning and that of other pupils.

Term time leave of absence requests

Children should avoid missing any days from school. Educational research has demonstrated that days missed will have a detrimental impact upon a child's learning. However, children are prone to become ill and so it is important that they make a full recovery before returning to school. Occasionally there are times when parents make a request for their child not to be in school due to exceptional circumstances. If the absence is not authorised it could lead to parents facing a penalty, legal action by the Local Authority or the child losing their place.

Request for leave due to religious observance

If requests are connected with religious observance, the school is advised by SACRE (Harrow Standing Advisory Council for Religious Education). Each request is considered on its merits but it should not be assumed that such leave will be approved. We ask that parents contact the school office to request any leave, either for exceptional circumstances or religious observance.

Appointments during term time

Routine appointments for the dentist, doctor or optician, etc. should be made during holidays, weekends or after school.
We appreciate that hospital appointments are sometimes unavoidable. However, if an appointment is made during school hours we will expect to see the appointment card or letter advising of the time and date. This should be shown at the school office in advance of the appointment when you inform the school.

Informing School of unavoidable absence

It is the parent or carer's responsibility to inform the school if their child is absent. This should be done on the first day of absence before 10am and then again after 3 days if the absence continues. If a child is off sick for more than 10 days we will require medical verification from the doctor or hospital.

Reporting absences

To report a child's absence, please ring the school number **0208 958 9202** and **choose option 1**.

> **"The whistle is blown promptly at 8.50am and children should already be on the playground ready to join their line.**



Using images of children

Occasionally, we may take photographs or video recordings of the children at our school. We may use these images in our school prospectus or in other printed publications that we produce. We may use them on our website. The use of your child's image will be used considering the consent parents have provided.

1. We will not use the personal details or full names (which means first name **and** surname) of any child or adult in a photograph in our school prospectus, in any of our other printed publications, or on the website.
2. We will not include personal e-mail or postal addresses, or telephone numbers in our school prospectus or in other printed publications, or on the website.
3. Generally, if we use photographs of individual pupils, we will not use the name of that child in the accompanying text or photo caption.
4. We may include pictures of pupils and teachers that have been drawn by pupils.
5. We may use group or class photographs or footage with very general labels, such as "a science lesson" or "making Christmas decorations".
6. We will only use images of pupils who are suitably dressed, to reduce the risk of such images being used inappropriately.



> **"The use of your child's image will be used considering the consent parents have provided.**

Educational visits & Off-site Activities

We will ask you to sign a 'one-off' consent form when your child enrols at the school. This is required for pupils to take part in many of the educational visits organised by the school (with the exception of nursery age children) as most of these activities take place during school hours and are a normal part of a child's education at school.

Consent is requested for activities that need a higher level of risk management.

For example:

- Educational visits that involve travel by public transport, minibus or taxi.
- Activities that take place outside school hours.
- Off-site sporting fixtures.
- Residential Visits.

However, we will always inform you in advance of any proposed visit.

The Academy Trust provides cover to meet legal requirements under public liability i.e. acts of negligence on the part of pupils or escorts.



Parental Involvement

Strengthening and extending our partnership with parents is a high priority at Aylward. This partnership takes many forms, from encouraging your child to participate fully and positively in school life, to helping with homework.

We actively encourage parents to offer time and expertise to increase and enhance the learning opportunities of our children. Parents participate through assisting in school lessons, and being a member of the School Governing Body.

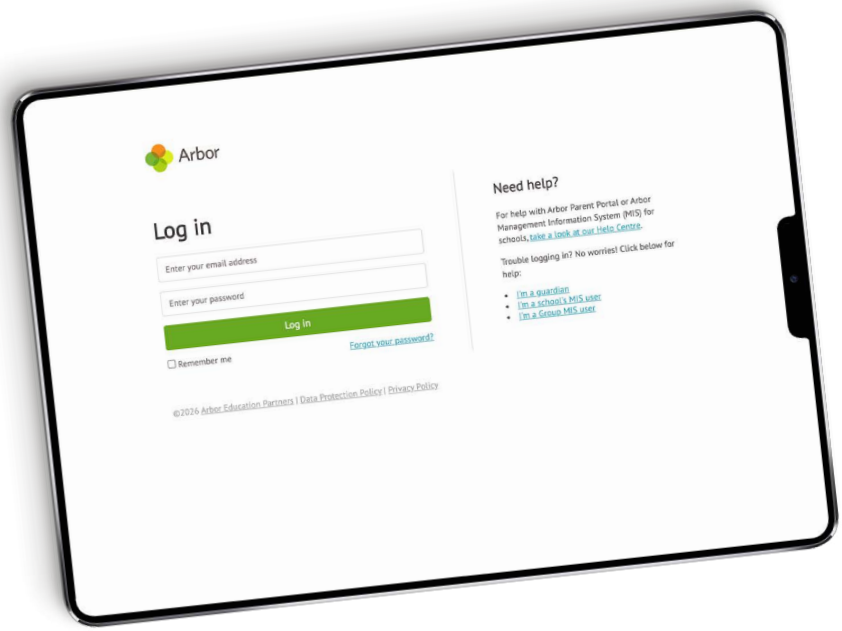
Home School Agreement

We have a Home School Agreement that sets out the partnership between parents/carers and staff to benefit and support the educational development of each child. A copy of which you will be given to you when you join the school, we ask that you and your child sign it along with one of our members of the Senior School Leaders.

> **“ Strengthening and extending our partnership with parents is a high priority at Aylward.**

Arbor App / Arbor Parent Portal

The school uses a system called Arbor to enable you to book parent consultations, clubs, and make payment for wraparound care, school trips, tickets and music lessons. It is also used for some of the school's communication to parents. This is an online system using a very secure website. We are a cashless school, so all payment must be made through Arbor.



Communication between home and school



Good communication between home and school are vital for the smooth running of the school.

Parents are very welcome to contact a teacher if they are concerned about something. Discussions are most valuable when appointments are made in advance with the class teacher.

Parents who have general worries or queries are encouraged to talk them over with the class teacher. Appointments with the class teacher can be made with the class teacher or through the school office. Appointments with the Headteacher are made with the school office.

Each class once a year holds a sharing assembly to which parents are invited. Children have the opportunity to present their work and following the assembly, parents are then invited back to the classroom.

Newsletters are sent home every two weeks to keep parents informed of what is happening at school. Email is encouraged!
office@aylward.harrow.sch.uk

Our website is a useful place to keep up to date with events and activities throughout the school.
www.aylwardschool.org.uk

Anti-Bullying

Although there are few incidences of bullying at Aylward, there are procedures in place to deal with such an occurrence, as we take such matters very seriously. The schools accepted definition is that ''bullying is a conscious and willful repetitive act of aggression and/or manipulation by one or more people against another person or people". We are aware that incidents can occasionally arise and we aim to deal with such behaviour swiftly. If parents feel that an incident has gone unnoticed, parents are encouraged to inform the school.

We have developed a proactive approach towards bullying as part of our personal, social, health and citizenship programme, in that children are taught how to develop good relationships and how to deal with bullying. In accordance with national legislation the school has agreed an Anti-bullying Policy, which is available on request.



Security

The policies for the security of the pupils and staff are reviewed on an annual basis.

All staff and volunteers that work with children have received the appropriate security checks. All visitors are required to sign in and provide identification at the school's main Reception.

Risk assessments have been carried out by staff and school governors. We carry out a fire practice each term and a lockdown exercise once a year. Our procedures are under constant review to help prevent future events.

"We have developed a proactive approach towards bullying as part of our personal, social, health and citizenship programme, in that children are taught how to develop good relationships and how to deal with bullying.

Data Protection

Information on pupils is stored on a computerised system under the terms of the UK General Data Protection Regulation and Data Protection Act 2018 and further updated by the Data (Use and Access) Act 2025. Any parent objecting to this must inform the Headteacher in writing.

Complaints

We endeavour to ensure that everything runs smoothly for your child in school. However, problems do occasionally occur. Initially, please contact your child's class teacher, who will almost certainly be able to resolve your concern.

If you wish to take the matter further, please contact the School Office to arrange to speak to a school leader, or ask for a copy of the governor's Complaints Policy.

Wraparound Childcare

Breakfast Club

Aylward also offer a **Breakfast Club** which is available every day from B. The cost **per day is £5 per child** and **£3.50 for siblings.** This fee includes a nutritious breakfast, including cereal, toast, fruit and juice or water.

The team of staff who run **PAALS** and **Breakfast Club** all work at Aylward during the school day so there is a clear link between both school, **PAALS** and **Breakfast Club**. The same high expectations of behaviour are expected and achieved. Staff are qualified in child care and a first aider is always on site.

The staff plan a varied programme of activities and play to suit the interests of the children including art & craft, indoor and outdoor games and imaginative activities. There are also opportunities for the children to complete their homework with some supervision.

In the most recent Ofsted Inspection, PAALS was described as offering outstanding quality after school care.

If you are interested in your child joining PAALS or Breakfast Club then please obtain an application form from the school office or download a form from our website - Wraparound Childcare.

The school accepts payment from approved Childcare Voucher schemes and the Governments' Tax Free Childcare scheme.

After School Club

Pupils at Aylward Late School (PAALS) runs after school each day from the end of the school day to **5.45pm** for children who are pupils at Aylward. The cost of a **regular PAALS session is £9 per child** and **£8 for each sibling**. This fee includes a nutritious snack & drink.

We also offer a **PAALS session until 4pm**. The cost of this session is **£5 (excludes a snack & drink)**.

Late Collection

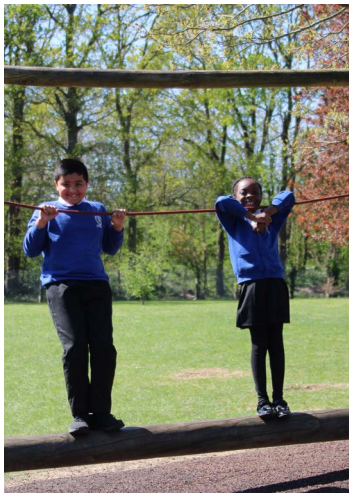
We do understand that emergencies arise occasionally resulting in not being able to collect children on time. If you are late in collecting your child, he/she will be taken to PAALS.

Our PAALS provision is staffed according to the expected numbers of children attending and it is our policy to make a charge when children attend without pre-booking or because they have not been collected from school on time:

> **"In the most recent Ofsted Inspection, PAALS was described as offering outstanding quality after school care.**







Traffic and Parking

There is no parking on the school premises for parents. All parents are advised that the local roads are very busy and should, if possible, park further away from the school and walk in. Please park legally so that our pupils are safe as they arrive at school.

With approximately **500 children** coming and going outside the school entrances each day, there is bound to be a large amount of traffic as parents deliver and collect their children. In order that it can be made as safe as possible for the children, we would be grateful if the following Code of Practice could be kept in mind by all drivers of cars outside the school entrances.

1. **DO NOT** use a car unless it is absolutely essential. This will reduce the number of cars in the vicinity of the school.
2. Try to keep the school entrances on your **LEFT** as you approach them. This will stop the children having to cross the road unnecessarily to reach the school.
3. **NEVER** allow your child to get in or out of the car in the middle of the road.
4. **DO NOT** attempt to park right outside the school entrances. Please note it is illegal to stop or park on the yellow zig zag lines outside the school gates. These help all those crossing outside the school to see approaching traffic more clearly. This is particularly important for unaccompanied children so that they can cross away from parked cars.
4. **DO NOT** park across the driveway of a house.
5. **NEVER REVERSE** into the school entrance to turn around.
6. **DO NOT** drive into the school entrance or park in the school car park.
7. Please be especially careful in wet weather, as everyone will be anxious to keep as dry as possible and this is the time when accidents are most likely to happen.
8. **HOLD** the **HANDS** of **YOUNG CHILDREN** when walking near the school as traffic may be using the school driveway, which to a child, does not look like a road.



The congestion outside the school is there because of people who are delivering or collecting children and local parking restrictions. **Please** make every effort to ensure that **your** car does not create a problem for anyone else, by parking sensibly and driving with caution and patience. It only takes a fraction of a second for an accident, which can kill or seriously injure to happen, but if we all make that little effort such accidents can be avoided.

Parent's co-operation over these matters will be greatly appreciated.

> **Our most recent Ofsted inspection confirmed that Aylward is a 'Good School'.**



Aylward Primary School

Inspire • Enjoy • Achieve

Aylward Primary School
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Stanmore
HA7 4RE

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www.aylwardschool.org.uk