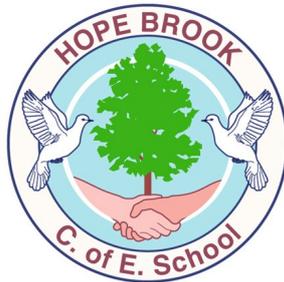


## Hope Brook Church of England Primary School Prospectus



“The school gives outstanding care to its pupils enabling each one to make good progress personally as well as academically.”  
(Ofsted – May 2011)

## A message from the Headteacher

From the moment I walked through the door at Hope Brook, I knew it was the place for me. A bright new school in a beautiful rural setting, with a calm, caring atmosphere. We want your children to feel the same when they join us and we want you to feel as welcomed as your children. I hope that the following pages will provide a 'taster' of what we are trying to achieve at the school – a place where we learn together as we live and grow together.

### What does the school aim to achieve with its pupils?



### What does Hope Brook have to offer?



### What is my role as a parent of a child at Hope Brook?

#### Introduction

We aim to provide a happy, safe environment for learning, which is focused on helping your child to achieve their full potential. We aim to provide a vibrant, varied and motivating curriculum that will stimulate your child and build on their strengths. We know that children learn best when they are engaged so our curriculum provides a wide range of opportunities to suit the needs of all pupils. We have high expectations of ourselves and of the children. We offer a supportive environment with a strong ethos of Christian values. We expect everyone in the school to share three basic principles - to be safe, be healthy and show respect

Hope Brook is a bright, modern building, with some fantastic features. We have extensive outside areas that are used for sporting activities, outside learning opportunities and active play. Pupils regularly use the portable laptops to extend their learning and we have a well-resourced computerised library. Hope Brook may be a small school but we actively seek outside providers to enhance the teaching of the arts, music, PE and dance activities. We are proud of our Healthy Schools status and continue to develop this aspect of school life.

We believe that education is at its most effective when home and school work together. We see this as a partnership. We keep you informed about how well your child is doing, both academically and socially. We hope that a good relationship with parents and carers is established and maintained throughout their time at the school. You become part of the extended family of the school.

This booklet contains important information about our school and our approach to teaching your child, but the best way to find out about us is to visit. To get a true picture of the school come and see us during a school day. We will be pleased to welcome you and I will enjoy showing you what we have to offer.

**Stephanie Severn**

Headteacher

On behalf of all the staff at Hope Brook C of E Primary School

## Our aims and objectives



### We aim:

To achieve high standards

To provide engaging, stimulating, creative educational experiences

To create a safe, healthy, calm, caring environment for learning

To provide the widest range of opportunities possible so that all children can contribute and achieve their full potential

To establish and follow clear Christian values to reinforce positive attitudes towards life and learning

To be a school at the heart of our local community

## The curriculum

The 'curriculum' is a term used to describe everything that is taught in school. For the purpose of this prospectus it is divided into two aspects, the National Curriculum and the wider curriculum

### The National Curriculum

There are four 'core' subjects

#### English



This subject includes the skills of speaking, listening, reading and writing. We aim to enable children to become independent readers who enjoy reading and use it as a vehicle for learning. Children are encouraged to develop speaking and listening skills to describe, discuss, explain, evaluate and ask questions. Children will develop their writing skills to be able to effectively write a wide variety of forms of writing - fiction, non-fiction, poetry and plays.

#### Mathematics



We encourage the learning of mathematical concepts using a variety of methods. The emphasis is on understanding and using mathematics, developing competence in calculation and devising strategies to tackle mathematical problems. We use commercial materials, supplemented by teacher developed resources, practical resources and ICT to support the learning in mathematics. The different aspects of maths covered are number, shape and space and data handling.

## Science



The children are encouraged to examine, investigate, collect information, question and think about the world around them. They study living things (including plants, animals and humans), materials (including solids, liquids and gases), and learn about electricity, forces, light, sound and the place of the earth in the solar system. Many science activities are very practical, allowing the 'hands on' experience. It is equally important for them to learn different ways of recording their findings and communicating them to others

## Information and Communication Technology (ICT)



Every teaching space has an interactive whiteboard that is used as a tool to enhance pupils learning. Pupils have regular access to portable laptops. These are used to teach IT skills such as word processing, recording data, manipulation of images and control devices. The laptops are also used to access and make effective use of internet resources and as tools for recording learning. Pupils are regularly reminded about internet safety and parent's permission is sought before pupils are allowed to use the internet.

## Foundation Subjects

There are six foundation subjects

### History



Children use a variety of historical sources such as people, the local environment, visits, photographs, artefacts, portraits, written materials, ICT based materials and TV / video materials to learn about past events. In Key Stage One, children learn about The Vikings, famous people (i.e. Florence Nightingale) and changes over time (i.e. Homes). In Key Stage Two, children study specific periods in history such as The Stone Age, Ancient Egypt, World War 2, Victorian Britain and The Aztecs. We aim to ignite pupil's curiosity about the past and how the past influences the present.

### Geography



Children learn to observe, describe, map and question their surroundings, both in their local area and in contrasting localities. They learn about environmental changes, rivers, the weather and land use. They will be taught to use measuring instruments, maps, globes, pictures, photographs and IT equipment to gather and analyse information. We regularly undertake field trips to enhance studies of the environment and pupils in Year 5 & 6 are offered the opportunity to participate in a study trip (5 days) to a contrasting locality. Currently, our two year rolling programme includes a trip to the Isle of Wight and a trip to London.



## **Design and Technology**

Planned activities provide the opportunity for designing, making and testing products using a variety of materials. Children develop skills in using simple tools and materials and gain understanding of how things work. D & T is often planned as part of the current class topic to complement work being done within other subjects. Cookery is taught separately from other aspects of D&T. Children will be involved in making about five healthy food items per year. Cookery sessions are taught in small groups (4 – 6 pupils) throughout the year in our purpose built cookery area.

## **Art and Design**



As well as the creative opportunities that arise from the class topics, children have the opportunity to develop the skills of drawing, painting, printing and sculpture – using a wide range of materials. They also explore the work of some famous artists, such as Monet, Seurat, Holbein and Constable. Children are encouraged to gain pleasure through exploring and expressing their feelings in artwork. We hold an annual 'Arts Week' where children are involved in producing 'big art' and where 'experts' are invited into school to share their talents



## **Music**

Children are introduced to music through a range of resources, including tapes, CD and IT equipment. We use the Music Express scheme as a starting point for teaching activities. As well as providing a good basis for introducing music skills, this material introduces various music styles from around the world and from different time periods. Children regularly take part in concerts and services, and we have an established choir group. Music tuition in instruments such as piano, keyboard, cornet, violin and guitar is provided by visiting tutors. There is a charge for this tuition.

## **Physical education**



Physical education promotes the development of physical skills, physical development and knowledge of the body in action. Children are provided with opportunities to be creative, competitive and to face up to different challenges as individuals, in groups and in teams. It promotes positive attitudes towards active and healthy lifestyles.

As well as curriculum sporting activities, a wide range of sporting clubs are offered, including tag rugby, netball, multi-skills and country dancing

## Wider curriculum



Children are also taught the following subjects – Religious Education (RE), Citizenship, Personal, Social and Health Education (CPSHE) and French

### Religious Education



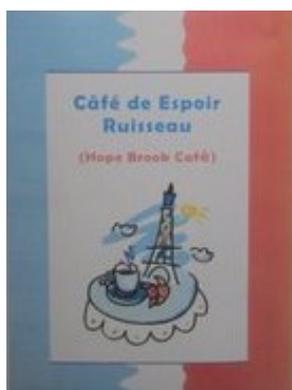
RE is taught according to Gloucestershire's agreed syllabus. As a church school, we believe that our children should appreciate Christian values and have an understanding and tolerance of the beliefs of others. The syllabus is broadly Christian but children are introduced to stories and festivals from other cultures.

The assemblies are based on the Christian values of Peace, Trust, Forgiveness, Justice, Courage, Creativity, Thankfulness, Compassion, Friendship, Hope, Truthfulness, Humility, Generosity, Respect, Wisdom, Perseverance, Service and Responsibility. Each term focuses on one of these Christian values.



Parents have the right to withdraw their child from religious worship or religious education lessons. The head teacher is happy to discuss these matters with parents who wish to exercise these rights.

### French



French is taught to all children in Key Stage 2, and is introduced to children in Key Stage 1 using informal strategies. The teaching of French is based on interaction, using a range of oral activities. Our bank of resources has been developed with the support of the Modern Foreign Languages department at our local secondary school (Dene Magna School), and includes learning about France and French customs.

## Citizenship, Personal, Social and Health Education (CPSHE)



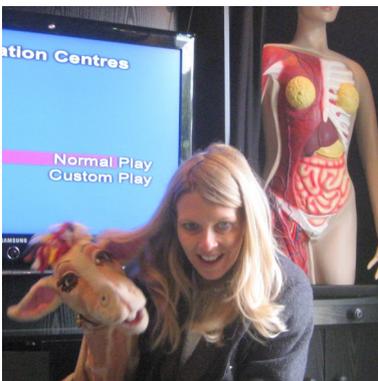
We see CPSHE as being at the centre of all that we do. Through our curriculum, our school environment and our school ethos, we promote pupils' self esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

The curriculum subject area of CPSHE covers the following areas:

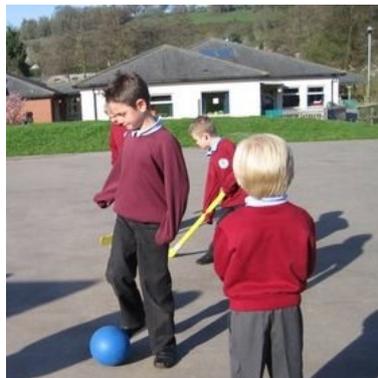
Myself and my relationships – working together, friendships and differences, my emotions, managing risk and change

Citizenship – rules and responsibilities, communities and identities

Healthy and safer lifestyles – growing and changing, keeping safe, world of drugs



From the earliest years children are introduced to the idea of how they grow and change. They learn about hygiene and taking care of themselves.



## The Key Stages



The curriculum is divided into key stages

**Early Years Foundation Stage** Children in Reception

**Key Stage 1** Children in Year 1 and Year 2

**Key Stage 2** Children in Years 3, 4, 5 and 6



### Early Years Foundation Stage (EYFS)

Our Foundation Stage curriculum provides a good balance of play and structured learning opportunities. We believe that this vital stage of children's development is where we foster an enjoyment of school life, nurturing their inquisitive minds. It is here that we prepare children for the more structured learning experiences provided in the next stage of their schooling. We see this as a bridge between pupils' pre-school experiences and the exciting world of learning. Our curriculum identifies 7 areas split between prime and specific areas of learning



The prime areas of learning are:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning are:

- Literacy
- Mathematics
- Understanding the world

Expressive arts and design

### Key Stage 1



Children are introduced to more structured learning opportunities. Our creative, topic-based approach to the curriculum ensures that children continue to have opportunities to use play and child-centred experiences as platforms for their learning. At this stage, children start to experience a broader range of curriculum areas – history, geography, design and technology, art and design, religious education, music, personal health and social education (CPSHE) and Citizenship – as well as the core areas of English, Maths and Science. Information and Communications Technology is taught as a discrete subject as well as being used as a 'tool for learning'.



## Key Stage 2

Within KS2 we maintain a topic-based curriculum to ensure that pupils make those important links between curriculum areas. However, we are aware that, at this stage of learning, it is also appropriate to maintain specific curriculum-based teaching. Pupils are encouraged to develop independent learning skills and are encouraged to take responsibility for their learning

## Other features of the curriculum

## Educational visits



These are a planned part of our curriculum. As well as our annual residential trip for pupils in Y5 and Y6, we incorporate a range of day visits to complement units of work being studied by children. Typical trips have included a whole school visit to a synagogue in Bristol, a Key Stage 2 visit to a Hindu temple, several class visits to Cheltenham Art Gallery and Museum, day trips to Cardiff Castle and Weston-Super-Mare, and a day trip to Sulgrave Manor in Oxfordshire. The safety of the children on such visits is paramount and the arrangements always meet, or exceed the requirements of the local authority.



## Charging Policy

All education activities provided by the teaching staff during school hours are free. There are some extras provided by the school that incur charges. Parents are requested to make a voluntary contribution for extra activities that enhance the curriculum such as school trips and may be asked to make a contribution towards the costs of visiting experts or for transportation costs.



## Homework

The teachers at Hope Brook set regular homework tasks that complement children's studies. The pattern of homework varies as children move through the school, but generally includes an element of basic skills, such as reading, spelling and maths activities. In addition to the weekly homework tasks, children may also be asked to undertake some research type activities to enhance their topic work.

## The Creative Curriculum – Linking aspects of Learning



While we recognise the importance of understanding the skills required for each of the subject areas identified earlier in this document, we believe that children learn best when purposeful units of work are planned which are stimulating and creative. We have, therefore, established a series of topics that link subjects and aspects of learning. For example, a topic on London involved exploring the art and symmetry of London buildings, the geography of the path of the River Thames, the impact of tourism on the river, and included a study of Chris Ryan's novel 'Flash Flood'.

## Pupil Voice



It is important to us that the children feel listened to. This is achieved through our active School Council and Eco-Committee. Annual election procedures are carried out by the children to select members of these committees. The School Council meet regularly and feedback issues during 'class council time'. The Eco-committee meet termly and their issues are fed back to the children and to the staff.

## What our children think about the school

They told us their top ten reasons for coming to Hope Brook. According to Kestrels (Y5/6) we have:



*Friendly children who look after one another  
Well prepared healthy food cooked on site  
Good resources  
Good sized classrooms  
Good play equipment  
Good teachers that have a sense of humour  
Good 'end of year' show  
Good ICT equipment  
Stunning views  
A very large playing area*



## Special Needs

## SEN



We are a fully inclusive school and are proud of the success we have with children with disabilities and children who benefit from extra support for their learning. We have a very good team of experienced teaching assistants who work closely with the Special Educational Needs Co-ordinator (SENDCo) to provide a broad range of support, including in-class support, small group activities and one-to-one guidance all aimed at helping the children reach their potential and participate fully in all aspects of school life. Our new building is easy to access and fully complies with DDA requirements.



We recognise fully that children progress at different rates, particularly during those early years, which is reflected in our more flexible curriculum. However, we also believe that early identification of special needs is the best policy. We aim to support pupils' literacy and numeracy skills as early as possible to ensure that pupils gain a grasp of basic skills. We work closely with our parents to ensure that they are aware if any aspect of their children's learning is to be monitored.



It is not uncommon that at some stage of any child's education they will experience, for one reason or another, learning difficulties. The school complies with the new Code of Practice, which recognises there may be a difficulty and puts in place strategies to overcome the difficulties. All children on the Code of Practice are registered within the school and have an Individual Education Plan (IEP). The class teacher and the SENCo review these termly. Statemented pupils have a formal annual review of the statement with the school and Local Authority personnel.



Parents with anxieties about their child's learning, behaviour or physical development are encouraged to discuss any problems with the class teacher or head teacher. Many difficulties can be catered for successfully within the school.

## Gifted and Talented



In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all children. Assessment processes ensure that we identify pupils who are, or have the potential to be, gifted / talented. Having used this identification process we aim to ensure that any exceptional needs are catered for, whether that be through clubs, working with other agencies or schools, or adapting curriculum organisation to cater for the needs of these pupils.

## Links



## Before joining Hope Brook

We make every effort to ensure that children joining the Foundation Stage at Hope Brook are familiar with the school and its environment. Our main way of doing this is by inviting those children who will be joining Hope Brook to become a “Brooklet”! For 6 weeks in the summer term, before they start, children can come in for one afternoon a week to attend Brooklets, where they get their first taste of the school and its staff.

## Pre-school links

We have a close working relationship with Pippins, our on-site pre-school facility where staff from the main school regularly visit the pre-school children. In addition to Brooklets, our Early Years Teaching Assistant swaps places with a member of staff from the local pre-school facility and the local playgroup for one session each term. Our Foundation Stage Teacher visits the playgroup for a short story and activity session three times a year. These activities help to give the children confidence before they arrive on their first day.



We don't forget the importance of our parents in this process. We host a Parents' Evening for prospective parents. This enables parents to meet teachers and other staff, and run through day-to-day routines, find out how we teach our children and ask any questions that they have.

## Secondary school



Most pupils progress from Hope Brook to Dene Magna School in Mitcheldean as their choice of secondary school. Dene Magna continues to be an outstanding school (Ofsted 2012). We liaise closely with Dene Magna on a year-round basis to help in the transition from primary to secondary school. Our staff attend termly meetings with staff at Dene Magna to discuss curriculum requirements and, for children who may need additional support, Dene Magna run a Transition Club to support the settling in process.

Dene Magna offer many different kinds of links: they run annual activity days for our Key Stage 2 children and we use one of their IT technicians to support and manage our IT systems.

## Church



We are keen to be at the centre of the community and our links with our local Church are very important to us. Our village church is All Saint's Church, Longhope (Church of England) and, as part of the "Open the Book" programme, parishioners visit the school on a weekly basis, and run the act of collective worship for that day covering a different bible story each time.

Regular liaison activities between the vicar, the foundation governors and our RE co-ordinator ensures that we are able to maintain close links with the church community. Services to celebrate the major Christian festivals are held in the Church for the school and parents on a termly basis. The children and staff of Hope Brook also present an annual Remembrance Service to commemorate the sacrifices of those who have fought for our country.

## Local community



We use the entire village as a teaching resource. We visit the Church to help teach religious education, history and art and our children are regularly seen walking around the paths of the village to learn about local history, to discover changes to the local environment and to be aware of local issues that could affect our personal safety. We have played an active part in contributing to the village fete and welcome members of the local community into school whenever possible.



## PTA

We are lucky enough to have a very active PTA who work tremendously hard to provide extra facilities and funds for the school. They provide termly events for pupils and hold a termly fund raising event.

Typical fundraising events:

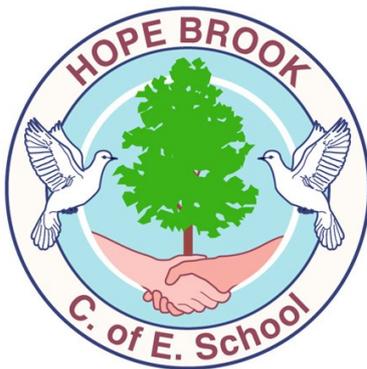
Autumn Term	Back to School BBQ
	Xmas Film Night
Spring Term	Easter Crafts Afternoon
	Post SATs Disco
Summer Term	Quiz Night
	May Ball



They also provide refreshments for school events, sell second-hand school uniform and provide a cream tea for Sports Day.

The PTA have recently purchased the trim trail, a parasol for summer shade, sound equipment for our hall and a range of play equipment for each class, Pippins and the After School Club.

## Governors



The role of the Governing Body is to support and monitor the Head teacher's management of the school's resources. The full Governing Body meets six times a year, as do the various sub committees that deal with finance, staff, premises and policy. Minutes from the meetings of the full governing body are public documents and are displayed in the reception area.

*'Governors are the largest volunteer force in the county and have an important part to play in raising school standards through their three key roles of setting strategic direction, ensuring accountability and monitoring and evaluating school performance.'* (Governornet).

## Extended Services



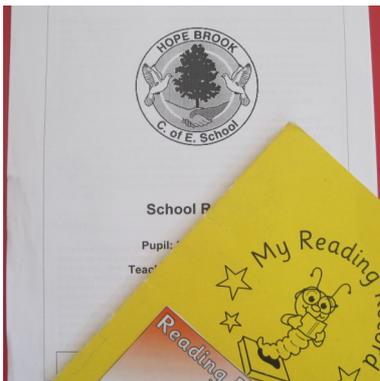
## Breakfast Club / After School Club

For a small charge childcare is available before school and after school. Children can attend Breakfast Club from 8.00am. The charge includes the cost of breakfast. The After School Club is available from 3.15pm – 6.00pm. During this time, children enjoy a wide range of activities and are provided with a light snack.

## Extra Curricular Activities

A range of clubs are provided after school. They run from 3.15pm – 4.00pm. Currently the list of clubs available includes tag rugby, netball, country dancing, multi-skills, choir, ICT and gardening. There is no charge for clubs that are organised by staff and parents.

## Other school information



## School Documents

Many documents are stored on our website [www.hopebrook.co.uk](http://www.hopebrook.co.uk) Alternatively, any school documents can be accessed via the school office.

## Access to Pupil Records

Teachers will be available to discuss your child's progress through parents evening or by requesting an individual appointment time. Parents may also request to see the educational records of their child by contacting the school office.

## Parents Evenings

Parents have the opportunity to find out about their child's educational experiences in various ways;

- 1) Meet the Teacher evening – held in September. During this meeting, teachers will share their curriculum plans and help parents to familiarise themselves with the routines of that class
- 2) Parents Evenings – held in October / March. An opportunity to make an appointment to discuss your child's progress
- 3) Individual appointments – if you feel you have a specific issue you would like to discuss further with your child's teacher or head teacher
- 4) Annual report – available in July



## Behaviour



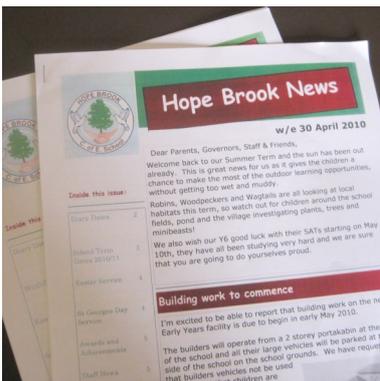
Our school provides a calm, secure and happy environment for learning. We have high expectations relating to behaviour and how we respond to one another. We discuss behaviour issues with the children and recognise and reward positive behaviour through praise, stickers and certificates. We believe it is vital to have the support of parents on matters relating to behaviour and will involve parents at an early stage if any issues are emerging. A Home School Agreement is in place and all children and parents are expected to sign up to the agreement at the beginning of each academic year.

## School Uniform



We are proud of our school uniform and of the smart appearance of our pupils. The wearing of the school uniform ensures that all pupils come to school dressed appropriately for the activities that take place during the school day. Children are expected to take responsibility for their own belongings and we suggest that it is sensible to ensure that all items are clearly marked with their name. We do ask parents to ensure that your child's footwear is suitable for school.

## Communication



## Newsletter

A fortnightly newsletter provides details of significant dates and upcoming events. It also celebrates recent successes and provides up to date guidance for parents. Copies of the newsletter can be provided in either paper or electronic format.

## Complaints Procedure

All the staff in this school, teaching and non-teaching staff are committed to providing the best possible educational experience for your child. If you have any concerns about any aspect of school life, please let us know. If you still have concerns about how the school has handled a situation and wish to make a formal complaint, our procedures are outlined in our Complaints Policy. A copy of this policy can be requested at the school office.

Further guidance about making a complaint about a school are provided on the Gloucestershire county council website [www.gloucestershire.gov.uk](http://www.gloucestershire.gov.uk)

## School Address



Hope Brook C of E Primary School  
Church Road  
Longhope  
Gloucester  
GL17 0LL

Telephone: 01452 830558

Fax: 01452 831139

[www.hopebrook.gloucs.sch.uk](http://www.hopebrook.gloucs.sch.uk)

Hope Brook is a voluntary controlled school administered by Gloucestershire Local Authority

## Local authority



The local Education Office is located at:

Gloucestershire County Council  
Shire Hall  
Westgate Street  
Gloucester  
GL1 2TG  
Telephone: 01452 425000

Group Director: Children & Young People  
Jo Davidson



