The Mead Primary School

EQUA Mead
Learning Trust
Every Child, Every Chance

Prospectus 2026/2027

The Mead School

The Mead Community Primary School
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Dear Parents and Carers,

The Mead School is a member of a successful Learning Trust called EQUA Mead. Our family of like-minded schools collaborate to provide mutual support, share best practice and learn from each other, whilst retaining and developing each school's distinctive character. We believe all children and young people have the right to a great education and we seek to improve the life chances of all those we serve; it is our mission to give *Every Child, Every Chance* of success.

Across our Trust, we want our children and young people to be inspired by their learning. The enriched curriculum we offer provides exciting learning opportunities, which extend beyond the classroom to engage and inspire inquisitive minds.

High quality teaching is a priority, coupled with strong nurturing support, where adults genuinely care about the wellbeing of the children and young people in their care. It's our aim to meet the needs of each child individually and we provide the resources and staff to achieve this. Our dedicated team is committed to providing a wonderfully creative learning environment to fascinate every child. Aspirations for excellence underpin all that we do; our schools are highly inclusive and we are proud to have high expectations of our children and young people.

Children and young people in our schools are happy and safe, motivated to reach their full potential and equipped to become resilient, independent learners. They are prepared to live responsibly and peacefully in the spirit of understanding, and opportunities to develop their creativity, confidence and communication skills are woven into all aspects of school life.

If you would like to find out more about our Trust, please do feel free to contact me.

Warm wishes,



Paul Skipp
Chief Executive Officer



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Every Child, Every Chance

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Welcome



WELCOME TO THE MEAD COMMUNITY PRIMARY SCHOOL

This Prospectus has been put together to provide essential information when you are starting at our school. We hope it helps you gain an understanding of how our school is organised, and to appreciate the exciting opportunities on offer to children in our care. All the Schools in The Equa Mead Learning Trust have their own distinctive 'feel' which makes each one unique.

The Mead Primary School is a happy, vibrant place where all children are enabled to dream, strive, achieve and celebrate. We are a large split site school on the outskirts of Trowbridge, Wiltshire. Our children benefit from one larger site with 14 classes and a Nursery in Hilperton and a village school setting with 3 (including Nursery provision) at our Wingfield Site.

Children at The Mead Primary School are delightful. They are happy, polite and enthusiastic learners who create an amazingly warm and purposeful atmosphere and apply great effort to their learning. Our aim is for our children to grow into wonderful young people who have the skills and attitudes that are essential in order to become respectful and tolerant citizens and make effective contributions to their local community.

We have built an exceptional teaching team with wonderful support staff who always aim to continue to improve and ensure that children's experiences are the very best that can be provided. Our children benefit from an exciting and engaging curriculum which has been developed to ensure that learning is sequenced in a logical and progressive way and is built upon a range of high quality children's texts. With particular strengths in the arts, music and personal development, we take great pride in our wider curriculum and the range of enrichment opportunities on offer to our children.

Working as part of The Equa Mead Learning Trust, we are very proud to be part of a forward-thinking and creative family of schools. These close, supportive links and a shared vision of shaping inspirational learning for all, help enable our school to strive for excellence in all we do.

The best way to find out about our school is to come and visit, to see us in action and meet staff and children. A telephone call to the school office on 01225 759273 is all that is needed to arrange this. Alternatively please see our Website www.themead.wilts.sch.uk . We also have a blog on our website which is updated regularly with everything we have been up to.

Wingfield Facebook and Twitter - @MeadatWingfield, Hilperton Facebook and Twitter - @MeadatHilperton,
Hilperton Nursery Facebook and Twitter - @MeadatOrchard

We look forward to welcoming you to our school, and to a happy and successful partnership with all our new children and families.

Mr Mark Stenton

Head Teacher

About our school

"Dream – Strive – Achieve – Celebrate"

Our vision for The Mead School is to be held in the highest esteem by pupils, staff, parents, governors and the wider community. We want pupils, parents and staff to enjoy coming to school every day, and take pride in moving their school ever forward.

"The school has high expectations of pupils' achievement and behaviour – Ofsted Inspection, 2025)

The Mead School is a place where there are expectations of excellence, where individuals are valued, where achievements are celebrated and where children are happy and safe.

OUR ETHOS

The Mead School serves its community by working in partnership to provide an education of the highest quality. As a school we celebrate the diversity of the wider community and are committed to the principles of inclusion and equality of opportunity.
Through our aims and values, we promote and endorse the Government's aim for every child, whatever their background or circumstances, to have the support they need to:

- feel safe and happy;
- belong;
- enjoy school; and
- learn.

OUR VALUES

Our values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, to become aware of, and involved in the life of their community and wider society. This develops their capacity to be active and effective future citizens. We teach children to be **'Ready, Respectful and Safe'** in their behaviours, whilst upholding The Paralympic 'FREDICE' values of:

FRIENDSHIP
We value friendship as fundamental to the development and fulfilment of ourselves and others, and the good of the community.

RESPECT
We support our children to develop self-respect, and respect for others. We promote inclusion, and appreciate and value the diversity of people's circumstances and backgrounds.

EQUALITY
We encourage children to take responsibility for the way they lead their lives; how they use their talents, rights and opportunities.

DETERMINATION
We support our children to maintain a 'can do' attitude and aspire to achieve goals.

INSPIRATION
We all behave with care and concern, and show goodwill to others.

COURAGE
We all show a willingness to confront uncertainties with bravery.

EXCELLENCE
We all strive to continually learn and improve.

OUR AIMS

Our aims reflect our beliefs and values, representing our vision and what we want to achieve as a school community. Our aims are translated into priorities to move the school forward and meet the challenges of an ever-changing world.

CELEBRATE SUCCESS
- To nurture self-esteem through the celebration of children's achievements.

VALUES CENTRED
- To promote ethical values, and foster positive attitudes to all people, races, religions and ways of life.

DYNAMIC & INNOVATIVE
- To deliver a dynamic and innovative curriculum that challenges, excites and inspires children to achieve their best.

LEARNING CENTRED
- To create an inclusive learning culture where children and others within the school community are challenged in their thinking, strive for continuous improvement and are committed to life-long learning.

COMMUNITY ORIENTATED
- To help children develop an understanding of citizenship and empower them to make valuable contributions locally and globally. Engage with the school and wider community to enrich and enhance children's achievement and personal development.

HIGH EXPECTATIONS
- To set high expectations to enable pupils to become effective, enthusiastic and independent learners.

CARING AND SUPPORTIVE
- To create a happy, caring and supportive environment based on a spirit of co-operation between the school and the local community. Ensure the safety of every child and promote opportunities to adopt a healthy and active lifestyle.

INCLUSION
- To treat children and others fairly, equitably, and with dignity and respect, to maintain an inclusive school culture.

About our school
(continued)



The Mead Community Primary School opened in September 2001 to serve the Paxcroft Mead housing development in Trowbridge.

A seven class extension opened in 2005, to replace the temporary classrooms that were initially provided to cope with our rising numbers. In September 2009 our school amalgamated with Wingfield Primary School which occupies a rural village site with beautiful grounds approximately 15 minutes across town. We now have over 510 pupils, housed in 18 classrooms over our two sites. In May 2012 we converted to Academy status and in 2014 became the Academy Sponsor for both River Mead and Castle Mead Schools.



We have a tremendously friendly, energetic and professional staff who continually work together to establish a happy, popular school community. We take pride in offering a rich and vibrant curriculum with specialist teachers in music and PE as well as early language learning for all years.

Our school provides an exceptional learning environment, with hall, library, and outstanding resources on both sites. All teaching spaces are equipped with interactive whiteboards. The reception classes enjoy access to enclosed outdoor play areas that they use all year round. Sail shades/awnings provide sun protection in hot weather.

There are extensive grounds on both sites, which have been landscaped. The Friends of The Mead continue to support the school in developing playtime and outdoor learning opportunities for the children. The school grounds include story-telling, forest schools, wildlife areas, trim (agility) trail, play boat, pond, fruit and vegetable gardens and polytunnels. An Adventure Island has been added to the grounds on the Hilperton site, providing a slide, climbing wall, scramble net, fireman's pole and the opportunity for lots of imaginative play. We have also introduced chickens to our school environment on both sites.



In September 2017 we opened Nursery provision on both sites.





TWO SITES – ONE SCHOOL

Our two sites are very different and our aim is to meet the differing needs of the children and families in each context by recognising the uniqueness of each school community.



World Book Day on each site

Our vision and ethos for our children are exactly the same on both sites. We believe that all children are entitled to an exciting and engaging curriculum which captures their imagination and interests. In order to enable this, we ensure that each class at the Wingfield Site is aligned to a partner year group at the Hilperton Site and release the teaching team at the same time to have their Planning, Preparation and Assessment time (PPA). Teachers plan, resource and evaluate learning together and children have similar learning experiences. Teachers all meet together for staff meetings and Teaching Assistants all have opportunities to meet together and have regular training planned for their professional development.

Children have the experience of attending trips and residential visits together and we aim to build lasting friendships between peers across our sites and also across the schools in The Trust. Children are selected to attend sporting events depending on their ability rather than the site they attend.

On a day-to-day basis the two sites operate as separate entities, each serving the distinctly different needs and context of its own community. Our Deputy Headteachers and team of Senior Teachers support the children, families and staff at the Hilperton Site. We also have a Senior Teacher who is responsible for the Wingfield Site. Mr Stenton is the Headteacher of both sites and spends time in both settings every week, overseeing the progress and welfare of all the children.

THE EQUA MEAD LEARNING TRUST

We are fortunate to have founded a group of Schools known as The Mead Academy Trust which was formed in 2013.
In June 2024, our Trust merged with EQUA Trust to form The EQUA Mead Learning Trust.

An Academy Trust is a charitable company created to run an academy or group of schools. Academies have freedom from Local Authority control, which means they have autonomy over the decisions made and the education they deliver. Funding is governed through a master funding agreement between the Secretary of State and the Academy Trust, and a supplemental agreement between the Secretary of State and each school within the Academy Trust.

THE TRUST AIMS TO:

- Support our schools to ensure the best outcomes for all children.
- Support the development of exciting, supportive schools where our children love to learn and reach their full potential.
- Offer a broad, balanced, innovative and creative curriculum.
- Offer outstanding leadership and promote the development of school leaders.
- Inspire outstanding teaching through effective mentoring and staff development.
- Design and facilitate creative and engaging Continuous Professional Development (CPD).
- Work collaboratively to enhance professional practice.
- Facilitate and enable the continuous improvement of our schools.
- Encourage family and community involvement in children's learning.
- Create and enhance outside space to support physical, mental and emotional well-being.
- Achieve the best use of our funding through efficient procurement of goods and services.



OFSTED 2025	**"The school and Trust have created a stable and effective leadership and staffing structure."**

Parents in partnership

We welcome parents and carers into The Mead School, believing we are all partners in the education of your children. There are many opportunities for parents to become involved at The Mead School and to gain greater understanding of school life. Parents' support and expertise can be used in many ways and is greatly valued. Police checks and DBS checks are carried out on all adults working in school including regular volunteers at The Mead School. If you are able to help, please talk to your child's teacher.

ASSESSMENTS AND REPORTING TO PARENTS

Regular assessments are made of each child's progress and these are used by teachers to plan the next steps in learning. In Early Years every aspect of the curriculum carries equal weight. Teachers, TAs and parents work together to support each child's learning journey. From Y1 upwards regular assessments are also conducted in Reading, Writing, Maths and SPAG (Spelling, Punctuation and Grammar) and the next steps in learning are shared with parents at twice yearly parent conversation meetings. In addition, parents receive written reports home which summarise their child's overall progress and attainment. Standard Assessment Tasks (SATs) in Reading, Maths and SPAG are completed at the end of each Key Stage (Year 2 and Year 6) and these results are reported to parents, along with a Phonics test in Year 1. An individual written report is sent out to all parents in March of each year.

COMMUNICATION WITH PARENTS

We communicate with parents and carers in various ways, for example through weekly newsletters, our website, Twitter, questionnaires, Arbor, workshops and informal social events. Parents are invited to attend our weekly celebration assemblies and, most importantly, to parents conversation evenings twice per year. Every year parents and others are invited to attend our sports day as well as children's performances.

Staff will always be happy to meet with parents and carers to share any concerns at the start of the day, and other times by prior arrangement.

The school's website has a wealth of information including our weekly newsletters, class pages and copies of key policies www.themead.wilts.sch.uk . Newsletters are emailed home on Fridays and our School blog and Twitter feed are updated regularly showcasing the learning happening in school.

Wingfield Facebook and Twitter - @MeadatWingfield
Hilperton Facebook and Twitter - @MeadatHilperton
Hilperton Nursery Facebook and Twitter - @MeadatOrchard

FRIENDS OF THE MEAD

The Friends Association exists to support the life and work of the school and is open to all members of the school community.

'The Friends' provides invaluable support to the school through organising many social and fundraising events for children, parents and the wider local community. Money raised provides extra facilities and equipment for our children. The group holds regular meetings, with dates and details published in the school's newsletter. The Friends identify long and short-term projects for fundraising; which enables us to buy provide extras to enhance children's school experience.

The Friends of The Mead needs the support of parents to ensure it is able to continue to enrich the lives of children.

As a member of our school community we hope you will be able to add your support to the work of The Friends by becoming a committee member, a volunteer or by supporting their events.

LOCAL GOVERNING BODY

The Local Governing Body of the school is made up of people from a variety of backgrounds. The school governors are a group of individuals, who are elected, nominated or co-opted and are representative of parents and staff, the Local Authority and the local community. School governors work with the Head Teacher and are responsible for setting the strategic direction of the school. Meetings are held at least once each term.

OFSTED 2025	**"Parents comment on the wonderful staff, who help their children thrive."**

Joining the school

ADMISSION ARRANGEMENTS

Admission administration is dealt with centrally by Wiltshire Council for both, the 'Reception intake' and any 'in year transfers'. Application forms are available from the Wiltshire Council School Admission Team directly or via their website. www.wiltshire.gov.uk . Completed forms, or online admissions must be returned to the School Admission Team by the submission date in the Spring Term (January) prior to starting for 'Reception children'.

Parents and carers of children seeking to join the school in other years, should in the first instance contact the Wiltshire Council School Admission Team on 01225 713010.

The Mead School welcomes all children regardless of special needs or disability. Pupils with additional needs may have extra visits before starting school and there will be close liaison with parents to ensure that the correct arrangements are in place.

APPEALS

Every effort is made to make a place available for your child in our school. However, schools have a limit on the number of children they can take. In the case of The Mead School this is currently 60 children in each year at The Hilperton Site and 15 in each year group at the Wingfield Site. This figure is set by the Local Authority (LA) and agreed with Governors and Head Teacher.

If the number of children wanting a place is below the set figure, your child will be offered a place. However, it may be the case that there are too many children in a particular year group for them all to be given a place. If a place is not available on application, you have the right to appeal to Wiltshire Council. Appeals are heard by an independent panel. A Guide to Admission Appeals can be obtained from the School Admissions Team via the Wiltshire Council website www.wiltshire.gov.uk

STARTING SCHOOL FOR THE FIRST TIME

Starting school is a very important time for you, your child and the school. We all need to work together to make the transition smooth and rewarding.

In the term prior to their entry, pupils are invited into school for visits. This will help them become familiar with the surroundings and routines of school. During this period, there will be meetings for parents to discuss our partnership with you and talk about any concerns you might have.

Following a successful application, pupils will be admitted to The Mead School in the September of the academic year in which they are five.

The Early Years Curriculum is grounded in active learning. Through practical activities, purposeful play and talk, pupils develop an understanding of the world and the basic concepts they will need for their later learning.

Parents can play a major role in fostering good attitudes to learning, developing language skills and promoting good behaviour.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the Early Years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all Early Years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

At The Mead School we value the potential of home-school links and make every effort to involve parents in the learning and development of their child. At the start of each new school year, Early Years teachers run workshops about the curriculum and how parents can help their child at home.

JOINING THE SCHOOL LATER ON

Sometimes children join the school later on in their school life (*In Year Transfer)*. We make every effort to ensure they are welcomed, looked after, and monitored so that they quickly make friends and can find their way around the school. Teachers give children time to settle in before making an assessment of their academic abilities. This assessment, together with records from the previous school, will enable your child to have the best start in our school. Parents and carers are asked to contact the school if their child has difficulty settling.

MOVING ON - TRANSFERRING TO SECONDARY SCHOOL

At the end of primary school, children transfer to a secondary school.

The large majority of children go on to The Clarendon Academy or The John of Gaunt School, which are mixed secondary schools in Trowbridge. We have strong links with both schools through the curriculum and community events. Year 6 pupils make several visits to these schools during their final year, as part of an induction programme. This is seen as a very positive process ensuring a smooth transfer.







The curriculum

At the Mead, our children benefit from **an exciting and engaging curriculum** which has been developed to ensure that learning is irresistible for children. We ensure learning includes memorable experiences, is sequenced in a logical and progressive way, and is built upon a range of high quality texts. We share the purpose of learning and provide an audience for the children's outcomes wherever possible.

Our curriculum recognises our location in **South West England** and ensures knowledge and understanding of the deep history and varied geography that permeates the region, from the expanses of Salisbury Plain to the rich urban cities of Bath and Bristol.

The curriculum is inclusive, ensuring good progress and attainment for every child. Appropriate scaffolding enables children to succeed, both in the classroom and through additional learning support. The success of children on the SEN Register is monitored across the curriculum, through Inclusion Coordinator and Headteacher-led Pupil Progress Reviews and SEN surgeries. Curriculum design is intentionally ambitious for all children, including **disadvantaged learners.** Teachers recognise that the strength of the curriculum is only as good as the progress of our most vulnerable children.

Equality and diversity are woven through our curriculum, ensuring it represents all cultures and backgrounds and that children develop their knowledge and thinking as **global citizens.** Teaching opportunities are carefully planned and plotted across each topic and subject, in each year group. Children are taught about significant figures, who are carefully selected to ensure they are presented with a diverse range of people.

Closely following the **National Curriculum**, our teachers are provided with the **framework** of an ambitious, **coherently planned curriculum that is sequenced to ensure cumulative knowledge and skills**. This includes a developing vocabulary progression to ensure children can use more words to support their learning. This in turn ensures that children develop a depth of knowledge which enables them to apply their thinking and, in the longer term, remember the content they have been taught and connect new learning with existing knowledge.

The school's curriculum promotes and sustains a thirst for knowledge and understanding - and a love of learning, providing opportunities for academic, technical, creative and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical well-being, and their spiritual, moral, social and cultural development.

RESIDENTIALS/ OUTDOORS AND ADVENTUROUS

As children progress through primary school they are presented with greater opportunities to explore education and learning beyond the classroom.

In Key Stage 2 this is enhanced through residential visits where the children stay away from home. These exciting experiences provide the children opportunities for team building as well as taking part in outdoor and adventurous activities like canoeing, rock climbing and mountain biking etc.

Currently, children in Year 3 make a long day visit to Thoulstone. Children in Year 4 visit Braeside Outdoor Education Centre in Devizes, for 1 night. Children in Year 5 get to go sailing at South Cerney for a day. Year 6 children visit Kilve Court near Bridgewater for a 2 night adventure camp.

OFSTED 2025	**"The school provides arich, exciting curriculum that identifies the important knowledge pupils are expected to learn."**



EDUCATIONAL VISITS

School visits are an integral part of the education of children at The Mead School. We value the opportunities such visits offer our pupils and the commitment of staff and adults undertaking them.

Class visits aim to bring learning to life and provide first-hand experiences. These include extra-curricular outings such as activities with the school choir or sporting events, attending or taking part in performances or competitions and visits to sites of historic interest, museums and galleries.

VISITORS INTO SCHOOL

Visitors have a valuable role to play and can contribute to many aspects of the life and work of the school. They deliver talks, workshops and full day activities across a wide range of subjects, giving pupils access to outside experiences and expertise.

Visitors provide a link with the wider community – children have the opportunity to work alongside artists, musicians, authors, health professions, scientists and many others.



EXTRA CURRICULAR CLUBS

As a school we offer pupils opportunities to participate in extra-curricular activities after school. At any time a wide range of clubs is on offer – our programmes of clubs and activities available is revised termly depending on the time of year and other commitments children may have.



PE & SPORT

PE at The Mead School is taught by class teachers and a specialist sports teacher. Our team provide high quality instruction during PE lessons and also run sporting activities at lunchtimes.

Children in KS2 also benefit from swimming lessons at a local indoor pool.



BEFORE & AFTER SCHOOL CARE

The Mead offers both before and after school care. This care is available for all year groups and provides a range of activities to suit the age and range of the children.

Before School Care 07.45am – 08.35am

After School Care

Hilperton

15.15pm – 16.15pm - Option 1- Monday – Friday)

15.15pm – 18.00pm - Option 2 – Monday – Thursday

15.15pm – 17.00pm - Option 2 – Friday

Wingfield

15.15pm – 16.15pm - Option 1- Monday – Friday

15.15pm – 17.15pm – Option 2 - Monday - Thursday



MUSIC, ART & DRAMA

We provide opportunities for children to take part in a wide range of musical activities and performances where they are encouraged to sing, compose and work creatively with sound. Through active listening, pupils' awareness, understanding and appreciation of a wide variety of music are developed. A range of opportunities are provided within and beyond the curriculum for children to showcase their musical skills and talents, for example older pupils take part in Young Voices where school choirs across England come together to perform at the Indoor Arena in Birmingham and the O2 in London. They can also audition to be part of our school Spring Performance.

As a school we appreciate and understand the importance of drama within our curriculum. Drama has a positive impact on children's physical, emotional, social and cognitive development. Drama is developed across the whole school in a variety of ways, and children have the opportunity to apply and develop their skills through activities such as story-telling, learning, rehearsal and performance.

CITIZENSHIP: CHILDREN AS LEADERS

At The Mead School we promote and encourage pupils' active citizenship and positive contribution to the school and wider community. We offer lots of opportunities for pupils to take on new responsibilities and be involved in successfully supporting the life and work of the school. These include elected representatives on our School Council, Eco Buddies and Sports Council.

Year 6 children are also encouraged take on an Ambassador role, helping to promote the schools values, partaking in assemblies and greeting visitors to the school. Within classes, children can volunteer to take on various responsibilities ranging from lunch duties, to collecting and distributing registers, to helping with the organisation of equipment in assemblies.

Children tell us that they enjoy the opportunity to lead and readily help make their school an even better place to be, and rise to the challenge that additional responsibility brings.



ASSEMBLIES

A rounded programme of regular assemblies help to promote children's spiritual, moral, social and cultural development, and provide clear guidance on what is right and what is wrong.

Once a week Community Assemblies are led by either a person or organisation from the local community and parents are invited to come along and join us. These assemblies provide a breadth of knowledge about our local area.

HOME LEARNING

Home learning can make an important contribution to a child's progress at school. As well as reinforcing learning in the classroom, home learning helps children to develop the skills and attitudes they will need for successful independent lifelong learning.

Home learning is set on a weekly basis, with tasks planned to appropriately challenge all pupils. Weekly activities focus on English and Maths to reinforce and consolidate skills taught. In addition, children have a wealth of activities linked to their current topic, from which to complete activities for each week. This provides an opportunity for children to think creatively and produce their own form of response for example a model or piece of art work, a project, a presentation or a recount following a family visit.

OUTDOOR LEARNING

Outdoor learning is central to our curriculum at The Mead School. Children are stimulated by the outdoors where they can undertake a range of practical activities to support and enhance learning across the curriculum.

Opportunities are built into the curriculum for children to continue learning beyond the classroom including forest schooling, undertaking fieldwork and enquiry based-work in the local area.



Subject Areas

ENGLISH

At The Mead we believe that children deserve the very best teaching and learning provision in English. We strive to develop children who are articulate and imaginative communicators and are well-equipped with the basic skills they need to become motivated lifelong learners. We also aim for all our children to develop a genuine love of language and the written word.

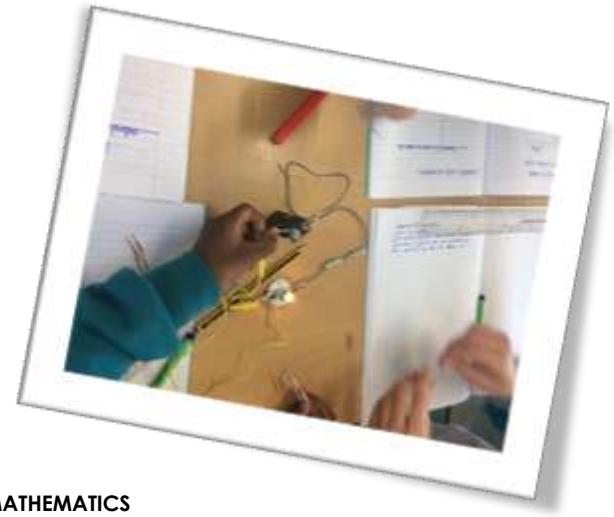
We have high expectations of all children and we are very proud of the creative and exciting opportunities we provide in order to scaffold learning at every level. We are committed to providing a rich and engaging English curriculum that meets the needs of all learners and inspires children to become imaginative and effective writers and readers.

Our aim is that English learning is contextualised in children's experiences and therefore is carefully planned with explicit links to children's wider learning. We enrich English learning with visits from authors, trips and experiences that will provide a real purpose for reading and writing.

At The Mead School our aim is not only to teach children the skills to read with confidence, fluency and understanding but, also to foster a genuine desire to read for pleasure and purpose. We want our pupils to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. All children are encouraged to take books home each week to practise and reinforce the skills taught in school. Guidance is provided on how parents can best support their children's learning in this area.

We use Read Write Inc Phonics as our approach to teaching children early reading and writing skills. More information about this programme can be found on our website.





MATHEMATICS

Mathematics is essential to everyday life. Through teaching and learning in this area we aim to ensure that all pupils become confident and fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time.

Our core approaches to Maths teaching utilise White Horse Mathematics and Mastering Numbers:

- Number – place value; addition & subtraction; multiplication & division; fractions, decimals and percentages
- Measurement
- Geometry – properties of shape; position & direction
- Statistics

SCIENCE

Science stimulates and excites pupils' curiosity about events and things in the world around them. It also satisfies this curiosity with knowledge. Because science links direct practical experience with ideas, it can engage learners at many levels. Scientific method is about developing and evaluating explanations through experimental evidence and modelling.

Teaching and learning in science reflects our belief that children have a natural sense of awe and wonder in the world around them. We aim to provide the children with a science knowledge base, and encourage them to ask questions, make predictions and then to test these in order to discover more about the world around them. We hope also to foster responsible attitudes towards the environment and all living things.

Subject Areas (continued)

COMPUTING

At The Mead we believe that effective use of Information and Communication Technology (ICT) is a life skill that will be part of the learner's future both at work and home. The constant innovations in Computing mean that we are equipping children for a future where technology will be hugely different in both form and application. To that end we strive to embed Computing skills so that children are supported to be creative, to work collaboratively and to solve problems.

Computing is embedded into curriculum teaching and learning. We ensure it is taught and applied within the contexts that allow purpose and application. Children are taught to choose and use hardware and software to meet their needs and enhance their learning experience. ICT resources are available for wherever and whenever they are appropriate within any area of the curriculum.

Children are taught to be safe digital citizens through the use of our learning platform and a comprehensive e-safety curriculum. Preparing our children for a successful and safe online future is a key priority.

GEOGRAPHY

Through the study of Geography, children can make sense of their surroundings and the wider world, developing both their environmental and social awareness.

Geography is the study of places, the human and physical processes which shape them, and the people who live in them. Skills developed through Geography help pupils to gain a greater understanding of the ways of life and cultures of other people and places. Environmental work is an important aspect of the geography curriculum and is further enhanced by our active Eco-Buddies.

HISTORY

History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn can influence their decisions about personal choices, attitudes and values. In History, pupils find evidence, weigh it up and reach their own conclusion. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

At The Mead our principle aim, when teaching History, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding. History is real and experienced by all the senses. With this in mind the children are given opportunities to learn History through a wide range of activities including: handling artefacts, questioning, taking on the role of experts, drawing, writing, discussion and role-play.



DESIGN & TECHNOLOGY

Design & Technology helps to prepare pupils to participate in tomorrow's rapidly changing technologies. Children are helped to develop the skills that enable them to think creatively and imaginatively to design, make and evaluate products that solve real and relevant problems within a variety of contexts.

MUSIC

We believe that every pupil should have the opportunity to develop their musical potential and we aim to nurture and encourage musical development. A Specialist Music Teacher leads music class lessons on both sites. We aim to give pupils the opportunity to find enjoyment along with developing an ability to discuss and evaluate musical performances and styles.

ART, CRAFT & DESIGN

Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

LANGUAGES

At The Mead we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils.

We primarily teach French, through stories, and also through role-play, music and games. Children are able to practise their conversational skills, and in key stage 2 are also given opportunities to write in French. Where possible we link French to other topics in class.





Subject Areas (continued)

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

Religious education (RE) is not part of the National Curriculum but must be taught in schools by law.

We are respectful and inclusive of the religious beliefs and values of all children in our school community. We encourage an atmosphere in which the cultural and religious traditions of our children can be shared, valued and celebrated. We support our children in observing their own religious customs at school and make necessary adaptations to the timetable to create such opportunities.

Our RE teaching holds a balance between the study of the beliefs and practises of the Christian faiths and other religions (particularly Islam and Judaism). Though not a church school, on either site, we do maintain links with Wingfield church at our Wingfield site and the Kingfisher Church at our Hilperton site.

Parents have the right to withdraw their child from RE lessons and collective worship and should talk to the Head Teacher if this is their intention.



PE & SCHOOL SPORT

At The Mead we aim to promote physical development however we also value the importance of developing the whole child; their personal, social and creative skills are taught throughout our Physical Education (PE) curriculum.

We believe that pupils should learn the value of healthy exercise, learn about themselves, their capabilities and their potential through an active PE curriculum. We provide opportunities for pupils to be imaginative, competitive and face up to different challenges as individuals, groups and teams.

Our ideal is that pupils should reach their full potential as learners, as well as performers, encouraging them to work with and respect others.

All children take part in a minimum of two hours of high quality PE and sporting activities each week provided by either a specialist sports teacher or a qualified member of the school's teaching staff.

Learning through co-operative and competitive activities helps to promote an understanding of inter-personal relationships.

Children have the opportunity to take part in sporting activities within the school, and with other schools, including local and county tournaments and competitions.

Physical Education is enriched through a wide range of well-attended extra-curricular clubs and activities. Such opportunities enable pupils to develop personal and social skills as well as preparing them for leisure activities in adult life.

A range of outdoor and adventurous pursuits are offered including abseiling, climbing, kayaking, orienteering, cycling and archery. When possible, these also include residential visits. We value these opportunities for our pupils to participate in physically challenging land and water-based activities, believing they can make an important contribution to children's personal and social development.

OFSTED 2025....

"Pupils are proud to take on positions of responsibility, such as play leaders and members of school parliament."

Subject Areas (continued)



PERSONAL, SOCIAL, HEALTH EDUCATION (PSHE) & CITIZENSHIP

Personal, Social, Health Education and Citizenship is an important area of the curriculum that helps children grow and develop as individuals and as members of families and communities. Through PSHE pupils will have the knowledge, understanding, skills and attitudes they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The personal and social development of pupils is a central aim of our curriculum. Through a carefully planned programme, supported by all who work in or with the school, we want children to leave The Mead School able to:

- Think critically
- Express opinions confidently
- Be self-reliant
- Be self-motivated
- Be self-disciplined
- Take responsibility
- Make choices within a moral context
- Have clear values and attitudes
- Be able to co-operate with others
- Make and sustain good relationships
- Have a healthy lifestyle
- Be safe

Whole school systems emphasising praise, recognition and reward exist to promote and celebrate positive behaviour and sustained effort and hard work.

Perhaps, most importantly, we want pupils to leave our School with feelings of self-confidence, self-worth and high self-esteem.

We are committed to the health, safety and emotional well-being of all our pupils and staff and are proud to recognise the link between health, behaviour and achievement. We are about creating healthy and happy children who achieve highly in learning and life.

RELATIONSHIPS & SEX EDUCATION

Effective Relationships & Sex Education (R&SE) is crucial to developing and maintaining emotional and physical health. At The Mead School R&SE is provided through the Personal, Social and Health Education & Citizenship Framework. The curriculum for R&SE is planned to ensure pupils receive their sex education in the wider context of relationships, and are prepared for the opportunities, responsibilities and experience of adult life. We believe that the teaching of sex education should be complementary and supportive to the role of parents, and should have regard to parents' views on its content and presentation.

For Year 5 and Year 6 Sex Education is provided by class teachers with the support of health professionals in a way that encourages pupils to consider morals and the value of family life. As a school we have a legal duty to ensure that children are protected from teaching and materials which are inappropriate, having regard to the age, religion and cultural background of our pupils. Parents are informed in writing prior to the teaching of Sex Education and will be given the opportunity to see teaching materials to be used, and receive explanations of the way in which it is proposed to use them in the classroom. Teachers are trained and appropriately supported, to be able to teach R&SE with confidence.

Parents have the right to withdraw their children from all or part of any Sex Education learning provided, but not from the teaching of the biological aspects of human growth and reproduction as described in the National Science Curriculum. If a parent wishes to withdraw their child, they should put their request in writing to the Head Teacher.





Early Years curriculum

The Early Years Foundation Stage (EYFS) Framework, sets out the standards for development, learning and care of children from birth to five. It is important that all children are given the opportunity to experience the best possible start to their education.

We need to ensure that our children enter school having established solid foundations on which they can build. Children will start in either our Nursery or Reception classes having had a range of different experiences. Within the Nursery and Reception Years, learning experiences of the highest quality are planned, considering children's needs and achievements and the range of learning experiences that will help them make progress. Well-planned play is a key way in which children learn with enjoyment and challenge, both within the indoor and outdoor learning environments. The Foundation Stage prepares children for learning in Key Stage 1 and is consistent with the National Curriculum.

In the Nursery and the Reception Years, the curriculum is planned and resourced to take children's learning forward and to provide opportunities for all children to succeed in an atmosphere of care and of feeling valued.

The curriculum for the Foundation Stage is designed to ignite children's curiosity and enthusiasm for learning, and to build their capacity to learn, form relationships and thrive. The curriculum is planned in seven areas of learning and development; all areas are important and inter-connected.

There are three prime areas which are:

• **Communication and Language Development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

• **Physical Development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

• **Personal, Social and Emotional Development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.



There are four specific areas through which the three prime areas are strengthened and applied. These specific areas are:

• **Literacy Development** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

• **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

• **Understanding the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

• **Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.



Inclusion and equality



EQUALITY

At The Mead School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils is monitored by, disadvantage, gender and disability and we use this data to support pupils, raise standards and ensure inclusive teaching. We tackle disadvantaged & discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. As a school we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit us.

As a school we try to ensure that disabled pupils can play as full a part as possible in school life. We implement accessibility plans, which are aimed at:

• Increasing the extent to which disabled pupils can participate in the curriculum.

• Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

• Improving the availability of accessible information to disabled pupils.



SAFEGUARDING

The Mead School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share in this commitment. Staff work hard to maintain an environment where children feel safe and secure. The curriculum is designed to ensure opportunities for children to develop the skills they need to recognise and stay safe from abuse. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive response.

In recognising our responsibilities for Safeguarding and Child Protection, as a school we:

• Have clear staff recruitment and selection procedures, ensuring that all staff (including volunteers) who have unsupervised access to children, have been appropriately checked for their suitability through the DBS procedure.

• Aim to raise awareness of child protection issues and equip children with the skills needed to keep them safe.

• Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.

• Support children who have been abused in accordance with his/her Child Protection Plan.

• Establish a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.

English as an Additional Language - EAL

We have more than 20 different languages that are represented in our school by the children who attend and we positively value the different cultures and languages that our children bring to the school community.

Each child's fluency is assessed with regular assessments which are used to manage target setting for each individual child.

We have an EAL parents group who meet regularly to help us shape provision for the children.

OFSTED 2025

"The school swiftly indentifies the needs of pupils. The school provides well-focussed academic and pastoral support."

Inclusion and equality (continued)

BEHAVIOUR

At The Mead School we believe that children learn best in a well-organised, calm and secure environment where purposeful and self-disciplined behaviour is expected. We want every child in our school to feel confident, happy and safe. As a caring school we have the highest of expectations in terms of learning, behaviour and attitudes, and encourage our children to develop similar beliefs in their own potential, together with pride in their achievement.

The aims of the school, and the rules of behaviour consistently promoted in each classroom, are ones that emphasise positive behaviour and collaboration in striving for excellence. These are embodied in our practice using our 3 school rules of being Ready, Respectful and Safe and the principles of our School Charter for Living and Learning:

OUR RELATIONSHIPS

We have a right to;

- Feel safe and happy, Belong and Enjoy School

We have a responsibility to;

- Think kind thoughts and speak kindly, Be gentle, Be polite, Be helpful, Co-operate and collaborate, Resolve problems peacefully and Understand and celebrate difference

OUR LEARNING

We have a right to;

- Learn

We have a responsibility to;

- Take control of our learning, Identify and solve problems, Be creative and express our ideas, Help, support and encourage others

OUR ENVIRONMENT

We have a right to;

- A vibrant and exciting environment where we can flourish
- An environment that can be enjoyed by all

We have a responsibility to;

- Look after our school, Take care of our resources, Reduce, re-use and re-cycle

Whole-school systems emphasising recognition exist to promote and celebrate sustained effort and hard work, and contributions towards the school community.

All forms of bullying and harassment are considered to be unacceptable and are not tolerated within the school environment. All incidents will be taken very seriously and followed up in accordance with our Behaviour for Learning Policy which is available via the school's website.

The school's abhorrence of such behaviours is communicated to pupils, parents and staff, through the curriculum, the prospectus, weekly newsletters, staff training, the school charter and our rules Ready, Respecful and Safe. Our Charter for Living and Learning is available at the back of this booklet.

All staff are expected to deal with discriminatory incidents and know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances. As a school we believe bullying is best prevented through an ethos based on mutual respect and equality. The raising of children's self-esteem and self-confidence is central to the work and life of the school. Challenging bullying effectively improves the safety and happiness of pupils and makes it clear to bullies that such behaviour is unacceptable.

CATERING FOR THE NEEDS OF ALL CHILDREN

At The Mead School we believe that every child is unique and special, and we aim to provide a broad and balanced curriculum for all. We are committed to developing cultures, policies and practices that are inclusive.

When it is identified that a child has barriers affecting their learning, we tailor specific interventions to enable pupils to overcome these barriers. This practice of personalising learning applies to all pupils across the learning spectrum.

Excellence is encouraged and celebrated. The school enjoys a strong academic reputation. Children leave The Mead School highly literate and numerate. Work is well planned, challenging and differentiated appropriately and the whole-school curriculum is planned to provide exciting and creative learning opportunities. Expectations are consistently high across the school and children are encouraged to be independent thinkers and learners, and to have enquiring minds.

Where children are identified as needing additional learning or behavioural support, the school adheres to the SEND Code of Practice. We ensure that each child's needs are individually and appropriately catered for, and that any relevant outside agencies are involved in providing guidance and support.

Through assessments and/or observations a teacher may feel a child needs to be placed on the Special Needs Register. With support from the Special Educational Needs (SEND) Co-ordinator, provision is carefully planned.

The SEND Co-ordinator is responsible for supporting, planning and monitoring interventions and pupil profiles. This monitoring is used to ensure systems are effective and impact positively on pupil progress.

Following discussions with parents and carers, pupils may be placed onto the SEN Register at some point in their school career. For many, this involves a short burst of targeted intervention which may lead to them being removed again, while for others the support process is a longer one. In all cases our aim is to provide the very best education for pupils, allowing all children to fully achieve their potential.

Our Policy for Inclusion and Special Educational Needs and Disability can be accessed via the school's website.

Other information



SCHOOL UNIFORM

What a child wears to school reflects their learning. It also portrays the school's ethos and shared positive values. We have a smart but simple uniform that we encourage all pupils to wear.
This is a jade sweatshirt / cardigan, a navy / white polo shirt and grey trousers / shorts or skirt. School uniform, including sweatshirts, fleeces, polo shirts and PE T-shirts are sold at Scholars in Trowbridge. For summer children can wear a jade/white checked or striped dress. All items of uniform should be clearly named.
Book bags and PE bags are also available.
Children are asked to wear sensible black shoes - no trainers please.
Jewellery, other than watches, are not permitted and studs or sleepers only are to be worn in pierced ears.

PE & GAMES KIT

It is important for pupils to wear correct clothing for physical activities.
For PE children require a house coloured t-shirt and navy shorts. Track suits, preferably navy or fleeces (available for purchase at Scholars also) may be worn for games during winter months. All clothing should be clearly labelled. Jewellery must not be worn for sporting activities and long hair should be tied back.

NON UNIFORM

We understand how important it is for a child celebrating their birthday. We therefore allow children to have a non-uniform day on their birthday. Sensible clothing is requested and the child will still be required to change for PE if that happens to fall on the same day. If your child's birthday falls on the weekend, they may celebrate their non-uniform day on either the closest Monday or Friday.

SNACK TIME

You may like your child to have a mid-morning snack. We welcome fruit and vegetables, and would ask you not to send your child with chocolate, crisps or sweets of any kind. Children in the Foundation Stage and KS1 are provided with fruit every day as part of the National Fruit Scheme.



HEALTHY EATING

We are committed to promoting and monitoring healthy food at break and lunch times.
Different teaching styles and learning opportunities are offered to pupils to develop their awareness and understanding of healthier eating and basic food safety practices.

WATER

Research shows that our brains need water to stay active and alert. All children are encouraged to bring water into school daily, in a spill-proof plastic bottle that they can take home at night to rinse and refill.

SCHOOL MEALS

All pupils in Reception, Year 1 and Year 2 are offered a free school meal. As we have an on-site kitchen, hot meals are prepared fresh daily for all children. Schools are legally required to provide meals that comply with the School Food Standards. These standards are intended to ensure that children get the nutrition they need across the whole school day and govern all food and drink on offer within the school. We work with our kitchen staff, in liaison with parents to cater for any pupils with special dietary needs. Menus are supplied to parents in advance so that meals can be pre-ordered; parents can choose not to take-up a school lunch for their child, in which case children should bring a healthy packed lunch into school.

Children in KS2 may also order a hot meal for a cost of £3.00 per day (paid in advance) or they can choose to bring a packed lunch into school. We encourage these packed lunches to be healthy in content and ask parents not to include sweets, chocolate, crisps or fizzy drinks. If you think your child is eligible for free school meals, please collect a form from the school office.

Milk will be offered free of charge to pupils entitled to free school meals, and to all pupils where it forms part of the free school lunch to infants. Parents of KS2 pupils will be given details of how to order and pay for school milk.

Other information

(continued)

TRANSPORT TO SCHOOL

As part of the School Travel Plan, developed in conjunction with the Local Authority, children are encouraged to walk or cycle to school. A cycle shelter is available at school for bicycles and scooters to be left during the school day.

Children in Year 5 and Year 6 can walk themselves to and from school with parents' permission and we ask that this permission is shared with your child's class teacher.

In the interest of personal safety, parents are asked to ensure their child dismounts from their bike or scooter once they enter the school gates.

ROAD SAFETY EDUCATION

We provide 'Walk Safe' training in school which has been endorsed by the Department for Education and forms part of the Healthy Schools Award. We support this work by offering opportunities to reinforce learning both within and outside the curriculum, appropriate to the age and experience of the child. Children in Year 3 and 4 have the opportunity to take part in essential cycling skills training and children in Year 5 and 6 are invited to undertake bikeability training once they reach the age of 10 and scooter skills for younger children.

LOST PROPERTY

Naming all items reduces the risk! Any items of lost property are put in a central 'Lost Property Cupboard' outside the school office - if your child has lost something then please check there. We do keep lost property for a reasonable period of time; but it is often difficult to identify items that are not named. Displays of lost property are made at the end of each term.

ABSENCE

If your child is unable to attend school or nursery for any reason please telephone (we have a dedicated absence line where you can leave us a message) or e-mail the school office to let us know ***before 8.35am***. If your child has sickness or diarrhoea we ask that he/she does not return to school for 48 hours (after the last bout of illness, in line with advice from Health England) as this type of illness can be very infectious.



ATTENDANCE & PUNCTUALITY - On Time Every Day

It is essential that children come to school every day on time, as we know that good attendance leads to good progress.

The school gates open at 8.35am and the school day begins promptly at 8.45am. We ask that children arrive promptly to ensure a positive start to their learning so please ensure your child is not late for school. Children who arrive late are asked to report to the school office on arrival. Any late attendance is recorded on school reports to parents.

HOLIDAYS DURING TERM TIME

From 1 August 2024 new DfE regulations have come into force regarding leave of absence for children from school. The current law does not give any entitlement to parents to take their child on holiday during term time. Any application for leave must be in exceptional circumstances and the Head Teacher must be satisfied that the circumstances warrant the granting of leave.

TIMES OF THE SCHOOL DAY

Children should not arrive unaccompanied before 8.35 am when the school gates are unlocked. All children should be in their classroom by 8.45 am at the latest for a prompt start to the school day. School ends at 3.15pm.

OFSTED 2025 "

"Staff form caring relationships with pupils so that pupils feel safe and valued."

Other information

(continued)

MEDICAL & OTHER ISSUES

When children start school parents are asked to complete a form outlining any medical history including any allergies suffered, that we should be aware of. It is important that this record including contact details is kept up-to-date.

FIRST AID

Basic first aid is given at school when necessary by qualified First Aiders. If an accident needs hospital attention we will make every effort to contact parents. We ask parents to ensure all contact details are kept up-to-date so that we can contact you in an emergency. All injuries are recorded.

MEDICINES

The school has responsibility for the safety and welfare of pupils and regularly reviews arrangements to ensure that the medical needs of the pupils are met at school.
There may be times when children attending school need to take medication. Any such medicines needed by a child during the school day should be brought to school by the parent/carer, not the pupil, and be delivered personally to the Administrative Officer. Only medicine requiring dosage of 4 times per day may be administered in school. These medicines must be in the original bottle/ packaging in which prescribed, clearly labelled with the:

- Pupil's name
- Contents
- Dosage
- Date

Parents will be asked to complete a written request for the school to administer medication. Medicines in school are kept in a locked cupboard or in a refrigerator, away from the pupils. A record is kept of all medicines administered. Asthma inhalers are prescribed medication and parents are asked to complete a Parent Request Form on their child's entry into school.

As children may need immediate access to their inhaler (Blue Relievers) they are kept in the child's classroom or in a safe and readily accessible place. Inhalers should be taken to sporting events / trips and used prior to or during exercise if an episode of asthma occurs.
Parents are encouraged to provide the school with full information about their child's medical needs so that staff can exercise appropriate levels of care.

SMOKING

We operate a non-smoking policy - smoking is not permitted anywhere within the school or grounds.

SUN PROTECTION

During warm summer months all children should have a named sun hat in school which they will be encouraged to wear when playing outside. School staff are not permitted to apply sun cream to children, but we would ask that you apply a long lasting sunscreen before school in sunny weather. Children may reapply their own sun cream which must be provided in a clearly named container.

SAFEGUARDING

We have a Safeguarding Policy which explains how the school works to ensure that children are thriving and safe. We take safeguarding and the protection of children very seriously. If we have any concerns about a child's welfare it is the Head of School's responsibility to contact Social Services. If you have any concerns about the well-being of a child, please inform us in confidence immediately.

COMPLAINTS

Any complaints about school matters should first be discussed with class teachers. If the complaint is not resolved, a formal complaint process may be undertaken. The procedure to register a complaint is available from the school's website.

CHARGING POLICY

At The Mead School we are constantly seeking to enrich the children's learning experiences through trips; by inviting visitors and experts to talk to the children; and by running activities and workshops. Children feedback, that these extra-curricular activities bring learning to life and are some of their most memorable experiences of primary school. Where possible, teachers look for free activities or apply for grants that will enable the school to provide enrichment opportunities at no cost to families, however there are times when a contribution from parents may be requested.

FAMILY SUPPORT

We have a parent support advisor working within our school. Our PSA offers advice on aspects of parenting, children's behaviour or child care. If you require support, please contact Kery Morgan.

EMERGENCY CLOSURE

It is our policy to remain open if at all possible in the event of bad weather; however, there are occasions when it may become necessary to close the school. If a decision is made to close before the beginning of the school day the local radio will be informed and information will be available on our website www.themead.wilts.sch.uk and our facebook page.
We would ask that you tune into the radio if you are unsure whether the school will be open as it causes us difficulties if our telephone line is busy with queries.

INSET DAYS

We have 7 staff training days spread throughout the year. On these days school is closed. Dates are well advertised on the website and in our weekly newsletter.

Other information

(continued)

Attendance

Absence rates for 2025 – 2026 (as at June 2026)
For Year R - Year 6 these were:

Attendance Rate 95.7%
Authorised Absence 3.1%
Unauthorised Absence 1.2%



OUR CHILDREN AS LEADERS

- School Council
- Sports Council
- Year 6 Ambassadors
- Dance Leaders
- Sing up Leaders
- Eco Buddies
- Lunch time leaders

EXTRA CURRICULAR ACTIVITIES





- Tag Rugby
- Rounders
- Calm/Mindful Colouring and Drawing
- Arts & Crafts
- Gardening
- Gymnastics
- Board Games
- Dodgeball
- Storybox Making
- Cross Country
- Young Voices
- Yoga
- French
- Homework
- Running
- Book Club
- Languages & Playground Games
- Hockey
- Netball
- Maths
- Trowbridge Science Fair
- Cricket
- Football
- Library
- Hama Beads
- Athletics
- Construction
- Multi-Sports



Term and holiday dates 2026 – 2027

SCHOOL TERM AND HOLIDAY DATES 2026 -27

Wiltshire Council

September 2026						
M		7	14	21	28	
Tu	1	8	15	22	29	
W	2	9	16	23	30	
Th	3	10	17	24		
F	4	11	18	25		
Sa	5	12	19	26		
Su	6	13	20	27		

October 2026						
M		5	12	19	26	
Tu		6	13	20	27	
W		7	14	21	28	
Th	1	8	15	22	29	
F	2	9	16	23	30	
Sa	3	10	17	24	31	
Su	4	11	18	25		

November 2026						
M		2	9	16	23	30
Tu		3	10	17	24	
W		4	11	18	25	
Th		5	12	19	26	
F		6	13	20	27	
Sa		7	14	21	28	
Su	1	8	15	22	29	

December 2026						
M		7	14	21	28	
Tu	1	8	15	22	29	
W	2	9	16	23	30	
Th	3	10	17	24	31	
F	4	11	18	25		
Sa	5	12	19	26		
Su	6	13	20	27		

January 2027						
M		4	11	18	25	
Tu		5	12	19	26	
W		6	13	20	27	
Th		7	14	21	28	
F	1	8	15	22	29	
Sa	2	9	16	23	30	
Su	3	10	17	24	31	

February 2027						
M		1	8	15	22	
Tu		2	9	16	23	
W		3	10	17	24	
Th		4	11	18	25	
F		5	12	19	26	
Sa		6	13	20	27	
Su		7	14	21	28	

March 2027						
M	1	8	15	22	29	
Tu	2	9	16	23	30	
W	3	10	17	24	31	
Th	4	11	18	25		
F	5	12	19	26		
Sa	6	13	20	27		
Su	7	14	21	28		

April 2027						
M		5	12	19	26	
Tu		6	13	20	27	
W		7	14	21	28	
Th	1	8	15	22	29	
F	2	9	16	23	30	
Sa	3	10	17	24		
Su	4	11	18	25		

May 2027						
M		3	10	17	24	31
Tu		4	11	18	25	
W		5	12	19	26	
Th		6	13	20	27	
F		7	14	21	28	
Sa	1	8	15	22	29	
Su	2	9	16	23	30	

June 2027						
M			7	14	21	28
Tu		1	8	15	22	29
W		2	9	16	23	30
Th		3	10	17	24	
F		4	11	18	25	
Sa		5	12	19	26	
Su		6	13	20	27	

July 2027						
M		5	12	19	26	
Tu		6	13	20	27	
W		7	14	21	28	
Th	1	8	15	22	29	
F	2	9	16	23	30	
Sa	3	10	17	24	31	
Su	4	11	18	25		

August 2027						
M		2	9	16	23	30
Tu		3	10	17	24	31
W		4	11	18	25	
Th		5	12	19	26	
F		6	13	20	27	
Sa		7	14	21	28	
Su	1	8	15	22	29	

Key:	
	School Holiday
	Bank Holiday
	Term Time

Academy, Free Schools, Foundation & Voluntary Aided schools can set their own term dates and may differ from ours. Please check with the individual schools for their term dates.

5 days are also available for professional training day closures during term time, set by the Headteacher and Governors of each school.

Term dates summary:		
Term 1	01 September to 21 October 2026	37 days
Term 2	02 November to 18 December 2026	35 days
Term 3	04 January to 12 February 2027	30 days
Term 4	22 February to 25 March 2027	24 days
Term 5	12 April to 28 May 2027	34 days
Term 6	07 June to 23 July 2027	35 days
TOTAL		195 Days

Bank and Public Holidays 2026/2027	
Christmas Day Holiday	Fri 25th December 2026
Boxing Day Holiday	Sat 26th December 2026
Boxing Day Holiday (substitute day)	Mon 28th December 2026
New Years Holiday	Fri 1st January 2027
Good Friday	Fri 26th March 2027
Easter Monday	Mon 29th March 2027
May Day Holiday	Mon 03rd May 2027
Spring Bank Holiday	Mon 31st May 2027
Summer Bank Holiday	Mon 30th August 2027

Staff Inset Days

Tuesday 1st September 2026
Monday 19th October 2026
Tuesday 20th October 2026
Wednesday 21st October 2026
Monday 4th January 2027
Friday 26th February 2027
Friday 25th June 2027

Essential information 2026 – 2027

CONTACTS

Address	The Mead Community Primary School Hilperton Site Hackett Place Trowbridge Wiltshire BA14 7GN Wingfield Site Church Lane Wingfield Trowbridge Wiltshire BA14 9LW
Telephone	01225 759273
Website	www.themead.wilts.sch.uk
Email	office@themead.equamead.org
LA Address	Wiltshire Council County Hall Bythesea Rd Trowbridge BA14 8JN
Telephone	0300 456 0100

Headteacher	Mark Stenton
CEO	Paul Skipp
Deputy CEO	Lyssy Bolton
Chairs of Governors	Rachel Watts

OTHER INFORMATION

Type & Age Range	Split-site Primary School 3 - 11 Years	
Number on School Roll		508
(including Nursery)	Hilperton Site	445
	Wingfield Site	63

The school day

08.35am	School gates open *Children may arrive from this time*
08.45am	Start of School Day
10.40am	Play Time to Ilam.
11.45am	Lunch (Reception Children – Hilperton site)
12.15pm	Lunch (All Wingfield Site and Y1-6 Hilperton Site)
12.45pm	Start of Afternoon Session (Reception children - Hilperton site)
13.15pm	Start of Afternoon Session (All Wingfield Site and Y1-6 Hilperton Site)
15.15pm	End of School Day

Ofsted 2025	"There is a sense of team spirit at the school. Staff are motivated and committed to supporting pupils to do their best. Morale is high, because staff feel well supported".

Staffing

Everyone who works at The Mead Primary School has an important part to play and is a valued member of staff. The emphasis at the school is on team work.



SCHOOL LEADERSHIP:

Headteacher	Mr Mark Stenton
Assistant Head Teacher/SENCo	Mrs Kate Seviour
Assistant Head Teachers/Curriculum	Miss Nicola Demski (English Lead)
	Mrs Sophie East (Maths Lead)

TEACHING STAFF

Mrs Pam Fisher (Senior Teacher)
Mrs Lucie O'Leary (Senior Teacher)
Miss Sarah Penny (Senior Teacher)
Mr Oliver Smith (Senior Teacher)
Miss Chloe Beech
Miss Tori Boughton
Mr Chris Browne
Miss Kayla Chard
Mrs Nicola Ellis
Mrs Fe Frayling
Mrs Emily Greswell
Mr Jon Hackett
Mrs Gill Herrin
Mrs Emily Johnstone
Miss Nina LLarinas
Mr Daniel Paxton
Miss Bethany Pearce
Mrs Cassie Sparey
Mrs Sara Thatcher
Miss Rebecca Usherwood
Miss Rhianna Lucas – Apprentice Teacher
Miss Anna Glover - (UQT Music)



TEACHING ASSISTANTS

Miss Beth Ashman HLTA
Mrs Jayne Ogborne - HLTA & Nursery Lead
Mrs Helen Betreen
Mrs Louise Carpenter
Mrs Lisa Coles
Mrs Ellie Crosbie
Mr Dario De Gaetanis
Mrs Sammie Devenney
Mrs Amy Franklin
Miss Izzy King
Mr Mohammed Miri
Mrs Kerry Morgan
Miss Bethany Pope
Miss Alice Read
Miss Shannon Sherratt
Mrs Alyssia Stevens
Mrs Jane Truelove
Mrs Gemma Vallack
Mr Jack Wells

SUPPORT STAFF

School Business Manager	Mrs Kerry Thain
School Administrators	Mrs Helen Goodall, Mrs Hannah Myatt & Mrs Maria Lyons (SEN)
Finance Administrator	Mrs Christine Davies

PREMISES STAFF

Housekeeping Supervisor	Mrs Christine Davies
Handy Person	Mr Danny Davies
Catering	Mrs Paula Davison & Mrs Laura Hunter
General Assistant	Mrs Rebecca Hamilton
Cleaning Team	Mrs Nicky Perry & Miss Tia Perry

MIDDAY SUPERVISORS

Mr Kian Febrer, Mrs Nancy Shields & Mrs Carrie Beacom
All of the Teaching Assistants have a role in supporting the children to eat and play at lunchtimes.

GOVERNING BODY

Chairs of Governors	Mrs Rachel Watts
Other Governors	Mrs Lucy-Kate Ridewood (Vice Chair), Mr Alexander McDonald, Mrs Alice Perry, Charlene Bartlett & Mr Alex Moss
Staff Governors (SLT)	Mr Mark Stenton, Mrs Kate Seviour, Miss Demski and Mrs East

Highlights from the last few years.

Activities and events change from year to year; this information is designed to give you a flavour of what goes on in school. It's always busy and lots of fun!

VISITORS

- Authors
- Robotics
- Roman Re-enactment
- Local community recorder group
- Jonathan's Jungle Roadshow – handling collection
- RSPCA
- Paramedics and Fire Fighters

TRIPS

- Chepstow Castle
- Noah's Ark Farm Zoo
- Farm visits
- Residential visits
- Hengistbury Head Beach
- Westonbirt Arboretum
- Westbury White Horse
- Roman Baths
- Imperial War Museum, London
- Bristol Hindu Temple
- Wessex Water
- Trowbridge Museum
- Stonehenge

CHARITY AND FUNDRAISING EVENTS

- Children in Need
- The Grand Appeal
- Comic relief





COMMUNITY AND CITIZENSHIP

- Year 5 taster days at Secondary Schools
- Curriculum Days at Secondary Schools
- School Parliament elections
- The Life Bus on site
- Kings and Queens day
- Public speaking competition
- Trowbridge Youth Parliament
- International Day of Languages
- Emergency Awarenes Training – all year groups

OTHER EVENTS

- World Book Day
- Storytelling Events
- Devizes Singing Festival

SPORTING EVENTS

- Hockey Festival
- Large and Small Schools football tournament
- Sports Ambassadors Conference
- KS1 Football Festival
- Multisports Festival
- Kurling
- Cross Country Events
- Netball Tournament
- Dodgeball
- Wheelchair Basketball
- Gymnastics
- Rugby Tournament
- Cricket Tournament
- Swimming Gala

ARTS AND PERFORMANCE

- Music Festival at Civic Hall
- World Book Day
- Whole School Performance (KS2)
- Christmas Performances
- Young Voices event in Birmingham



Our Charter for Living and Learning

OUR GOLDEN RULE
Treat people as we would like to be treated

Our purpose is to encourage, support and develop every child so that they reach their full potential

We prepare children to live responsibly and peacefully in the spirit of understanding, tolerance, equality and friendship

Ready • Respectful • Safe



We have a right to
- Feel safe and happy
- Belong
- Enjoy school

We have a responsibility to
- Think kind thoughts and speak kindly
- Be gentle
- Be polite
- Be helpful
- Co-operate and collaborate
- Resolve problems peacefully
- Understand and celebrate difference



We have a right to learn

We have a responsibility to
- Take control of our learning
- Identify and solve problems
- Be creative and express our ideas
- Help, support and encourage others



We have a right to
- A vibrant and exciting environment where we can flourish
- An environment that can be enjoyed by all

We have a responsibility to
- Look after our school
- Take care of our resources
- Reduce, re-use and re-cycle

Friendship • Respect • Equality • Determination • Inspiration • Courage • Excellence