

Alwyn Infant School

Prospectus

2023-2024



Welcome to our school.



Acting Executive Headteacher: Miss K Grierson

Acting Head of School: Mrs W Harris

Chair of Governors: Mr C Kunder

Mulberry Walk, Maidenhead, Berkshire, SL6 6EU

Website: www.alwyn.org.uk email : office@alwyn.org.uk

Telephone: 01628 622477

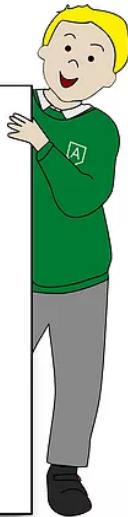
Welcome to Alwyn Infant School

This prospectus is intended to give you helpful information about our school community. We urge you to come and visit us while the school is in session to get a feel for our ethos and approach to learning. Please feel free to come more than once and to contact us if you have any questions that remain unanswered by this prospectus or by your visit.

Our Core Values

The Staff and Governors of Alwyn Infant School are committed to working in partnership with parents and carers to provide a caring, enjoyable and challenging learning environment for our children.

We have high expectations for every child. We endeavour to foster curiosity, independence and a love of learning in a happy and safe setting. This enables our children to grow and develop both socially, emotionally and academically so that they achieve their full potential and move forward in the world as confident, happy and well-rounded individuals.



*In Alwyn, we will all strive
and help each other to:
Do our best
Respect everyone
Learn and grow together
Share, care and value each other
Look after ourselves
Take pride in our school
Celebrate our achievements and successes
Enjoy challenge
Have fun!*

'Pupils are highly valued and cherished. There is considerable rigour in ensuring that pupils make strong progress academically, but not at the expense of their personal development and love of learning.'

Ofsted 2018

Information about the School

Alwyn School originally opened in Fielding Road in 1907 and has a long and happy history. The school grew and in 1953 a separate Junior School, Courthouse, was built in Blenheim Road.

In 1992 the Infant School moved to our current building in Mulberry Walk. We benefit from twelve teaching rooms, a library/music room, a working kiln and a large hall in the centre. Our school provides us with a pleasant, light, open and airy teaching and learning environment and we are delighted to be able to offer our children high quality educational provision from 4 – 7 years.

In September 2021, Alwyn federated with Courthouse Junior School, which means we share a governing body and an Executive Headteacher. We work closely with the staff at Courthouse as most of our children move on to Courthouse at the end of Year 2.

We have two main buildings: Little Alwyn and Big Alwyn.

Little Alwyn is the learning base for the reception classes. It has 3 indoor classrooms, each with their own toilets and cloakroom, as well as a large outdoor learning space with a sandpit, sensory garden, digging area and climbing frames/walls.

Big Alwyn is where Key Stage 1 (Years 1 and 2) classrooms are based as well as the school offices. The hall is where assemblies, PE and visitor events take place as well as our lunch space.

The grounds of our school are an important part of our environment for learning and we have worked hard to develop them for the children.

They include:

- ◆ a pond and wildlife area (securely padlocked and only used with adult supervision)
- ◆ a gardening area and greenhouse
- ◆ a wooden train/boat for imaginative play
- ◆ a grassed area with picnic benches
- ◆ a playground area, including:
 - ◆ colourful play markings to encourage and stimulate games and an equipment shed containing dinnertime activities such as quoits, hoops, stilts, skipping ropes etc
 - ◆ a small area for quiet play
 - ◆ outdoor learning areas (gazebo)

We also use Courthouse Junior School's large field for Sports Days, P.E. and special events.

Close links are maintained with pre-schools within our catchment and the neighbouring junior schools. Induction and transfer arrangements are in accordance with a carefully planned and agreed programme. These include visits by children and staff. As part of our induction programme for pupils in Reception we offer 'getting to know us visits' and an information evening.

Our planned admission number (PAN) is 90 for each year group.

The School Day

The school gates open at 8.35am. For the safety of our children, the school gates are locked promptly at 9am - after this time, access to Alwyn School is through the main Reception.

Year Group	Start	Lunch	Finish
Reception	8.45	12.00-12.45	3.15
Year 1	8.50	12.00 -1.00	3.20
Year 2	8.50	12.20- 1.20	3.20

If you are late bringing your child into school, you will need to go to reception so they can be registered.

Children are provided with a healthy snack of fruit or raw vegetables to eat at playtime and they are encouraged to have regular water breaks during the school day.

Lunches: All of our children are eligible for the Universal Free School Meal scheme and water is always available. Each class has its own Lunchtime Controller, who cares for the class each day. Hot school lunches need to be ordered in advance using the online ordering system.

Milk: Our reception children, under 5 years old, can have a drink of cold milk, free of charge. Children in Years 1 and 2 can have milk at playtime if parents/carers register with Coolmilk and make the subsidised payments. Further information can be obtained via the website; www.coolmilk.com

Collection at the End of the Day

Children are tired at the end of the school day, so please make every effort to be on time. If a different person is collecting your child, please tell the teacher in advance, preferably in writing or email the school office. In an emergency, or if you are unavoidably delayed, phone the school office to let them know.

For their own safety, children are not allowed out of school until they are handed over to their parent/carer or authorised adult. Children under 16 are not permitted to collect from Alwyn.

If someone unexpected/unknown comes to collect your child, we will phone home before allowing the child to leave; this is for their safety and we hope you would fully support this action.

Extra-curricular opportunities

A great variety of extra-curricular opportunities are offered during the school year including gymnastics, ballet, football, kickboxing, art and lego. The impact of these activities is wide-ranging. They provide a stimulus for the children's school work, raise self-esteem, improve fitness levels and raise awareness of sport and the arts. They encourage enthusiasm for different activities, expand horizons and provide opportunities some children might otherwise not experience.

Many day trips and visitors are arranged, for example visiting the Look Out Centre and a visit from a farm. School trips enhance the curriculum, they are fun, they reinforce knowledge and they allow the children to experience being together in a different and stimulating environment. They encourage independence skills and greater self-awareness. We also encourage visitors to the school who supply good subject knowledge and expertise; they are positive role models and are often very entertaining.

School Uniform

Winter Uniform

Girls' - Winter

White polo shirt
Grey pinafore/skirt/trousers
Alwyn sweatshirt/cardigan
Grey tights/white or grey socks

Boys' - Winter

White polo shirt
Grey or black trousers
Alwyn sweatshirt/cardigan
Grey or black socks



Summer Uniform

Girls' - Summer

Green and white dress
White socks
or
Grey skirt/shorts/trousers
White polo shirt
Grey or white socks

Boys' - Summer

White polo shirt
Grey shorts/trousers
Grey socks



The school colours are Emerald Green and Grey. School sweatshirts (£10.00) and cardigans (£11.00) are available to purchase from either Goyals or School Days Direct, although we do have a limited stock available to purchase from the school office.

The school office also sells the Alwyn Book Bags (£6) and Alwyn PE t-shirts. All other items of non-branded uniform can be purchased from many different outlets e.g. Tesco, Asda, Marks and Spencer.

Please ensure that your child is wearing suitable footwear to school.

For Years One and Two, the PE Kit is an Alwyn t-shirt and shorts with plimsolls/trainers for outdoor PE (velcro fronts are most suitable). The children come into school wearing their kit on PE days to maximise the activity time. The children in Reception do not wear a PE kit.

Second hand uniform is also available; please enquire at the school office.

All clothing, footwear and other belongings ***must be clearly marked with your child's name.***

No jewellery may be worn in school other than stud earrings and items of particular religious significance.

Absence from School

When a child is away from school without the authorisation of the Head of School, this is called an “unauthorised absence”. When a child is ill, parents/carers should inform the school by telephone, email or in writing, so that the absence can be authorised. We ask parents to think very carefully before keeping their child away from school and to complete a Term Time Absence request form, obtainable from the school office. Any other absence should be discussed with the Head of School.

All significance absences will be followed up by the school attendance officer/safeguarding lead.

Parental Help

We are very grateful for the many parents/carers/grandparents who come to help us in school. They help with a range of activities including reading, craft, cookery and sewing. We always appreciate more helpers, so please do not hesitate to offer – you will be very welcome. Just talk to your child's teacher to find out what is needed. All classroom helpers are required to complete a volunteer application form and undertake a Disclosure and Barring Scheme check (formally CRB check).

Parents' Consultation Meetings

Parents' Consultation Meetings are held regularly. During the Autumn and Spring Term, you will have an opportunity to meet with your child's class teacher, either virtually or face to face, to discuss your child's progress and behaviour in school. This is a great opportunity to share any worries or concerns and review how they are feeling within the class and year group. In the Summer Term, after you have received your child's Annual Report, you will be given the opportunity to discuss any issues with the teacher.

We do also have an open door policy so if there is anything you wish to discuss, do not wait until the consultation meetings, pop in and see us before or after school. If the teacher feels more time is needed for a discussion an appointment may then be arranged.

Parent and Teacher Association (PTA)

We have a very active PTA who run many exciting events to raise money for the Alwyn and Courthouse. As parents of a child in school you are automatically a member so we would urge to take part and fun in our school community. They are always in need of volunteers to help support the fabulous events. Further information can be found on their [website](#).

Road Safety and Parking

We encourage children to walk to school whenever possible! Dedicated cycle and scooter racks are located near the entrance to the school. However, items are left at the owner's risk.

If you travel by car, we operate a voluntary *ONE WAY SYSTEM* to relieve some of the congestion at the beginning and end of the school day. Please treat the centre of Mulberry Walk as a roundabout.

If you park in Mulberry Walk, please do not obstruct driveways or use residents' parking areas.

It is important that no-one parks on the zigzags outside the school as it is dangerous and could cause an accident. Please keep the zigzags clear! It is also important that parents and carers do not use the staff car park, but may park in the visitors' car park to the right of the school.

We do have disabled parking spaces. These are for blue badge holders only.

The gates to the Staff Car Park and Service Area must be kept clear for access of emergency vehicles ***at all times.***

Behaviour in School

Our aim is to develop and foster appropriate behaviour in school. To achieve this, we operate a policy of positive behaviour management. This involves using praise and incentives to encourage children to behave appropriately and to treat all behaviours as learning opportunities.

If a child finds it difficult to behave appropriately, they will be supported in school and parents/carers will be consulted and included. Our approach is to be pro-active rather than reactive, building on relationships, learning and consequences rather than sanctions. Our behaviour policy and procedures can be found on the school website.

Special Educational Needs

A child whose educational progress and/or behaviour requires additional support may have a support plan to develop their full potential. This plan will highlight the child's strengths and identify the strategies used to support their individual progress needs. When teachers need more advice or support to meet these needs they will consult with the school's Special Educational Needs Co-ordinator (SENCO). Occasionally, this may not sufficiently meet his or her needs, so specialist advice may be sought from other agencies (Educational Psychologist, Speech and Language Therapist etc.). Parents/carers are fully involved in all these discussions.

Health and Safety

Children will be regularly reminded of the safety rules of the school. There will also be half-termly fire drills so children are confident with the emergency procedures. Parents are asked to support the school by adhering to the school rules regarding the use of the climbing frame, not allowing children to ride their bikes/scooters in the playground and to drive/park sensibly and considerately.

SMOKING is not permitted on school premises or in the grounds.

Medicines in School

If your child has a prescribed medicine that must be administered during the school day, it must be handed into the school office. You will be asked to fill out a medication form and the medicine should be carefully labelled, in its original packaging. Whilst our staff make every effort to ensure your child receives their medicine, this is sometimes difficult in a busy day and you may wish to come into school to administer the dose yourself. Unfortunately, we can only give medicines prescribed by a medical professional, not Calpol, cough medicine, etc.

Children who have asthma, allergies or diabetes must have their prescribed medication in school, in its original labelled packaging, for use when necessary. It is the parents'/carers responsibility to ensure the medication is in date. If you do not wish to leave the medication in school, you must complete a disclaimer available from the school office.

Staff will be trained appropriately to administer medication.

First Aid

School staff administer basic first aid and have had paediatric first aid training. Accidents are recorded in our accident book and children are issued with a yellow slip to alert parents if they have injured themselves or a red slip if they have bumped their head.

Any potentially serious injury or marks to the head are reported to you immediately via telephone. If we cannot contact you, we may take the injured child to the nearest accident and emergency department if we judge it to be necessary. It is vital that Emergency Contact names and numbers are kept up to date.

The School Curriculum

We are committed to providing all our children with an exciting broad and balanced curriculum within a caring and stimulating environment.

Reception: Early Years Foundation Stage

In Reception, we follow the Early Years Foundation Stage (EYFS) curriculum. This is a play based curriculum, where children learn through hands on activities. It promotes 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for future learning. We have an excellent garden with play equipment to extend the child's interests.

There are seven areas of learning and development. All areas of learning and development are important and inter-connected. Three areas (the prime areas) are particularly crucial for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn, to form relationships and thrive.

The prime areas, are:

- communication and language; talking and listening skills
- physical development; both large physical development and fine motor skills for writing
- personal, social and emotional development; forming friendships, being independent and learning to be confident learners

The other areas (the specific areas), for development in Reception are:

- literacy: reading and writing
- maths; numbers and shapes, space and measures
- understanding the world; people and communities, the world and technology
- expressive arts and design; media and materials, being imaginative

Key Stage 1 (Years 1 & 2)

This is subject specific and we follow the requirements of the National Curriculum. Each subject area is carefully planned to meet the needs of all our pupils and promote an interest in learning.

The full National Curriculum can be downloaded from:

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

English

English unites the important skills of reading, writing (including grammar and punctuation), spelling and speaking and listening. We aim to enable children to:

- Listen with understanding
- Communicate effectively in speech and writing
- Become enthusiastic readers who demonstrate good comprehension skills.

Children are given opportunities to write for a specific purpose and to communicate their intended information in an organised and coherent manner. We encourage them to play with words and grammar for effect and interest and to say their sentences out loud before committing them to paper.

Phonics is taught daily using the Floppy's Phonics Synthetic Teaching Scheme. It teaches the alphabetic code that enables the application of sounds to:

- blend for reading
- segment for spelling

The phonics sheets are then sent home to reinforce their learning with parents/carers.

Each child is also expected to read at home every day and they can also access eBooks via the Oxford Owl website.

Maths

The children have a daily maths lesson and the planned learning is based around the White Rose Teaching for Mastery approach. There is a great emphasis on trying to make the learning of abstract concepts more concrete and relevant to young children by using resources, apparatus and pictorial representations. The children are encouraged to make links between their learning and to use reasoning and problem solving skills. They are encouraged to explore and use the variety of mathematical language within an environment that builds self-confidence and resilience.

Mathematics homework is designed to provide short, enjoyable activities to practise and consolidate skills and knowledge.

Science

The science curriculum is exciting and challenging for all children. The children observe, explore and ask questions about living things, different habitats, materials and the world around them. They begin to work together to collect evidence to help them answer questions and to link this to simple scientific ideas. They use reference materials and real life experiences to find out more about scientific ideas. They share their ideas using specific scientific language, drawings, charts and tables. The emphasis is on practical work using both the indoor and outdoor space, including our wildlife and pond area. Our curriculum is further enriched with visitors, educational visits and first hand life cycle experience (hatching chicks and butterflies).

Computing

Years 1 and 2 have access to laptop trolleys which enable a whole class to participate in a computing lesson at the same time in their own classroom. We have a variety of software and hardware to support curriculum work and help us meet the National Curriculum requirements in Computing. In addition to learning specific computing skills, computing is an integral part of the teaching in all subjects and areas. Our internet access is filtered through the RBWM intranet system and the children are taught about internet safety.

Religious Education

We follow the Discovery RE scheme which is an enquiry based approach to RE that makes their learning meaningful and relevant to their own lives and learning. We aim to develop the children's knowledge and understanding of the key religions; the main focus being Christianity, Judaism and Islam.

The children will be encouraged to develop a sense of their own identity as individuals and members of communities. Through the understanding and discussion about our own and other people's beliefs, we aim to build a culture of tolerance and mutual respect.

Parents/carers have the right to withdraw their child from RE and collective worship.

Geography – to be a geographer

Geography aims to 'inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives' (National Curriculum). It gives pupils an understanding of the

world around them, its environments, places near and far, and the processes that create and affect them. (OFSTED Review, June 2021)

‘The study of geography is about more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.’ Barack Obama

It develops an understanding of people, places, spaces and scale as well as the skills to compare different environments and features.

The children will learn to identify seasonal and daily weather patterns, use basic subject specific vocabulary relating to human and physical geography and begin to use geographical skills, including map reading and first-hand observation.

We encourage the children to care for their immediate environment and the world in which they live at every opportunity.

Our geography curriculum begins in Year 1 by investigating the immediate area around our school, then looking at the town of Maidenhead and London as our capital city. In Year 2, their knowledge of the world is widened by learning about the UK, World Oceans, the seven continents and ends with an in-depth look at Kenya and how it compares to Maidenhead.

History – to be a historian

History is the study of the past, in particular the changes over time that have occurred within human society.

In History children are encouraged to develop their knowledge of the past, how we can learn about the past and to use vocabulary related to time. They learn about chronological timelines and compare different time periods in a knowledge rich environment. We encourage our children to ask and answer questions in order to create a curiosity about the past and build an enquiry based approach to learning and the use of evidence.

The children will understand and interpret the past as they learn about the lives and lifestyles of familiar people in the recent past, such as grandparents and great-grandparents as well as significant individuals.

Year 1 begin thinking about how things change from the present to the past within the contexts of toys they play or played with, as well as toys from their parents and grandparents time. Linking with Geography, they then find about the history of our school and how their homes have changed over time.

Year 2 begin by linking their knowledge to the previous Geography topic on London and look at the causes of the Great Fire of London and how it changed as a result. They also investigate the lives of Guy Fawkes, Isambard Kingdom Brunel and Florence Nightingale and how each of them have had an impact on our lives today.

Design & Technology

Children are given the opportunity to design, make and evaluate things from a range of materials and purposes in order to develop their technology skills.

They are encouraged to use their knowledge and understanding to solve problems, develop ideas and to select appropriate tools and techniques for making a product. Using the basic principles of a varied and healthy diet, they will have opportunities to prepare dishes and learn where our food comes from. The children participate in several Design and Technology projects and the finished products are evaluated and displayed.

Music

We follow the Charanga scheme with additional elements specific to our school context. Our aim in Music is to develop the children's knowledge, skill, understanding and enjoyment of music. Lessons include singing, playing, composing and appreciating all types of music as well as learning the specialist vocabulary to talk about it. The children sing in large and small groups and play a range of percussion instruments as they explore different musical elements. They listen and respond to many styles of music drawn from a variety of cultures. Each year we have a Music Week where we invite various musicians, including parents and the wider community, to play for us.

Art/Design

Our aim is to develop the children's creativity and imagination through a wide range of focused activities that will improve their ability to control materials, tools and techniques.

The children are taught specific skills of using lines, colour, shape pattern and texture. They are taught how to use different tools and media to create specific effects alongside the vocabulary to describe the outcomes. We aim to foster an enjoyment and appreciation of the visual arts with opportunities to study the work of artists, designers and craft makers from the past and present.

Physical Education

Physical Education involves the development of co-ordination, knowledge and understanding how our bodies move and of different muscle groups. Children will learn and perform the basic skills such as jumping, hopping, running, skipping, rowing and catching as well as challenge themselves to improve.

The lessons are taught in small learning steps that builds on previous achievements and foster a love of sport and physical activity.

PSHE

PSHE education is a vital part of learning as children develop the understanding, confidence, self-esteem and skills to make the most of their abilities, to have good relationships with others and lead a healthy, safer lifestyle. As part of a whole school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of others. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others and resolve simple arguments.

Assessment & Record Keeping

Teachers assess the children's progress and understanding regularly. Only by assessing the child accurately can the teacher know when to move on to the next stage of learning. These teacher assessments are formally recorded at the end of each year. At the end of the Key Stage 1 (Year 2) children are assessed using a combination of Standard Assessment Tests tasks (SATs) and teacher assessment before moving onto their Junior School.

Policy on Charging

At Alwyn, we follow the Local Education Authority's policy on charging, which states that parents or carers may be asked to make voluntary contributions to cover the cost of any visit or journey organised by the School. Provided there are sufficient funds for the visit or journey to take place, no child will be excluded or disadvantaged because of their parent's or carer's inability to make a voluntary contribution.

Concerns and Complaints

Any concerns or complaints should, in the first instance, be addressed to the Head of School, followed by the Executive Head and then to the Chairman of Governors. All official documents are held in the school

office and parents/carers may see them on request. Any complaint against the Local Education Authority should be addressed to the appropriate Education Officer. Details can be obtained from the office.

The Alwyn Team

Acting Executive Headteacher (Alwyn & Courthouse): Miss Kirsty Grierson Acting Head of School/SENDCo/EYFS Lead: Mrs Wendy Harris		
Teaching Staff		
Reception	Year 1	Year 2
Mrs Menna Evans (Wed-Fri) Mrs Nicki Lewis (Mon-Tues) Mrs Tina Morgan (Mon-Tues) Mrs Sue Palmer (Wed-Fri) Mrs Jenny Sakal	Mrs Vanessa Alston (Year leader) Mon-Wed Mrs Alice Kyle (Year leader) Thur-Fri Miss Poppy Harris Mrs Ciara Novelle	Mrs Catherine Booth (Year leader) (Mon-Wed) Miss Lauren Frank Mrs Sandra Adamcsik (Year leader) Mrs Sophie MacLeod (Thu-Fri)
HLTAs (Higher Level Teaching Assistants)		
Mrs Lesley Harding – PPA cover/interventions/ELSA Mrs Lynne Snapes – PPA cover/interventions		
Class Teaching Assistants		
Reception	Year 1	Year 2
Mrs Lisa Clarke Mrs Charley Hughes Mrs Emma Macey Mrs Nicky Palethorpe	Mrs Amy Appleton Miss Louise Bales Mrs Tina Morgan (Thur-Fri) Miss Nathalie Purdue	Miss Alison Polkinghorne Mrs Rachel Rietdyk Miss Lauren Huyzer
Learning Support Assistants		
Mrs Morayo Benson Mrs Carol Corbitt Mrs Angharad Hill Ms Yvonne Lawrence		
Support Staff		
Office Manager: Business Manager: Site Controller: Catering Manager:	Mrs Rhonna McCarthy Mrs Rachel Franzen Mr Simon Gray Mrs Lynn Evans	

Safeguarding Lead: Wendy Harris

Safeguarding deputies: Kirsty Grierson, Amy Appleton and Lesley Harding

Areas of Responsibility

Miss Kirsty Grierson	Acting Executive Headteacher
Mrs Wendy Harris	Acting Head of School Foundation Stage Team Leader Special Educational Needs Co-ordinator (SENCo)
Mrs Catherine Booth	Year Two Team Leader Music
Mrs Sandra Adamcsik	Year Two Team Leader Phonics & Reading
Mrs Vanessa Alston Miss Poppy Harris	Year One Team Leader & Maths Maths
Mrs Alice Kyle	Year One Team Leader PE
Mrs Nicki Lewis	PSHE
Mrs Menna Evans	Geography
Mrs Tina Morgan	RE
Mrs Sue Palmer	History
Mrs Sophie MacLeod	Writing, Spelling & Listening
Miss Lauren Frank	Computing
Mrs Jenny Sakal	Art/DT
Mrs Ciara Novelle	Science
Mrs Amy Appleton Mrs Lesley Harding	ELSAs – Emotional Learning Support Assistants

School Governors

School Governors are not involved in the day-to-day running of the school, but are responsible for the overall management of the school. They provide the Headteacher and staff with support, advice and information and are responsible for ensuring a good quality education for the children.

The full Governing Body meets once a term, and Sub-Committees meet to discuss the Curriculum, Buildings, Personnel, Finance and Health & Safety. All Governors are volunteers.

Parent Governors are elected when a vacancy occurs and serve for up to four years. Some Governors also come into school regularly to get to know teachers and children, observe classes and understand how the school works.

Chair of Governors

Mr Chandra Kunder

Local Authority Governor

Mr Clive Baskerville

Co-Opted Governors

Mr Richard Burdett

Mr Paul Griffiths

Mrs Navroop Mehat

Parent Governors

Mrs Rachel Allman

Dr Siobhan Tarbuck

Mrs Jane Cox

Mr Eduard Woltjer

Staff Governors

Jenny Sakal

Acting Executive Headteacher

Miss K Grierson

Clerk to the Governors: Katie Hoare