



VANDYKE UPPER SCHOOL



Responsible, Respectful, Resilient
World ready

Welcome to Vandyke Upper School where we believe in nurturing young people to become responsible, respectful, and resilient individuals, ready to thrive in our ever-changing world.

We understand choosing an upper school is a very important decision and we are delighted you are considering joining our community.

As a single academy trust, we are proud of our independence. This unique status allows us to create a curriculum and an environment perfectly tailored to the needs of our students and local community of Leighton Buzzard and surrounding areas.

Our core values—responsible, respectful, resilient—are at the heart of everything we do. We place great importance on building strong, positive relationships between students, staff, and families. This supportive network helps our young people grow not only in knowledge but also in character so they are ready to face their futures as confident and positive young adults.

Beyond academic excellence, we are dedicated to equipping students with essential life skills, fostering a love for learning, and preparing them for a future filled with opportunity. We look forward to welcoming you.

Leah Ferguson-Moore
Headteacher



WORLD READY

 VANDYKE UPPER SCHOOL

VANDYKE UPPER SCHOOL VISION AND VALUES

OUR MISSION STATEMENT

Young people leave Vandyke as confident and socially responsible, world-ready citizens with the skills, knowledge and courage to thrive.

OUR VISION

Our students are provided with every opportunity to grow as responsible, respectful and resilient young adults who are world ready.

OUR VALUES

We are responsible by:

- taking ownership of our learning and behaviour
- being socially responsible and using our voice to advocate for ourselves and others
- engaging positively with our wider community
- understanding the importance of attendance and punctuality
- being curious, creative and committed to our learning

We are respectful by:

- embracing and celebrating diversity in our school community
- contributing to a calm, safe and inclusive school
- actively listening and showing empathy
- communicating with kindness and considering others
- looking after our learning environment

We are resilient by:

- believing that abilities can be developed through dedication and hard work
- welcoming feedback, reflecting on it and setting goals for improvement
- celebrating progress as well as success
- being courageous in pursuit of our goals
- learning from our mistakes

VANDYKE UPPER SCHOOL

PROSPECTUS - 2025-26

Young people leave Vandyke as confident and socially responsible, world-ready citizens with the skills, knowledge and courage to thrive. Our students are responsible, respectful and resilient in all aspects of their learning and development.

OUR COMMITMENT TO YOU

Vandyke is a successful, popular school and we are proud to serve our local community and surrounding areas.

Our aim is to meet the learning needs of every student and thereby help each of them to achieve their full potential in terms of academic, physical, creative, social and personal development, and to acquire a range of transferable skills in preparation for the demands of an ever-changing society.

At Vandyke, we believe that the ingredients for effective learning include excellent teaching, high expectations and an atmosphere within which collaboration and good relationships flourish.

Vandyke prides itself on delivering a broad, challenging and balanced curriculum that will equip students to be life-long learner in the world of study at university or college, for training and for the world of work. We value the role that evolving technology can play in assisting students with their learning, making school experiences dynamic and preparing for life in the Twenty-first century.

We provide an education that values honesty, courtesy and kindness to others, and we seek to build a school community within which students respect others and their environment. At the same time, students should feel that their efforts and achievements in a wide range of activities are recognised and celebrated. We have high expectations of our students, both academically and socially. Relationships between students and staff are strong and we treat each other with respect, demonstrating a shared responsibility for everyone's high achievement.

Opportunities in sport and performing arts and an extensive enrichment programme are important parts of the experience

for students. We believe that regular participation in and enjoyment of a range of sporting activities can make a significant contribution to promoting healthier lifestyles through improved levels of physical fitness, high self-esteem and a sense of well-being. Our extensive enrichment programme also includes an impressive schedule of trips to enhance the curriculum, both locally and abroad and we encourage a wide range of enrichment activities, including the Duke of Edinburgh Award Scheme.

CARE AND GUIDANCE

Vandyke has a deserved reputation for outstanding care, guidance and support and we take pride in the very positive relationships nurtured across the school.

On entry, each student joins a tutor group and we value tutor time as an important start to the day where students can build strong relationships with staff and gain valuable learning opportunities. Students' happiness and their success at school are dependent on an active partnership between students, parents/carers and staff. At Vandyke, the catalyst for the development of this partnership is each student's tutor, whose role is to:

- meet the tutor group every day, to check attendance, punctuality and standards of dress and behaviour
- support each student, to enable them to achieve well in their academic study and gain the most from wider opportunities available in school
- keep in touch with parents/carers, by sending out information (e.g. written reports), responding in the first instance to requests for information and meeting with parents/ carers

Pastoral care is organised on a year group basis, each year group being led by a Director of Year supported by a Head of Year, Assistant Head of Year and Student Support and Attendance Officer. Students are also part of a House. The house system operates to provide a basis for sporting competitions and other activities throughout the year. House engagement contributes to students' character development and supports a strong sense of community and belonging. Students are awarded house points for displaying the school values in all aspects of learning and school life. Last year over 48,000 house points were awarded to students!

CURRICULUM

Vandyke delivers an ambitious curriculum, with high expectations of all our learners from all starting points, to inspire them to become life-long learners. Our curriculum promotes our core value, responsibility, respect and resilience to deal with the changing world in which we live.

The curriculum is broad and balanced, keeping options open and creating journeys through to further and higher education, training and employment. It reflects our “Vandyke Values”, promoting respect for self and others and developing transferable skills of leadership, organisation, resilience, initiative and communication. British values are also reflected in the curriculum, which is flexible to adapt to changing demands of current issues. The people whose names of notable public figures, which are used in our well-established house system epitomise these values.

We aim to make learning exciting and to bring it alive for all our students. In Year 9 students study a very broad curriculum encompassing 15 subjects preparing them to make informed choices about their GCSE options which they study in Years 10 and 11.

EXTRA-CURRICULAR ACTIVITIES

The Platinum School Sports Mark, Music Mark and prestigious Artsmark Platinum awards were accredited to Vandyke in recognition of the school’s outstanding commitment to Sport/ PE and the arts.

We value the benefits that participation in trips and visits bring in enhancing learning, developing personal and social skills and building independence.

Trips in recent years have included France, Germany, Spain, America, Sri Lanka and China, as well as a full programme of Duke of Edinburgh expeditions locally and to North Wales, Derbyshire and the Lake District, and World Challenge expeditions to countries as diverse as Morocco, Malawi and Borneo.

Over 350 students take part in the Duke of Edinburgh Award Scheme each year, meeting weekly and participating in practice and assessed expeditions.

FACILITIES

In addition to classroom facilities, the school has an enviable range of outstanding specialist facilities including:

- Theatre, drama studio and dance studio
- Suite of music rooms with recording studio
- Twelve science laboratories
- Studios for art, design and technology, photography and textiles
- Two catering/ food rooms
- Many computer suites, including a digital photography lab, media studies lab and classrooms equipped with computers or laptops
- Sports Hall
- Activity Hall
- Large library and resources centre
- Sixth Form Study Centre
- Sixth Form Hub with Café
- Sixth Form Learning Centre
- Sports pitches, floodlit netball centre and separate athletics area
- Floodlit artificial turf sports pitch
- Full size 3G football pitch - completed in January 2023
- The Vandyke Café and patio area

LINKS BETWEEN HOME AND SCHOOL

We are committed to forging strong links between home and school. We encourage parents/carers to contact us with any queries, no matter how small. Parents/carers can be sure that we will contact them if the need arises. Parents/carers wishing to see a particular member of staff should email the office or telephone to arrange a mutually convenient appointment

STANDARD COMMUNICATIONS

In addition to the day-to-day partnership with parents/ carers, there is a wide range of written and face-to-face communications intended to encourage the active support of parents/carers in the interests of the students.

- Vandyke Guide: this is issued to parents/carers of new students and includes details of uniform and PE kit, school policies, lunchtime arrangements and how to support students during the transition from middle to upper school
- The Vandyke Calendar: this is available on the school website and lists the main school events for the year ahead

- Vandyke Voice: this is published on the school website twice a half term and includes important information, details of school life and upcoming events
- Reports: every student receives a written progress update each term. The timing of these communications is included in the Vandyke Calendar
- Subject Consultation Evenings: these are organised twice per year. We operate a hybrid model and so alternate between being online and face to face
- School Website and social media are updated regularly
- We use Edulink to communicate with parents/carers

STUDENTS IN PARTNERSHIP

Parents/carers and visitors frequently tell us that they are impressed by the calm, well-ordered working atmosphere within the school. We aim to help our students look upon their school education as a crucial stage of transition between school and higher education or employment; between childhood and adulthood; dependence and independence. Student Voice is of central importance in giving our students a real stake in the future of their school and a sense of ownership, belonging, pride and loyalty.

We have clear policies related to all aspects of student life in school, including work, behaviour, attitude and dress. We have a code of conduct, an anti-bullying policy and charter, a school uniform policy and a rewards and sanctions policy. All policies are based on expectations of courtesy, consideration and care for other people and their property. Details of these policies are available on our website and we will be happy to answer any questions you may have.

BEHAVIOUR FOR LEARNING

Our aim is to treat our students as young adults and encourage self-discipline. We are committed to the development of a culture in which student achievement is recognised, respected and rewarded. Where necessary, a range of sanctions serves to help students to reflect upon, and modify, their behaviour. These include:

- Report cards: students can be on report to their Tutor, Head of Year, Director of Year, the Deputy Headteachers or the Headteacher. This procedure gives teachers and parents/carers an opportunity to comment on a student's work and behaviour

- Detentions: a student may be given a detention either at lunchtime or after school
- Removal from lessons: in some circumstances we will withdraw a student from lessons for a fixed period while new arrangements for their return to classes are agreed. In such circumstances, the student will continue to complete school work in our Achievement Support Centre
- Suspension/Exclusion: in very exceptional circumstances, a student may be suspended/excluded from school for a fixed number of days, or even permanently

HOMEWORK

Homework is important for all students, not only because it provides opportunities to extend classroom learning, but also because it allows students to become more responsible for their own work. The amount of homework set will vary from subject to subject and year to year.

Parents/carers are encouraged to contact the appropriate tutor, or Head of Year, if they have any questions about homework. Sometimes we find that new students, although they complete their homework regularly, do not realise how much more thoroughly they should do it and how much more time it should be given. Students always have learning work to be doing, e.g. learning vocabulary in French, reading through notes in science, etc.

We use Google Classroom for communication with students and for independent learning including homework. This is also accessible for parents/carers to see the homework set and access resources.

ATTENDANCE

Good attendance at school is vital if students are to achieve their full potential. The link between good attendance and high achievement is very clear. We take a morning and afternoon register and registers are taken every lesson. We monitor attendance carefully, making first-day contact with home to follow up any absence and we will telephone parents/carers if we are concerned about a student's attendance. In line with government guidance, the school will authorise absence for holidays taken in term time only in exceptional circumstances and with special consideration from the Headteacher.

THE SCHOOL DAY

The school day begins at 8.40am and ends at 3.00pm (Y9/10) and 3.05pm (Y11/12/13). Lunch is from 1.30 - 2.00pm, with a break at 11.05am. The day is divided into five periods, plus tutor time including registration and assemblies in the morning. All timings are on the school website.

TERM DATES 2025/26

- AUTUMN** Wednesday 3 Sep - Friday 24 Oct 2025
(half-term week commencing Monday 27 Oct 2025)
Monday 3 Nov - Friday 19 Dec 2025
- SPRING** Tuesday 6 Jan - Friday 13 Feb 2026
(half-term week commencing Monday 16 Feb 2026)
Monday 23 Feb - Friday 27 March 2026
- SUMMER** Tuesday 14 Apr - Friday 22 May 2026
(May Day - Monday 4 May 2026)
(half-term week commencing Monday 25 May 2026)
Monday 1 Jun - Friday 17 July 2026

SCHOOL UNIFORM

We believe in the value of school uniform and insist upon high standards of dress. After extensive consultation with students and parents/carers, the uniform was chosen with regard to what looks smart and is comfortable and appropriate for thirteen to sixteen year olds. Cost and availability are also important considerations.

UNIFORM REQUIREMENTS FOR YEAR 9

- Regulation white Vandyke polo shirt with school logo on chest*
- Regulation burgundy Vandyke jumper, cardigan or hoodie with school logo on sleeve*
- Formal dark grey or black trousers, tailored shorts* or tailored knee length skirt*. Jeans, jean style trousers or 'jeggings' and leggings are not permitted
- Grey, black or white socks and black shoes (trainers are not to be worn except for PE, nor any canvas shoes including Vans or Converse; shoes must be polishable plain

black leather, Airforce shoes are acceptable but fabric trainers are not)

*These items are in stock at Wear-2-School in North Street, Leighton Buzzard.

Any student not wearing school uniform has their parents/carers contacted so that the issue can be resolved promptly.

In general, jewellery is inappropriate for school. Apart from the security issue, there are health and safety issues about wearing some items of jewellery. Large hooped earrings, tunnels and chains, for example, are not allowed for these reasons. Students must limit jewellery to:

- small sleepers or stud earrings (only one pair - multiple earrings are not permitted)
- a watch
- a maximum of one ring on each hand, (multiple rings are not allowed)
- one necklace which must be tucked inside the polo-shirt.
- One bracelet on each wrist

The school is not insured for students' jewellery or other personal effects if these go missing.

Body piercing is strictly limited to one small nose stud (nose rings are not permitted) and ear, (i.e. no eyebrow/lip/mouth or other piercings are allowed). Students arriving at school with inappropriate piercings will be given the opportunity to remove them. Failure to do so will result in the appropriate sanction.

Extremes of hairstyle and make-up are not appropriate for school and are not acceptable. Hair colours must be natural shades only.

The standard of PE and sport at Vandyke is exceptionally high. Our teams have a record of outstanding success and there is a thriving extra-curricular PE programme. As with our dress code, the PE Department encourages a sense of pride and 'belonging' in PE by asking students to wear kit in school colours. Please ensure you name all main items of PE kit.

Vandyke hosts the Leighton-Linslade Sports Partnership supporting all 27 local schools in sports development.

PE KIT:

Burgundy polo shirt*

Burgundy sweatshirt/hoodie*

Burgundy Shorts or Skort* or plain black tracksuit bottoms/ shorts

Black football socks

White sports socks (indoor)

Training shoes (not plimsolls)

Football boots

Please help the PE Department to maintain its high standards by supporting our code for PE kit.

*As with school uniform, all items are readily available at reasonable prices from Wear-2-School in North Street.

ADMISSIONS

In September 2026, Vandyke will admit up to 360 students into Year 9. The following agreed admissions criteria apply:

1. all 'looked after' children and all previously 'looked after' children including those children who appear to the admissions authority to have been in state care outside of England and ceased to be in state care as a result of being adopted
2. students with parents/carers employed by the school
3. students living in the catchment area with siblings at the school
4. other students with siblings at the school
5. other students living in the catchment area
6. Students who are currently attending middle schools in the local community, i.e. Gilbert Inglefield, Brooklands School, Leighton Middle School, Linslade School
7. other students not meeting any of the above criteria

Details of Vandyke's admissions in September 2025 are as follows:

Total number of requests for places: 610

Total number of places allocated: 370

Residents of Central Bedfordshire are requested to apply for a place using the on-line facility at:

<http://www.centralbedfordshire.gov.uk/admissions>

Applications for places at Vandyke should be made by 31 October 2025. Those applying from elsewhere may not use the online facility and must complete their home Local Authority application form and send it directly to Schools Admission Service:

For admissions:

Central Bedfordshire Council

Watling House, High Street North, Dunstable, Bedfordshire, LU6 1LF.

Tel: 0300 300 8037

admissions@centralbedfordshire.gov.uk

www.centralbedfordshire.gov.uk

VISITS

Parents/carers and prospective students are welcome to visit the school at any time - please email the office or telephone the switchboard for an appointment. Daytime appointments are particularly recommended, so that you can see the school at work. Parents and carers find this informative and tell us how impressed they are by the calm and purposeful working atmosphere and the excellent relationships between staff and students. If a daytime appointment is inconvenient, an evening appointment can be arranged.

TRANSFER ARRANGEMENTS

Once places are allocated, we then begin building up a detailed profile of each student joining us so that transfer to upper school is as smooth as possible for students and their families.

Key features of this process include:

- each new student providing their own detailed personal profile, outlining their strengths, hobbies and aspirations
- the Headteacher and year group staff visit students in middle schools to discuss their expectations of upper School education and what students' objectives should be
- senior staff visit Year 8 staff in middle Schools, to obtain details of individual students' needs
- new students come to Vandyke for two induction days in early July to experience Vandyke and prepare for the September start
- parents/carers are invited to an evening meeting in July to meet and hear from key members of staff. Parents/carers and students have the opportunity to have an individual appointment with the student's new tutor

On this occasion there is also the chance to purchase PE kit and school uniform and discuss transfer arrangements in detail. As part of continuing green initiative and to support families with the cost of uniform, we also have a wide selection of pre-loved laundered uniform available on the evening for parents to take home free of charge.

A great deal of care goes into the formation of tutor and teaching groups. We try to make sure that students are able to make new friends from other partner schools and that they settle in quickly to life at Vandyke. These arrangements usually work well but, in any case, they are always carefully reviewed after a few weeks of term.

OPEN EVENING / MORNINGS

The Open Evening is on Thursday 2 October 2025 from 6pm, with further opportunities to visit the school on a normal school day, on Open Mornings there are sessions at 9.15am and 10.15am, please arrive 10 minutes before the slot.

RESULTS

There are many ways in which we measure our “success” as a school. The most important is providing students with the knowledge, skills, self-confidence and attitudes that they will need, together with the very best qualifications, to take the next step in their lives after leaving school.

Achieving the best GCSE and A Level exam results that each student is capable of is a top priority and all students receive a high level of support and guidance alongside excellent teaching, to ensure that they can achieve their best.

We understand that each student is different and has their own starting point when joining us in Year 9. We have the same high expectations of all our students, which is to say we agree challenging targets for each student according to their potential and we expect all students to make very good progress in their time with us given their own starting point.

EXAM RESULTS - SUMMER 2025

Results are very strong across key stage 4 and 5. Vandyke Upper School is consistently one of the strongest performing upper schools in Central Bedfordshire. Our Attainment 8 score in 2025 is 48.1

Students from all starting points made exceptional progress in their time with us. Full details of validated examination results appear in the DfE performance tables in October.

YEAR 11 GCSE RESULTS

Subject	% 9 - 5	% 9 - 4
English Language	57.2	74.5
English Literature	61.7	76.2
Mathematics	55.8	77.9
Science - Trilogy Award	44.4	72.1
Science - Biology	66.3	87.2
Science - Chemistry	75	91.7
Science - Physics	74.1	88.2
Art	31.1	49.2
Business Studies	48.4	70.2
Child Development	50.9	79.2
Computing	46.7	50
Drama	69	82.8
Geography	54.6	72.2
History	54.9	69.1
Hospitality	46.7	63.3
ICT - Camb.	50	92.9
Media Studies	73.7	87.3
MFL - French	85.5	93.5
MFL - German	53.5	83.3
Music Perf.	53.1	81.3
PE	64	75.3
Photography	20.8	52.8
Product Design	16.2	45.9
Public Services	84.1	95.5
Sports Science	45	65
Textile	40	50

A LEVEL RESULTS

218 students sat A Levels and BTECs in Summer 2025 achieving strong results.

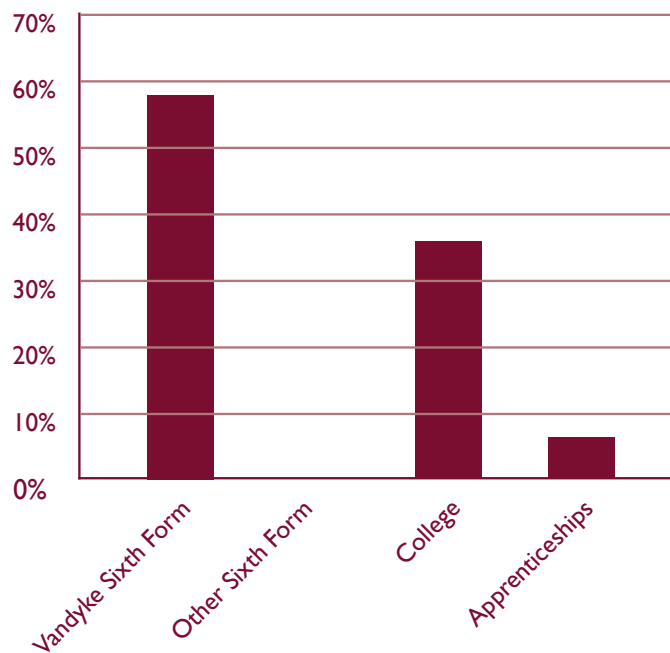
Full details of validated examination results appear in the DfE performance tables in October.

Subject	% A*-C	% A*-E
Art & Design	91.7	100
Art & Design 3D	66.7	100
Business Studies	82.4	97.1
Drama /Theatre Studies	100	100
English Language	80	100
English Literature	79.3	97
English Lang/Lit.	90	100
French	83.3	100
Geography	70	97
History	77.6	100
Law	81.8	100
Mathematics	72.7	93.2
Mathematics (Further)	100	100
Media Studies	90.5	100
Physical Education	88.9	100
Photography	66.7	100
Politics	73.3	100
Psychology	79.1	100
Science - Biology	78.3	100
Science - Chemistry	83.3	100
Science - Physics	76.9	100

DESTINATIONS OF YEAR 11

Last year's Year 11 had 352 students.

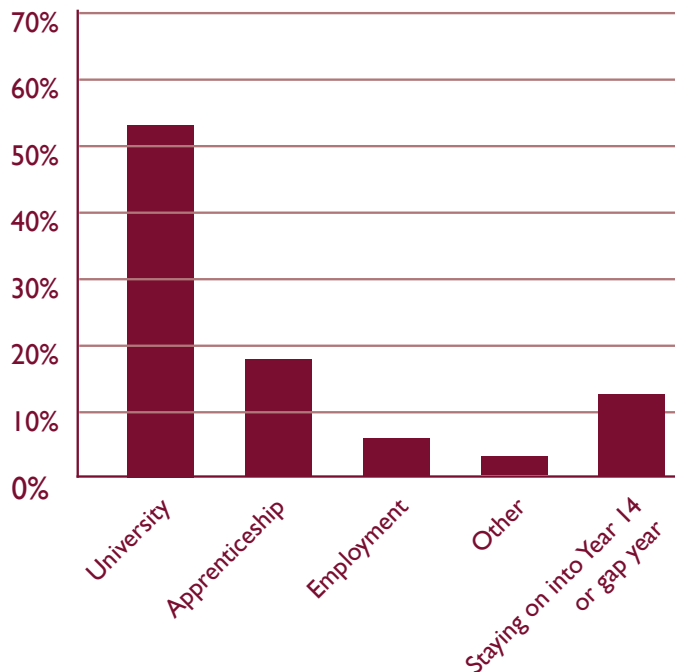
We provide students with a great deal of support and guidance to ensure that they make informed decisions about what to do at the end of their period of compulsory education in school. Alongside our own experienced careers staff, we employ independent, qualified careers advisers to provide our students with up-to-date, comprehensive careers guidance, and to support our staff in working with students and teaching careers education.



DESTINATIONS OF YEAR 13

Last year's Year 13 had 218 students.

Students are given a great deal of help and guidance in preparing their university or college applications, including mock interview practice. Students seeking employment or apprenticeships are supported in their application process so that all students are able to move on at the end of the Sixth Form to their chosen next step.



We provide an extensive programme of careers guidance and advice to encourage students to consider all options, including higher education and the new higher level apprenticeships, some of which offer excellent opportunities. We encourage all students to “aim high” and be aspirational in terms of their academic achievement and career goals.

Consequently our students leave us to go into a very wide range of destinations. Vandyke students are currently studying at a wide range of universities across the country and abroad, including the Russell Group institutions, prestigious arts and music colleges, and Oxford and Cambridge.

“Students receive high quality support and guidance when preparing applications for entry to university. This helps a high proportion to be successful, with some securing places at highly selective universities, including Oxford and Cambridge. Guidance and support is also of high quality for those who decide to enter employment or undertake further training.” OFSTED

Vandyke employs a large teaching and support staff team. The staff are well-qualified, friendly and caring. This is not just our view. Each year, the school sends out an anonymous questionnaire to a random sample of parents/carers asking for their views on the school. “From the start you feel a warm and friendly welcome”, and “Teaching staff do their utmost to assist students”, are two fairly typical examples of the comments made by parents/carers.

The school is able to recruit such strong staff because it enjoys a high reputation within the education world for its curriculum development work, facilities, in-service training programme and for its genuine commitment to comprehensive education. Hence, competition for posts at Vandyke is generally strong and experience gained at Vandyke is often a stepping-stone to further promotion. The strong support that staff at Vandyke enjoy is evidenced through the outcomes of our Annual Survey.

HERE IS A SELECTION OF OUR FINDING FROM OUR 2024/25 STUDENT SURVEY.

I feel safe at Vandyke - 95% of respondents agreed
I feel happy at Vandyke - 94% of respondents agreed
There is a good range of subjects available to me at Vandyke - 93% of respondents agreed

HERE IS A SELECTION OF OUR FINDINGS FROM OUR 2024/25 PARENT/CARER SURVEY.

My child is happy at Vandyke - 93% of respondents agreed
My child feels safe at Vandyke - 96% of respondents agreed
I would recommend Vandyke to another parent - 94% of respondents agreed

HERE IS A SELECTION OF OUR FINDING FROM OUR 2024/25 STAFF SURVEY.

I am proud to be a member of staff at Vandyke - 97% of respondents agreed
Pupils are safe - 96% of respondents agreed

GOVERNORS

Governors have an important responsibility for the running of the academy and its long-term development. They control the expenditure of the academy and have to set a balanced budget. They appoint all staff (although this in practice is delegated to the Headteacher). They are also responsible for the maintenance of the academy site. They set the admissions policy and are involved in serious disciplinary matters. They have to provide, by law, certain returns to the Department for Education, which are used in the compilation of local and national statistics. The full Governing Board meets once every term. Because of the complexity of a large academy, much of the detailed work is carried out in smaller committees.

Further details about school governance are on the website.

Copies of school policies and further information are available on the school website, or from the school office upon request.

SCHOOL CHARGING & REMISSIONS POLICY

Under the Education Reform Act, the school is not at liberty to charge for any activity that takes place during the school day. However, a voluntary contribution may be requested to help offset any costs incurred. Where parents/carers wish to keep their children's work, a charge may be made for the cost of materials.

Full details of this policy are available on request.

RELIGIOUS EDUCATION

Religious Education and the Collective Act of Worship are non-denominational in character. Parents/carers may, if they wish, withdraw their child from these arrangements, although this is very rare. Requests must be made in writing to the Headteacher.

SEX EDUCATION

Sex Education is included within the broad Life Skills programme, which is provided for all Year 9, 10 and 11 students and continues into the Sixth Form. The syllabus covers a wide range of topics, such as the family, puberty, adolescence, relationships, marriage, contraception, and sexually transmitted diseases including HIV and AIDS. All teaching takes place within a framework which encourages students to have regard to moral considerations and the value of family life. Details of specific content are available from the school upon request. Parents/carers have the right to withdraw their child from sex education lessons. Such requests are very rare and must be made in writing to the Headteacher.

COMPLAINTS PROCEDURE

The school has a clear complaints procedure and this is set out in a policy available on the school website or from the school office.



VANDYKE UPPER SCHOOL



Responsible, Respectful, Resilient World ready

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