



ACHIEVING INDIVIDUAL EXCELLENCE TOGETHER



Welcome to our summer addition of the new school magazine, *The Lincoln*.

The Lincoln reflects the great work that the staff and students do throughout the year and provides information. We are very proud of our learning community and the community in which we serve. By working hard and achieving individual excellence together we are capable of shaping the successful futures of all members of our academy.

Take care,

Mr M Whitaker, Headteacher

#Achieving Individual Excellence Together

ACHIEVING INDIVIDUAL EXCELLENCE TOGETHER

ATTENDANCE

With continued support from parents and carers we aim to ensure our students strive to achieve 100% attendance. We have been working with our students so that they understand the impact of time off school or poor punctuality. Please look at the information about attendance so you can talk about this with your child at home.

Exam result **90%.... Amazing!**

Q: When is **90% NOT** considered a good result?

A: **When it is linked to attendance**

What does 90% attendance mean?

90%

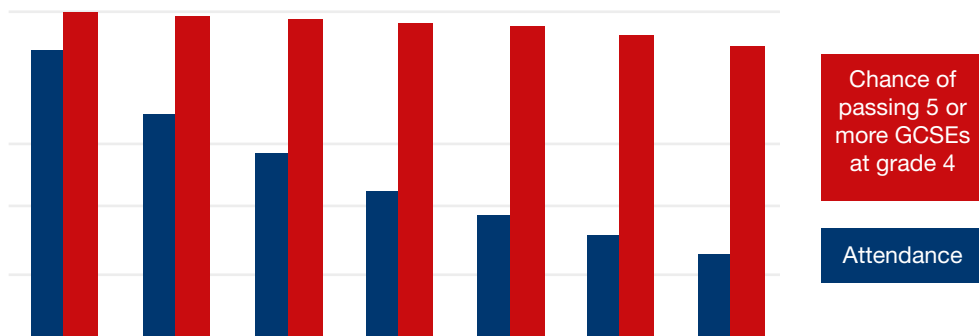
= **half a day** missed every week

= **4 whole weeks** of school in a year

= **half a year out** during Year 7 – 11

What is the impact of lower attendance on GCSE outcomes?

Data tells us that the lower your attendance, the greater the chance you have of passing at least 5 GCSEs at grade 4 or higher.



What does this mean for my earnings?

Research carried out by the Department for Education back in 2015 shows the impact that grades can have.

It revealed that achieving five GCSE grades at grade 4 or higher, including English and maths subjects, adds £80,000 to a pupil's earnings over their lifetime.

Then a further £60,000 is added to their wages if they go on to achieve at least two A-levels.

What can I do to help my child have good attendance?

- ✓ Find out regularly your child's absence. (Ask for half days if easier) and check this matches with your own record.
- ✓ Talk regularly with your child about school and how they feel about it. More likely to attend if they feel supported and anxieties listened to.
- ✓ Contact us as soon as possible to tell us when your child is absent and when you expect them to return.
- ✓ Only let them stay at home when they are genuinely ill (you will know!). If they get better during the day, send them in.
- ✓ Avoid taking holidays in term time
- ✓ Know your child's timetable so they are prepared eg PE days
- ✓ Know when your child has assessments or coursework deadlines coming up so you can support them
- ✓ Help them catch up with missed work
- ✓ Praise and reward good attendance
- ✓ Talk to use to resolve issues

Working Together to Improve Attendance

ATTENDANCE MATTERS

Uniform

We are proud of our high uniform standards. This is achieved through partnership between our Academy and home.

We expect our pupils to wear their uniform with dignity and maturity.

We consider that uniform is important for several reasons:

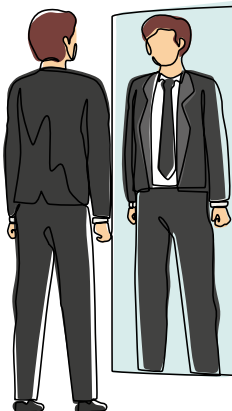
- It provides pupils with a sense of identity and pride in our Academy.
- It helps to instil in pupils a sense of purpose when they put on their uniform every morning.

To enable you to support our Academy in maintaining uniform standards the full uniform requirements are listed below.



UNIFORM

- Blazer** Black with academy badge.
- Skirt** Must be City Tartan, knee length with stitched down pleat.
- Trousers** Must be black (straight, classic style – no stretch fabrics, no skinny styles, turn-ups or flairs). Trousers should not be cropped (there should be no gap between the bottom of the trouser and the shoe).
- Tie** The Priory Lincoln Academy Black Clip on.
- Shirt** White worn with Academy tie and tucked in at all times.
- Socks** Black socks (above the bottom of the trousers) or plain black tights. No logos or designs. No trainer socks.
- Shoes** Black, plain, safe and flat. No platform, canvas plimsolls or ballet style shoes. Shoes must be of a solid construction and suitable for a busy academy environment. Boots or trainers are not permitted.
- Academy bag** Must be plain in style and fit for purpose in that they are big enough to hold books and equipment required for the day.



UNIFORM – OPTIONAL ITEMS

- Jumper** V-necked only jumper: Black.
- Coat** Waterproof and large enough to wear over the blazer. No hoodies.
- Earrings** Flat/circle plain studs, plain gold or silver only. These should be worn on the lower lobe of each ear (only one stud per ear).
- Jewellery** No jewellery other than plain earrings (see above). Watches may be worn. NO other piercings of any kind.
- Hairstyles** Hair should be smart and safe for a working environment. Any long hair may be required to be tied back at a member of staff's discretion. Extreme hairstyles (as decided by the Academy) are not permitted: e.g. no tram lines/ edges/ steps. Shaved hair less than a number two is not permitted. Hair colour must be natural (No unnaturally dyed hair).
- Hijab** If worn it must be plain dark colour.
- Make-up** Minimal make-up (foundation & mascara) as decided by the Academy. This includes no nail varnish being permitted and pupils are not permitted to get artificial nails of any description.
- Badges** House badges must be worn. Any other badges are to be issued by the Academy.

GENERAL UNIFORM COMMENTS

If medical or personal reasons mean that a pupil is unable to wear full uniform then parents/ carers are asked to contact a member of the pastoral team at their earliest convenience. The Academy has spare uniform and will lend this out to pupils if they attend in the incorrect uniform.

The following are not permitted: Jeans and cords; trousers with decorative zips, patches or flares; training, slipper style or canvas shoes, or heavy boots. Outdoor clothing should be without slogans and should not be worn in the learning environment. Cardigans, jumpers or sweatshirts/ hoodies do not constitute 'outdoor clothing' and must not be worn over the uniform. Trainers should only be worn whilst wearing PE Uniform.

PE UNIFORM

- Black knee length football socks or white socks for indoor lessons.
- Black / Red Academy polo shirt or round neck version
- Black Breathable Shorts from Uniform Direct
- Black leggings with Academy logo
- Black track pants with Academy logo
- Training shoes (not canvas or plimsolls)
- Football boots and shin pads (recommended – check with PE staff when these would be used)
- Plain black one piece swimming costume
- Plain black swimming shorts (no stripes/no football shorts)
- Towel
- Black mid layer with Academy logo
- Red / Black Academy polo shirt (this is for pupils who undertake Sport Studies/Leadership)

UNIFORM SUPPLIERS

Uniform Direct, Dixon Street, Lincoln. Tel: 01522 510016

All final decisions on uniform are made by the Headteacher.

EQUIPMENT

Every pupil is expected to provide the following basic items of equipment for every lesson:

- Black or blue ballpoint pen (and a spare)
- Pencil, pencil eraser & pencil sharpener
- Scientific Calculator – Casio 83 or Casio 85
- Mini Whiteboard, whiteboard pen in black and whiteboard eraser. These will be provided by the academy in the first instance.
- Purple Pen
- Rule
- Protractor and compass

We recommend that if your child cycles to the Academy they should wear a helmet and their cycles should be in good working order with lights during the dark winter months. A lock is required for all bikes on school site. Any bike which is not locked up, the academy cannot take responsibility for.

AEROSOLS

Aerosols are not to be used anywhere on the Academy site, as they can cause serious medical issues for members of the academy who suffer from asthma.



Claviere Ski Trip

On Friday 9th February, 52 students across Y8 – 13 set out on the journey of a lifetime to Claviere, Italy for the Academy ski trip 2024.

Upon arrival, we were greeted with a winter wonderland, with lots of students being stunned at the amount of snow in a 'real' snow storm! After a much-needed relaxing evening, the students set out on their first ski school morning. Throughout the week every student attended 4 hours of ski school a day, with all groups making it further and further up the mountain from the 'not so baby' blue slopes, to the challenging red slopes. The top group even experienced the beautiful French slopes, with some terrifying looking black slopes! All the staff and ski instructors were amazed at the progress every single student made, with the top

group showing off with their fantastic tricks they were able to do – even Mr Whitaker attempted some of the easier tricks!

As well as the action-packed days of skiing, we enjoyed an exciting evening at an ice hockey game in France between Briancon and Marseille, an evening at a traditional Italian pizzeria and lots of relaxing evenings in the hotel.

We hope to see lots of the students return for our Academy ski trip next year, with the exciting location to be announced soon... shoop shoop!



Duke of Edinburgh



In a testament to resilience and determination, the Silver and Gold Duke of Edinburgh's Award participants recently triumphed over adverse conditions during their practice expedition.

Braving the biting cold and relentless rain, these students exhibited unwavering perseverance and teamwork. Despite the daunting weather, each participant demonstrated commendable grit, pushing through physical discomfort and mental exhaustion.



The expedition served as a rigorous test of their outdoor skills and endurance, pushing them beyond their comfort zones. Throughout the journey, camaraderie flourished among the students as they supported and encouraged one another through every challenging mile.

In celebrating the successful completion of their practice expedition, we are so proud of these remarkable students for their resilience, determination, and spirit of adventure. We know they'll be fantastic on their assessed expedition!



They have all truly exemplified the spirit of the Duke of Edinburgh's Award program, proving that with perseverance and teamwork, any challenge can be conquered. Staff are very proud of the resilience, hard work and determination all students have shown whilst navigating their damp, but fantastic routes.

Well done all!



Geography Trip to Holderness

Two trips to the Holderness coast took place in April for Year 10 Geography students

We began our trip at Flamborough Head where we walked down the many steps to the beach. Once on the beach, Mrs Glenn-Batchelor talked the students through the geology of the cliffs and they soon realised where they were standing and they completed a short cliff top walk where we got to see some coastal landforms and lots of seals on the beach!

Next, we travelled to Hornsea. Here we saw coastal defences and the difference in geology from Flamborough Head, rather than the hard, white chalk students discovered the brown mouldable boulder clay cliffs at Hornsea.

We also managed to fit in some chips!



We have continued looking into this case study in the classroom. Students said it was great to have seen the places at the case study in person. The students will use this for their GCSE exams.



What Parents & Carers Need to Know about

AI VIRTUAL FRIENDS

Artificial intelligence – particularly in terms of how it generates natural language – has seen significant development over the last six months, with companies releasing new AI-based software or adding an AI element to existing apps, (such as Snapchat, for example). One form of AI to become especially popular has been the ‘AI friend’ or chatbot, as children eagerly experiment with these new-found computer-generated companions. There are now numerous apps available with this ‘virtual friend’ functionality, with the likelihood of it being added to other successful platforms soon.

WHAT ARE THE RISKS?

CONTENT AND ACCOUNTABILITY

AI chatbots may not always be able to recognise when content is age inappropriate or harmful and should be filtered out. So there’s a possibility that children could be exposed to offensive language or explicit material while conversing with their virtual friend. The companies producing such AI solutions are also unlikely to take responsibility for any content that their algorithms generate.

REDUCED SOCIAL CONTACT

An excessive reliance on chatbots for social interaction could potentially cause a child to begin reducing the amount of face-to-face communication they have, leading to social isolation. If young people become dependent on chatbots to provide companionship, it could very likely hinder the development of their real-life social skills.

LACK OF SENSITIVITY

Chatbot software isn’t always sophisticated enough to pick up on subtle emotional cues or recognise signs of distress in children, as most humans would. It might therefore fail to respond appropriately. AI misinterpreting what it’s being told or replying insensitively to a young user who’s already struggling could potentially impact a child’s emotional wellbeing or exacerbate any existing emotional issues.

UNINTENTIONAL BIAS

AI companions are only as reliable as the information they’ve been programmed with. The algorithms they use, therefore, may unintentionally promote bias, stereotypes or discriminatory behaviour (as many originate from the USA or the UK, for instance, they can display a distinctly western-centric worldview). This could lead to children developing skewed attitudes and behaviours.

COGNITIVE LIMITATIONS

Although many are now undeniably advanced, AI-powered chatbots still have limitations in terms of understanding complex concepts, context and nuance. Depending heavily on chatbots to help with learning or solving problems may stunt the development of a child’s own powers of critical thinking, creativity and ability to engage in open-ended discussions with other people.

PRIVACY CONCERNS

Chatbots typically collect data about users, including personal information and conversations. This is ostensibly to improve their performance as they gradually learn about our behaviour – but many experts are warning that there may be significant risks associated with how this information is stored and used (the possibility of potential breaches or misuse by third parties, for instance).

Advice for Parents & Carers

CHAT ABOUT CHATBOTS

If your child is already expressing an interest in AI apps, a relaxed, natural chat should help you to discover which ones they’re aware of and how they’re using them (or are planning to). Discuss these options with your child and perhaps do your own research to ensure you think they’re suitable. Once you’re totally happy, you could sit with your young one and begin exploring AI chatbots together.

TAKE CONTROL

As with any form of app or game, when it comes to AI chatbots we’d strongly recommend that you consider employing parental controls (either on the device being used or within the software itself) to manage which apps your child can download and use. This is particularly important for younger children, who may be more at risk of being upset or frightened by inappropriate content.

CREATE A SAFE ENVIRONMENT

If your child is keen to engage with AI chatbots, encourage them to do so in a safe environment: ideally in a shared space at home, so you can easily keep an eye and ear on their progress. Set up appropriate content filtering measures in advance – and gently remind them that you’ll be close by and ready to help with any questions or concerns that may arise.

FIND A BALANCE

Work alongside your child to establish the right balance in terms of how they might use AI-powered chatbots – and when it’s appropriate. It’s important to make sure that children are still getting plenty of opportunities to learn to solve problems for themselves, as well as building their interpersonal skills through face-to-face conversations with friends, family members and teachers.

RECOGNISE THE RISKS

It’s unlikely that most children will have even considered the potential risks attached to having a virtual companion, so it’s probably wise to explain some of the possible hazards that AI chatbots to your child, in particular, emphasising that AI isn’t a real person (however much it might sound like one) and may occasionally tell them something that isn’t entirely impartial or accurate.

Meet Our Expert

A Certified Information Systems Security Professional (CISSP), Gary Henderson is the founder of and a board member of school in staff. Having previously taught in schools and colleges in London and the London East. With a previous membership of digital citizenship centre of your weekly, he believes it is his duty to provide the most current of the risks on our technology, as well as the benefits.



 @nationalonlinesafety

 /NationalOnlineSafety

 @nationalonlinesafety

 @national_online_safety


National Online Safety
#WakeUpWednesday

Online safety tips for Parents

#parents #onlinesafety

internet matters.org

Parental Controls and privacy settings are not just for restricting your child and young person's activity online; the biggest role they play is in safety. Internet matters has some great step by step guides to support you: www.internetmatters.org

Grooming is when someone seeks to build an emotional connection with a child to gain their trust to exploit. Children may often meet people through social & gaming sites that aren't who they say they are. Discuss the risks with them. Learn more here: www.internetmatters.org

The Children's Society

Help keep your children safe from online exploitation by having open conversations about online safety and healthy relationships. Take an interest in their online friends and activity as much as you would do their offline. Know the signs: www.childrenssociety.org.uk

YOUNGMINDS

Being connected is a big part of our lives. But if you or your child are seeing things online which creates negative feeling this can build up and start having a negative impact on your life. @YoungMindsUK shares tips to a more positive online experience: www.youngminds.org.uk

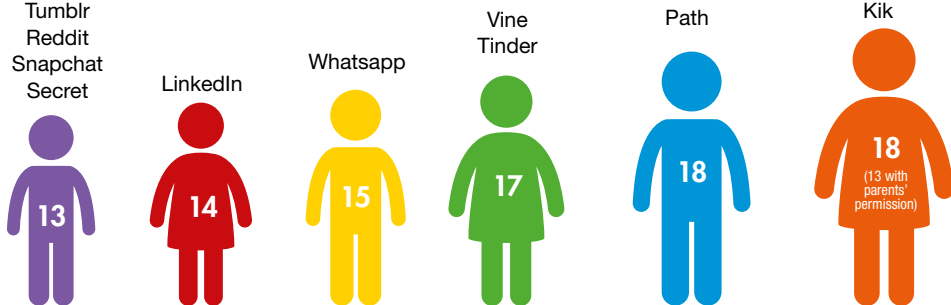
Family Services Directory & Local Offer

There is a lot of support on all family matters on this website; emotional wellbeing to staying safe, careers advice to SEND advice. Please explore the website to find services that are available to you or your child when you may need them: <https://lincolnshire.fsd.org.uk>

Twitter
Facebook
Instagram
Pinterest
Google+
Tumblr
Reddit
Snapchat
Secret

Age restrictions for social media platforms

YouTube
Foursquare
WeChat
Keek
Flickr
Kik



One other website that keeps cropping up in our safeguarding concerns in a platform called Omegle. Its actual tag line is Omegle; talk to strangers! Please ensure you know what websites your children are accessing. There a 'live video chat rooms' which young people are accessing freely and is a huge safeguarding concern.

Officially there is no age restriction on Omegle. If you child uses this – they are at risk.

Coventry Cathedral Trip

A group of 36 student from year 9 and 10 attended a trip to Coventry Cathedral as part of their Worldviews GCSE studies around reconciliation.



Students were given a tour of the ruined Cathedral which was bombed during an air raid in November 1940 before being given a tour of the rebuilt Cathedral next door which was consecrated in 1962.

As part of the Cathedrals outreach work known as 'The Community of the Cross of Nails' students were invited to take part in two workshops, one looking at the impact of persecution and one thinking about why reconciliation was so powerful. Students were ask to create some pieces of artwork to show what peace and reconciliation meant to them and some examples can be seen here.

Students left the Cathedral with a better understanding of reconciliation and this will be used to further their classroom studies.



Macbeth & A Midsummer Night's Dream

Students were treated to a rare performance of Macbeth and A Midsummer Night's Dream.

This one-hour long show was delivered by Splats productions with a cast of three and needed to be seen to be believed!

Macbeth

Year 8 students were very happy to take part in this production, chanting when directed and stamping their feet to mimic battle sounds! They followed the tragic fall of the Macbeths who could defeat anything but their own gullible greed.

Were dark forces in play or did they fool themselves? Macduff invited you to hear his haunting tale of the murderous Macbeths and how they tore his and Scotland's life apart. Set in 1040, these dark age warriors recreated their own slow-motion broadsword battles, witches' dances and bloody horror.

With Macduff narrating, the beautiful poetry was allowed to fly!



"Lord, what fools these mortals be!"



A Midsummer Night's Dream

A great introduction to the inventiveness of Shakespeare. With Puck narrating, Year 7 watched the midsummer night's madness of Oberon, Titania, Puck and the fairies causing chaos with their magical mischief on the humans.





Year 6 – 7 Transition Day

Each year we take great care to help our new students to familiarise themselves with the school before they start in September.

This year we welcomed over 160 new students on the planned transition evening and day. The evening allowed them to meet their tutor and ask any questions they had about their arrival in September, and the transition day allowed them to have a taste of the subjects they will study, make new friends as well as seeing old friends, take part in team building activities and sample the food available in the school restaurant.



By running these two events we hope that the students feel more confident on their first day, introduce them to the school values and expectations and ensure they know we are here to support them through this exciting time. As an Academy we try and support our students even before they actually start to the day they leave, making them true global citizens, full of confidence and with great expectations for the future.

#Achieving Individual Excellence Together



Food Technology at the Priory Lincoln

The Food Studies curriculum at the Priory Lincoln has been carefully designed to ensure students develop basic culinary skills and awareness of food hygiene and safety.

#Wisdom #Generosity
#Curiosity #Passion

Year 7, 8 and 9 have learnt basic knife skills preparing a range of fruit and vegetables and made fresh coleslaw. Year 9 prepared and made a rough puff pastry and baked savoury pastries with cheese and herbs.

During the Year 6 Transition Day in July Mrs Gollin (Teacher of Food Technology) and Miss Martin (Food Technician) welcomed our new students by delivering a lesson on how to shape and bake fresh bread.

Mrs Gollin organised a 'cooking on a budget' day for the Year 12 students who will be starting University in September. They learnt how to make a basic tomato sauce for pasta and a vegetable risotto to help them transition into looking after themselves.

The Year 11 students used their cooking skills to bake brownies and shortbreads to raise funds for their prom with Miss Newton (Pastoral Manager Year 11) with the support of the Food department.

The year 10 hospitality and catering students also prepared fresh rocky roads during one of their practical lessons and raised over £250 for the prom fund.



Visit Your Library

The Library is a quiet, welcoming place that students are encouraged to use on a day to day basis. It is full of fun books as well as interesting reference books to help you with your studies. Our brilliant Librarian will help you with any questions about what to read, where to find a book, what competitions and enrichments students can take part in.

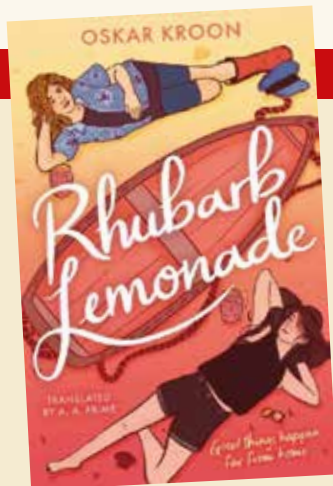
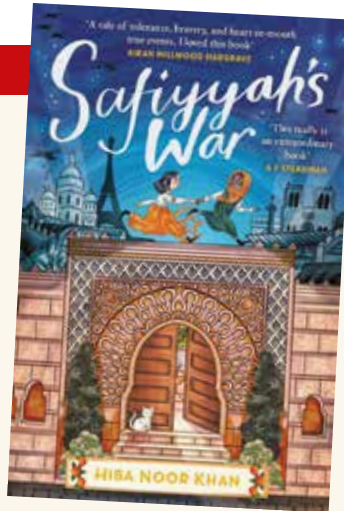
Make sure you visit your Library.

Safiyyah's War by Hiba Noor Khan

Safiyyah's War is a gripping and powerful novel that centres around the life of Safiyyah, a young woman who finds herself torn between duty and desire in war-torn Syria. As the conflict escalates around her, Safiyyah must navigate the complexities of love, loss, and survival in a world fraught with danger and uncertainty. Hiba Noor Khan does a fantastic job of capturing the emotional depth and turmoil of her characters, drawing readers into Safiyyah's world with vivid and evocative prose. The novel is both heart-wrenching and thought-provoking, shedding light on the harsh realities of war and the resilience of the human spirit in the face of adversity.

Safiyyah's War is a must-read for anyone interested in exploring the human cost of conflict and the strength of the human spirit in the most challenging of circumstances. Khan's writing is both poignant and powerful, making this novel an unforgettable and moving read.

Ava – Library Reading Group



Rhubarb Lemonade by Oskar Kroon

A girl, Vinga, staying on an island with her Grandad – she is lonely and wants to be a sailor. The Ruth comes to the island, a girl who hates the sea and wants to be famous. Vinga finds she's no longer alone. I recommend this romance book. It talks about depressing events but in a natural, subtle way. It's a relatively short read and despite being a translation, the translator is a great writer, doing the original author credit - compared to other works I have read.

This heart-warming story is set at a steady pace. If you are into action packed reads then this is not for you.

Evelyn – Library Reading Group

Sporting Success

Finn Clements has been selected for the England B18s training squad, in preparation for the 'Junior European Touch Cup' in Vichy, France this summer.



Finn has been playing Touch at the Priory Lincoln Academy since he was 12 years old. He started his international Touch journey in the England X15's team (Mixed 15s) in the Atlantic Youth Cup 2023, Nottingham. Here Finn won 9 caps and the team won silver.

Finn, has also played for his regional team known as Midlands Tigers. He represents the U17 Boys team. At last year's national junior competition, they won Gold!

Finn continues to play rugby union. He currently plays for Lincoln Rugby Club U16s.



Women's Football Success

Izzy is a leading light in local women's football, Izzy has been called up to play for Lincoln City Women she has had a number of opportunities to play in the squad.

Izzy was invited to walk around the pitch during a men's game on behalf of #hergametoo, to have a photo shoot with the men and also pictures from a game at Lincoln City.

Izzy is only 16 and the youngest on the squad.



My Badminton Trip



by Luke V (Y7)

Bus Journey

Last Tuesday on my way to badminton, the bus journey was long, but with the support of friends it made it feel much shorter. As we were getting close to our arrival, I was itching to unbuckle and go but sadly we couldn't. When we arrived, I excitedly rushed off and stood outside. My legs were relieved, I was ready, we all were! Obviously, I was the first in line prepared and raring to get in the stadium.

The Arena

We had to go through a security check in case we had any prohibited items on us. I got worried because they searched my bag with an x-ray machine and they spotted my fork for lunch. Once we had got through security we were led to our seats. The arena was massive! There were scrumptious looking doughnuts, sweets and to top it off there was a cool badminton activity where you had to hit a shuttlecock in a hole to get points. We quickly scampered up the steps to our seats. The atmosphere was incredible.

The competition

As we got settled into our seats it was reaching lunch time, we watched the players and wow they were good. The way that they could slide across the court to get at the shuttlecock was incredible. The speed at which they could swing the racket was mind-blowing. There was a top speed of 400 km per hour even returning a shot, which in my eyes is not playable, is amazing. After what got to be four hours we had to pack up and leave.

Conclusion

So, to conclude on a great day, it was amazing. I'd love to come again.

P.S. I need to remember my wallet, the donuts looked mouth-watering.



Federation Chess Tournament

Priory Lincoln Designs and Recycles, Combining Work with Pleasure

Harry P in Year 10 has designed a chess set that can be made using small off cuts of acrylic that would usually be too small to use elsewhere and therefore thrown away.

What a great project for a DT subject champion - to design something we need and to recycle waste materials.

Mrs Holland is so grateful to Harry and uses the set in the Library Chess Club.



We look forward to future items being created for the Academy.

Building on the design students celebrate success @Federation Chess Tournament

- Isaak M won 16 points and tied for first place with another student.
- Fionn O won 14 points and tied for second place with three other students.
- James D won 13 points and tied for third place with another student.
- Gabriel R won 11 points and Alex P won 8 points.

All the students were shining examples of friendliness, politeness and all-round good behaviour.



CURIOSITY GENEROSITY WISDOM COURAGE
 PASSION COURAGE ENGAGED
 ACHIEVING INDIVIDUAL EXCELLENCE TOGETHER
 COURAGE WISDOM READY CURIOSITY
 PASSION GENEROSITY
 PASSION WISDOM COURAGE WISDOM
 WISDOM COURAGE
 CURIOSITY ACHIEVING INDIVIDUAL EXCELLENCE TOGETHER PASSION
 RESPECTFUL EXCELLENCE TOGETHER
 PASSION COURAGE READY WISDOM ENGAGED
 ENGAGED GENEROSITY ACHIEVING INDIVIDUAL EXCELLENCE TOGETHER



Attendance for Attendance

Lasse Sørensen visits The Priory Lincoln Academy

As part of our Attendance for Attendance scheme, in partnership with Lincoln City Football Club, we welcomed Lincoln City football player Lasse Sørensen to the Academy to reward a selection of our students who have improved their attendance dramatically. These Year 7 students have been commended on their good, or improved, attendance. We thank all our parents and carers for their support with attendance and look forward to more opportunities to celebrate high attendance levels this module and forthcoming modules.



LINCOLN
A PRIORY ACADEMY

www.priorycity.co.uk

[@Priory_Lincoln](https://twitter.com/Priory_Lincoln)

[priory_lincoln](https://www.instagram.com/priory_lincoln)

 **THE
PRIORY
FEDERATION
OF ACADEMIES TRUST**