

Hempsted C of E Primary School



Prospectus 2022-2023

Head Teacher

Mr R Waller B.SC. (Hons) NPQH

Growing Together in God's Love



Dear Parents,

Choosing the right primary school for your child is an important decision for you. This prospectus contains many facts, figures and opinions about Hempsted Church of England Primary School; it will give you information to peruse before a visit.

We take great pride in our consistently good academic results, the range of extra-curricular activities and the Christian ethos of the school. We aim to provide a broad and balanced education for our children; we also strive to broaden horizons and ensure that every child gets the same offer, irrelevant of their background. There is an achievement culture in the school.

We know that your child is special to you. We value all our children and the contribution each makes to our school.

As Head Teacher of Hempsted, I am proud to lead a team of talented teachers and support staff. The growth of the school and the fact we are oversubscribed every year, reflects our popularity. Although our most recent written OFSTED assessment was some time ago, we continually strive to do better. Our most recent external assessment was the Statutory Inspection of Anglican and Methodist Schools (SIAMS). This report, available on our website, was published in June 2018 and graded us as good with outstanding features. Our strong academic results, success in the arts and in sports, and consistently positive feedback from the annual parental questionnaire, all fit together to demonstrate that this truly is a successful school.

However, before deciding which school is the best for your child, come and see Hempsted in action. I will gladly show you around the classrooms where you will see happy children and staff, working together and enjoying themselves at the same time. I will also be happy to answer any questions you may have. I look forward to meeting you.

Yours sincerely

R Waller
Head Teacher

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You can also find further information on our website:

www.hempsted.gloucs.sch.uk or you can e-mail
admin@hempsted.gloucs.sch.uk



1. About Our School

Welcome to Hempsted Church of England Primary School. We hope that this prospectus will give you a clear picture of the education and experiences we aim to provide for our pupils, and that you and your child will soon feel part of the school community.

At present we have 210 children on roll: an ideal size for a primary school. Our average class size is 30. Each child is unique and deserves the best from their education. The staff and governors acknowledge the right of every parent to expect the best possible chance for their child to develop to their full potential whilst in our care.

A partnership between home and school is vital to the effective education of your child. A positive and supportive relationship significantly improves the attitude, behaviour and motivation of children. This is a shared commitment and it will enhance the success of each individual child and the life of the school.

Hempsted is one of the smallest of the Gloucester City Primary Schools. We have a small school family atmosphere, yet aim to give our children the facilities and opportunities that are normally only on offer at a larger school. Our active parents' association and our links with the church keep the school at the heart of the community.

OUR VISION is

Growing Together in God's Love

We will aspire to achieve our unique God given potential by 'living life to the full' (John 10:10). We will share an inspiring education underpinned by the strong Christian values of our community.

"I can do all things through God who strengthens me." Philippians 4:13:

Our Mission Statement

We will achieve our vision together by:

- Enabling our children to be happy, creative and successful learners who strive to be their best; truly celebrating everyone's unique abilities.
- Providing a broad, structured and challenging curriculum, reflecting our Christian beliefs, so that each child can flourish; spiritually, morally, socially, culturally and academically.
- Being an inclusive school where everyone can feel safe, hopeful and happy.
- Fostering self-esteem, dignity and respect, founded in our deeply Christian values.
- Placing our church school at the heart of our community. Being welcoming and working in partnership to nurture our families, 'Friends', the church and wider community.
- Developing our knowledge and understanding of the Bible and the Christian faith; the faith of others and the cultural values of the world.
- Structuring our Collective Worship with the children to understand our Christian values and live them in our daily lives.

...the child grew and became strong; Jesus was filled with wisdom, and the grace of God was on him. Luke 2:40

Hempsted Village

Hempsted was an ideal place for an early settlement, perched as it is on the top of a gravel hillock which rises some fifteen metres above the low lying surrounding land. The village is recorded in the Domesday Book of 1086 as 'Hechanestede', meaning 'high homestead'. The origin of the name is simply 'the high homestead'. In the Domesday Book the village is said to have had five Hides, a Hide being the acreage of land necessary to support a family.

The church (rebuilt 1467-77), graveyard and cross are interesting features in the village. The most interesting tomb in the churchyard is that known as the 'Cavalier's Tomb', the last resting place of Captain John Freeman, slain during the siege of Gloucester in 1643. The date of the village cross is considered to be at the end of the fourteenth century but it was probably buried during the Civil War and restored in the mid nineteenth century.



Our local environment is ideal for history and geography work. Our school once featured in a publication on how to make the most of your local resources.

The village lies only about two and half km from the City centre separated from the main urban area by the Gloucester canal. The River Severn to the west actually makes the environs an island. Access is exclusively via Hempsted Lane which loops through the village, from the City centre to the north, to Bristol Road in the South - in both cases over canal bridges.



The Village Cross 1910 - the scene has changed little

The village is undergoing a period of sustained expansion but the school continues to have the feel of a small village school. Our community is very supportive of our school and we implore all parents to safeguard this positive relationship by parking sensibly in the neighbouring streets or even better, by walking to school!

The School

Records suggest a school was first built in the community in 1846. The first school roll contained eight children. The children were housed in a single classroom until an inspection in 1876 recommended separate rooms for older and younger children. The extra room and toilets were completed in 1881 at a cost of £243. Fees at this time were 3d for the first and second child in a family, 2d for the third and 1d for a fourth and subsequent child, per week. The teacher was paid £40 per year and one shilling was given to a cleaner each week to tend the water closets. The school became Hempsted C of E in 1903 and was granted Controlled Status in 1950.

The present buildings were opened by the Bishop of Tewkesbury, the Rt.Rev. Robert Deakin on St.Swithun's Day, 15th July 1976. The school comprises seven classrooms, a well-equipped hall, kitchen, ICT suite, two additional teaching rooms, administrative offices and is set in its own playing fields. The grounds contain a hard play area and many species of trees and shrubs. The 'Men of Trees' kindly donated a Willow tree at the time of the opening of the school and later, to commemorate the Queen's Silver Jubilee, other trees were planted.



The Teachers

The Hempsted staff are varied in age providing an invaluable blend of energy and experience. Each teacher is responsible for a class and also works as a team with colleagues planning work, assessing and reviewing progress. All are committed to providing a high quality education for the children in our care. Each teacher is supported by skilled and dedicated Learning Support Workers.

Head Teacher – Mr Richard Waller

Mr Waller comes from the north east of England, although he has lived in Gloucestershire since 1991. He qualified as a teacher from Cheltenham and Gloucester College of Higher Education. He has taught in a number of Gloucestershire schools, and was deputy then acting Head Teacher of Berkeley Primary School before moving to Hempsted in 2010. He is married with two children and a dog. Mr Waller's passion is the outdoors and he is a very keen fly fisherman.



Deputy Head Teacher – Mr Jon Davis

Mr Davis has been teaching for nearly 20 years, although most of that time has been in Southampton. Six years ago he moved back to Gloucester, which is where he grew up, to be closer to his family. He has two children, Abbey and Jacob – they have really enjoyed moving to Gloucester as they get to see more of their cousins; they do miss living near the sea though! Mr Davis likes sport and especially watching football and rugby. He runs our boys' football and cricket teams so if any future players out there would like to join the teams, go and find him on the playground!



Assistant Head – Mrs Alison Middleton

Mrs Middleton was born in Solihull, South Birmingham and arrived at Hempsted in September 2006. She has a B.A. Honours Degree in English and Education Studies from Cheltenham and Gloucester College of Higher Education and a P.G.C.E. (Primary) from St Mary's University College, London. She has taught at two other schools in Gloucestershire in the last eighteen years. In her spare time she plays the cello, is a member of a book club and thoroughly enjoys travel, especially to more unusual places including Borneo, Belize and Guatemala. She also loves walking with her husband, two children and dogs.



Teacher – Mrs Samantha Price

Mrs Price grew up in the village, even having attended Hempsted Primary School. She moved to Plymouth where she obtained a Bsc (Hons) degree in Geography, and then returned home to study for her Post Graduate Certificate in Education. Mrs Price's family still live in the village taking part in various events – especially the quiz nights! Enjoying sports and theatre events, she is looking forward to travelling to lakes, mountains and forests everywhere. She also has a rather large soft spot for furry friends and her two sons and daughter.



Teacher - Miss Pamela Quick

Miss Quick was born in Gloucestershire although moved to Devon in 1982. On leaving school she worked for Social Services running play schemes for children with special needs and was also a Dental Nurse. In 1992 she decided to become a teacher and moved to London to study a B Ed (Hons) at Southbank University. She has two sons and enjoys being a Mum and spending time with her family. They enjoy walking their two dogs in the countryside, music and going back to Devon for holidays.



Teacher – Mrs Sally Knight

Mrs Knight was born in Melbourne, Australia and has been living and teaching in England since 1998. She moved from London to Hempsted, with her English husband and is Mum to a son and daughter. She enjoys travelling (especially back to Australia to see her family), gardening, cooking, keeping fit, being outdoors in the sunshine, and supporting the 'Mighty Hawks' in the Australian Rules Football League (AFL).



Teacher – Mrs Nichola Chater

Mrs Chater grew up in Stonehouse and is now living in Coopers Edge, Brockworth. She lived in Plymouth for four years whilst studying for a B.Ed Hons Primary with English. She then moved to Bristol where she lived for five years and obtained her first teaching post. In 2013, Mrs Chater moved to a teaching post in Gloucester and returned to teaching full time following part time work after the birth of her daughter in 2011. Mrs Chater now has two children and also enjoys spending time with friends and family and a bit of retail therapy every so often. She has two cats, Maverick and Goose and loves visiting the zoo.



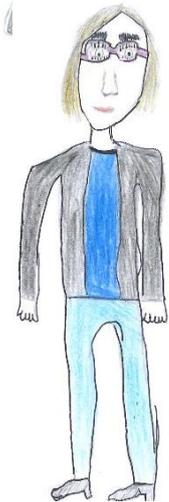
Teacher - Mrs Jane Boulton

Mrs Boulton was born in Stroud and after a short time away, now lives in Stroud with her husband, two sons and a cat. She qualified as a teacher in 2014, following a long career in the private sector. She enjoys travelling, photography, gardening, baking, keeping fit and sewing. She loves theatre and films and is a secret lifelong Star Wars geek!



Teacher- Mrs Nicola Bickerton

Mrs Bickerton lives in Wotton-Under-Edge, where she grew up and went to school. She studied at Reading University for four years and completed her BA (Ed) in Mathematics in 1998. She has been a teacher ever since, teaching and living in Eastbourne for six years, before moving back to Gloucestershire. She has taught in two other Gloucestershire schools before coming to Hempsted. Mrs Bickerton lives with her husband and her two lovely girls, Evie and Izzy. In her spare time, she enjoys reading, baking and walks in the woods with her dog, Ruby and is kept busy looking after all her rabbits and guinea pigs!



Teacher – Miss Nicola Hughes

Miss Hughes has lived in Gloucestershire her whole life, predominately growing up in Bishops Cleeve. For four years she studied for her BA Hons in Early Years with a teaching qualification at the University of the West of England, Bristol. While at University she continued with her passion for swimming representing UWE in competitions, also trying water polo and bizarrely ultimate Frisbee. Miss Hughes has taught at Hempsted for 13 years. Outside of school she enjoys sport and is a black belt in kick boxing!



Teacher - Mrs Lucie Hill

Mrs Hill has lived in Cheltenham for 20 years and loves it there. She went to Nottingham University to study Music and then went to Exeter University to study for her PGCE (Post Graduate Certificate in Education). Before teaching at Hempsted, Mrs Hill worked at another school in Gloucester. Mrs Hill lives with her husband and their gorgeous little girls, Tilly and Elsbeth. They love to sing, play tennis, box to church and cook...especially with chocolate!



School Governors

The Governors are volunteers. They have considerable responsibilities, but they don't exercise them as individuals, they work as part of a Governing Body – a corporate team.

The Governing Body is made up of volunteers:

3 are appointed by the Parochial Church Council as the school has a Church of England foundation;

1 is appointed by the Local Authority (LA);

2 are parents (or guardians) and voted for by parents;

1 is a member of the staff and are voted for by the staff;

3 are co-opted Governors;

2 are Associate Governors

Details regarding individual members may be found on the school website.

The Governing Body has general responsibility for the conduct of the school with a view to promoting high standards of achievement. The Governors do not manage the school; that is the role of the Head Teacher and Senior Leadership Team – but they do oversee the school's development.

To achieve this, the Governing Body has 3 main roles:

Strategic – it sets the general ethos and direction of the school, looking at how it should best develop. This is done by reviewing and agreeing priorities, policies and targets and monitoring and reviewing aims and objectives.

Critical friend – it works with the Head Teacher to create a clear understanding of the challenges faced in managing the school. At Hempsted, it is healthy that the governing body is able to question and challenge the Head Teacher in an air of mutual trust and respect.

Accountability – a school is a business and its stakeholders are its pupils, their parents/guardians and the wider community that the school serves. The Governing Body is responsible for being aware of the needs of its stakeholders and is answerable to them.

Governors meet regularly as a full body and also in committees. The committees include Resources; Ethos, Curriculum and Standards; and a Strategy Group. Governors are also involved with staff recruitment and dismissal. Individual Governors have specific responsibility for Health and Safety, Child Protection and Special Educational Needs and Disability (SEND). In addition, some Governors are linked with a particular class.

Local Authority Officers - are consulted for specific advice on organisation and curriculum. The school is inspected under the direction of **OFSTED**.

The Governing Body therefore works very closely with various other bodies - e.g. Health Visitors, School Nurse, Dentist, Educational Psychologist, Local Authority Children & Young Peoples Services and schools within the Gloucester Schools' Partnership. (GSP)

Pupil performance and well-being go hand in hand. Pupils can't learn if they don't feel safe or if health problems are allowed to create barriers. Doing well in education is the most effective way to ensure children become good citizens and prosper in later life.

Staff, Parents, Governors and a range of professionals work as a team to ensure the best possible care and education is given to every child.

The Governors of Hempsted School are proud of the school. They take a keen interest in the education, welfare and activities of the children. In particular they wish to be 'visible' so that they can be approached to discuss matters of general interest.

Links with our Church

We are extremely fortunate to have St. Swithuns Church next door to the school. We have a very close relationship with Reverend Canon Nikki Arthy who is also one of our School Governors. Nikki is a regular visitor to school, leading Collective Worship and supporting the school staff and children. Other members of the Parish, such as the Open the Book team, also play an important role in the life of the school. The parish also has its own Children and Families Worker called Rachel Laughton. Rachel is also a regular visitor to the school and supports a number of our children and families. The whole school visits the Church on a regular basis, where they take part in services such as Christmas, Harvest and Easter. The children undertake and enjoy the 'Experience' journeys which are led by members of the Parish, thus developing their understanding of key Christian festivals. Reflection is an important part of this learning. The Statutory Inspection of Anglican and Methodist Schools (SIAMS 2018) graded us as 'good' and the report highlighted the school's positive partnership with the Church, of which we are justly proud.

The Pupil Council

We actively encourage our pupils to engage in matters concerning their school, local and wider community. They can express their views about a wide range of issues through the Pupil Council. The Key Stage Two classes have two representatives on the Council. They are responsible for communicating information to their classes, and leading discussions to establish views and opinions which they will then take to future meetings. The pupils run the meetings themselves, with the support of Mr Waller. The Pupil Council is democratically elected and is a crucial element in our fundraising activities.



The Friends of Hempsted School

The 'Friends of Hempsted School' aims to raise money to fund educational, recreational and supporting equipment and services for the pupils at Hempsted C of E Primary School. Over the past few years we have raised many thousands of pounds with the help of children, parents, grandparents, carers and the wider school community. We have contributed to the following projects:

- House Prizes events
- School Gardens
- Whole School Pantomime
- Display Boards
- Christmas Parties
- Leavers' presents
- Story telling workshop
- Zoolab visit
- Trim trail
- Life Education Visit

- Outdoor playsuits for Reception children
- Willow sculpture
- Discos for all children
- Classroom expenses
- Sculpture days
- Dance Workshops
- Theme week extras
- Cameras for all classes
- The 'Pirate Ship!'

The 'Friends' is a voluntary group made up of parents and teachers. As a parent or carer of a pupil at Hempsted C of E Primary School you are automatically welcomed as a member of the 'Friends'! The 'Friends' committee meets regularly (typically once every term) to discuss where to spend the money raised and to plan future fundraising events. Everyone is welcome to join the meetings and all contributions of help are very much appreciated.

Some of the fundraising events throughout recent school years have included:

- Recipe Books
- Coffee mornings
- School Book Fayre
- Easter Hampers
- Yellow Moon catalogues
- Clothes recycling
- Discos

- Summer BBQ
- Second-hand uniform sales
- Quiz evening
- Plant sale
- Sponsored bunny bounce
- Fashion show
- Circus

Contact the chair, Becca O'Neil, for further details and how to get involved.

Breakfast and After-School Club

We have our own breakfast and after-school club that operates from within the building. Based in the 'Blue' room, with good access to the hall and playground, the club provides child-care from 7.45am to 8.50am and from 3:15pm until 5.30pm. There are a range of activities that the children can do, or they can just relax with a good book. Snacks and drinks are also provided for the children.

If you would like further information, please contact the after-school club leader via the school office or you can send an e-mail to afterschoolclub@hempsted.gloucs.sch.uk .



2. Curriculum Information

The National Curriculum has three core subjects - English, Mathematics and Science, as well as Religious Education. There are eight other subjects - Design Technology, Computing, History, Geography, Art, Music, Physical Education and Modern Foreign Languages (MFL).

In addition we also teach a range of cross-curricular elements such as environmental education; personal, social and health education; spiritual, moral, social and cultural education as well as economic and industrial understanding.

Although learning is compartmentalised on paper, many of the skills and concepts that children are mastering are met in several subjects. This is particularly true of all aspects of English (speaking, listening, reading and writing), maths and computing skills.

When we think about the acquisition of skills and knowledge, whether it be in history, science or maths, we aim to start with the child's own experience and gradually develop from these simple beginnings. Of course we do have practical problems of keeping a balance between knowledge areas and finding enough time in the school day to include all that needs to be done. We do believe learning through activities and direct experience is the most natural and effective method particularly during the early stages of a child's school career. This needs to be balanced by an increasingly more formal learning to ensure the scope of the national curriculum is covered.

Learning in the Reception Class

The Reception Year is the third and final year of the Early Years Foundation Stage, which begins when children attend pre-school. We are fortunate that we have a playgroup on site, because this makes it possible to establish close links between the two groups to ensure a smooth transition into school. We are able to take account of information provided by all pre-school settings about the children's development when planning their learning in the Reception class.

There are three Prime Areas and four Specific Areas of learning in the Early Years Foundation Stage Curriculum:

Prime Areas

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

Specific Areas

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

These areas of learning are seen as inter-dependent, and at Hempsted Church of England Primary School we place particular emphasis on the importance of good personal, social and emotional development, because we recognise that this underpins success in all the other areas.

The Reception classroom and dedicated outside area is set out in a way which will encourage the children to extend their learning in all areas through play. They are given opportunities to plan their own activities as well as participating in those that are directed by the teacher.

Learning in Year 1 to Year 6

Year One can be seen very much as a transition year, when teachers will skilfully build on the successes of the Reception Year and move gradually towards a more formally constructed curriculum that meets the requirements of individual subjects as appropriate for each year group.

The development of the curriculum from Reception through Key Stages One and Two can be summarised as follows:

Reception Foundation Stage Areas of Learning	Key Stage 1 National Curriculum Subjects	Key Stage 2 National Curriculum Subjects
Personal, Social and Emotional Development	Personal, Social and Health Education and Citizenship (PSHCE)	
	This includes Relationship Education	
Communication and Language Literacy	English Speaking and listening, reading, writing	
Mathematical Development	Mathematics	
Understanding the World	Science Religious Education History Geography Computing Design and Technology	
Physical Development (as well as PE-type activities, this also includes activities which will promote the development of larger and small motor skills)	Physical Education	
	Gymnastics Dance Games	Gymnastics Dance Games Athletics Swimming
Expressive Arts and Design	Art and design Music	
		Modern Foreign Languages

We aim to provide differentiated programmes of work according to the needs and abilities of individual pupils. We organise our lessons in a way that accommodates a variety of levels and understanding. Our objective is to ensure that each pupil should obtain maximum benefit, by stretching the pupil to reach his or her potential, but without making demands that cause anxiety.

The National Curriculum does not prescribe how teaching is organised or how programmes of study are delivered and as a school, we have developed our curriculum to meet the needs of our children and utilise the resources on our doorstep!

Projects

We believe learning is most relevant to children if Science, History, Geography, Art and Technology are not treated as entirely separate subjects, but are taught through a series of topics or projects. In this way the subjects are integrated naturally.

At Key Stage One (children aged five to seven) these topics may vary in length and we aim to keep them flexible enough to allow for investigation of topical events whilst still embracing the requirements of the national curriculum. A list of topics is available.

At Key Stage Two (children aged eight to eleven) the topics tend to be the more focused on specific elements of the national curriculum and the children work through these at their own level in rotation. Generally about a term is devoted to each topic.

Not all the subjects are studied in any single topic. Some are definitely history based, some have a geographical bias and the majority are science based. In any one-year the children study a carefully balanced curriculum. English, Maths and computer skills are incorporated to reinforce learning within these subjects.

The children learn through whole class teaching, individual and group research and practical activities and visits wherever possible. Discussions and presentation of their findings to others to clarify their thoughts is an important feature of their work, so that they grow confident in communicating and expressing their ideas, and in evaluating their own work.

For each national curriculum subject we have developed our own policy statement which outlines the school's approach to meeting the required scope. Here is a brief outline of some important points.

CORE SUBJECTS

English

In Reading, we want our pupils to acquire the skills to enable them to read fluently and coherently which will, therefore, ensure they understand what they are reading. We want our pupils to develop a love of reading and experience a range of authors in various genres. Through exposure to these authors, genres and text types we want our pupils to develop their knowledge of the world and their own vocabulary. Furthermore, we want our pupils to develop emotionally, culturally, intellectually, socially and spiritually through the texts they read during their school career.

In Writing we want our pupils to acquire the skills to enable them to be confident in using writing as a means of effective communication. We want our pupils to be able to write for a variety of audiences and purposes. Through a carefully planned balance of scaffolded and independent writing we aim to equip our pupils with a deep understanding of the process of writing. As they progress they will develop the ability to self-regulate when writing and the editing process will become second nature. We want our pupils to become effective composers who engage their audience with their choice of vocabulary and style.

Through effective spelling, grammar and punctuation teaching, our pupils will build the necessary skills to be consistent in the process of transcription.

All children enjoy a daily English lesson during which there is a focus on structured learning based on fiction, non-fiction or poetry with a theme from the class termly topic. In the 2014 Primary National Curriculum there is a specific emphasis on Spelling, Punctuation and Grammar.

Speaking and listening skills continue to be an important part of English sessions.

The children experience a range of activities and resources to enhance their learning in reading such as individual reading, guided reading, paired reading, listening stations, comprehension activities, interactive whiteboard, computer programmes and good quality reading books for use at home and school. It is due to these resources and activities that we have ensured that children at Hempsted have a love for reading.

Teachers at Hempsted ensure that the progress made by their children is measured by regular assessments and that next steps are identified to ensure their learning is moving on. An official annual assessment is made through the SATs which are taken by Year 2 and Year 6 pupils.

Mathematics

Mathematics is a subject that provides the tools and skills to solve problems and make sense of the world. Through our mathematics curriculum, we will provide pupils with the mathematical knowledge to understand the world and succeed in everyday life. We also develop in our pupils the skills of problem solving, resilience and perseverance, which are essential to becoming a successful learner. We use the knowledge of the curriculum and skills of problem solving to develop pupils who reason mathematically and work collaboratively to overcome problems.

Science

Science has changed our lives and is vital to the understanding of our world and its future.

As such, at Hempsted, we want our children to be naturally curious about the world around them. We want to foster a sense of wonder about natural phenomena and respect for environment and living organisms.

We aim to develop scientific knowledge and vocabulary through full coverage of the National Curriculum.

Children are encouraged to develop and use a range of working scientifically skills including questioning, researching and reporting.

We want every child to be happy and enthusiastic learners of Science, and to be eager to achieve their very best in order to fulfil their God-given talents.

Religious Education

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that children can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. Our teaching in RE will focus on 3 'big ideas':

Big idea one: Curiosity and questioning

Children gain knowledge and understanding through curiosity and questioning in class, around school and in collective worship.

Big idea two: Respect for God, each other and other religions/beliefs

By following the British value of respect for others and knowing that Christianity is the main religion in Britain, but also knowing that there is a wide variety of other religions and how important it is to respect everyone's beliefs.

Big idea three: Articulate clearly their own beliefs and develop their own personal spiritual journey

With their knowledge and understanding they need to apply it and shape what they believe, knowing it is a constant journey and we are all on a spiritual journey, whatever we believe.

FOUNDATION SUBJECTS

History

In History, we aim to inspire our pupil's curiosity about the past and develop their knowledge and skills to act as historians, using a variety of sources and artefacts in the classroom and through educational visits.

We want pupils to ask questions, explore, enquire and think critically about world history and Britain's past, while understanding how past events have influenced our lives today. Using timelines, we want pupils to enhance their knowledge of chronology.

By providing opportunities through lessons to use the history on our doorstep (Hempsted and Gloucester), we want pupils to experience 'real' history and develop a sense of identity through learning about the past in the local community in which they live.

Geography

Geography is the study of the shape and features of the Earth's surface, including countries, vegetation, climates and how humans use the world's resources. It gives children an understanding of how others live; an appreciation of the environment and an understanding the Earth's key physical and human processes.

At Hempsted, we aim to encourage our children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives so that we generate good global citizens.

Music

Through teaching and experiences we want our pupils to be inspired by, and develop a love of music. We want our children to understand and explore the impact music has on their emotions and wellbeing.

Children will be taught musical skills and given opportunities to share their God-given musical potential with others. They will be able to participate in musical events, learn instruments, sing in worship and for enjoyment, and develop confidence. We want to provide opportunities for children to listen to recorded music, watch music being performed and experience live musical performances.

We want them to be exposed to, and reflect on music from a range of cultures, genres and eras. They will develop personal preferences, while respecting the preferences of others.

Instrumental Tuition – Lessons are organised within school hours using peripatetic teacher. Currently, tuition is being given on the keyboard, guitar, flute, saxophone,

cornet, violin, trumpet and the fife. More than a quarter of KS2 pupils take up this fantastic opportunity. (Please note that peripatetic lessons are suspended during the covid pandemic)

Design Technology

Design and Technology makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

As such, at Hempsted School, we want to prepare our children for the developing world and encourage them to become curious and creative problem-solvers, both as individuals and as part of a team.

Children must be taught how to work safely with a range of equipment.

We want to foster enjoyment, satisfaction and purpose in designing and making.

We want our pupils to have an appreciation for the art produced by themselves and others, and in doing so, learn values such as respect and truthfulness.

Computing

In Computing we want our children to have secure knowledge and skills in the 3 main areas of **computer science** (understanding how digital systems work and programming), **information technology** (using technology to store, retrieve and send information) and **digital literacy** (evaluating digital content and using technology safely and respectfully).

We want them to be aware of the amazing opportunities but possible risks when using the internet, computers and electronic devices; understanding the precautions necessary to keep them safe online, both in and out of school, and knowing when and where to find help.

Our children will become digitally literate 'lifelong learners'. They will gain the confidence and ability to develop their skills and understanding when facing new challenges. A solid foundation in efficient internet research methods, use of presentation and creative tools, problem-solving and critical thinking will allow them to follow their interests and also enrich their continued learning at secondary school.

Art

In Art, we want our pupils to acquire the knowledge and skills that will allow them to be confident and competent with making appropriate choices of materials. We want our pupils to have experienced a wide range of art activities and to have the chance of experiencing something new, perhaps finding that they have a hidden talent.

Through different experiences, our pupils develop a resilient and positive 'can-do' attitude towards art.

We want our pupils to have an appreciation for the art produced by themselves and others, and in doing so, learn values such as respect and truthfulness.

Physical Education

In PE, we want our pupils to acquire the knowledge and skills that will allow them to become physically confident and competent. We want our pupils to have participated in a large range of sports and not just be 'pigeon-holed' into the traditional school sports such as football and netball. We want them to have the chance of experiencing something new, even finding that they have a hidden talent.

Through competition and performance our pupils learn values such as fairness and respect, developing resilience and building character.

We want our pupils to develop habits and hobbies that enable them to sustain a healthy lifestyle that is both good for body and mind.

Personal, Social, Health, Citizenship and Sex & Relationship Education

Through teaching and experiences we want our pupils to become happy, healthy citizens, both in body and mind.

We want our pupils to become positive citizens. To do this they will be respectful and tolerant of people from different faiths, beliefs and backgrounds. They will understand the British Values of democracy, law, liberty, mutual respect and tolerance.

We want our pupils to feel safe, and know how to keep safe. They will have the confidence, knowledge and skills to understand their rights and speak out.

Our pupils will become effective communicators in a range of situations. They will be confident sharing their opinions and ideas, whilst respecting those of others. We want our pupils to care for each other, the world around them and the wider world.

Relationships Education

By the end of their Primary education we want to equip our pupils with an understanding of changes to their bodies and emotions during puberty. We will provide our pupils with the knowledge and skills to keep themselves safe and build healthy relationships with others. We understand that all pupils develop at a different rate and therefore will have flexibility in when certain elements of RSE will be taught. We have an agreed use of anatomical vocabulary for body parts and will introduce these to pupils when they have the maturity to understand them.

As a Church school we will adhere to the guidelines provided by the Church of England regarding Relationships and Sex Education to teach in a faith sensitive way and provide pupils with facts.

Modern Foreign Languages

In MFL we want to introduce our children to different languages and cultures, promoting global citizenship and enabling them to celebrate and respect the differences in our world. Learning another language gives children a new perspective on the world and encourages them to understand their own community and cultures as well as those of others.

We want to inspire a curiosity and love of language and encourage our children's creativity in experimenting with it, as confident 'can do' learners. They will learn to understand and communicate ideas, facts and feelings in another language and respond to its speakers through speech and writing. As they become aware of the differences and similarities between languages, we will lay the foundations for future language study.

Assessment, Testing and Reports

We believe that successful learning depends on knowing what has already been achieved and what the next steps should be. This is vital for teachers and children. Therefore we keep very careful records of the progress made by all our pupils to help us plan lessons that will meet their needs, and to make sure that, as far as is possible, they are achieving appropriately for their ability and age. Evidence for these records is

gathered in a variety of informal ways, for example, from day-to-day marking or conversations with individual pupils and from more formal assessments.

There are certain points in your child's school career when statutory testing is required, although the nature of these tests varies according to age. One of these occasions is the 'On-entry Baseline Assessment', which provides the Reception class teachers with a well-rounded picture of the stage of development each child has entered school at. Evidence for this is gathered by observing children carrying out their normal school activities, and from the information provided by the pre-school groups. At the end of the Reception year the children are assessed against the 17 Early Learning Goals and given a Foundation Stage Profile Score. This information is then fed back to parents via the child's end of year report.

Year 1 children undertake a statutory Phonics Screening Check in the Summer term. For those children who do not reach the required standard, the screening is repeated in Year 2.

At the end of Year Two, a similar statutory assessment period occurs, and the Year Two teachers will spend considerable time throughout the year pulling together a bank of evidence of the children's achievements in English, Maths and Science, in order to make an informed decision about the National Curriculum levels they have reached. These levels are endorsed by short tests or tasks (known as SATs), which are delivered in a very informal way; again, the children are usually unaware that this is anything other than part of the normal school routine.

At the end of Key Stage Two, Year Six pupils sit the Statutory Attainment Tests (SATs) which are carried out under test conditions and externally marked. This is the culmination of the work done throughout the key stage, and success does not depend only on the Year Six teacher or curriculum. We also use a similar style of end-of-year tests in Year One, Two, Three, Four and Five. These 'standardised' tests allow us to carefully track progress, identify gaps in knowledge, and allow us to intervene promptly.

Throughout your child's time at Hempsted C of E Primary School we endeavour to keep you well-informed about the progress he / she is making. We hold two parent / teacher consultation sessions a year and issue an annual report at the end of the summer term, which you are welcome to discuss with your child's class teacher. Additional appointments may be made to meet teachers at any time of the year, should you have particular questions or concerns that you wish to discuss. There may also be occasions when your child's teacher initiates a meeting with you.

All records are confidential, and will only be seen by the child's parents, class teachers, and the Head Teacher of a prospective school.

Homework Policy

Good education depends on an effective partnership between school and parents. This relationship is shown in practice by two-way communication, mutual support and reinforcement of attitudes, skills and learning at home and school.

Homework is one aspect of this reinforcement that needs your backing. When tasks are set they must be completed. The policy gives examples of the kind of activities that will be given to your child during their time at Hempsted School.

HOMEWORK: KEY STAGE ONE (Infants)

The scene is set in the infants and it is important our younger children become used to the request to complete homework occasionally in Year One and weekly in Year Two. A variety of activities will be undertaken during the course of each year, such as:

- regular reading to/by an adult
- practice with spelling
- learning word lists
- practice with letter formation, pieces of handwriting
- number activities and extra practice with other maths concepts
- language work
- 'finding out' linked to current topic
- simple science experiments or nature observation

HOMEWORK: KEY STAGE TWO (Juniors)

For years Three, Four, Five and Six the following will be given as homework:

- spellings
- reading – the children should be reading their individual book regularly
- Maths – number and/or topic work
- English
- Project work

The time to be spent on each of these activities increases, as the children get older.

There will be times when any child may be given work to finish off, catch up on some missed tasks (after absence) or to practise specific skills as necessary (for example handwriting, punctuation, times tables, number work +, -, x, ÷ ...).

Before and/or during a topic children may be asked to find out about a particular person, event or theme associated with their topic work.

On occasions children will be asked to complete homework relating to a topic. The tasks may include researching information, answering questions, descriptive/imaginative diary writing, pictures, diagrams and tables of information. The length and complexity of these tasks increase from Year Three to Year Six.

If parents encourage their children to undertake the homework tasks set, then good attitudes towards work are developed, self-esteem is promoted and healthy routines are established for the future.

We are aware there will be occasions when situations arise to make it impossible for your child to complete work. It is helpful if these occasions are rare and you inform the teacher if your child is unable to fulfil their homework commitment.

Thank you for your support.

Gifted, Talented and More Able

We aim to provide 'opportunities for staff and children to work towards their full potential' and 'to treat each child as an individual by providing a well-balanced, structured and challenging curriculum.' We identify, provide for and track the progress of all children,

including those who are identified by teachers as being gifted, talented or more able in a particular aspect of the curriculum. Provision is made for them within the classroom with more challenging tasks. Beyond the classroom we provide enrichment activities and theme weeks. These have included a writing group, various sporting opportunities, visits to other schools (Primary and Secondary) participation in the Pupil Conference, a Science and Technology Challenge, Computing and engineering challenges and whole school 'Creative Arts Days'. When our pupils leave for secondary schools, we make sure that their new school is aware of any particular talents.

Special Educational Needs and Disabilities (SEND)

Our Special Educational Needs Policy reflects our whole school approach to the education of pupils and consideration of their individual differences.

We aim to:

- Enable pupils with SEN to maximise their achievements.
- Ensure that the needs of pupils with SEN are identified, assessed, provided for and regularly reviewed.
- They are offered full access to a broad, balanced and relevant curriculum including the foundation stage and the National Curriculum as appropriate.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To work with any outside agencies, who will provide both support and advice for school and families.

Our policy reflects the requirements of the code of Practice for Special Educational Needs (2015) and associated advice from Gloucestershire County Council and other agencies.

Special Educational Needs and Disabilities Co-ordinator: Mrs Alison Middleton

Extra-Curricular Activities

At Hempsted C of E Primary School we provide a wide range of extra-curricular activities throughout the year, because we believe that they offer children a different learning experience, as well as an opportunity to gain new skills and benefit socially. Our clubs generally take place at lunchtimes or after school, and will change according to the time of year. There is a good selection of sporting activities, such as netball, football, gymnastics, cricket, hockey, cross-country and rugby, which provide the children with opportunities to play matches against other schools. We also have singing club, a puzzle club, a gardening club, parachute club, cookery club, maypole dancing, country dancing, worship club and an art club.

Sport at Hempsted

The Rationale for Sport at Hempsted

Sport has a high profile at Hempsted. The governors and staff believe sport should be encouraged for a number of reasons:

- to promote health and well being
- to create lifelong interest by offering sporting opportunities
- to discover hidden talent
- to aid social and personal development, loyalty and leadership potential
- to help develop self-awareness and confidence
- to encourage co-operation with others, team awareness
- to educate for leisure

- for enjoyment
- to provide opportunities to play matches with other schools – to learn to win and lose with grace and dignity – positive competition

We have a long tradition of team games, swimming achievements and extra-curricular coaching. Our competitive teams do well in the leagues and the children enjoy these challenging opportunities.

We aim to provide opportunities for all our KS2 children to learn skills in cricket, football, hockey, netball, rugby and rounders. The older juniors play small sided matches in games lessons. We introduce basic athletic skills and take all Year Three and Four children swimming. Experienced coaches visit the school and support the children in a variety of sports. We also welcome into school people who have achieved notable success in sport. In 2012, Graham Brookhouse, a bronze Olympic medallist in the Modern Pentathlon visited us and spoke to the children about his sporting life.



In July 2013, Sir Steve Redgrave visited the school. We were chosen specifically because of our commitment to providing high quality PE and our involvement in providing a range of sports, in which many we compete against other local schools. To have our achievements in sport identified and celebrated by Sir Steve was a great honour and reflects our passion for sport.

A number of our pupils have also gone on to their own sporting success and these include: Andy Hazell (Rugby - Gloucester, Barbarians and England); Lee Mansell (Football – Luton and Torquay); Lisa Mansell and Abbie Sadler (Football – Forest Green Rovers) and Adam Beddall (Cycling).

The Continuing Dialogue

1. Written communication
 - (a) At the beginning of the Autumn, Spring and Summer term curriculum outline are made available on the website for each class. These inform parents about work planned, trips etc., over the next few weeks.
 - (b) All parents receive a newsletter every month containing information on school life, achievement, events, requests, children's work etc.
 - (c) The school has a regular input into each edition of the parish magazine.
 - (d) Every parent has a written report on the progress of their child at least once a year.
 - (e) Children receive certificates when they have collected five credit badges - awarded for effort and achievement.
 - (f) Your child will bring home a reading folder on a regular basis.

(g) Regular surveys (by questionnaire) of all aspects of Hempsted life are carried out. Parental feedback is excellent.

2. Verbal communication

(a) There is a continuing opportunity to discuss school policies and individual children's progress with the Head Teacher and teaching staff. Generally the Head has an 'open door', but appointments are preferred when the matter involves discussion.

(b) Parent / Teacher consultations are held twice a year. Parents are offered individual appointments to discuss their child's progress with the teacher. We expect everyone to participate and it is unusual for parents not to attend.

(c) Hempsted governors are ready to listen to suggestions for improvements to the life of our school.

Curriculum Complaints Procedure

Whilst we always strive to do our very best, we recognise that there are times when things can go wrong. Our aim is to always achieve a positive outcome. Initially, in order to resolve any issue as quickly as possible, we ask that the complaint is directed towards the most appropriate member of staff. If this fails to achieve a satisfactory outcome, we ask that you raise the complaint with the Head Teacher. If informal mediation should fail to produce a satisfactory outcome then the complainant will receive a summary of the school's arrangements for formal complaints.



3. Practical Information

Admission Policy

Hempsted was formerly a small village school taking children from the local community. Intakes fell in the 1980's and in 1990 there were only EIGHTY children on roll (3 classes).

During the 1990's we welcomed many children from outside our traditional catchment area. However, since the construction of the new housing developments in Hempsted most of our children live in the village.

In September each year we admit 30 children in Reception.

When we are oversubscribed for Reception places our criteria for admissions are:

1. Children who have an older brother / sister in school will be admitted up to a limit of 30.
2. Remaining places will be offered to children having the strongest claim on geographical grounds.

Any information regarding admissions please contact the Access to Education Team at Gloucestershire County Council, Tel. (01452) 425407

1. The Team send out new parent's information packs in November the year before your child starts school.
2. Preference forms need to be returned to the Team at Shire Hall by the stated date.
3. Places are offered in April in the year of admission. In view of the possibility of parents not being allocated places, it is imperative the Admissions Team is informed if a place is no longer needed.
4. All children are invited into school to participate in Playgroup / School sessions in the Summer Term prior to admission.
5. Requests to defer entry to the following school year can be considered but are subject to particular rules and conditions set by the LA.



Home / School Liaison

GOOD EDUCATION DEPENDS ON AN EFFECTIVE PARTNERSHIP BETWEEN SCHOOL AND PARENTS. THERE IS A SHARED RESPONSIBILITY FOR THE DEVELOPMENT AND WELL BEING OF YOUR CHILD.

The staff at Hempsted will endeavour to develop a relationship with every parent and the community. Two-way communication will make genuine liaison thrive. You, as a parent, must play your part.

1. Pre school Links

Your first contact with our school is likely to be a pre-arranged appointment when you are considering which school you would like your child to attend. All prospective parents may have:

- A tour of every class during normal lesson time.
- A discussion with the Head, who will answer any concerns or queries you may have.
- The current School Prospectus.
- The latest OFSTED and SIAMS reports.

2. Admission Procedure for Reception pupils

A meeting is held in May/June when all parents of children starting school in September are invited to attend. This meeting is both a social and administrative occasion. Parents are given the opportunity to:-

- Meet some of the teaching staff and nursery assistant.
- Talk individually with the Reception Teachers.
- Have a look at some of the teaching materials.
- Fill in admission forms and pass on various administrative details.
- Meet the Chair of Governors.
- Meet the After School Club team
- Listen to a talk by a representative from the 'Friends' – the Parent Teacher Association.
- Discuss uniform requirements.

3. During JUNE prior to commencement of school every effort is made to prepare children for the 'BIG DAY'.

- All children are given the opportunity to attend playgroup sessions.
- Playgroup leaders familiarise children with the school layout and meet the staff at work. The children have a go at routines such as 'changing for PE'.
- All children spend time in the Reception class.

4. In the Autumn Term, Reception children initially attend school on a part-time basis; this allows them to make the adjustment to the school routine gradually, and also gives the class teacher an opportunity to get to know the children individually. During the first term, parents are invited to an open session to see the school at work.

The School Day

9.00 am - 12.00pm (Reception/Key Stage One)

9:00am - 12.15pm (Key Stage Two)

1.00pm - 3.15 pm (Reception/Key Stage One)

1.10pm - 3.15 pm (Key Stage Two)

Although members of staff are always on site by 7.45am we cannot be responsible for children before 8.50 a.m. The breakfast club is available from 7.45am.

Although we encourage our families to walk to school, we do realise that this is not always possible. However, in the interest of safety, **do not drive onto the school site** and please be considerate to our neighbours!

SCHOOL UNIFORM

We expect all our children to wear Hempsted school jumpers / cardigans with the school logo.

All children MUST HAVE:-

- Grey/black trousers, shorts, skirt or grey pinafore; white shirt/blouse or polo shirt. In the summer term, a blue & white striped or checked dress may be worn.
- School jumpers (round or v-neck) or cardigan with school logo.
- White, grey or black socks or tights.
- Sensible school shoes (preferably black) which can have polish applied - **no trainers please.**
- White T-shirts, white or black shorts and daps for P.E.
- Draw string bag for P.E. clothes.
- Book bag with school logo.

Junior children require a change of clothing and trainers suitable for outdoor games (no jeans).

We would prefer children to wear **BLACK SHOES** (no trainers). Caps are recommended in hot weather.

PLEASE ENSURE ALL ITEMS ARE LABELLED WITH YOUR CHILD'S NAME.

- The blue jumpers / cardigans / book bags / PE bags with school logo and other uniform items are on sale at Monkhouse Schoolwear, 99 Northgate Street, Gloucester, GL1 2AA, Tel 01452 413339 or by visiting their website: www.monkhouse.com/c/2947/Hempsted. Alternatively, they are also available online from My Clothing <https://myclothing.com/>

- We are very grateful for the encouragement and support we receive from parents. Our children's appearance is often praised by visitors and when children participate in class trips.

ORDER LABELS THROUGH SCHOOL



Communication

Since success depends upon close co-operation between home and school, parents are invited to contact school whenever problems occur, advice is needed or there is something of importance to share. We, in turn, will be in touch whenever the need arises. The Head Teacher would appreciate it if all appointments could be pre-arranged unless an urgent meeting is unexpectedly required.

Teacher-parent consultations are held both in the Autumn and Spring Terms. Time for discussion is limited on these occasions and we are happy to see you, by appointment, at other times. All children are given written reports in the summer term.

Curriculum Outline Sheets: These outlines inform parents about work that is planned and any requests for resources or help that the class teacher may need. These are available on the class pages of the school website.

We try and keep parents up to date with activities and dates but we do sometimes rely on the efficiency of 'pupil post'. Please ask your child from time to time if there has been a letter - it helps to jog memories.

We are very happy to email our newsletter to you – just let us know.

Website: The school website has a whole host of information and is updated as often as possible with pictures from the classes.

We prefer verbal communication where possible, however we do also have a text messaging system for reminders or emergencies.

Parental Feedback

Any institution is rightly judged on how it responds to complaints. We always listen to worries and concerns: we welcome constructive criticism. We acknowledge we cannot always get things right – although we aim to do so.

We have, over the years, taken on many suggestions from children and parents. These innovations have made Hempsted a better school. Informal comments are listened to, written ideas are discussed. We are never complacent.

Every year we issue a parental feedback form with each child's academic report. We encourage parents to comment on their child's progress over the previous year and we ask for comments on school life in general.

Absence

If your child is going to be absent from school please telephone the school as early as possible in the morning. We also ask that you telephone us on each subsequent day of absence. In the interests of children's safety, we will contact you if we do not hear from you. We do need to keep track of all children and it is helpful to know about particular 'bugs'. This is especially the case for MEASLES, CHICKEN POX and CORONAVIRUS.

We have always tried to be reasonable towards requests for term-time holiday absences. However, new Government legislation from September 2013 means that we can no longer authorise requests for term-time holidays. Absences can only be authorised for exceptional circumstances.

Medical problems

Medical problems are always with us - sickness, slips and falls etc. Please make sure we are informed of the medical history of your child and any current problems. If your child is unfortunately injured, minor cuts and grazes are treated at school. In the unlikely case of something more serious it may be necessary for us to ask for a child to be taken home. We would **NEVER** do this without contacting parents first. **PLEASE REFER TO OUR POLICY ON 'MEDICINE AND SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS.'**

The Administration of Medicines at Hempsted School

Where the Head/ Deputy or Assistant Head agrees to accept responsibility for the administering of medicine to children:



1. Medicines should only be administered at the school when it would be detrimental to a child's health or school attendance not to do so.
2. No child will be given prescription medicines without their Parents/Carers written consent.
3. Medicine should be brought to and collected from school by the parent, not the child, and delivered personally to the Head/Administrators.
4. Medicines must be clearly labelled with contents, owner's name and dosage and it must be kept in the medical cupboard by the School office.
5. Long term illnesses such as asthma/allergies must be recorded by the parent on an admission form. All inhalers must be named (It is the responsibility of parents/carers to ensure that all medications are in date including inhalers).
6. In the case of inhalers these are kept in classrooms and retained by the older children, as delay in administration may worsen the attack by causing a child to panic. We do have an emergency asthma inhaler which can be administered to pupils with diagnosed asthma **ONLY** if parents have signed a consent form. Please ask for a form at the office.



Documentation

- School policies can be seen at school. Key policies can be viewed on the school website. The Head and/or curriculum co-ordinators will discuss Hempsted's approach to any subject or aspect of school life.
- The school has four published OFSTED reports (1/96, 7/99, 11/04, 5/08). The 2008 report is available, free of charge. We also have undergone an Interim Assessment, the outcome of which is that we continue to be judged by OFSTED as an outstanding school.
- You may also view our Statutory Inspection of Anglican and Methodist Schools report on the school website. This is another external validation of the school and was last done in 2018.

Money

To help reduce the amount of cash held in school, and for your convenience, the school operates an online payment system.

School Dinners

Hot school dinners are provided by Cater Cater Ltd. Children in Reception, Year 1 and Year 2 receive these free of charge under the Universal Infant Free School Meal offer. For junior children, the cost is £2.40 per meal unless your child is entitled to free school meals. Meals are ordered and paid for online.

Personal belongings

Children can be very good at losing things! Lost clothing is a perpetual headache, but our task would be made much easier if parents labelled clothes bags, sandwich boxes and P.E. kit etc., with a name. We would also prefer it if children did not bring their 'treasures' to school. We do our best to keep them safe but we cannot accept responsibility for loss or damage.

Parents are asked to supply their child with a small draw-string bag for their physical education kit. Physical education kit is kept to a minimum but should include daps, white or black shorts and a white t-shirt.

School Rules

Our aim is to create a school that is friendly, caring, orderly and efficient. In order to achieve this we feel discipline needs to be firm, but kindly and reasonable. We try to encourage common sense and hope all children will treat other people as they would like to be treated themselves.

In particular the following should be noted by parents:-

1. No child should bring anything to school that might cause injury to another person - e.g. knives, matches, fireworks, powerballs, imitation guns, lighters.
2. Cycles and scooters **must** be wheeled up and down the school drive.
3. We do not allow sweets, chocolates or fizzy drinks on the school premises. Junior break snacks (preferably fruit) should be in a separate box.
4. **Nuts**, or food containing nuts must never be brought in.
5. Children must not leave the school premises during school hours without permission (notes please for visits to dentist, doctor etc)

Pastoral Care

We have a very helpful and effective pastoral care system at the school. Family life can be challenging at times, and can sometimes affect how children are in school. Our pastoral leader, Mrs Subryan, is always available to help and support. If needed, she is able to find extra support from a vast array of sources. If you are ever concerned and would really value a chat, please do get in touch at kate.subryan@hempsted.gloucs.sch.uk Mrs Subryan is usually on duty at the start and end of the school day and happy to listen to you. Our strong link with St Swithuns church means that the school and parish pastoral system are very closely aligned, providing additional support both during term time and in the holidays.

HEMPSTED'S CODE OF PRACTICE ON BULLYING

1. Class and playground rules are discussed regularly by teachers with their groups. A code of behaviour for playtime (devised by children) is displayed in the playground. Golden Rules for school are highlighted in the assembly hall. Codes of conduct ensure children are fully aware of acceptable and non-acceptable behaviour.
2. Assembly and circle time reinforces 'doing the right thing' and relationships are a regular key theme.
3. Every child at Hempsted has the right to enjoy his or her learning and free playtime.
4. Our school community (children, teachers, parents) will not tolerate unkind actions or remarks. We encourage positive attitudes and a supportive ethos.
5. To stand by when someone is being intimidated is to tolerate bullying.
6. Children should support each other by reporting instances of unkind behaviour to lunchtime supervisors or teachers.
7. Those guilty of any form of bullying will be left in no doubt that their behaviour is totally unacceptable.

Parents will be informed if their child is involved in persistent bullying. All bullying concerns are dealt with sensitively and effectively.

Charging for school activities

The school wishes to provide for all pupils the best possible educational opportunities available within the funds allocated by the Education Authority. The law states very clearly that education during normal school hours is to be free of any compulsory charge to parents and the school warmly endorses the principle and is committed to uphold the legal requirements.

It is recognised, however, that many educationally valuable activities (swimming, trips etc.,) have been and will continue to be dependent on financial contributions in whole or in part from parents. Without that financial support, the school would find it quite impossible to maintain the quality and breadth of the educational programme provided for pupils. The school's concern is to keep financial contributions to a reasonable

minimum and to ensure as far as possible that all children are able to take part, irrespective of their circumstances.

The law recognises that charges may be made to parents in certain defined circumstances - provided that each school has identified the activities for which charges will be made and has explained the basis on which charges may be reduced or waived for certain pupils.

The Governing Body of Hempsted C of E Primary School has decided that until further notice its policy will be as follows:-

1. Day Visits

For visits occurring during school time the school will invite a voluntary contribution from parents to meet costs. For visits outside school time parents will be charged for all allowable costs. Charges may be waived or reduced for children whose parents make application to the Head Teacher. Parents may not withdraw their voluntary contribution after a booking has been made.

2. Residential visits during school time

The school will invite voluntary contributions from parents to meet costs other than children's board and lodgings. Parents will be charged for the full cost of children's board and lodgings. Charges may be waived or reduced for other children whose parents make application to the Head Teacher.

3. Residential visits outside school time

Parents will be charged for the full cost of the visit, including all allowable costs * and board and lodging. Charges may be waived or reduced for children whose parents make application to the Head Teacher.

*** Allowable costs include:-**

- (a) The pupil's travel and subsistence costs.
- (b) Materials, books, instruments and other equipment.
- (c) Non-teaching staff.
- (d) Costs of teaching staff where separately engaged under a contract for services for the visit or activity.
- (e) Entrance fees to, for example, museums, castles theatres.
- (f) Insurance costs.

4. Classroom materials

The 'Friends' of Hempsted kindly make available a small sum of money for each class teacher. No charge will be made for materials or equipment. However for certain practical activities (Technology, Cookery etc..) parents may be invited to provide materials or ingredients on a voluntary basis. Where parents would like to possess the finished product, the school reserves the right to charge the cost or require the supply of the necessary materials.

The Governors of the school are required to keep their policy under review.

4. Celebrating Our Successes

At Hempsted, we are proud that we are a successful school. We like to recognise and celebrate the successes of all of our school community. We also know that success can take many forms and be at many different levels. As a school, we embrace the principles of Excellence and Enjoyment. We hope this section will give you a flavour of what this means to us.

2015 Up, up and Away!

Up, up and away! was the theme for 2015. The week started with an assembly in which Mrs Smith shared the book 'Dinosaurs and all that Rubbish' by Michael Foreman. There was an amazing array of activities including researching and making flying machines and animals, boomerangs, researching and making model air balloons, making kites, watching 'Up!', role play based in space, world records related to travelling in the air and parachute games. There was even a falconry display. On the 'Vertical Groups' days, activities included making and flying paper aeroplanes, creating exotic birds, frisbee golf, parachute games, dancing and making space ships. The week ended with a whole school dance show created by specialist teacher, Mrs Sarah Shaw, who based her story on the book 'The Minpins'. It was a fabulous way to end an exciting week!



2015: DISCOVERING THE WW1 HOME FRONT: CHILDREN AND CHARITIES, FOOD AND FARMS (HEMPSTED)

The end of September saw the children's involvement in the Heritage Lottery Funded school/community project, looking at life in Hempsted during World War 1. We started the week with our cross-curricular day with the children in vertical groups (groups with children from Years 1 to 6). The groups were named after families who lived in Hempsted during WW1. There were a number of activities that the children took part in: children went into the local fields picking the blackberries and apples; they learnt songs from the war; explored artefacts and got dressed up in period costumes with Sarah Orton from Gloucester Folk Museum; completed art activities based on the old School House and helped to tend the school garden. They also repotted plants from around the war memorial and sowed cress seeds in the



shape of the project's logo. All children and many members of the community also worked on a whole school mosaic.

During the remainder of the week, children created blogs, learned about sustainability, cooked to WW1 recipes, visited Gloucestershire archives, and took part in a whole school dance performance.



2016 The Queen's 90th Birthday Celebration

This year, it made sense to link our learning to the Queen's 90th birthday celebrations. Teachers and children planned a range of activities, many based on the monarchy and on the promotion of British values. They made birthday cards, finger puppets and drew portraits. They added their leaves to our 90+ Acts of Kindness Tree. We visited the church where Nikki gave us a service of celebration for the Queen. We also had specialist dance teacher, Sarah Shaw, visit us to teach the children some new maypole dances.



On the Saturday, we joined with the rest of the village for a 'picnic' on the school field. The children and residents from the village had the chance to visit a good variety of stalls, sample cheese and wine and buy plants from the local gardening club. There were traditional races to take part in, a skittle alley and a brass band. Lots of the children were keen to show off their maypole dancing skills and some enjoyed joining in with the Morris dancers.



2017 Prayer day

In 2017 we held a whole school prayer day. Members of St Swithuns' Church and some teachers from school organised and set up 5 stations for the children to explore. Each class came in for half an hour to explore the 5 stations based around our prayer display in the main entrance.



Family- gingerbread men

Me- TSP prayers

Friends- prayer bracelets

World- hugging a world and putting mini world prayers on the map

School- whole school prayer paper chain

On the hottest and longest day of the year, the hall was a place of tranquillity, reflection and prayer. Thank you children for making it what it was and thank you so much to the parents for coming in as well and letting the children share with you what they had done during the day.



Everyone really enjoyed it and it was a beautiful, reflective day.



2019 – Challenge Days

The last Monday and Tuesday of Term 5 in 2019 were certainly different. On the Monday, all of the children had an opportunity to have a go on a climbing wall which was on the school grounds. It was certainly a challenge to get to the top!! There was also a tunneling system set up, and this was also very challenging as it was very dark inside, and the children only had a headlamp to find the way. The day was all about challenging yourself and not giving up. It didn't matter if you didn't get to the top of the climbing wall; in fact some of the really 'wow' moments of the day came from pupils who were very reluctant to try it but who then got half-way. Some of the smiles seen were amazing.



On the Tuesday, different year groups got together and were given a variety of challenges that were designed to be quite frustrating.



The whole idea was for the children to discover something about themselves, and to realize that it's not that you can't do it, you just can't do it yet!

2022 Spirituality Day

On Friday 15th July we had perfect weather for our whole school Spirituality Day. We explored what spirituality meant both as a school and individually and then we spent the rest of the day exploring this further in our classes. As a school, we have defined spirituality as :



"appreciating and being inspired by the awe and wonder of God's world through reflection and meaningful connections."

We started the day with a collective worship, led by Mrs Hill. Afterwards, each class had a slot in the hall, where we reflected on the cross, ourselves and the world. Rachel, our children and family worker, did a fantastic job organising this with lots of the community and church members volunteering throughout the day.

Below is a snippet of what each class got up to:

Reception: created watercolour flowers and animals, yoga

Year 1: made wind chimes, had stories in the secret garden

Year 2: reflected on all the great aspects of themselves, looked at things that make them go 'wow'

Year 3: making sandwiches for lunch, Mondrian art

Year 4: reflective time in the labyrinth, created a Jackson Pollock piece of art

Year 5: created their own spiritual garden, created nature pallets

Year 6: mindfulness colouring, reflected of their time at school and looking to the future

We had a fantastic day and we especially enjoyed our whole school picnic on the field!



Performing Arts

In 2022, our Year 6 pupils finished their final year with a performance of 'The Pirates of the Curry Bean'. They performed brilliantly, they raised the roof and brought laughter and tears to many of their friends and parents. What a way to finish primary school!



Success in Sport (past 4 years)

2018 to 2019

Football: Boys League Winners; Boys 5-a-side Winners; A Team Cup finalists; B Team Cup Winners; Girls 5-a-side winners

Rugby: League Runners-Up; Highnam Tournament Winners

Athletics: Sportshall Athletics City and County Champions

Hockey: Group A & B Winners; City Winners

Panathlon: Swimming City Champions; National Representatives (2nd year in a row)

Gymnastics: KS1 District Winners; Y3/4 team 3rd place; Key Steps 3 winners

Archery: District 2nd

Dodgeball: XJump Dodgeball winners

2019 to 2020 (Spring & Summer sporting season cancelled due to covid-19)

Football: Boys Intermediate Cup runners-up; ESFA Girls league winners, county winners and SW district winners; Regional representatives but tournament cancelled; Girls league winners; Girls cup finalists

Rugby: Group stage winners

Athletics: Sportshall Athletics winners

Hockey: Group stage winners, tournament runners-up; Quicksticks hockey development winners

Panathlon: Swimming City Champions

Netball: Hi5 Development tournament winners; league runners-up

2020 to 2021 (reduced sporting season due to covid-19)

Football: ESFA Girls league winners, girls county winners, girls SW district winners, girls Regional representatives, girls cup finalists. WOW!!

Hockey: Groups stage winners

Panathlon: Swimming City Champions (5th year in a row)

Gymnastics: Key Stage 1 and Key Stage 2 winners

Netball: League winners

2021 to 2022

Football: ESFA Girls league winners, girls county finalists, girls district winners, girls cup finalists, girls league winners, girls cup finalists. Wow again!!

Hockey: Group stage winners (5th year in a row)

Panathlon: Swimming City Champions (6th year in a row)

Gymnastics: Key Stage 1 and Key Stage 2 winners (2nd year in a row)

Netball: League winners (2nd year in a row)

Swimming: 5m and 10m swimming gala winners; small school overall swimming gala winners.

Bishop's Visitor's letter to school

9th February 2020,

Dear Mr. Waller,



It was lovely as always to visit Hempsted last week and hear about the changes and developments in school, during the last year.

The Vision Day you held sounds to have been a useful process to undergo, as well as being productive with 'Growing together in God's love' gradually evolving as your school vision. It is already becoming well embedded and was very apparent in the activities I witnessed in school.

A similar process produced the new school logo, which entailed further discussion and consultation with the entire school community in conjunction with the Christian artist Paul Hobbs. The resulting design is original, eye catching and meaningful for you in a whole variety of ways – a real legacy and indeed - evidence of your vision in action. I think it is so effective and something of which you should all be proud!

You obviously do all you can to help your vulnerable families and here your extremely strong church-school-home partnership plays a vital role, with the drop-in sessions provided for parents and the mutual care and trust in evidence throughout the community.

This was also apparent in your special Bible Study Day and I felt privileged to be able to share in part of it during my visit. Careful planning and organisation had gone into the whole idea – with the vicar Canon Arthy, teachers, governors, members of the church congregation and a parent involved in leading the different activities. The atmosphere created was calm, caring and thoughtful beginning with a welcome about the vision, followed by the three bible stories. Different stations were available with activities linked to each story as well as one for the vision, culminating in a thought-provoking reflection to end. A lovely reading followed by every child placing a sweet on a plate of water to watch the way, despite being unique, they all intermingled, proved very effective. It was noticeable how well the children all responded to every aspect and particularly so when Y6 children were helping reception children go around the stations.

I can imagine it will be good to have Mrs. Hill back in school after her maternity leave and it was encouraging to hear that RE is going well, she has benefited from the RE Hub meetings and you have also attended the recent Illuminate training. I am sure Debbie Helme would be happy to offer advice with assessment if you felt that might be useful.

I left after my visit, reflecting on developments in the school over recent years and so impressed by how as a community, you are working and undoubtedly 'growing together in God's love.'

Yours sincerely,

Beverley Butler,

Bishop's Visitor

5. Other Useful Information

Learning Resource Suite

We have a very popular and much used computer suite comprising 16 Windows computers. We also have an interactive whiteboard in the suite, as well as in every classroom. We have a bank of 16 laptops and tablets for use in the classrooms as well.

Nature Area

We have a Nature Area within our school grounds. It consists of four planters, a grass area, a pond and wild areas. There is a bird feeder, an insect home and benches. Our children visit the area using it as a resource for a range of learning experiences. These range from science investigation and observations to providing a writing stimulus and, perhaps of greater importance, simply wondering at the beauty of nature! Classes also have opportunities to plant and grow seasonal crops such as potatoes, beans, strawberries and tomatoes.

The Outdoor Learning Area

We are fortunate enough to have beautiful school grounds which we like to utilise and have recently created an Outdoor Learning Area (similar to that of a 'Forest School'). Outdoor learning is a fantastic way for children to actively engage with their environment and we use the area to teach a wide range of the curriculum for all year groups, from Reception through to Year 6. The area is very much used as an outdoor classroom and it currently consists of a firepit, log seating area, digging area and a mud kitchen.

Using an outdoor classroom brings a whole host of educational benefits and we believe that all children should enjoy first-hand experience of the outdoors. These experiences in turn inspire passion, motivating our children to become successful learners and to develop as healthy, confident, enterprising and responsible citizens who have respect for their environment.

Discipline

Discipline is important if your child is to achieve his/her potential. We aim for self-discipline, but this only comes after clear guidance has been given and boundaries set. Where work or behaviour is not up to the required standard, punishment may be necessary for the good of everyone. If indiscipline persists parents will be contacted and the matter discussed. We take a firm line on any kind of bullying.

Coffee and Chat

We hold an informal 'Coffee and Chat' morning every Tuesday between 9am and 10am at the Lyson's Hall (between the school and church). This is open to everyone and is organised by the pastoral staff of the school and the parish. It's a fantastic opportunity to chat with staff and other parents about any aspect of parenting, or just to make friends with others.

Other Services

Our school regularly uses the resources of the library and museum services. We also make full use of experts in the field of road safety, dental health and cycle training. We invite musicians, artists and religious leaders into school to work with our children.



c/o Hempsted Primary School, St. Swithuns Road, Hempsted, Gloucester GL2 5LH

Hempsted Playgroup is located within a committee owned building adjacent to Hempsted Primary School. It is comprised of one large airy room, kitchen, and a safe enclosed outdoor area.

We are registered for 24 children per session, and we are open for 38 weeks of the year to coincide with Hempsted Primary School term dates.

We follow the EYFS principles to set the standards for learning, development and care for children.

Our aim is to provide a safe and happy environment where children can experience stimulating play. It is through play that children learn to develop social skills such as sharing, negotiating, taking turns and communicating with others.

Playgroup is run by an annually elected committee of parents who employ playgroup staff and are responsible for managing all aspects of the playgroup. All committee members have DBS checks.

Playgroup is a member of Gloucestershire Playgroup and Toddler Association (PATA), and we are regulated and inspected by OFSTED to ensure that we operate in accordance with the National Day Care Standards.

Playgroup employs a team of 4 experienced and friendly staff with a range of relevant child care qualifications. Staff hold NVQ level 3 in Early Years and have regular updated child protection, first aid & food hygiene training. All staff hold enhanced CRB certificates.

Children can attend playgroup from 2 years 9 months until they reach school age. Attendance at playgroup does not guarantee a space at Hempsted Primary School.

If you would like your child to attend playgroup, you are very welcome to come and have a look around at any time.

Playgroup times:	Monday	9 – 3 (pre-school session)
	Tuesday	9 – 12
	Wednesday	9 - 3
	Thursday	9 – 3 (pre-school session)
	Friday	9 - 3

Landline:	01452 500040
Chair:	Mrs Paula Overthrow
Email	hempstedplaygroup@hotmail.co.uk http://hempstedplaygroup.com

Moving On

When pupils leave Hempsted Primary, parents can apply for their children to be educated at the secondary school of their choice. Admissions procedures for some schools involve the taking and passing of various tests.

In 2020 our Year Six pupils transferred to the following schools:

Churchdown School Academy	1
Newent Community School and Sixth Form Centre	14
St Peter's Catholic High School and Sixth Form	8
The Crypt School	2
High School for Schools, Denmark Road	2
Henley Bank	1
Holmleigh Park	2

In 2021 our Year Six pupils transferred to the following schools:

Chosen Hill	1
Newent Community School and Sixth Form Centre	11
Ribston Hall High School	4
Severn Vale School	2
St Peter's Catholic High School and Sixth Form	5
The Crypt School	1
High School for Schools, Denmark Road	1
The Kings School	2
Archway School	1
Sir Thomas Rich's	1

In 2022 our Year Six pupils transferred to the following schools:

Chosen Hill	1
Newent Community School and Sixth Form Centre	17
Ribston Hall High School	1
Severn Vale School	1
St Peter's Catholic High School and Sixth Form	7
The Crypt School	2
Holmleigh Park High	2
Katherine Lady Berkeley	1

Appendix 1

WHO'S WHO 2022/23

Chair of Governors	Mr B Nash
Head Teacher	Mr R Waller - Designated Safeguarding Lead (DSL)
Deputy Head Teacher	Mr J Davis - Deputy DSL; Year 5 Class Teacher; Maths lead
Assistant Head	Mrs A Middleton (0.6) –Performance Management (LSWs) SENDCo; Deputy DSL; Pastoral Care

TEACHING STAFF WITH RESPONSIBILITIES

Reception	Miss P Quick – EYFS Coordinator
Year One	Mrs N Bickerton – Science
Year Two	Mrs N Chater (0.6) – Reading Lead Miss N Hughes (0.4) – PSHE, Music
Year Three	Mrs S Price – Geography, Design & Technology
Year Four	Mrs S Knight (0.4) – History Mrs L Hill (0.6) - RE
Year Five	Mr J Davis – Deputy Head, KS2 Leader, Maths
Year Six	Mrs J Boulton – Art, Writing Lead, KS2/3 Transition
PPA Cover	Miss D Price - Computing, Modern Foreign Languages and Music support

SUPPORT STAFF

<u>Administration</u>	Mrs D Beddall – School Administrator Mrs H Bircher – Finance Administrator
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Pastoral Lead Mrs K Subryan (Deputy DSL; HLTA)

Clerk to Governors Miss J Crandon

Learning Support

Key Stage One - Miss J Brooks, Mrs A Mooney, Miss M Rodway, Mrs S Jones, Mrs H Stephens, Mrs R Thompson

Key Stage Two – Mrs S Gardner, Mrs J Shephard, Mrs J Dickson, Mrs J Wilkinson, Mrs J Bassett (Sport Co-ordinator; HLTA), Ms C Graham (Academic Mentor), Mrs S Francis (School-led tutoring)

IT Technician Hempsted I.T. (Mike Webb)

Catering – Cater Cater Ltd

Lunchtime Supervisors – Mrs E Jones, Mrs M Woodridge, Mrs M Yates, Mrs E Murphy, Miss M Rodway, Mrs H Stephens, Mrs M Rigby, Miss L Falwasser, Miss K Farmer, Miss J Joyce, Mrs H Doust

Caretaker – Mr G Read

Cleaners - Minster Cleaning

Breakfast & After School Club – Miss J Brooks, Mrs S Gardner, Mrs R Thompson, Miss L Falwasser

Peripatetic Music Teachers

Mrs C Smith (keyboard), Mr P Richards (brass)

Additional Sports Coaches – Atlas Sports; Severn Vale Tumbling Club

Chair of the Friends – Mrs O'Neil

HEMPSTED CHURCH OF ENGLAND PRIMARY SCHOOL GOVERNING BODY

<u>Chair – Co-opted Governor</u>	Mr B Nash
<u>Foundation Governor</u>	Revd N Arthy Mrs S Hebbs Mrs R Nicholls
<u>LA Governor</u>	Cllr P Tracey
<u>Parent Governors</u>	Mr P Dewick Mr N O’Neill
<u>Teacher Governor</u>	Miss P Quick
<u>Head Teacher</u>	Mr R Waller
<u>Co-Opted Governors</u>	Mr B Nash Mrs C Subryan
<u>Clerk to the Governors</u>	Mrs J Crandon

Attendance Trends

Hempsted C of E Primary		National
2015-16	95.6%	95.4%
2016-17	96.3%	95.3%
2017-18	96.2%	95.2%
2018-19	96.5%	95.3%
2019- March 20	96.9%	n/a
2021 – 2022	95.5%	92.8% *



Attendance figures from 2020 to 2021 were recorded differently due to covid.

* Source : Fischer Family Trust

NATIONAL CURRICULUM ASSESSMENT 2022

KEY STAGE ONE RESULTS (Y2)

The table below compares the attainment of our children this year with the national data.

Subject	Percentage of pupils achieving the expected standard: school (2019)	Percentage of pupils achieving the expected standard: nationally (2022) ¹
English reading	72%	68%
English writing	69%	59%
Mathematics	66%	70%

NATIONAL CURRICULUM ASSESSMENT 2022

KEY STAGE TWO TEST RESULTS (Y6)

The table below compares the attainment of our children this year with the national data.

Subject	Percentage of pupils achieving the expected standard: school	Percentage of pupils achieving the expected standard: nationally ²	Average scaled score: school ³	Average scaled score: nationally ⁴
English reading	81%	74%	106	105
English grammar, punctuation and spelling	91%	72%	107	105
Mathematics	94%	71%	106	104
English writing (teacher assessment)	75%	69%	N/A	N/A

¹ Source : Fischer Family Trust Datalab

² Percentages for English reading, English grammar, punctuation and spelling, mathematics, and English writing teacher assessment (TA) are based on provisional headline information on the 2022 national curriculum assessments: <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment-national-headlines/2021-22>

³ Scaled scores guidance: www.gov.uk/guidance/scaled-scores-at-key-stage-2

⁴ Average scaled scores for English reading, English grammar, punctuation and spelling and mathematics are based on provisional headline information on the 2022 national curriculum assessments: <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment-national-headlines/2021-22>

WHY CHOOSE HEMPSTED?

The privileged children in the 21st century will be those whose parents have got their educational act together. By reading this prospectus you have shown a real interest in finding out about this school. Now see us in action, match words on a page to what goes on in the classroom. Come and visit, see the children working and put me, the Head Teacher, on the spot. I welcome your questions and comments.

You must make up your own mind if this is your kind of school - here are some comments from a sample of parents and education specialists who we think deserve your consideration.

I am very pleased with how Hempsted has accepted and integrated my son into the school. This is such a good school. Many happy memories of childhood years will be made here.
Y3 Parent 2014

I cannot say anything apart from my sincere thanks for the time Isabel has spent at Hempsted. She has thrived and loved every minute (including all the teachers!)
Y6 Parent 2015

I am so proud to be part of this school. It is a positive, happy, incredibly enriching environment that my daughter loves.
Y2 Parent 2015

Our child is enjoying school and every day she has a story to tell whether about her teachers, friends or different activities of the school day .
Reception Parent 2016

Thank you to everyone who makes Hempsted School ambitious and caring.
Y3 Parent 2016

My child has absolutely loved every second of her time at Hempsted School. She has made incredible progress academically, which is down to the outstanding teaching that she receives. I am very sad her time at Hempsted is ending as she leaves Y6.
Y6 Parent 2016

I love that it has a sense of community, love that it is small and all the classes look after one another, and love how the church is a massive part of the school too. Keep up the good work!!
Y1 Parent 2017

The quality of teaching and sensitivity to the individual are remarkable aspects of his experience. The underlying Christian values and linked church days are valuable to us.
Reception Parent 2017

We have found Hempsted to be a fantastic school all round. The help, support and care given to us by staff members is second to none, positive and upbeat and helped us so much.
Reception Parent 2018

We would like to thank all the staff at Hempsted for making my child's 7 years at Hempsted a time to remember. He has thoroughly enjoyed every moment here from first day in Reception all the way to Year 6.
Y6 Parent

Team Hempsted, Once again we wish to thank you all for not only doing your jobs so well, but also for everything you do that is way 'above and beyond'...So thank you all for your enthusiasm, care, and commitment to seeing our children grow.
Y6 Parent 2019

Our daughter has built so much confidence and enjoyed learning. She loves science, arts, she loves being creative, loves to sing and perform. Thank you for giving her the opportunity to try new things and be herself. Hempsted is an amazing school and has a fantastic sense of community.
Y6 Parent 2021

Just wanted to say thank you for the love and care shown towards our son in all his years at Hempsted. He has been really happy at this school with your dedicated staff and we thank you all very much.
Y6 Parent 2021

This is our youngest daughter's last day at Hempsted. The school has been part of our lives since 2013. Thank you for the care and support shown to our whole family over the past decade. Long may Hempsted School continue to be a warm, welcoming place for learning and growing up.
Y6 Parent 2022

A little note to say a huge thank you for making our daughter's journey through primary school a wonderful one. Hempsted School has always felt like one big family, that are always there through the good times and bad. We have so many wonderful memories to treasure...I have loved every minute and will be eternally grateful I made the excellent choice of sending the girls to your school. They have loved it.
Y6 Parent 2022

Children thrive where they feel secure and happy

**Children learn where they are stimulated and
encouraged**

**Children have self-respect if they are treated in
like manner**

**Children flourish where they experience the thrill
of success**

**Children belong when they have a sense of
sharing**

**Children mature when they are trusted and their
opinions valued**

