



Making a World of Difference



Welcome to Hewens Primary School



ETHOS AND VALUES

At Hewens Primary, children are encouraged to become confident, caring and articulate, using their aptitudes and abilities to the full. Courtesy and respect are encouraged, as is a calm and ordered environment to promote the development of social skills so that each child can be successful.

Hewens Primary is a place where children are happy and enjoy their learning, experiencing inspirational standards of teaching which allow them each to flourish and reach their full potential.

At Hewens Primary, we are dedicated to promoting positive attitudes among our pupils and the wider school community. With this in mind, we strive to fulfil our commitment to you without being hindered by expectations that may otherwise limit your child's progress. We are committed to providing a high-quality education for all learners, ensuring that every member of our community is valued, respected, and treated with fairness and dignity.

Our aim is to foster a caring environment where everyone feels safe, supported, and secure. The school actively rewards positive behaviour, recognises success, and regularly celebrates pupils' achievements. We use praise as a key tool to encourage good behaviour, guided by the firm belief that every child can grow to become self-aware, independent, and confident—both academically and socially.

We strive for excellence in all we do. Our school ethos is built around the 6 R's of:

Respectful Responsible Reflective Resourceful Rational Resilient

These 'R's are used as a cornerstone in how we deal with all situations at our school and how we reward our children. We believe that by demonstrating these 'R's every day, children will become positive members of their school and local community.

At Hewens Primary, our priority is to promote positive relationships so that everyone can work productively together, sharing a common sense of purpose; each achieving the very best they can.

Kingsley Thomas
Headteacher

'Respect underpins the positive relationships found throughout this happy school. Pupils say they feel really safe because they trust that adults will look after them. Bullying is very rare, and pupils have every confidence that adults would sort it out if it did happen.'

(Ofsted, January 2025)



Curriculum and Learning



WHAT ARE WE TRYING TO ACHIEVE WITH OUR CURRICULUM?

At Hewens Primary, we are committed to delivering a curriculum that is broad, balanced, rich, and varied — one that remains flexible and responsive to the wider needs of every child.

In line with this commitment, Hewens Primary School fully meets the requirements of the Early Years Foundation Stage (EYFS) and the National Curriculum at Key Stages 1 and 2. Equal importance is placed on learning beyond the classroom, particularly within the Foundation Stage, where the outdoor environment serves as an invaluable resource in planning engaging and purposeful curriculum activities.

As pupils progress through the school, they are provided with increasing opportunities for first-hand, practical experiences within the wider community. These include educational visits, special trips, and residential experiences that enrich learning, broaden horizons, and deepen pupils' understanding of the world around them.

At the Foundation Stage, the focus is on developing key learning skills that serve as the essential building blocks for future achievement. Speaking and listening are at the heart of all that we do, forming the foundation upon which every child's learning is built. Other curriculum activities are designed to address the seven areas of learning which make up the Foundation Stage, namely:

Personal, social and emotional development

Communication and language

Literacy, Mathematics, Physical development

Expressive arts and design

Understanding of the world

Many activities are designed to develop key social skills such as concentration and the ability to work independently. At the same time, great emphasis is placed on learning to work effectively and cooperatively with others. Above all, we strive to create a stimulating environment in which early learning goals are achieved and recorded through structured learning and play, continually nurturing patience, persistence, and resilience at every stage.

From the very outset, children are encouraged to read, communicate, and develop their mathematical understanding. Reading is taught through a variety of structured activities and supported by a broad selection of books and learning resources. Throughout Key Stage 1 (ages 5–7) and Key Stage 2 (ages 8–11), every child follows the National Curriculum, which encompasses English, Mathematics, Science, and a range of foundation subjects. These foundation subjects explore the creative, cultural, spiritual, and technological aspects of learning and include Art and Design, Design and Technology, Modern Foreign Languages, Geography, History, Physical Education, Religious Education, and Personal, Social, Health and Citizenship Education (PSHCE).

'The curriculum is broad and ambitious. Pupils who may need extra help, such as those recently arrived into the country or pupils with special educational needs and/or disabilities (SEND), are identified quickly. Staff make adaptations so that these pupils can learn the curriculum effectively.'

(Ofsted, January 2025)



Looking after our Children

We regularly assess the development and learning needs of each child throughout the school year and meet with parents, guardians, and carers at the start of each term to provide up-to-date feedback. This allows us to identify areas that require further development, as well as each child's particular strengths and future learning needs.

From the outset, we encourage full parental involvement in every child's learning journey and provide a range of activities to be completed at home. The nature of this home learning depends on the age and ability of the child, promoting a meaningful partnership between home and school. This ensures that children have opportunities to practise newly acquired skills, reinforce concepts, and deepen their knowledge and understanding across the curriculum. In the longer term, it helps children to develop positive study habits and become independent learners. Typically, the focus is on reading, spelling, multiplication tables, and mental arithmetic. However, at Hewens Primary we also value topic-based learning, enabling children to pursue areas of personal interest and contribute to the co-construction of their learning.

We also recognise the principle of 'stage not age', acknowledging that some children are generally very able while others demonstrate particular gifts and talents that can be accelerated. It is therefore essential that every child is appropriately challenged, with the most able sometimes working alongside older pupils in specific areas of the curriculum. Whatever a child's ability, we aim to meet their needs through careful differentiation, targeted intervention, and enrichment opportunities, always striving to bring out the very best in each learner.

We welcome parents, guardians, and carers as informed and active partners in the education of their children and in the wider life of the school—whether through participation in special activities or as members of the Local Advisory (Governing) Body. All newcomers can be assured of a warm and friendly welcome.

The safety and wellbeing of our children are of paramount importance. The school has a Designated Safeguarding Lead who oversees all safeguarding measures, supported by the Rosedale Hewens Academy Trust Lead Child Protection Officer.



'This is a trust that places high importance on providing the best for its stakeholders. There is a strong focus on well-being and mental health. Any pupils or families that are struggling receive excellent support, both practical and emotional. This help enables pupils to focus on their learning as other needs have been met.'

(Ofsted, January 2025)



Enriching Learning



SCHOOL FACILITIES

School Facilities

Hewens Primary School is guided by the principles, values and policies which have delivered success for learners consistently across the entire Trust.

Being smaller than many local schools, members of staff are well placed to actively engage with parents, guardians and carers in order to carefully plan each child's learning journey. As such, one of our fundamental beliefs is that children thrive in small educational settings where they are each known as individuals. To this end, Hewens Primary will remain smaller than many local schools so that staff can actively engage with parents, guardians and carers in planning each child's learning journey.

Throughout the School, the children are taught in groups not exceeding thirty in number. In the early stages, these are mainly mixed ability groups catering for children of a similar age. Every group has its own class teacher and spends the majority of lesson time in their own classroom. These are fully furnished and equipped with the highest quality resources. Each class teacher is supported by a Teaching Partner to ensure individual needs are met, allowing each child to make progress at their own pace and in their own way. However, it is recognised that every child needs to be set challenging targets by creating learning opportunities which allow them to build on existing strengths and overcome any weaknesses.

The magnificent pirate ship is certainly a focal point as far as the playground is concerned. With so much to explore in the various zones during play time, there can be no limit to the children's imagination during free play. Away from the main area, the children also benefit from a very special woodland area which further enhances the curriculum and has plenty of adventure of its own!

Hewens Primary benefits from bright, light and airy classrooms and spaces which provide an agile environment to reflect the needs of a modern curriculum.

Out of Hours Provision

Hewens is committed to providing a significant out of hours provision through breakfast clubs and after school activities, half term and holiday programmes and trips and events throughout the year.

'The school caters for pupils' personal development exceptionally well. The school develops pupils' leadership through an array of useful roles such as school councillors, prefects and fruit ambassadors.'

(Ofsted, June, 2025)



The future Applying for a place



We have challenging ambitions for your child and a commitment to you to:

- ☆ Care for your child's safety and wellbeing; contacting you if there are any concerns; keeping you informed of your child's progress and how you can be active partners in your child's learning at home;
- ☆ Provide a balanced and appropriate curriculum to meet your child's individual needs, delivered through high quality teaching and learning;
- ☆ Promote high standards of work and behaviour so that your child may enjoy and achieve to their full potential;
- ☆ Promote the moral, cultural and social development as well as the academic skills of your child;
- ☆ Provide an organised, effective and well-resourced learning environment within which pupils feel valued and learn to respect and cooperate with one another;
- ☆ Be open and welcoming at all times.

Hewens Primary School follows the procedures and timescales set by the London Authority, giving priority to children whose Education, Health and Care Plan (EHCP) names the school. All other applicants will be offered a place provided that the number of applications does not exceed the total number of available places for the relevant age group. In cases where the school is oversubscribed, the Trust will allocate places in accordance with the published oversubscription criteria and in the stated order of priority.

There are a number of ways you can apply for a place:

- ☆ Online at <https://www.eadmissions.org.uk>
- ☆ Alternatively you can request a paper application by calling the School Placement and Admissions team on **01895 556644**

For all other enquiries, please contact the Admissions Team: admissions@trhat.org

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