



Our School Prospectus



Hemingford Grey
SCHOOL

www.hemingfordgrey.cambs.sch.uk

Hemingford Grey Primary School Prospectus



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Welcome to our School

Welcome to our school prospectus. We hope that by reading our prospectus as well as accessing our website (www.hemingfordgrey.cambs.sch.uk), you will find the information you need to gather a picture of our school and community.

Learning for all members of our school community is at the heart of everything we do here, from learning about how to get along together, to finding out about key areas of knowledge relevant for use in life, as well as building skills sets based on the personal attributes needed to be good and outstanding learners.

Pupils' views are central to developing the climate and ethos in which we all learn. Our highly successful behaviour management policy was created and is monitored by pupils. They help design the learning themes in our creative curriculum and have established what they believe the key factors are for good and outstanding learning to take place in classrooms.

Our OFSTED report (October 2014) states:

"The behaviour of pupils is outstanding. Their very good spiritual, moral, social and cultural development has a marked impact on how they behave and ensures they are eager and attentive learners who develop excellent attitudes to their learning. Pupils' well-established sense of tolerance and respect are evident through the school... Pupils are happy to come to school and attendance is above average... The work on display shows that pupils do well in a range of subjects, attaining high standards. Art and music are strengths. Opportunities to participate in a range of sports activities through the sports grants are used effectively and help pupils to gain new skills". Above all, our school is a safe and happy place where children have opportunities every day to become explorers, artists, writers, sporting super stars, mathematicians, musicians and scientists. Take a look at this prospectus to find out more.

Kate Fox (Headteacher)



Together Everyo

At Hemingford Grey School we aim for children who:

Understand the world is made of people with different beliefs and ideas...

...by promoting understanding through focused work and an enriched curriculum.

Have a love of learning...

...through a stimulating and high quality environment, with a close partnership with parents and the community.

Have self-confidence and self-belief...

...by providing opportunities for children to present their point of view and perform in front of others.



Are literate and numerate...

...by using a skills based and investigative approach to Literacy and Mathematics across the curriculum, with an emphasis on ICT.

Have a voice...

...by giving children opportunities to contribute to the decision making process through the range of opportunities to join committees and strategic groups.



ne Achieves More

Have high aspirations...

...by providing opportunities for children to explore their own talents and interests and understand that high levels of effort and determination are at the root of success.

Are proud of their achievements...

...by providing opportunities to celebrate success.

Understand how to stay safe and take care of themselves physically, emotionally and spiritually...

...through our very structured behaviour system created by the children, the PSHCE curriculum, a varied PE and Science curriculum and maintaining 'Health Promoting School' status.



Respect each other...

... by following and working within the School Golden Rules.

Want to find out about the world and care for the world around them...

...through our humanities curriculum, by using the rich outside learning environment, our Eco-Committee and visits.

Above all, our children are Resourceful, Respectful, Resilient, Reflective, Risktakers and form excellent Relationships!

The

“The most important thing I've learned is Lego programming because due to technology increasing in everyday life, understanding how it works will help us in the future.”

We are committed to recognising and developing the rich cultural heritage of all members of our school community, along with our desire to broaden the understanding, experiences and skills of our pupils.

We follow the current National Primary Curriculum.



We have:

- A commitment to ensuring that every child is given the opportunity to develop the appropriate attitudes, skills and knowledge that will enable them to thrive in the present and prepare them for the future.
- Teachers who 'put themselves into the shoes' of children who come here and having done this, entice them to learn.
- Continued rigorous monitoring of teaching and learning to ensure that every child is given the opportunity to reach their full potential and that no child is short-changed.



Hemingford Experience

We do this by:

- Ensuring that the climate of our school continues to recognise the right of every child and adult to feel safe, happy and challenged by creating an ethos of respect and a love of learning.
- Making learning irresistible by creating opportunities for children to apply these basic skills in much more creative ways to relevant contexts.
- An unceasing commitment to developing children's basic skills in Speaking and Listening, Reading, Writing (including handwriting and spelling), Numeracy, ICT.
- Making learning relevant by ensuring that our curriculum is saturated with opportunities to learn about spiritual and moral issues, communities, the environment and enterprise.
- Using increasingly high specification, current and inspirational ICT tools to engage and enable children to access and present learning.
- Teaching what 'risk' in the real world means; children need to know how to assess whether there is a risk to their safety and through this process fully understand the potential hazards in any situation so they know to avoid them.

The Hemingford Experience

“The most important thing I've learned about is the Holocaust because it has taught me about the tragedies that happen in wars. Also, it made me empathise with victims of war.”





Our Curriculum

...provides a range of musical, dance, literary and art opportunities and children often work with experts and visitors in order to develop their skills to a high level. Projects have included Bhangra dancing for pupils and parents, clay sculpting for pupils and parents, photography and painting, gardening opportunities and many more. Should parents wish to pay for individual music lessons we use a range of music teachers who provide tuition. Clubs at lunch time and after school further enrich our curriculum.

...seeks to develop spiritual and moral understanding amongst our pupils. We enjoy strong links with our local church and we also learn about other major religions. We are guided by the Cambridgeshire syllabus in our teaching of Religious Education.

...uses the rich cultural experiences from our local community. By seeing and experiencing first hand the heritage in the places where they live, children's curiosity can be aroused at a very early age and this in turn leads to a desire to find out more. We also have a range of visits further afield and residential visits annually for years 4 and 6.

...teaches children key skills needed to participate in a range of sporting activities as well as how to develop the skills of successful team work and collaboration. By taking part in tournaments within our own school and between local schools, pupils are given opportunities to apply these skills in meaningful contexts. Our pupils know that central to their being able to represent our school is an understanding that exemplary behaviour and team respect is the prime quality they need to be able to demonstrate.

...is committed to ensuring high levels of inclusion, race, gender and disability equality throughout the school community. French is our main language in Key Stage 2.

**“As a school we should
celebrate our kindness towards
one another because everyone
is willing to help each other
and the teachers.”**

Our Curriculum

Here at Hemingford Grey, we accept the principles of human dignity and equality and are committed to promoting tolerance and combatting racism in all forms. We believe that differences are enriching and not threatening. Our curriculum seeks to broaden perspectives by helping children to understand the world in which they live and the dependence of individuals, groups and nations upon one another. The curriculum of all St Ives schools will incorporate multi-faith teaching and learning about other cultures. This universal approach will include visits to places of worship and the use of outside speakers from different cultures and faiths. Racist language and behaviour will not be tolerated, all incidents will be dealt with, recorded and parents will be informed. Schools will consider further sanctions in line with local and national guidelines if pupils persist in racist behaviour.

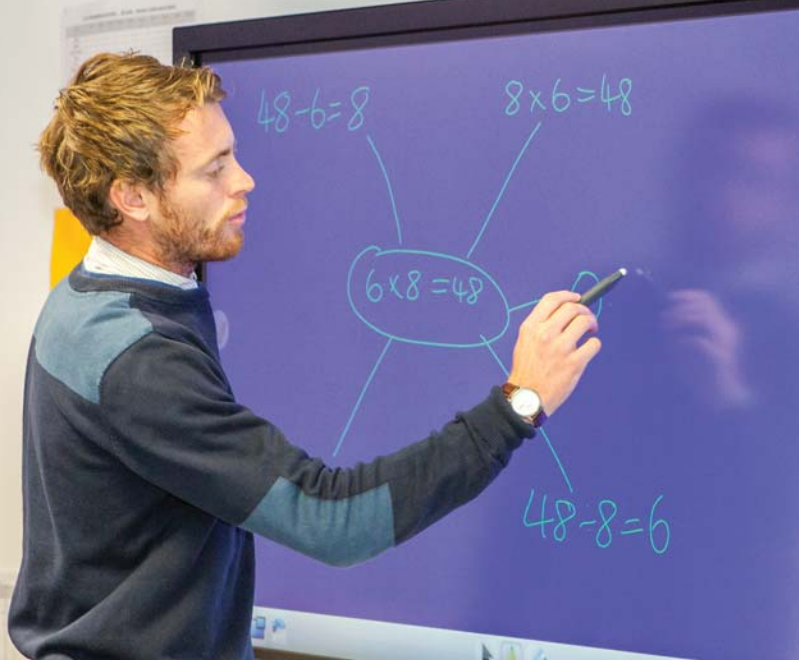




Working and Learning Together

Working and learning together is essential to the well-being and progress of the pupils who come to the school. We highly value the support that parents/carers give their children at home and in school. We have a wealth of opportunities for parents to come into school to work alongside, celebrate and support our children. The following are just a few examples...

- **Come to Learn:** parents/carers are invited to come and learn with their children. Parents have attended maths, art, grammar, ICT and Personal, Social, Health and Citizenship Education (PSHCE) lessons.
- **Celebrations:** parents/carers are invited into school termly to celebrate the learning that has taken place during that term.
- **Workshops:** workshops take place during the day and evening covering a range of areas; for example, sex education, safety on the internet, maths strategies, reading, bullying and behaviour.
- **Come to Lunch:** come to lunch sessions are run for parents/carers to come and join their children for school lunch.
- **Coffee Mornings:** each class runs a coffee morning two times per year. The funds raised are spent by the children on books for the classrooms and at least once per year this involves going to a bookshop in Cambridge on the bus.
- **Consultation Evenings:** teachers discuss pupil progress at these meetings with individual parents and carers. However, ongoing communication is encouraged throughout the year.



At H.G.P.S, our learners are...

Resilient
We love challenges and try hard to solve them even if we don't always get it right.

Creative
We reflect on our learning to improve it and make it better.

Supportive
We grow and flourish by supporting and helping each other.

Tenacious
We are tenacious and we learn from our mistakes. We give 100% effort and we are productive.

Unstuck
We learn how to become unstuck and where to find the resources to help us.

Kind
We treat people and the environment with kindness and care. We learn from each other and recognise the valued contribution everyone can make to the success of the school.

Proud

HEMINGFORD GREY GOLDEN RULES

- We are kind and helpful.
- We always try our best.
- We listen.
- We always think about how people feel.
- We say please and thank you.
- We tell the truth.
- We look after people and the things around us.

- Drop in sessions: these happen half termly and parents are encouraged to come and have a cup of tea and talk to members of the senior leadership team and governors about the school.
- Homework: our homework policy aims to engage pupils by encouraging them to choose how to approach homework tasks.

This list is not exhaustive! We also welcome parents/carers to come and work in school as volunteer helpers. All parents who volunteer regularly or who accompany us on school trips and have charge of a small group must complete a DBS (Disqualification and Barring Scheme) check to ensure they have no connections which prevent them from working with children.

Pupils play a large part in generating our behaviour policy. We have seven golden rules which have been simplified for younger children and these form our school's code of conduct. It is reviewed regularly and behaviour at the school is judged outstanding by OfSTED (October 2014). We work regularly on a range of issues associated with behaviour and bullying and a theatre in action group from London supports this work on an annual basis.

Children have devised criteria by which to assess whether their learning behaviour has good and outstanding characteristics. These are used by the staff and children routinely to ensure there is a constant focus and drive to improve learning across the school.

The Hemingford Experience



Inspirational





Learning Spaces



School Organisation



School Organisation



School Admissions

The Local Authority (LA) is the admitting authority and we follow their guidelines. Children are admitted to our Reception classes in September if they are five years old between 1st September and 31st August of that School year. We have an extensive induction programme for both parents and children to welcome them to our school. Registration forms are available from the School Office, but the LA deal directly with all admissions. We do not discriminate against any pupil in our admission arrangements.



After Year 6, most children move on to St Ivo School, the local secondary school. Children are normally admitted at the beginning of the School year in which they are twelve years old. Heads and teachers of the local primary and secondary schools meet regularly to discuss curriculum development and to organise in-service training. As a result, transition to secondary School is usually smooth and trouble-free.



School hours and absence

School hours

The school works in partnership with parents to ensure all children registered at the school attend both regularly and punctually to maximise the educational opportunities available to them.

Parents should ensure children arrive at school from 8.50am for registration at 9.00am. Any child arriving after the close of registration is recorded as late for that session. If a child arrives late, parents should report directly to the school office, (please refer to the Absence from the School section for further information). Please note that children are not supervised before 8.50am and should not be left unattended within the school grounds before this time.

Current School hours:

	Key Stage 1	Key Stage 2
Morning session:	09.00 – 12.15	09.00 – 12.30
Afternoon session:	13.15 – 15.15	13.30 – 15.15

Term dates can be viewed on the Hemingford Grey School website: <http://www.hemingfordgrey.cambs.sch.uk>.

Absence from the School

The school records and monitors attendance in accordance with statutory requirements and in line

with the belief that regular, uninterrupted attendance is vital to a child's educational progress. We may contact you should we have cause for concern regarding your child's attendance patterns.

We are concerned that no child should go missing between home and school and, in the absence of any contact from home, will always take steps to locate a missing child. Parents must ensure that if their child is absent from school for any unavoidable reason, they contact the school by 9.00am on the first morning of absence. If parents cannot telephone between school opening and 9.00am, a message can be left at any time on the school's answerphone. Parents should advise the expected date of return, since this will be the next date the school investigates the absence.

Parents may not authorise a child's absence, only the school can do this in exceptional circumstances on the basis of the explanation provided by the parents. Holidays are not authorised. Should parents fail to provide a satisfactory reason, the school must record such absence as 'unauthorised'. Therefore, we ask parents to follow notification procedures in our policy.

The Headteacher regularly collects attendance data and we are required by the Department for Education (DfE) to publish annual information on unauthorised absences from school.

Classroom and pupil organisation

Organisation of pupils and year groups

Our Foundation Stage class base is purpose built for 45 pupils with 2 teachers and 1 teaching assistant.

Key Stage 1 classes have a maximum of 30 pupils in each class in accordance with government policy. Key Stage 2 classes have up to 34 children in each class. We have mixed age year groups from year 1 upwards. Teachers work very closely together in teaching zones, sharing planning and expertise to optimise the learning opportunities for our pupils.



Getting to and from School

Our school encourages cycling and walking to school. We want to help improve the health, fitness and environmental awareness of our children. The safety and well-being of our children is our priority. There are traffic calming measures on the approaches to school. Children are taught about keeping themselves safe and assessing risks associated with road safety through our curriculum. We ask for these messages to be reiterated at home and parental vigilance is required at all times. Our walk on weekdays (WOW) scheme offers incentives for children to come to school by means other than car.



Key Information

School Uniform and PE Kit

The school encourages parents to keep as close as possible to the school colours, which are navy blue, grey and white.

The uniform code is as follows:

Navy blue/black/grey: shorts, trousers, jogging bottoms, skirts, pinafores, jumpers, sweatshirts*, cardigans, fleeces*.

Navy blue or navy blue/White: shirts, blouses, polo shirts*, checked summer dresses.

Sensible shoes robust enough to deal with the wear and tear of school life.

Jewellery and make up is not allowed. Children with pierced ears must wear studs that they can remove for PE.

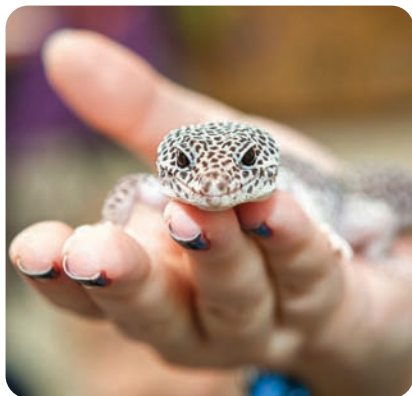
*Embroidered with the school logo.

PE Kit:

White t-shirt, plimsolls or trainers, navy shorts, tracksuit or sweatshirt and jogging trousers for outdoor games in Key Stage 2. For those children in Years 5 and 6, swimming kit is required for the Summer term, comprising swimming costume and towel.

School uniform can be purchased via the school and order forms are also available on the school's website.





Medical Information

Children who are ill should not attend school. If your child is absent they must not attend any event during the day or the evening. Antibiotics requiring three doses should be taken before and after school, and in the evening, and not be brought to school. Any child who has a sickness/diarrhoea bug should not return to school until 48 hours after the sickness and diarrhoea has stopped. More detail is available in our Administration of Medication Policy, a copy of which is available on request from the school office and website.



School lunches and Playtime Snacks

Aspens catering services provide school meals which are cooked in our own kitchen and offer excellent value. Menus are planned to ensure a nutritionally balanced meal, and a wide choice is available daily. Meals are served from 12:00 p.m. cafeteria style. All lunches must be paid for in advance. Free school meals are available dependent upon parental income and further details about this can be obtained in confidence from the School Office. All FS and KS1 children are entitled to a free school meal. Packed lunches may also be brought into school and eaten in the dining room under the supervision of lunch time staff. In accordance with the school's nationally awarded healthy school status we encourage parents to provide a nutritionally balanced pack lunch. In KS1 children have a fruit snack provided by the government fruit scheme. In KS2 we have a healthy snacks policy and should children wish to have a snack they bring fruit from home or purchase a fruit pot. Children are provided with a water bottle. Our policy is water only during the school day.



Suggestions and Complaints

Governors and staff are committed to providing the best possible learning environment and climate for your child. We regularly consult with parents and pupils on matters that we believe are of significant importance to them and are always willing to listen to suggestions as to how the school might be improved. The Headteacher and staff are always available to discuss issues and the school is very open to parental suggestions.

Occasionally, however, things can go wrong. In the first instance, we encourage parents and pupils to raise their concerns with the person closest to the problem, which is usually the class teacher. We find that most problems are successfully resolved at this level. If, however, a parent believes the complaint or concern is sufficiently serious or sensitive, they should make an appointment to speak to the Deputy Headteacher or Headteacher. Every effort will be made to settle differences informally, however should this prove impossible, the School's Complaints Procedure outlines the more formal mechanisms that exist. A copy of the Complaints Procedure is available from the school office and website.

“As a school we should celebrate our relationships and friendships because I think that everybody has got better at making new friends and working with others because of our new house system.”

Child Protection



We are proactive in safeguarding children and our systems are robust. All staff, governors and volunteers are required to complete a Disclosure and Barring Service (DBS) clearance before working with the children. All adults are vigilant in ensuring that children are emotionally and physically free from harm. Children are taught about keeping each other safe and happy.

The following is an extract from an important LA document: "It may be helpful to know that the Authority requires headteachers to report any obvious or suspected case of child abuse – which includes non-accidental injury, severe physical neglect, emotional abuse and/or sexual abuse. This procedure is intended to protect children at risk and Schools are encouraged to take the attitude that where there are grounds for suspicion it is better to be safe than sorry. This does mean that headteachers risk upsetting some parents/carers by reporting a case which, on investigation, proves unfounded. In such circumstances it is hoped that parents/carers, appreciating how difficult it is for headteachers to carry out this delicate responsibility, would accept that the headteacher was acting in what were believed to be the child's best interests."

**The designated staff members for child protection are
The Head, Deputy Head and Office Manager.**



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